

# 2025 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 20 April 2026 at 03:20 PM by Amanda White (Principal)

- As executive officer of the school council, I attest that this 2025 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 20 April 2026 at 03:20 PM 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English for Teacher Judgements against the curriculum
  - Mathematics for Teacher Judgements against the curriculum
- Engagement
  - how many exiting students go on to further studies or full-time work
  - average absence days per student
  - student attendance rate

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) or the new Disability Inclusion Framework (DI).

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 maximise capabilities. 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

In 2025, Belmore School commenced implementation of the Little Learners Love Literacy (LLLL) program to strengthen the delivery of explicit phonics instruction and ensure literacy teaching aligns with contemporary research and Department of Education guidance. Members of the Literacy Implementation Team participated in a two-day professional learning program to support the introduction of the framework. As the program was originally designed for mainstream settings, the team developed an implementation plan and adapted resources to meet the diverse learning and access needs of Belmore students. This included establishing a daily structure for phonics instruction and scheduling key staff to provide mentoring and in-class support to teachers during implementation.

Throughout the year, the Literacy Team worked collaboratively with staff to trial and refine approaches that support individual student learning profiles. Whole-school professional learning was provided, alongside targeted sessions during Professional Learning Community (PLC) meetings linked to the Victorian Teaching and Learning Model (VTLM) 2.0. Classroom observations and peer learning opportunities supported staff to embed consistent literacy practices while responding to the unique needs of each class.

The school's Literacy Instructional Model is currently being updated to incorporate the LLLL framework and has been embedded within planning documentation. During Semester 2, the focus shifted to establishing and adapting assessment processes and collecting baseline data. Assessment tools were modified to ensure accessibility for students with complex communication, hearing and vision needs. Teachers and speech therapists trialled these assessments and provided feedback through PLC processes.

In 2025, a cross-disciplinary Numeracy Team was established to lead whole-school improvement in mathematics instruction. The team undertook a comprehensive audit of current numeracy practices, including a review of documentation, research into evidence-based approaches and the development of a draft instructional model tailored to our specialist school context. Staff members currently undertaking postgraduate study in Inclusive Practices contributed to identifying research-informed strategies appropriate for students with complex learning and access needs. Ongoing consultation with teachers and allied health professionals supported refinement of the model and review of the assessment tools currently in use.

Across each term, the Numeracy Team and Learning Specialist facilitated peer observations and small-scale classroom inquiries focused on mathematics instruction. This process supported

teachers to evaluate the effectiveness of identified strategies and available resources. As a result, staff reported increased confidence in delivering numeracy instruction and a deeper understanding of key mathematical concepts, including the 'big ideas' underpinning mathematical development.

## Wellbeing

Initial progress has been made in developing a cohesive and inclusive approach to wellbeing at Belmore School. This has involved the trial and implementation of several Tier 1 strategies designed to support student engagement in learning. One key initiative has been the development and implementation of the 'All About Me' document and program, which all students complete at the beginning of each term. This document has been introduced across the entire school and aligns with the rollout of the Disability Inclusion Framework. The program focuses on strengthening student voice and promoting self-advocacy in learning as students are supported to contribute to information that is shared with others. Completed 'All About Me' profiles are displayed in classrooms and are regularly referred to by staff to inform teaching practices and support student engagement.

Increased and meaningful opportunities for student feedback have been embedded into Individual Education Plan (IEP) and student report documentation and processes. Student goals have been introduced within IEPs and semester reports, providing students with structured opportunities to reflect on their goals and progress at the end of each term. Another key project has been the development of a student voice tool designed to be inclusive for students with complex communication, vision, and hearing needs (Learning Access). This tool is completed once per semester, with the data collected used to support and inform the Attitudes to School Survey (AToSS) and the Disability Inclusion (DI) Framework. The student voice tool was implemented in both Semester 1 and Semester 2. Data has been collected and analysed, and all staff have played a role in gathering student responses and engaging in discussions about how the information can best be used to support students. This initiative will continue into 2026 as part of the school's ongoing commitment to strengthening student voice and improving wellbeing outcomes.

## Engagement

The Team Around the Learner (TAL) approach is a collaborative and holistic framework designed to provide individualised support for students. It brings together multidisciplinary professionals, school staff, families, and students to ensure a coordinated and responsive approach. Central to this model is a strong focus on the student, with their strengths, needs, and preferences guiding all decision-making. The aim is to support each student to thrive academically, socially, and emotionally.

At Belmore, TAL teams work in partnership, adopting a strengths-based approach that prioritises communication through AAC, peer and social interactions, explicit teaching, role modelling, and the creation of opportunities for meaningful reciprocal exchange. This is reinforced through positive reinforcement, student empowerment, and the promotion of agency.

In 2025, the Student Representative Council (SRC) continued to expand, including the introduction of an ASDAN module focused on self-advocacy. The SRC plays an important role in amplifying student voice, fostering leadership, and contributing to school improvement. Its growth has supported increased student engagement and broadened leadership opportunities within the school and the wider community.

The SRC led several whole-school social events at the end of the year, including a highly successful petting zoo experience. Students reported valuing the opportunity to contribute to school decision-making and activities. The school was also pleased to welcome its Local Member of Parliament to present SRC leadership badges, reinforcing the importance of student leadership within the broader community.

In 2025, students also participated in wider community award programs, with nominations in the Allison Harcourt Awards and the Boroondara Youth Awards for school and community service. These opportunities were well received by students and families, and students took great pride in being recognised for their contributions.

## Other highlights from the school year

### **Boroondara Council Playground Project**

In Semester 1, the school strengthened its partnership with Boroondara Council through participation in a playground consultation program. This initiative involved collaboration with staff from Ability Works, a post-school disability service provider, alongside Council representatives.

The program included visits to local playgrounds, including a recently upgraded site and another identified for future improvement. Through these experiences, students developed their self-advocacy skills by reflecting on their experiences, identifying preferred features, and suggesting inclusive design elements to support access for all community members. All participants recognised the value of this partnership and the meaningful insights gained through the consultation process.

### **Belmore Day Out 2025**

Belmore Day Out 2025 was a highly engaging and successful whole-school event, providing students, staff, and families with opportunities to connect and celebrate learning. The day featured a wide range of activities, including art exhibitions, classroom showcases, interactive games, fashion parades, movie screenings, and hands-on experiences such as slime-making.

Students and staff worked collaboratively to prepare individual and class-based activities, proudly sharing their learning with the broader school community. These opportunities supported student engagement, creativity, and confidence in presenting their work. A highlight of the day was the provision of ice cream from Alex's Ice-cream Van, generously supported by the Stephanie's Choice Foundation. This was greatly enjoyed by both students and staff and contributed to the positive and inclusive atmosphere of the event. Belmore Day Out continues to be a valued event on the school calendar, strengthening community connections and celebrating student voice and participation.

## Financial performance

Belmore School maintained strong financial management practices throughout 2025, underpinned by strategic workforce planning and rigorous budget monitoring. The school concluded the year in a surplus position. In alignment with the School Strategic Plan and Annual Implementation Plan priorities, surplus funds will be reinvested into infrastructure improvements and the reinstatement of specialised equipment to support high-quality teaching and learning programs for students with complex needs.

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

- \$13,610 Stronger Communities Program R9 - sponsored by HCCC – Hydro Door supply/install and security - painting of hydro and replace window
- \$23,812.00 Variety/Cassandra Gantner Foundation - 2 Rifton Activity Chairs
- \$30,000.00 IECF - Various – slings, commode, adjustable classroom chairs, adjustable classroom tables, Switch adapters, Interactive TVs x2, Coshway bike, Aquafit upright float
- \$4,200.00 Sporting Schools – towards running of physical activities and resources during term 2
- \$500.00 Boroondara Council – Playground review participation - students received - SRC decided where funds should be spent.
- \$2,935.00 State Schools Relief for iPads and a laptop for students to use and home and school
- \$492.00 raised through a school based fundraising initiative Easter Raffle for the purchase of outdoor furniture
- \$332.00 raised through a school based fundraising initiative Christmas Raffle to purchase garden equipment and library resources.
- \$234.00 raised through a school based fundraising initiative via can collection which our Student Representative Council/Student Leaders initiated student end of year celebrations.
- \$500.00 donation from the Han family.
- \$600 donation thanks to the generosity of one of our valued volunteers.
- Victorian Schools Garden Program - Veg Trug Package valued at \$1000
- \$591.25 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://belmoresc.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 40 students were enrolled at this school in 2025, 20 female and 20 male. 28% had English as an additional language and NDA 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	100.0%	
	Similar schools	88.2%	
	State	86.9%	

### 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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	84.1%	
	Similar schools	69.2%	
	State	68.0%	

## LEARNING











### Teacher Judgement of student achievement English

Percent of results at each achievement level in English

			2025
<b>A</b>	School	7.6%	
<b>B</b>	School	36.1%	
<b>C</b>	School	27.7%	
<b>D</b>	School	12.6%	
<b>0.5</b>	School	0.8%	
<b>F-F.5</b>	School	2.5%	
<b>1.0-1.5</b>	School	8.4%	
<b>2.0-2.5</b>	School	1.7%	
<b>3.0-3.5</b>	School	0.0%	
<b>4.0-4.5</b>	School	1.7%	
<b>5.0-5.5</b>	School	0.0%	
<b>6.0-6.5</b>	School	0.8%	
<b>7.0-7.5</b>	School	0.0%	
<b>8.0-8.5</b>	School	0.0%	
<b>9.0-9.5</b>	School	0.0%	
<b>10.0-10.5</b>	School	0.0%	
<b>11.0-11.5</b>	School	0.0%	
<b>N/A</b>	School	0.8%	

## Teacher Judgement of student achievement Mathematics



Percent of results at each achievement level in Mathematics

			2025
<b>A</b>	School	<b>15.4%</b>	
<b>B</b>	School	<b>35.9%</b>	
<b>C</b>	School	<b>23.1%</b>	
<b>D</b>	School	<b>5.1%</b>	
<b>0.5</b>	School	<b>2.6%</b>	
<b>F-F.5</b>	School	<b>2.6%</b>	
<b>1.0-1.5</b>	School	<b>7.7%</b>	
<b>2.0-2.5</b>	School	<b>5.1%</b>	
<b>3.0-3.5</b>	School	<b>0.0%</b>	
<b>4.0-4.5</b>	School	<b>2.6%</b>	
<b>5.0-5.5</b>	School	<b>0.0%</b>	
<b>6.0-6.5</b>	School	<b>0.0%</b>	
<b>7.0-7.5</b>	School	<b>0.0%</b>	
<b>8.0-8.5</b>	School	<b>0.0%</b>	
<b>9.0-9.5</b>	School	<b>0.0%</b>	
<b>10.0-10.5</b>	School	<b>0.0%</b>	
<b>11.0-11.5</b>	School	<b>0.0%</b>	
<b>N/A</b>	School	<b>2.6%</b>	

## ENGAGEMENT

### Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	<b>School</b>	<b>NDP</b>		<b>19.0%</b>
	Similar schools	50.2%		49.6%
	State	81.5%		81.2%


### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
<b>Ungraded</b>	<b>School</b>	<b>33.2</b>		<b>42.8</b>
	Similar schools	39.7		39.4
	State	40.0		39.6

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
<b>Ungraded</b>	<b>School</b>	<b>83.2%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$3,274,760
Government Provided DET Grants	\$674,775
Government Grants Commonwealth	\$6,071
Government Grants State	\$0
Revenue Other	\$35,136
Locally Raised Funds	\$95,749
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,086,491</b>

Equity	Actual
Equity (Social Disadvantage)	\$7,361
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,361</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$3,288,339
Adjustments	\$0
Books & Publications	\$91
Camps/Excursions/Activities	\$4,451
Communication Costs	\$7,697
Consumables	\$24,144
Miscellaneous Expenses <sup>2</sup>	\$22,596
Agency Staff	\$4,016
Professional Development	\$13,835
Equipment/Maintenance/Hire	\$82,268
Property Services	\$125,243
Salaries & Allowances <sup>3</sup>	\$118,132
Support Services	\$27,382

Expenditure	Actual
Trading & Fundraising	\$19,374
Motor Vehicle Expenses	\$3,242
Travel & Subsistence	\$51
Utilities	\$46,088
<b>Total Operating Expenditure</b>	<b>\$3,786,948</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$299,542</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$924,533
Official Account	\$43,927
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$968,459</b>

Financial Commitments	Actual
Operating Reserve	\$83,102
Other Recurrent Expenditure	\$2,417
Provision Accounts	\$0
Funds Received in Advance	\$11,319
School Based Programs	\$446,926
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$623
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$32,000
Capital - Buildings/Grounds < 12 months	\$23,971
Maintenance - Buildings/Grounds < 12 months	\$174,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$774,358</b>

*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.*