

School Strategic Plan 2024-2028

Mornington Special Developmental School (5239)



Submitted for review by Jo Hillman (School Principal) on 08 August, 2025 at 09:26 AM

Endorsed by Andrew Schneider (Senior Education Improvement Leader) on 12 August, 2025 at 10:31 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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School vision	Mornington SDS is committed to providing an engaging, safe and secure learning environment. The school supports and encourages students to build on their strengths and individuality. Opportunities are provided for students to experience success in their learning and ensure positive and mutually supportive partnerships between home, school and the community. The school is committed to a philosophy of continuous improvement..
School values	The school's values are: Respect- Respect for self, others and the environment Integrity- in what we do and relationships with others (Do the right thing) Responsibility- accept responsibility for one's own actions Persistence – to strive towards reaching our personal best
Context challenges	Mornington Special Developmental School (Mornington SDS) is a specialist school that caters for students with moderate to severe intellectual disabilities. Many students also display other disabilities such as autism, sensory and physical disabilities. The student population reflects a diversity of socio-economic backgrounds, with two thirds of the families receiving family assistance, from across the Mornington Peninsula. Students range in age from 2.8 years to 4.8 years in the Early Education Program and 5 years to 18 years in the school age program. Mornington SDS is a small school that provides a safe, secure and vibrant learning environment for students with additional educational support needs. Our highly skilled staff, consists of teachers and education support staff. Our curriculum was based on the FISO 2 which, together with the ABLES resource, is used to develop the Individual Learning Plans. The school continues to be strongly committed to improving students' communication skills and utilizes ICT equipment such as; iPads and communication software, such as Proloquo2Go. The Picture Exchange Communication (PECs) system is used throughout the school, also incorporates ICT to enhance students' communication skills. Mornington SDS has been in place since 1987 and is composed entirely of portables. Last year (2023) the school received a substantial grant to build a 'new' school on-site. This new school building has been and continues to be both

	w exciting and challenging. Students and staff had to move locations - into portables - in order to make room for the new constructions. Students , such as ours, many of whom are artistic and consequently challenged b y change in routine found the move difficult. Staff were called upon to provide extra support for students.
Intent, rationale and focus	Our school is endeavoring to achieve a an improving financial basis upon which the school can prioritize resources to deliver high quality educational outcomes for all of its students. It is also endeavoring to increase student enrolments. These aims are important as we are a small school (22 students) and we need to increase our size to remain financially viable and to +fully support the disabled children in or local community. Our school is prioritizing the support for disabled students. Students with disabilities deserve the highest quality support the education system can provide. This provision is the measure of a good society. All staff are committed to the delivery of support and learning opportunities that will provide our students with the context in which they can grow to reach their potential. Our school is committed to pursuing the very best learning outcomes for our specific population of students. Over the course of the Strategic Plan Mornington SDS will undertake a developing focus on Indigenous history and collaborating with local indigenous community members.

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Goal 1	Maximise student learning growth.
Target 1.1	Increase the percentage of students maintaining or increasing their Victorian Curriculum Levels (A to 10) in English, Speaking and Listening and English, Reading and Writing from 61% (2024) to 70% (2028).
Target 1.2	By 2028, increase the percentage positive endorsement on the School Staff Survey for: • Instructional leadership from 27% (2024) to 50% (2028) • Professional learning to improve practice from 60% (2024) to 68% (2028) • Professional learning targeted to improving literacy and numeracy from 40% (2024) to 48% (2028)
Key Improvement Strategy 1.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	Establish collaborative teaching partnerships within the school, the network and with other specialist schools.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a whole school approach to teaching and learning, and the teaching of literacy and numeracy.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop data literacy to measure student growth and to form accurate and reliable judgements to inform teaching and learning
Goal 2	Improve the ability of students to understand themselves, self-regulate and socially relate to others.
Target 2.1	Increase the percentage positive endorsement on the Attitudes to School Survey for: • Effective classroom behaviour at 40% (2024) to 48% (2028) [Domain: Effective Teaching Practice] • Perseverance from 80% (2024) to 84% [Domain: Learner Confidence & Dispositions] • Sense of inclusion at 67% (2024) to 75% (2028) [Domain: Social Engagement]
Target 2.2	By 2028, maintain the percentage positive endorsement on the Parent Opinion Survey at the 2024 baseline for: • Student agency and voice at 80% • High expectations for success at 90%
Target 2.3	Increase the percentage positive endorsement on the School Staff Survey for: • Trust in colleagues from 50% (2024) to 58% (2028)

	• Collective efficacy from 66% (2024) to 74% (2028) • Professional learning to improve practice from 60% (2024) to 68% (2028)
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 whole school approach to inclusion, focused on the universal right to communicate effectively with others.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a tiered approach to support student learning, wellbeing and inclusion.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	