

School Strategic Plan 2026-2030

Monmia Primary School (5336)



Submitted for review by Lucia Vorpasso (School Principal) on 24 March, 2026 at 12:51 PM

Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 27 March, 2026 at 09:07 AM

Endorsed by Renee Tonacia (School Council President) on 28 March, 2026 at 01:11 PM

School Strategic Plan - 2026-2030

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School vision	In 2024, the school reviewed the school values as part of the school's involvement in the School Wide Positive Behaviour Support. At the time, the school had 5 values, Acceptance, Caring, Friendliness, Honesty and Respect. Following the review, the community agreed to only three, Respect, Responsibility and Safety as these values were easier to describe and teach in classroom and non classroom settings. In Term 1 2026, the school initiated a community consultation process to review the Mission, Vision, Values, and Philosophy statements. An invitation was extended to families to provide their feedback through a structured feedback form emailed through Sentral Management System. Parents and guardians were asked to read the current statements and share their comments, suggestions and thoughts by completing the feedback form and returning it by a set date. Staff and students were surveyed. The collected feedback was then compiled, analysed and discussed with school staff. The feedback confirmed that the current statements accurately reflected the values of the school community and as a result, no further changes were needed. This process helped ensure ongoing engagement with families and reinforced their support for the school's beliefs and values statements.
School values	RESPECT • Respect is caring, being friendly and treating each other as equals. • Respect is accepting that everyone is different. • Self-respect is when you like, accept and protect yourself. • Respect is looking after others, property and the environment. RESPONSIBILITY • Responsibility is doing what you are supposed to be doing and making good choices. • Responsibility is understanding and accepting the consequences of your actions. • Responsibility is looking out for others and understanding that we all have a part in making the world a better place. SAFETY • Safety is behaving in a way to protect yourself and others from all types of harm. • Safety is following rules and codes of cooperation to help prevent harm from happening.

Context challenges	School's Current Context: The school is making progress in literacy, with improvements in Year 3 and 5 reading and Year 3 writing and a notable reduction in the number of students needing additional support (NAS). EAL students are also showing strong growth, indicating effective support in language development. The school uses explicit, structured reading approaches from Foundation to Year 2, extending to Year 6 with additional focus on word morphology and comprehension, supported by consistent instructional practices of guided reading and one on one conferences. In literacy, students are making growth, but overall results are still slightly below similar schools and there are some gender disparities, especially in Year 5. In numeracy, results have declined and performance is lower than similar schools, with gender differences evident with lower results for Year 5 males. Despite recent professional development investments, numeracy outcomes remain below expectations, indicating a need to strengthen mathematical instruction and content knowledge. Key Challenges: Improving literacy outcomes further, especially for students in the 'developing' and 'strong' proficiency and addressing gender disparities in Year 5. Supporting students in the NAS category in reading and mathematics and those requiring targeted intervention to accelerate progress. Building teachers' mathematical assessment strategies and content knowledge to enhance instruction. Ensuring consistent instructional practices in reading and mathematics across year levels and cohort groups. Supporting high-ability students, Koorie students and refugee students to meet diverse needs and promote equity. Increasing student enrolments throughout the school each year.
Intent, rationale and focus	The school aims to cultivate a calm, orderly and inclusive learning environment that promotes confident, motivated and empowered students. It seeks to improve student achievement, engagement, wellbeing and attendance through continuous professional development, effective leadership and evidence based practices aligned with VTLM 2.0 and Victorian Curriculum 2.0. This focus is vital to ensure positive relationships, student motivation and wellbeing underpin effective learning. Strengthening assessment and differentiation will enable teachers to better challenge students, support diverse needs and improve student outcomes in Wellbeing and Learning. Addressing attendance and embracing an inclusive culture are essential for student success and community engagement. The school will prioritise enhancing leadership capacity, particularly middle leadership, strengthening Professional Learning Communities (PLCs), embedding coaching and peer observation frameworks and embedding evidence-based teaching approaches aligned with Victorian Curriculum 2.0 standards. Over the next four years, the schools efforts will focus on lifting student achievement particularly in reading and mathematics through structured investments in professional learning in data literacy, differentiation, assessment, attendance rates. The school aims to develop a community engagement plan to solidify parent/guardian partnerships and increase student enrolments throughout the school.

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Goal 1	Improve student learning outcomes
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	Build leadership and organisational structures to effectively support school improvement.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.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	Strengthen staff capacity to understand and implement agreed evidence-based teaching and learning strategies.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs					
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	Develop staff data literacy to effectively plan, monitor and adjust teaching and learning for all 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					
Target 1.1	By 2030, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 3	Reading and Viewing	56%	2025	60%
	Year 3	Writing	70%	2025	75%
	Year 3	Numeracy	44%	2025	50%
	Year 5	Reading and Viewing	55%	2025	66%
	Year 5	Writing	42%	2025	50%
	Year 5	Numeracy	45%	2025	55%
	Year 5 Male	Reading and Viewing	33%	2025	40%

	Year 5 Male	Writing	27%	2025	35%
	Year 5 Male	Numeracy	27%	2025	35%
Target 1.2	By 2030, increase the percentage of students achieving at and above NAPLAN benchmark learning growth in:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 5	Reading and viewing	XX	2026	XX
	Year 5	Writing	XX	2026	XX
	Year 5	Numeracy	XX	2026	XX
	Placeholder target - to be updated when data becomes available.				
Target 1.3	By 2030, decrease the percentage of students achieving Needs Additional Support NAPLAN proficiency levels for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 3	Reading	14%	2025	10%
	Year 3	Writing	10%	2025	8%
	Year 3	Numeracy	10%	2025	8%
	Year 5	Reading	10%	2025	8%
	Year 5	Writing	13%	2025	10%
Target 1.4	By 2030, maintain the percentage of students achieving At and above age expected growth according to teacher judgements, against the Victorian Curriculum for:				

	<table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Years 1-6</td><td>Reading</td><td>80%</td><td>2025</td><td>80%+</td></tr><tr><td>Years 1-6</td><td>Writing</td><td>82%</td><td>2025</td><td>82%+</td></tr><tr><td>Years 1-6</td><td>Numeracy</td><td>80%</td><td>2025</td><td>80%+</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Years 1-6	Reading	80%	2025	80%+	Years 1-6	Writing	82%	2025	82%+	Years 1-6	Numeracy	80%	2025	80%+										
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Goal 2	Improve student wellbeing outcomes.																														
Key Improvement Strategy 2.a																															

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Refine and embed the school's multi-tiered systems of support to maximise student engagement and promote inclusion for all students.
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 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen use of feedback and reflective strategies to empower students to be active agents in their learning and wellbeing.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen partnerships with parents, guardians and the local community to build strong connections, a sense of belonging and engagement with the school.
Key Improvement Strategy 2.c	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion					
Target 2.1	By 2030, maintain the percentage of positive endorsement for the Attitudes to School Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Years 4 to 6	Emotional awareness and regulation	77%	2025	77%+
	Years 4 to 6	Managing bullying	84%	2025	84%+
	Years 4 to 6	School connectedness	79%	2025	79%+
	Years 4 to 6	Stimulated learning	84%	2025	84%+
	Years 4 to 6	Student voice and agency	75%	2025	75%+
Target 2.2	By 2030, increase the percentage positive endorsement to the Parent/Caregiver/Guardian Opinion Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Parents	General satisfaction	71%	2025	76%
	Parents	Not experiencing bullying	55%	2025	60%
Target 2.3	By 2030, decrease the percentage of student absent days:				
	Cohort	Factor Focus area or factor	Baseline	Year	Target

	Years F-6	20 or more absent days	47%	2025	40%
	Female	20 or more absent days	55%	2025	45%
Target 2.4	By 2030, increase the student attendance rate:				
	Cohort	Factor Focus area or factor	Baseline	Year	Target
	Equity funded	90% or higher attendance	40%	2025	45%
	Female	90% or higher attendance	45%	2025	50%