



Surfside PS 2025 Annual Implementation Plan

AIP Action

Staff at Surfside Primary School to work collaboratively and consistently to improve student achievement, engagement, wellbeing and community links.

VISION – ‘To inspire our students to be creative, innovative and emotionally equipped to thrive’

AIP One-year targets

NAPLAN: % of students in strong & exceeding Yr 3 (Reading) – 80% or above (2024-74%)
 % of students in strong & exceeding Yr 5 (Reading) – 80% or above (2024-76%)
 % of students in strong & exceeding Yr 3 (Numeracy) – 74% or above (2024-71%)
 % of students in strong & exceeding Yr 5 (Numeracy) – 70% or above (2024-67%)
School Staff Survey: School Climate – Collective efficacy – 90% positive response (2024-88%)
 – Academic emphasis – 80% positive (2024-73%)
Attitude to School Survey: Stimulated Learning - 80% positive or above (2024-74%)
Sense of confidence - 85% positive or above (2024-83%)

Goals and Key Improvement Strategies In 2025 AIP Goals and Key Improvement Strategies will realign with the School Strategic Plan. 2025 will also see Surfside PS undertake a new review for 2026-2029.	Evidence of Impact The milestones and quantitative data that will show evidence of success in implementing the focus areas.	B C E
KIS 1.TEACHING & LEARNING – Enhance teacher capacity in data literacy to provide improved differentiated learning (Continued focus on improvement in numeracy) ACTIONS *Develop and enhance school-wide literacy and numeracy strategies *Audit school curriculum documentation in line with the implementation of the Victorian Curriculum 2.0 *Maintain strong PLC structure to support teacher collaboration and strengthen teaching practice using relevant student data *Develop and implement a collaborative problem-solving approach to make data-based decisions for the needs of all students within classroom instruction at all tiers using data protocols i.e – ATLAS *Develop and implement Multi-Tiered Systems of Support (MTSS) that enables teachers to identify and respond to students’ individual learning needs within tiers of support through screening, diagnostics and progress monitoring *Strengthen the school-wide approach to communication with parents/carers – with a focus on communicating how individual needs are being identified and supported	OUTCOMES Students will: -know how lessons are structured and how this supports their learning -be supported to learn at their point of need through data conversations, differentiated instructional practice and progress monitoring increase achievement through consistent application of MTSS, with a focus on DIBELS data and diagnostic assessments Teachers/Education Support will: - use an ongoing cycle of reviewing universal screening data to identify trends and at-risk students and discuss progress monitoring results to evaluate intervention effectiveness of Tier 2 support -administer assessments with fidelity and utilise the data to inform instruction -assist in delivering small-group and one-one-one interventions as directed by teachers (Phonics Plus/Ascend Learning) and collaborate in teams to identify barriers to student success Leadership will: - establish clear protocols for data collection and analysis to make informed decisions about resource allocation, interventions, and instructional adjustments and ensure consistent and valid administration of assessments across all classrooms through videos, checklists - support the alignment of Tier 2 support for identified students and provide resources for evidence-based practices and create structures that support professional learning, teacher collaboration, and effective use of instructional time	
KIS 2. MENTAL HEALTH, ENGAGEMENT & WELLBEING – Strengthen and broaden relationships and communication with parents and carers ACTIONS * Planning, development and implementation of strategies to support outside play for disengaged or dysregulated students - structured and safe environments * Providing high level professional learning in supporting and managing challenging students with complex needs * Consistent documentation of adjustments made to support identified students to adequately support Disability and Inclusion Profile Meetings * Continue to strengthen attendance protocols, monitoring and intervention * Revision of Starting Right curriculum to incorporate a personal strengths based model *Development, implementation and embedding of coaching model to support identified area of playbook - engagement norms * Planning, implementation and monitoring of whole school behaviour curriculum	OUTCOMES Students will: -contribute to further development of the school wide PBS Matrix of Expectations and actively participate in individualised goal setting -develop and utilise relevant help seeking strategies to support their mental health and contribute to academic success -engage in the regular SVA process to provide feedback towards whole school improvement -become aware of their personal strengths and how they relate to their successes as a learner Teachers/Education Support will: -facilitate goal setting with students and actively work to provide feedback on progress to students and their caregivers and use strength based language when goal setting and problem solving -consistently document Compass entries relating to behaviour (SWPBS fidelity with Big 5 data) and utilise relevant data to communicate and identify internal referral pathways to seek support -participate in internal coaching in Inclusion and Disability and peer observation to refine, grow, develop their teaching practices Leadership will: -regularly review SWPBS Big 5 data and make modifications accordingly via PLCs and Student Support Services -provide further Whole Staff Professional Learning to support multi-tiered systems of support -provide coaching and feedback to support teaching and learning practice	

