

2026 Annual Implementation Plan

for improving student outcomes

Mornington Special Developmental School (5239)



Submitted for review by Jo Hillman (School Principal) on 05 February, 2026 at 03:11 PM

Endorsed by Andrew Schneider (Senior Education Improvement Leader) on 06 February, 2026 at 01:17 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Embedding	Evolving

Future planning for 2026	We are delighted with the greater than expected outcomes in relation to our twelve-month targets, which we largely exceeded. Of even greater excitement was the realisation that we have met and/or exceeded our four-year targets in the first year of our new strategic plan.oppSharing the data with our teaching staff was an opportunity to celebrate our successes and reflect on the year's work. The staff was excited about the achievements we've made and appreciated the recognition of their hard work and commitment to change that will deliver better outcomes for our students. There is real energy to continue the work in 2026, particularly as there is strong support from highly specialised professionals who work closely in a multi-disciplinary way.We are now ideally placed to focus on professional learning to improve literacy and numeracy as the key target for 2026 as this aligns with our plan to implement CL4A and PODD as our universal communication system across the school. We believe that this will also have a positive impact on the high expectations for success factor (in the parent/caregiver survey) as parents see firsthand evidence of increased and improved communication from their children.With the implementation of SWPBS, supported by a dedicated coach, we believe we will see greater consistency across the school in relation to Tier 1 practices, particularly predictable routines for all students.
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Maximise student learning growth.	Yes	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).	Establish collaborative teaching partnerships within the school, the network and with other specialist schools.	No
		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)	Develop a whole school approach to teaching and learning, and the teaching of literacy and numeracy.	Yes
			Develop data literacy to measure student growth and to form accurate and reliable judgements to inform teaching and learning	Yes
Improve the ability of students to understand themselves, self-regulate and socially relate to others.	Yes	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]	Develop and implement a whole school approach to inclusion, focused on the universal right to communicate effectively with others.	Yes

		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%	Develop and implement a tiered approach to support student learning, wellbeing and inclusion.	Yes
		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)		

Define actions, evidence of change and tasks

Goal 1	Maximise student learning growth.
KIS 1.b	Develop a whole school approach to teaching and learning, and the teaching of literacy and numeracy.
Actions	Implement a schoolwide literacy approach (Comprehensive Literacy for All) for all students, with targeted professional learning focused on building professional practice, collaboration, peer observation and evidence-informed decision making. Monitor to ensure the necessary pre-conditions for privileged collaborative practice are always present. Utilise a consultative approach to developing, trialling and implementing school-wide practices.
Evidence of change	Staff: agree, and implement elements of Comprehensive Literacy for All (CL4A) into their professional practice in dedicated literacy instruction time. use our draft teaching and learning model (TLM) to plan for explicit teaching of literacy document explicit teaching of literacy in weekly planners including modelled, guided and independent practice and identify specific resources and teaching moves required. Students: improved engagement as students are regularly exposed to explicit literacy instruction and have opportunities to respond authentically improved engagement with written texts e.g. interacting with shared reading, independently selecting texts, etc. evidence of improvement captured in formative and/or summative data demonstrate a love of reading Community: parents provide feedback regarding increased engagement of their children in reading, formally through SSGs and IEP development, and less formally through the use of Compass and incidental conversations. Leaders: lead teams in privileged, collaborative work to build understandings and skills to effectively implement CL4A lead or broker targeted professional learning for all staff to develop knowledge, understandings and practice lead the implementation of the whole school approach to literacy effectively and consistently

	ensure educators have access to the resources needed to effectively implement CL4A e.g. quality picture books, formative assessment tools, etc.
Tasks	People responsible
Provision of whole staff professional learning, delivered by CL4A facilitator, early in 2026 to support shared understanding and opportunity to implement new learnings and skills from the beginning of the year.	☒ Allied health ☒ Leadership team
Provide spaced professional learning throughout 2026 to support and build upon learning from initial professional learning, delivered by CL4A facilitator	☒ Allied health ☒ Leadership team
Ensure sufficient resourcing e.g. picture books, assessment tools, coaching, aided language displays for all staff to ensure effective implementation of CL4A.	☒ Leadership team ☒ Literacy leader
Integrate the work of allied health professionals with detailed knowledge and experience of CL4A into our occupational health, speech pathology and music therapy approaches, to provide additional professional support and practice that is fully aligned and strengthens implementation e.g. coaching, modelling, etc.	☒ Allied health ☒ Leadership team
Ensure dedicated time for collaborative planning to ensure consistency of practice and sharing of practice and opportunities to undertake peer observation.	☒ Leadership team
KIS 1.c	Develop data literacy to measure student growth and to form accurate and reliable judgements to inform teaching and learning
Actions	Build teachers' data literacy to improve evidence-informed decision making when planning, teaching and assessing student progress Use the Data Wise Improvement Cycle to build teachers' capacity to analyse, understand and use a wide range of data sources relating to students' achievement and wellbeing
Evidence of change	Staff: - routinely collect and analyse a wide range of data, individually and collectively, to inform teaching and learning and track student progress - identifying and using the most suitable data to effectively differentiate for all students - demonstrate increased confidence (self-efficacy) in the use of data to make instructional decisions

	begin to share data with students as a first step to co-constructing meaningful goals Students: accelerated achievement as learning tasks are more closely matched and targeted to student needs improved engagement with learning begin to identify their own goals through shared data conversations with teachers Community: parents provide feedback regarding increased engagement of their children, formally through SSGs and IEP development, and less formally through the use of Compass and incidental conversations. Leaders: lead teams in privileged, collaborative work to build understandings and skills to effectively collect, analyse and use data to inform teaching and learning and track student progress lead or broker targeted professional learning for all staff to develop knowledge, understandings and practice lead the implementation of the whole school approach to data literacy effectively and consistently ensure educators have access to the resources needed to be data literate e.g. assessment tools, tracking tools, etc.
Tasks	People responsible
Provision of teacher professional learning, delivered by the Data Wise Team, to support shared understandings about what counts as data and how we can use data with integrity.	☒ Data leader ☒ Leadership team
Provide spaced professional learning throughout 2026 to support and build upon learning from initial professional learning session, delivered by Data Wise Team using the Data Wise Improvement Cycle and supported by Data Wise Coach	☒ Data leader ☒ Leadership team
Build and develop a whole school data resource bank e.g. assessment tools, data trackers, etc.	☒ Data leader ☒ Leadership team
Goal 2	Improve the ability of students to understand themselves, self-regulate and socially relate to others.
KIS 2.a	Develop and implement a whole school approach to inclusion, focused on the universal right to communicate effectively with others.

Actions	Implement a schoolwide aided communication approach, Pragmatic Organised Dynamic Display (PODD) for all students, with targeted professional learning focused on building professional practice, collaboration, peer observation and evidence-informed decision making. Monitor to ensure the necessary pre-conditions for privileged collaborative practice are always present. Utilise a consultative approach to developing, trialling and implementing school-wide practices.
Evidence of change	Staff: agree, and implement elements of PODD into their professional practice, particularly in dedicated literacy instruction time. use the 80:20 'rule' of interaction (e.g. comments, opinions, suggestions, etc.) to direction (e.g. demands, tests, questions, commands, instructions, etc.) to develop and maintain autonomous communication needs routinely carry and use PODD books to communicate with all students routinely model the use of PODD as an effective communication tool to all students Students: improved communication as students work towards independence through regular use of PODD books authentically in a range of settings improved engagement with academic and social learning e.g. interacting with shared reading, participating in Circle Time, etc. build stronger connections with adults and peers Community: parents provide feedback regarding increased engagement of their children in using PODD, formally through SSGs and IEP development, and less formally through the use of Compass and incidental conversations. Leaders: lead teams in privileged, collaborative work to build understandings and skills to effectively implement PODD lead or broker targeted professional learning for all staff to develop knowledge, understandings and practice lead the implementation of the whole school approach to AAC effectively and consistently ensure educators have access to the resources needed to effectively implement PODD e.g. classroom PODD books, aided language displays for specific topics/areas of interest
Tasks	People responsible

Provision of whole staff professional learning, delivered by accredited PODD facilitator, early in 2026 to support shared understanding and opportunity to implement new learnings and skills from the beginning of the year.	☒ Allied health ☒ Leadership team
Provide spaced professional learning throughout 2026 to support and build upon learning from initial professional learning, delivered by PODD facilitator.	☒ Allied health ☒ Leadership team
Targeted, individual coaching from PODD facilitator and/or speech pathologist for all staff throughout the year.	☒ Allied health
Ensure sufficient resourcing e.g. classroom PODD books, PODD book stands, and aided language displays for all staff to ensure effective implementation of PODD	☒ Leadership team
Ensure dedicated time for collaborative planning to ensure consistency of practice and sharing of practice and opportunities to undertake peer observation.	☒ Leadership team
KIS 2.b	Develop and implement a tiered approach to support student learning, wellbeing and inclusion.
Actions	Implement School Wide Positive Behaviour Support (SWPBS), as a whole school approach to supporting students to self-regulate and relate to others, with guidance and leadership from a regional SWPBS coach.
Evidence of change	Staff: agree, and implement elements of School Wide Positive Behaviour Support (SWPBS) into their professional practice.. visible, consistent and positive behavioural expectations taught across all school areas document explicit teaching of SWPBS in weekly planners and schedules evidence of reward systems like tokens, certificates or jars for collecting ticketed Students: improved engagement as students are regularly exposed to explicit SWPBS expectations and have opportunities to practise these authentically fewer disciplinary incidents e.g. suspension, IRIS alerts, first aid evidence of improved interpersonal interactions between students and adults Community: parents provide feedback regarding increased engagement of their children at school, formally through SSGs and IEP development, and less formally through the use of Compass and incidental conversations.

	Leaders: lead teams in privileged, collaborative work to build understandings and skills to effectively implement SWPBS practice lead or broker targeted professional learning for all staff to develop knowledge, understandings and consistently lead the implementation of the whole school approach to positive behaviour support effectively and ensure educators have access to the resources needed to effectively implement SWPBS e.g. lesson plans, rewards, assessment tools, etc.
Tasks	People responsible
Provision of whole staff professional learning, delivered by our SWPBS team, and supported by the regional SWPBS coach, to support shared understanding and opportunity to implement new learnings and skills.	✓ SWPBS leader/team
Provide spaced professional learning throughout 2026 to support and build upon learning from initial professional learning, delivered by SWPBS team and supported by SWPBS coach.	✓ SWPBS leader/team
Targeted, individual coaching from school-based SWPBS team leader for all staff throughout the year.	✓ SWPBS leader/team
Ensure sufficient resourcing e.g. lesson plans, and aided language displays, for all staff to ensure effective implementation of SWPBS	✓ SWPBS leader/team
Ensure dedicated time for collaborative planning to ensure consistency of practice and sharing of practice and opportunities to undertake peer observation.	✓ Leadership team ✓ SWPBS leader/team