



Montmorency South Primary School (4925) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Improve student learning growth and achievement in Literacy

Goal 2: Improve student learning growth and achievement in Numeracy

Goal 3: To improve student engagement and wellbeing for learning

KEY IMPROVEMENT STRATEGIES

| KIS 1.a Leadership | KIS 1.d Assessment | KIS 2.a Leadership | KIS 3.a Engagement | KIS 3.b Support and resources |
|--|---|---|---|--|
| Develop and embed a school wide instructional model for Literacy | Develop and embed processes for providing feedback to and from students about their learning in literacy | Develop and embed a school wide instructional model for Numeracy | Develop and embed a whole school approach to student voice and agency | Strengthen and embed consistent engagement and wellbeing practices across the school |
| Actions | Actions | Actions | Actions | Actions |
| Develop an MSPS Instructional Model, aligned with the VTLM 2.0 and implement it in all classrooms. | All teachers to use Elastik as an assessment platform to generate and provide student learning feedback. | Develop an MSPS Instructional Model, aligned with the VTLM 2.0 and implement it in all classrooms. | To strengthen school processes of a whole school approach to student voice, agency and leadership, aligned with practices from VTLM 'Enabling Learning strategy, Enable Student Self Regulation and Self Efficacy'. | Build staff capability to implement the Social Emotional Learning scope and sequence effectively for all learners. Build staff confidence in the teaching of identified elements of the Resilience, Rights and Respectful Relationships curriculum. |
| Tasks | Tasks | Tasks | Tasks | Tasks |
| <p>Allocate 4 whole-staff meetings for the purpose of identifying key components of an instructional model.</p> <p>Develop and deliver whole-staff professional learning, during which, the components of the Instructional Model are identified, the links to VTLM strategies outlined and the MSPS Instructional Model constructed.</p> <p>Review and adapt whole-school planning documents to reflect the Instructional Model</p> <p>PLC teams to adopt and self-monitor the implementation of the Instructional Model.</p> <p>Conduct learning walks and Instructional Coaching cycles to collect evidence of the implementation of the Instructional Model.</p> | <p>Schedule and deliver whole-staff professional learning about Writemark</p> <p>Staff will use Writemark to assess two student writing pieces per term, and provide the feedback to students.</p> <p>PLC teams to engage in an Inquiry Cycle about how best to deliver feedback to students about their learning in writing.</p> | <p>Allocate 4 whole-staff meetings for the purpose of identifying key components of an instructional model.</p> <p>Develop and deliver whole-staff professional learning, during which, the components of the Instructional Model are identified, the links to VTLM 2.0 outlined and the MSPS Instructional Model constructed.</p> <p>Review and adapt whole-school planning documents to reflect the Instructional Model</p> <p>PLC teams to adopt and self-monitor the implementation of the Instructional Model.</p> <p>Conduct learning walks and Instructional Coaching cycles to collect evidence of the implementation of the Instructional Model.</p> | <p>Allocate time in Staff Meetings and WYLL Meetings to strengthen, review and implement a whole school approach to student voice, agency and leadership.</p> <p>Wellbeing team provide professional learning on documenting a SVAL approach at MSPS- including IEP/BSPs, Teacher Planning documentation, a whole school SVAL approach manual aligned with practices in 'self regulation and self efficacy' strategy of the VTLM.</p> <p>Review and update current processes for documentation of student voice and agency</p> <p>Wellbeing Walks to collect data and track impact of a whole school approach to student voice and agency</p> | <p>The Wellbeing team will work with WYLLs and staff to review and refine the SEL scope and sequences to ensure that time allocation is achievable.</p> <p>Wellbeing Year Level Leaders will continue PLC cycles</p> <p>The Leadership team will increase the number of whole staff meetings focused on Wellbeing</p> <p>Audit and build evidence-based teaching and learning resources that promotes gender equality and the prevention of gender-based violence.</p> <p>Allocate time in staff meetings to build consistent engagement and wellbeing practices to strengthen staff confidence in the delivery of RRRR.</p> |