

2025 Annual Report to the School Community

School Name: Montmorency Primary School (4112)



- 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 13 March 2026 at 02:58 PM by Paul Wickham (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 19 March 2026 at 02:44 PM by Paul Wickham (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

About Our School

At Montmorency Primary School, our mission is to foster an environment that maximises the academic, social and community potential of every student. Grounded in our school values of Connection, Curiosity, Courage and Compassion, we strive to create a safe, inclusive and future-focused learning culture where every student feels known, supported and challenged.

We are committed to delivering a rigorous and engaging curriculum that promotes critical thinking, problem-solving and a lifelong love of learning. Using explicit instruction and evidence-based teaching practices, we cater for diverse learning needs while ensuring strong foundations in Literacy and Numeracy. Our instructional approach emphasises clarity, consistency and the systematic development of knowledge and skills so that every student experiences ongoing growth.

Alongside academic learning, we place strong emphasis on student wellbeing and social development. Through structured wellbeing programs, leadership opportunities and collaborative learning experiences, students develop resilience, empathy and the interpersonal skills needed to thrive both at school and beyond.

Our School Community

Montmorency Primary School serves approximately 420 students and is organised across multiple year levels, including three Foundation classes, two Year 1 classes, two Year 2 classes, three Year 3 classes, two Year 4 classes, three Year 5 classes and three Year 6 classes.

Our specialist programs include Physical Education, Visual Arts, Performing Arts, Japanese and Science, as well as our highly valued Stephanie Alexander Kitchen Garden program, which provides students with hands-on experiences in gardening, cooking and sustainability.

Technology is integrated across the school to support contemporary learning. Students in Foundation to Year 2 have access to class sets of iPads, while students in Years 3 to 6 participate in a 1:1 Chromebook program that supports research, collaboration and digital literacy.

The school benefits from modern facilities following the completion of a major building project in 2023. These facilities include a large multipurpose hall capable of accommodating the entire school community, an industrial kitchen used within the Kitchen Garden program, flexible learning spaces filled with natural light and unique outdoor features such as our school frog pond. These environments support both academic learning and a broad range of wellbeing and community activities.

Montmorency Primary School is also proud of its strong connection to the local community. Our grounds are regularly used by families and community members outside of school hours, with the basketball courts, oval and playground spaces serving as important local gathering places. This reflects our belief that schools play a vital role as community hubs.

Our staff are committed, highly professional and focused on continuous improvement. In 2025 the school was supported by a team of teaching and education support staff led by an instructional

leadership team consisting of the Principal, an Assistant Principal, a Learning Specialist and two Leading Teachers with responsibilities for Wellbeing and Engagement and Disability Inclusion.

Montmorency Primary School is proud of its strong family partnerships, collaborative staff culture and high-quality learning environment. Together, these elements create a school where students are supported to develop the knowledge, skills and confidence needed to succeed both now and into the future.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Montmorency Primary School, we are committed to providing a rich, engaging and inclusive learning environment that supports strong academic outcomes for every student. Our teaching and learning programs align with the Victorian Curriculum F–10 and are guided by the Victorian Teaching and Learning Model (VTLM 2.0), ensuring consistent, evidence-informed instructional practices and a shared approach to high-quality teaching across the school.

Student achievement at Montmorency Primary School continues to remain strong, with a clear focus on ongoing improvement in student learning outcomes. NAPLAN results demonstrate consistent growth in literacy and numeracy, with particular strengths in reading and writing. Teacher judgements and classroom-based assessments also show positive learning growth across year levels. The school's most recent School Performance Summary places Montmorency Primary School in the 'High' Overall Performance Group, reflecting strong outcomes across both learning and wellbeing domains.

Throughout the year, the school maintained a strong focus on high-impact teaching practices that support student engagement and achievement. In literacy, structured phonics programs including Little Learners Love Literacy (LLLL) and PhOrMeS support the development of phonemic awareness, decoding, vocabulary and comprehension. In numeracy, students build conceptual understanding and problem-solving capabilities through structured learning experiences.

Assessment plays an important role in guiding teaching and supporting student growth. Teachers use a range of formative and summative assessments, including PAT, DIBELS and classroom-based tasks, alongside professional judgement to monitor progress and adjust instruction. Intervention and extension programs, including MiniLit, MacqLit and enrichment groups, provide targeted support or challenge to ensure all students continue to grow in their learning.

Technology also supports contemporary learning across the school. Students in Foundation to Year 2 access class sets of iPads, while students in Years 3 to 6 participate in a 1:1 Chromebook program that enhances collaboration, research and digital literacy. Specialist programs including Physical Education, Visual Arts, Performing Arts, Japanese, Science and the Stephanie Alexander Kitchen Garden program further enrich the curriculum.

Professional learning for staff continued to focus on strengthening instructional practice through the Victorian Teaching and Learning Model (VTLM 2.0), supporting teachers to refine high-impact

teaching strategies and maintain a consistent approach to teaching and learning across the school.

Wellbeing

Student wellbeing is a central priority at Montmorency Primary School and underpins our approach to teaching, learning and community engagement. We recognise that students learn best when they feel safe, connected and supported, and we continue to prioritise practices that strengthen relationships, promote positive behaviour and foster a strong sense of belonging across the school.

Throughout the year, the school continued to implement a consistent approach to student wellbeing that focuses on building positive classroom environments, explicitly teaching social and emotional skills and supporting students to develop respectful relationships. Our work in this area is reflected in positive student feedback across a range of Attitudes to School Survey measures, particularly in areas relating to teacher–student relationships, classroom behaviour and managing bullying.

Supporting student voice and connectedness remained an important focus. Students were provided with opportunities to contribute to school life through leadership roles, class discussions and collaborative learning experiences that encouraged them to reflect on their learning and share their perspectives. These opportunities support students to develop confidence, responsibility and a sense of ownership within the school community.

Attendance also remained a key focus, recognising the strong connection between attendance and learning outcomes. The school continued to monitor attendance closely and work in partnership with families to support consistent school attendance and address emerging concerns early.

Highlights from our wellbeing work this year include the continued strength of positive relationships across the school, strong levels of student-reported safety and belonging, and the ongoing development of student leadership opportunities. These outcomes reflect the collective efforts of staff, students and families to maintain a positive and supportive school culture.

Montmorency Primary School remains committed to building on these foundations to ensure all students feel connected, supported and ready to learn.

Engagement

In 2025, Montmorency Primary School continued to prioritise building a learning environment where students feel connected, motivated and actively involved in their education. Engagement remained a central focus across the school, supported through strengthened attendance practices, increased student voice opportunities and a broad, inclusive range of school experiences.

Attendance Analysis

Attendance remained a key area of strategic focus in 2025. The school's average attendance rate was **90.6%**, consistent with previous years and in line with state expectations. Data shows that **26%** of students achieved an attendance rate of **95% and above**, while a further **41%** attended between **90–95%**. The proportion of students attending below 80% remained low. Targeted monitoring, earlier communication with families and case management for more complex cases were strengthened throughout the year. These strategies will continue to be refined to support improved attendance outcomes for all students.

Key Engagement Highlights in 2025

Whole-School Production – A Major Success

The biennial school production was a standout highlight for the community. Students participated with enthusiasm across performance, stagecraft and backstage roles, showcasing creativity, teamwork and confidence. The 2025 production was particularly successful, drawing strong family engagement and reinforcing the school's commitment to providing rich, high-quality arts experiences.

Strengthening Student Voice Through Conferences

In 2025, the school expanded student participation in parent–student–teacher conferences. Students took an increasingly active role in discussing their learning progress and future goals, supporting a culture of ownership, reflection and agency. This shift contributed to stronger partnerships among students, staff and families.

Community Fundraising for Solar Upgrade

A significant community initiative in 2025 was the successful fundraising effort that enabled the upgrade and activation of the school's solar energy system. This project strengthened community connections while supporting sustainability education across the school.

Future Directions

In 2026, Montmorency Primary School will continue to enhance student voice and agency across classrooms and leadership opportunities, while further strengthening attendance interventions and proactive family engagement to ensure every student is supported to participate fully in their learning.

Financial performance

Montmorency Primary School maintained a strong financial position throughout 2025, guided by the School Strategic Plan and Annual Implementation Plan. School Council allocated funds to key programs and priorities, including the purchase of 125 Chromebooks totalling approximately \$99,000, the supply and installation of the Stephanie Alexander Kitchen Garden at \$35,000, and a \$25,000 deposit for solar panels to be installed in 2026. Locally raised funds, including voluntary contributions and fundraising, generated \$409,480, contributing to overall resources. The Financial Performance and Position report shows a net operating deficit of \$125,613, largely due to these strategic investments in digital devices, the Kitchen Garden, and other priority programs, with asset acquisitions of \$22,410. School Council remains committed to reinvesting resources into programs, facilities, and initiatives that directly benefit students and enhance the learning environment.

For more detailed information regarding our school please visit our website at
<https://www.montmorency.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

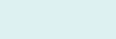

A total of 416 students were enrolled at this school in 2025, 204 female and 212 male. 4% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.


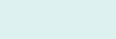

Parent Satisfaction Summary

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	94.1%	
	Similar schools	77.4%	
	State	82.0%	

School Staff Survey

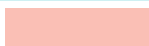
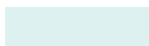


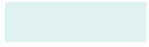

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	92.0%	
	Similar schools	77.8%	
	State	77.4%	

LEARNING


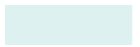


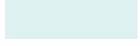


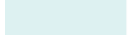




Teacher Judgement of student achievement against the Victorian Curriculum

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	94.6%	
	Similar schools	93.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.7%	
	Similar schools	92.9%	
	State	84.2%	

NAPLAN

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


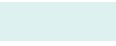


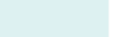

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	86.9%		85.5%
	Similar schools	83.0%		82.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	89.9%		90.6%
	Similar schools	87.4%		87.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	83.3%		80.1%
	Similar schools	79.9%		80.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	89.6%		84.5%
	Similar schools	81.3%		80.7%
	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'.


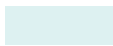

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	76.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.4%	
	Similar schools	71.8%	
	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	84.1%		86.4%
	Similar schools	73.8%		74.5%
	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	86.0%		87.7%
	Similar schools	72.6%		72.7%
	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	18.6	19.0
	Similar schools	19.0	19.3
	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	92.5%	
Year 1	School	90.4%	
Year 2	School	91.6%	
Year 3	School	91.2%	
Year 4	School	89.3%	
Year 5	School	90.2%	
Year 6	School	89.2%	

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	\$4,008,110
Government Provided DET Grants	\$419,775
Government Grants Commonwealth	\$10,298
Government Grants State	\$0
Revenue Other	\$43,372
Locally Raised Funds	\$409,480
Capital Grants	\$0
Total Operating Revenue	\$4,891,035

Equity	Actual
Equity (Social Disadvantage)	\$19,845
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$19,845

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

Expenditure	Actual
Student Resource Package ¹	\$3,970,201
Adjustments	\$0
Books & Publications	\$8,543
Camps/Excursions/Activities	\$110,106
Communication Costs	\$5,178
Consumables	\$117,748
Miscellaneous Expenses ²	\$30,966
Agency Staff	\$0
Professional Development	\$7,427
Equipment/Maintenance/Hire	\$184,285
Property Services	\$91,203
Salaries & Allowances ³	\$358,660
Support Services	\$33,794

Expenditure	Actual
Trading & Fundraising	\$30,795
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$67,741
Total Operating Expenditure	\$5,016,649
Net Operating Surplus/-Deficit	(\$125,613)
Asset Acquisitions	\$22,410

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	\$689,206
Official Account	\$9,575
Other Accounts	\$0
Total Funds Available	\$698,781

Financial Commitments	Actual
Operating Reserve	\$174,408
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$275,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$699,408

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.