School Strategic Plan 2025-2028

Montmorency South Primary School (4925)

Education and Training

School Strategic Plan - 2025-2028

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School vision	Montmorency South Primary School's vision is to be an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners.
	The school's mission is to nurture young minds and foster a love for learning. We strive to create a safe, inclusive, and supportive environment where every student can achieve their full potential.
	At MSPS, we provide a safe and nurturing environment where students feel valued. As a school we strive to develop the potential of each student by providing high quality and diverse learning opportunities for students to fulfill their academic, creative, social and physical potential. A significant emphasis is placed on the development of the whole child through the provision of a rich, diverse and challenging curricula. MSPS prides itself on being a school which builds positive relationships through knowing and valuing each student as we empower them to become confident, independent, resilient, resourceful and reflective global citizens.
School values	Montmorency South Primary School values are Respect, Learning, Inclusion, Compassion and Curiosity.
	Respect is taking appropriate care with someone or something that is important. We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.
	Learning is a commitment to developing new knowledge, skills and understandings. We enable everyone the opportunity to develop the dispositions to learn and progress at their entry point.
	Inclusion is being made part of something. It is about valuing other's differences and ensuring that everyone feels welcome and valued. We practice inclusion by appreciating and treating everyone as equals.
	Compassion is having concern and empathy for all. We show compassion when we are sensitive to others by taking deliberate action to be kind and thoughtful particularly when someone is hurting.
	Curiosity is having a desire to learn and understand something, driven simply for the sake of gaining knowledge. We show curiosity when we are eager to learn through exploration and investigation.

Context challenges	Together we Learn, Lead and Achieve
	Montmorency South is an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners. We believe that every person in our Montmorency South school community has the capacity to assist each student in attaining our vision.

Staff at Montmorency South employ the principles of inclusive education for all learners and implement evidence-based pedagogies to deliver the Victorian Curriculum Levels F-6 through systematic and scaffolded evidence-based practices. To support the implementation of the outcomes of Learning and Wellbeing, we embed a tiered response to student learning that focuses on curriculum and academic rigour; and wellbeing, safety, and care at the universal (tier 1), targeted (tier 2) and individual levels (tier 3).

We have a range of specialist programs on offer at Montmorency South. Our French program covers all classes from Year 1 to 6 and the school also runs the highly successful Stephanie Alexander Kitchen Garden (SAKG) program in years 3-6. Many opportunities are provided for students to develop leadership skills, and they can also participate in extra-curricular activities during and outside of school hours. We have several student clubs that run at lunchtime to support student learning and wellbeing.

Located in leafy surrounds, with abundant areas for sport and recreation, Montmorency South provides the perfect setting for our students' primary education. Student enrolment in 2024 is 618. We have 57 equivalent full-time staff with three principal class. All classes are straight grades and teachers work in PLC teams to plan the programs for students.

Community involvement in the school is high and is vital to the running of our school. We have a very proactive School Council and Parents and Friends group, who organise and run several fundraising events throughout the school year. Both groups play a pivotal role in furthering the strong sense of community that is a trademark of Montmorency South Primary School.

In 2024 our student demographic consisted of 3.06% equity funded students; 1.77% of Aboriginal and Torres Strait Island students; 8.40% of English as an Additional Language (EAL) funded students; 2.10% of EAL non funded students; 0.80% of Out of Home Care students; and 3.56% of Program for Students with Disabilities funded students. Although no-one group of students provides a key challenge for the school, combined students' needs across the school plus a high level of wellbeing needs is the greater challenge. |

| Intent, rationale and focus | Our intent is to enhance teacher capacity to plan and design instruction that meets each student's unique learning needs while fostering student agency. Through the development of a school wide instructional model, we will align pedagogies to equip teachers with the skills and strategies necessary for personalised instruction and empower students to take ownership of their learning through student agency. This approach will further embed our values of curiosity, inclusion, respect, compassion and learning. Additionally, we will focus on building teachers' abilities to create and maintain positive classroom environments to further enhance relationships within the classroom and home. We believe that strong, supportive relationships between school and home significantly impact student engagement and academic success, fostering a sense of belonging and connectedness in students. Through coaching, professional learning communities, and ongoing training, we will support teachers in creating a collaborative and inclusive learning environment.

In addition to enhancing teacher capacity, our second intent is to develop and embed a whole school approach to student voice and agency by strengthening and embedding consistent engagement and wellbeing evidence-based practices across the school. Strengthening student voice and agency contributes to improved student health, wellbeing, learning and engagement. To strengthen our intent, we will maintain our comprehensive wellbeing support programs covering mental health, stress management, resilience, and social skills, to also empower students to manage through challenges. Through further development of our Social and Emotional Scope and Sequence for classroom implementation, we will empower students to be responsive to their own needs and increase their capacity to identify when they need support and where to seek it.

Our priorities for the next four years are Literacy, Numeracy and Wellbeing. The strategic plan will unfold over the next four years through the development of our Annual Implementation Plans. |
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Goal 1	Improve student learning growth and achievement in Literacy
Target 1.1	By 2028, increase the 2024 percentage of students achieving the strong and exceeding proficiency levels in NAPLAN: • Year 3 Reading from 72% to 81% • Year 5 Reading from 76% to 84% • Year 3 Writing from 80% to 85% • Year 5 Writing from 79% to 85%
Target 1.2	By 2028, increase the 2024 percentage of students achieving above expected growth over a 12-month period in the Victorian Curriculum (Teacher Judgement): • Year 3 Reading and Viewing from 9% to 20% • Year 5 Reading and Viewing from 16% to 20% • Year 3 Writing from 9% to 15% • Year 5 Writing from 11% to 17%
Target 1.3	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey: • Academic emphasis from 59% to 78% • Guaranteed and viable curriculum from 76% to 80%

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	Develop and embed a school wide instructional model for Literacy
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to use literacy data to inform extension and challenge for students
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	Embed structures and roles that support staff collaboration, professional learning and moderation for literacy
Key Improvement Strategy 1.c 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 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Develop and embed processes for providing feedback to and from students about their learning in literacy

student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve student learning growth and achievement in Numeracy
Target 2.1	By 2028, increase the 2024 percentage of students achieving the strong and exceeding proficiency levels in NAPLAN numeracy: • Year 3 students from 69% to 79% • Year 5 students from 75% to 80%
Target 2.2	By 2028, increase the percentage of students achieving above expected level against the Victorian Curriculum (Teacher Judgement): • Year 3 Mathematics from 26% (2024) to 30% By 2028, decrease the proportion of students achieving below the expected level against the Victorian Curriculum (Teacher Judgement): • Year 5 Mathematics from 16% (2024) to 8%
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey: • Academic emphasis from 59% to 78% • Guaranteed and viable curriculum from 76% to 80% • Teacher collaboration from 63% to 70%
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect	Develop and embed a school wide instructional model for Numeracy

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
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 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to use numeracy data to inform extension and challenge for students
Key Improvement Strategy 2.b 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.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed structures and roles that support staff collaboration, professional learning and moderation for numeracy
Key Improvement Strategy 2.c	

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.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed processes for providing feedback to and from students about their learning in numeracy
Goal 3	To improve student engagement and wellbeing for learning
Target 3.1	By 2028, increase or maintain the 2024 percentage positive endorsement on the Attitudes to School Survey: • Student voice and agency from 57% to 63% • Sense of confidence from 73% to 77% • Stimulated learning at 83% • Not experiencing bullying at 84% • Sense of connectedness at 77%.
Target 3.2	By 2028, increase the 2024 percentage positive endorsement on the Parent/Carer/Guardian Opinion Survey: • Managing bullying from 71% to 75% • Student voice and agency from 69% to 77% • Student connectedness from 88% to 89%

Target 3.3	By 2028, address student absence across F to 6 by:
	• Maintaining the student attendance rate at 90% (91.1% in 2023)
	• Reducing the average student absent days from 17.5 (2023) to 15

Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a whole school approach to student voice and agency
Key Improvement Strategy 3.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 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and embed consistent engagement and wellbeing practices across the school
Key Improvement Strategy 3.b 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 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement revised approaches for monitoring and communicating student absence and enhanced strategies to support students and families.