

School Strategic Plan 2023-2027

Montmorency Primary School (4112)



Submitted for review by Ross Davis (School Principal) on 07 September, 2023 at 08:32 AM

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Endorsed by Nicole MacDonald (School Council President) on 03 February, 2025 at 11:23 AM

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School vision	To provide a safe, supportive and positive environment embodying quality learning opportunities in order to maximise academic, social and community potential. We value positive, challenging and rich learning experiences which will assist in the development of curious and resilient learners.
School values	The values which form the basis of our whole school community actions are: Learning, Friendship, Safety and Respect. Our school values are the principles that guide all that we do to improve student learning.
Context challenges	<p>Montmorency Primary School is a medium-sized primary school located in the centre of Montmorency.</p> <p>The school provides an approved curriculum framework: Foundation–Year 6, based on the Victorian Curriculum. Classroom teachers and specialists plan differentiated activities and effectively use student data to ensure programs provide rigour and challenge. Specialist programs include Visual and Performing Arts, Music, Physical Education, Japanese and the Stephanie Alexander Kitchen Garden (SAKG) program.</p> <p>Information and Communication Technology (ICT) includes access (1:2 ratio) to iPads in Foundation to Year 2 and access (1:1 ratio) of Google Chromebooks for student si years 3 - 6. Every classroom is equipped with a large screen television with network access. Digital technology learning is scheduled into all class timetables Foundation to Year 6 as a tool to support the learning.</p> <p>MPS is also in the very fortunate position of opening a brand new building for the start of the 2024 school year. This new facility, which will replace our beloved 'Castle', as well as the old home of our SAKG program. The new building will house our Visual and Performing Arts and SAKG programs, includes a multi-purpose hall and a number of outdoor learning spaces.</p> <p>MPS will continue to promote learner agency amongst our students in the aim to encourage metacognition and inquisitive minds. Staff at MPS will aim to grow independent and curious citizens as we continue to focus on the implementation of the Framework for Improving Student Outcomes 2.0, pursuing the five core elements while always keeping the two key outcomes of student learning and wellbeing.</p> <p>A number of initiatives have been introduced in past and continued to be focused upon to build positive and caring</p>

	<p>relationships, including: lunchtime clubs (colouring, art, yoga, coding, origami, board games, dance and drama). In 2017, MPS became a Lead School in the Resilience, Rights and Respectful Relationships (RRRRR) Program and have been leading the rollout of many of its facets with other schools in our RRRR cluster. We have had specialised PD on a number of occasions since the program's inception and the school is in a strong position with it's implementation. The RRRR program will continue to be embedded and strengthened throughout the duration of this Strategic Plan's period.</p> <p>Parents have a range of opportunities to be involved in the school including membership on School Council and relevant sub-committees, Parent Classroom/Kitchen/Garden helpers as well as specific fundraising and community events. Parent involvement is encouraged to support both curricular and extra-curricular programs and in learning-at-home approaches.</p>
<p>Intent, rationale and focus</p>	<p>In line with our most recent school review report, continuing to improve learning (including keeping the high standards already being achieved) for all students will be a continued focus. Key improvement strategies and current effective practices in the following areas will support this focus:</p> <ul style="list-style-type: none"> • Developing, documenting and embedding a whole school approach to the teaching of numeracy • Embedding an evidence-based approach to the teaching of reading and spelling • Implementing an agreed instructional model that provides opportunities for students to create and innovate • Developing, documenting and embedding a school-wide approach to the use of feedback to improve teaching practice. <p>We also know that improving student wellbeing, which is at the very centre of FISO 2.0, will go a long way to also improving student learning. The review highlighted that the school is in the early stages of developing and implementing a common and shared understanding of the meaning of learner agency and how it this might be harnessed to improve student engagement and overall wellbeing.</p> <p>Over the course of this strategic plan we will work towards increased student feedback to influence and improve teachers' own practices, whereby students will work to become advocates and active agents in shaping their learning. MPS leadership, will work clesly alongside the staff base, to shape the best way in which this can work in our specific setting.</p>

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Goal 1	To improve the learning outcomes of all students.
Target 1.1	By 2026, increase the NAPLAN percentage of: <ol style="list-style-type: none">1. Students achieving above Benchmark Growth between Year 3–5 in numeracy from 16% (2021) to 25%.2. Year 3 students achieving in the top two numeracy bands from 55% (2022) to 70%.3. Students achieving above Benchmark Growth between Year 3–5 reading from 27% (2021) to 35%.
Target 1.2	By 2026, increase the percentage of positive endorsement on the SSS for: <ol style="list-style-type: none">1. Monitor effectiveness using data from 67% (2022) to 80%.2. Professional learning through peer observations from 40% (2022) to 80%.3. Seek feedback to improve practice from 53% (2022) to 65%.
Target 1.3	By 2026, maintain or improve the percentage of positive endorsement on the AtoSS for Stimulating learning from 84% (2022).
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed a whole school approach to the teaching of numeracy.

<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed an evidence-based approach to the teaching of reading and spelling.</p>
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Implement an agreed instructional model that provides opportunities for students to create and innovate.</p>
<p>Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop, document and embed a school-wide approach to the use of feedback to improve teaching practice.</p>
<p>Goal 2</p>	<p>To improve student wellbeing</p>
<p>Target 2.1</p>	<p>By 2026, increase the percentage of positive endorsement on the Attitudes to School Survey (AtoSS) for:</p> <ol style="list-style-type: none"> 1. Sense of connectedness at 90% (2022) to 92%. 2. Student voice and agency from 80% (2022) to 85%. 3. Emotional awareness and regulation from 77% (2022) to 81%.
<p>Target 2.2</p>	<p>By 2026, maintain or increase the percentage of positive endorsement on the School Staff Survey (SSS) for:</p> <ol style="list-style-type: none"> 1. Promote ownership of learning goals from 67% (2022) to 80%. 2. Collective efficacy from 89% (2022).

	3. Academic emphasis from 83% (2022).
Target 2.3	By 2026, increase the percentage of staff participating in the School Staff Survey (SSS) from 74% (2022) to 90% in 2026.
Target 2.4	By 2026, decrease student absence: <ol style="list-style-type: none"> 1. Average student absences from 21.4 days per student (2022) to 16 days per student. 2. Percentage of F–6 students with 20 or more absences days from 44% (2022) to 35%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole–school approach to student health and wellbeing.
Key Improvement Strategy 2.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 the activation of learner agency.
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high	Maintain a focus on community connections and partnerships.

expectations; and a positive, safe and orderly learning environment	
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