

2025 Annual Report to the School Community

School Name: Montmorency South Primary School (4925)



- 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 30 March 2026 at 11:50 AM by Keyla Jeffers (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 01 April 2026 at 08:09 AM by Keyla Jeffers (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 and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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. These levels 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

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. Our 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. We do this through engaging students in rich, diverse and challenging curricula, empowering them to become active global citizens.

Montmorency South's culture is friendly, supportive and caring, with an emphasis on our values of: Compassion, Inclusion, Respect, Curiosity and Learning - everyday (CIRCLE)

Our group of outstanding educators are wonderful role models in developing character in young people. Our caring staff show a genuine interest in each student's development, encouraging them to strive for personal excellence. Across our school, we 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 multi-tiered response to student learning that focuses on curriculum and academic rigour, wellbeing, safety, and care at the universal (tier 1), targeted (tier 2) and individual levels (tier 3).

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 2025 is 617. 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. Professional learning is targeted at developing greater knowledge and understanding of evidence-based practices and system priorities.

We have a range of specialist programs on offer at Montmorency South, including the French program which covers all classes from Year 1 to 6. As a founding school for the highly successful Stephanie Alexander Kitchen Garden (SAKG) program for years 3-6, our students have a garden to kitchen to table experience. Many opportunities are provided for students to develop leadership skills through participation in the Principal Advisory Leaders (PALs) and Student Action Leaders (SALs) teams.

Our Strategic Plan 2025-2028 outlines our direction in broad terms, describing key focus areas of development which are intended to have maximum impact on overall school performance. The plan makes clear and public the responsibility of the school in relation to student achievement and progress. We operationalise the Strategic Plan through an Annual Implementation Plan.

Relationships are core at Montmorency South Primary School. We have a strong, enthusiastic and invested school community who eagerly support the work of the school to ensure that our focus is on the outcomes of Learning and Wellbeing. 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 are committed and give of their time to 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the Learning components of the Annual Implementation Plan (AIP) focused on the development of a whole-school instructional model and embedding structures and roles to support staff collaboration, professional learning and moderation in Literacy and Numeracy. Some highlights of the progress made towards these goals include:

- Familiarising ourselves with the VTLM 2.0 and associated resources, linking them to our current practice.
- Developing a greater understanding of Explicit Direct Instruction, through Professional Learning.
- Learning Specialists undertaking coaching cycles with individual teachers and PLC Teams to strengthen planning practices.
- Professional Learning Community Leaders (PLCLs) engaging in a PLC Inquiry Cycle on explicit teaching of fluency.
- Increasing teacher capacity to interrogate both Literacy and Numeracy Data.
- Embedding the practices of Checking for Understanding and Review in all classrooms.
- Adopting the Ochre Scope and Sequence for Maths from F-6.
- Embedding PhOrMeS and The Grammar Project in all classrooms from F-6.
- Strengthening staff understanding of Engagement Norms and implementing consistent classroom routines across the school.
- Exploring the Elastik program and introducing WriteMark to support with writing moderation.
- Achieving a state of low-variance curriculum across all classrooms in the school.

Montmorency South Primary School 12-month targets were met in Reading and Numeracy by reducing the number of students in the 'needs additional support' category. However, we continue to work on increasing the percentage of students achieving above the expected growth in the Victorian Curriculum (teacher judgement) over a 12-month period.

The progress made in 2025 is evident in the end of year PAT data which shows growth in all cohorts from Year 1-6 compared to 2024. The goal in 2025 was to increase student representation in the top 25%, which we did by 1.9% in Reading and 3.8% in Maths. This is due to the curriculum team's ability to provide professional learning to increase teachers' understanding of the Gradual Release Model of Responsibility as well as improve student engagement through teaching at students' point of need and flexible grouping. This positive trend was also evident in the NAPLAN relative growth data with the percentage of students in the High and Medium relative growth categories at 78.9% in Reading and 78.5% in Numeracy. These results were higher when compared to Similar Schools and the State.

Wellbeing

We progressed in our goal of improving our whole school approach to wellbeing and engagement with greater consistency in all 3 tiers of support, with staff having greater capacity to triage and respond to student wellbeing needs. This includes:

- We created whole school values with our school community and developed and imbedded a new approach to our behaviour support process
- We equipped all learning spaces with wellbeing support resources in their calm zones and expanded our knowledge and use of the Zones of Regulation
- We updated our Social and Emotional Learning Scope and Sequence to reflect the Victorian Curriculum 2.0 and communicated Respectful Relationships topics with families each term via Compass, newsletters and Wellbeing Windows.
- We improved our staff understanding and skills of restorative practice, and incorporating student voice in student plans documentation.

A highlight in the wellbeing data is the positive maintenance in the Attitudes to School Data focusing on a 84% positive endorsement to students not experiencing bullying. Our school teams have also been collecting and analysing wellbeing data via Compass and using this to guide PLC inquiry cycles to create positive action as a school. This includes our Term 1 investigation into supporting students with separation difficulties (44 recorded observations of separation difficulty/school refusal), resulting in upskilling of our staff and sharing knowledge with our wider community. Pleasingly, as a result of our work, we saw a reduction of more than 60% by the end of the year.

Engagement

We progressed in our goal of improving engagement of all our students.

In 2025, Strong Classroom Routines were introduced, to support consistent and predictable learning spaces, for our students to be able to engage fully in their learning.

To assist in supporting our students, wellbeing resources and spaces were designed to support students' regulation and engagement in their learning. This was complemented by individual Student Support Plans (with Allied Health Therapy recommendations). To support our students in positive break times, the whole school calm zone was staffed to provide student support, the gym was made available to identified year levels and classroom sports equipment was supplied.

Student Voice and Agency opportunities continued to grow, including our Student Action Leaders and Principal Advisory Leaders. Students were regularly surveyed to determine activities for break time clubs. Students also were asked for their input in the behaviour support process and making our student expectations more known and visible. Students on individual plans were also asked to contribute how they learn best and asked to assist in their reflection and progress.

In 2025 student attendance was increased to 91% and the average student absent days was decreased from 19.9% in 2024 to 18.1% in 2025. To support student attendance, student attendance plans and absence learning plans were utilised to ensure engagement in school remained a priority, even when students were away on family holidays during the school terms. Parents have responded very well with having to report family holidays to the school prior to departing.

Throughout the year there were many highlights of extracurricular activities our students were involved in, to support their engagement in school, from wonderful wellbeing incursions to exciting school camps and special sporting events.

Other highlights from the school year

2025 brought plenty of highlights for MSPS, which supported the learning and wellbeing of all students from Foundation to Year 6. These highlights brought the school together to celebrate the school community as well as raise some funds for a number of projects. A major highlight this year was Somers Camp in Term 1: we had 36 Year 5, and 6 students and one staff attend a 9-day residential camp run by the Department of Education. Multiple schools attend the camp with 160 students from across the State invited to attend. Somers introduces students to a variety of activities that challenges students throughout their stay.

Another highlight in 2025 was the Royal Botanic Garden Awards- which were held on the 27 November, in the Oak Lawns at the Royal Botanic Gardens. Students, teachers and parents from 35 Victorian schools, gathered to celebrate school gardening achievements and share the joy of learning through gardens. In recognition of our Garden Program, we were awarded the top prize, the Kevin Heinze Perpetual Award, the State Award and the Regional Award. An acknowledged success of the garden program was the involvement of our 615 students, who create and care for our gardens spanning a productive, orchard-and-chooks – kitchen garden, bush tucker, native and pollinator plantings, and a bush reserve restoring habitat for local sugar gliders. The program provides the full gardening cycle experience, with produce feeding into the kitchen garden program and learning from all gardens embedded across the curriculum. The program has been so successful that a fortnightly market stall is run by the Yr 6 students after school. Congratulations to our garden teacher and our environmental captains!

Every year one of the other highlights in our calendar is The Colour Fun Run. A major fundraising event organised by the P&F which is always heavily supported by the school community. As per every year the major event is the sliming of the teachers. An incentive to the community, was to reach \$15000, so that the principal would get slimed. Congratulations to the P&F for fundraising close \$47 500 for the year. A big thank you and congratulations to our school community and the P&F on such an amazing 2025.

Financial performance

In 2025, the school continued to maintain a sound financial position throughout the year. Again, this year the school saw the allocation of the budgets and financial resources, both locally raised funds, and School Resource Package (SRP) in a more defined financial setting. Expenditure of budgeted funds aligned to the School Strategic Plan goals and student outcomes. Equity funding received was used to employ staff to provide support and intervention to students through the Tutor Learning Initiative. Additionally, targeted school funding received through the SRP was also used in releasing a staff member to support our Graduate teachers through the Career Start Program. This year the school expended funds in line with the School Council's approved budget, supporting the 2025 Annual Implementation Plan priorities.

The school had a very involved Parents and Friends group (P&F) in 2025 which saw fundraising events such as a Trivia Night, second-hand uniform sales, Easter and Christmas Raffles, Movie Night, Mother's Day and Father's Day Stalls, and the Colour Run, organised by this effective and proactive team. Through the hard work of the P&F team and the school community, the P&F raised a grand total of \$47 500. All funds raised will be used to improve play areas for our students with particularly focus on the Year 4 and 5 area in the back of the school.

**For more detailed information regarding our school please visit our website at
www.montysouth.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

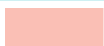


A total of 617 students were enrolled at this school in 2025, 273 female and 343 male. 10% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

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**.

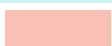
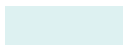

Parent Satisfaction Summary

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	64.7%	
	Similar schools	77.4%	
	State	82.0%	

School Staff Survey


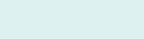


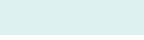

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	68.5%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING


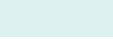


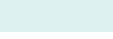


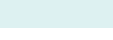




Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	94.4%	
	Similar schools	94.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.1%	
	Similar schools	93.6%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.





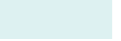

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	74.7%		75.8%
	Similar schools	83.6%		83.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.2%		79.8%
	Similar schools	87.7%		87.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	72.4%		75.3%
	Similar schools	82.4%		81.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	84.2%		73.7%
	Similar schools	83.9%		82.6%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	78.9%	
	Similar schools	76.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.5%	
	Similar schools	73.3%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	71.0%		74.2%
	Similar schools	73.9%		74.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	67.2%		71.4%
	Similar schools	73.0%		73.1%
	State	76.4%		75.8%

ENGAGEMENT

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
Prep - 6	School	18.1	18.6
	Similar schools	17.7	18.2
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	93.2%	
Year 1	School	91.2%	
Year 2	School	91.8%	
Year 3	School	92.1%	
Year 4	School	89.2%	
Year 5	School	91.6%	
Year 6	School	87.7%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,316,535
Government Provided DET Grants	\$349,669
Government Grants Commonwealth	\$21,948
Government Grants State	\$0
Revenue Other	\$33,916
Locally Raised Funds	\$628,060
Capital Grants	\$0
Total Operating Revenue	\$7,350,128

Equity	Actual
Equity (Social Disadvantage)	\$23,526
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$23,526

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

Expenditure	Actual
Student Resource Package ¹	\$6,361,889
Adjustments	(\$9,522)
Books & Publications	\$699
Camps/Excursions/Activities	\$270,393
Communication Costs	\$2,424
Consumables	\$130,945
Miscellaneous Expenses ²	\$19,829
Agency Staff	\$0
Professional Development	\$13,066
Equipment/Maintenance/Hire	\$93,260
Property Services	\$97,423
Salaries & Allowances ³	\$436,853
Support Services	\$81,082

Expenditure	Actual
Trading & Fundraising	\$35,877
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$73,612
Total Operating Expenditure	\$7,607,830
Net Operating Surplus/-Deficit	(\$257,703)
Asset Acquisitions	\$6,255

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$123,739
Official Account	\$48,401
Other Accounts	\$52,482
Total Funds Available	\$224,621

Financial Commitments	Actual
Operating Reserve	\$209,244
Other Recurrent Expenditure	(\$33)
Provision Accounts	\$0
Funds Received in Advance	\$46,040
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$54,075
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$52,482
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$361,807

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.