School Strategic Plan 2025-2029

Surfside Primary School (5354)

Submitted for review by Peter Walsh (School Principal) on 18 November, 2025 at 11:56 AM
Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 18 November, 2025 at 12:01 PM
Endorsed by Sabrina Lunn (School Council President) on 03 November, 2025 at 01:56 PM

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School vision	Surfside Primary School is a school that works toward 'inspiring students to be creative, innovative and emotionally equipped to thrive.' Our students strive to achieve their full potential and are engaged in and enjoy their learning whilst being supported to develop their wellbeing. Our staff inspire, engage and nurture students through a rigorous curriculum that supports the academic, social and emotional well-being of each child. Our parents are partners in creating a thriving learning community. We want our school community the opportunity to: *Allow children the opportunity to achieve individual academic success *Nurture strong relationships between students, staff, families and the community *Cultivate a caring and inclusive environment in which students flourish *Provide diverse programs focussed on growing the whole child *Allow a collaborative approach to teaching and learning
School values	Our Vision is 'to inspire students to be creative, innovative and emotionally equipped to thrive' while our Mission is to 'cultivate a caring and inclusive environment in which students flourish' and is supported by our school Values of 'Respect, Honesty, Teamwork and Achievement'. This is evident in all classrooms and is the basis of our approach to teaching, learning, engagement and wellbeing. There is an evident culture of high expectations that is supported through student learning, engagement and wellbeing supports to provide a nurturing environment that is supported with a strong emphasis on differentiated learning strategies, student wellbeing tools and strategies to further support students and promote an inclusive environment for all. The leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging learning opportunities, supporting student wellbeing and ensuring that teaching reflects evidence based best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school offers a comprehensive curriculum in all curriculum areas with a high emphasis placed on developing student knowledge and skills in building literacy and numeracy skills through explicit teaching opportunities.

Context challenges	The school has been part of the Ocean Grove community since 1993 and there has been significant growth over the past 5 years with a gradual decrease in the school SFOE.
	School Community: Surfside has moved consistently toward a lower SFOE (Student Family Occupation Education) which indicates a larger proportion of our students come from high socio economic backgrounds. This is reflective of the educational backgrounds and expectations of our families while enjoying the small community feel and involvement of a regional school. The family support, both financially and in many other aspects, is high.
	Enrolment Levels: The school is zoned, however growth from local estates has seen a sudden rise in enrolment growth. This situation does present management issues in maintaining enrolment caps an implementing an enrolment management plan to cater for the local school community
	Staff: The school has had a highly stable profile but has a large range of experienced staff. This proves a financial and management challenge but provides a high level of skill in pedagogy and stability. Teaching & Learning and Engagement & Wellbeing: The teaching and learning program places a high value on student's academic and personal/social development. The academic program is based on the Victorian Curriculum through the implementation of the Victorian Teaching and Learning Model 2.0 with a high emphasis on Literacy and Numeracy and developing skills in proficiency. The curriculum is supported by intervention programs in Literacy and Numeracy and Individual Education Plans to both support and extend student learning.
	Challenges / Goals: Engagement & Wellbeing - Increased wellbeing and supported learning needs needs for students, staff and community. This is being supported through our policies, SSS referrals and Mental Health & Wellbeing team. Academically we will continue a focus on the multi tiered systems of support for students and staff. This will be a focus for students who need additional support and those who require extension in their learning. * Maintaining high academic achievement for students throughout their schooling - including those in the strong and exceeding range. Maintaining their interest and engagement in learning especially as attendancehas a large effect on stability and continuity of learning.
Intent, rationale and focus	Intent: To follow and continue to reflect on the school review panel recommendations in key directions for the next Strategic Plan. The school will work diligently toward trying to achieve the outcomes and provide evidence based practice to support students with their transition through the school and beyond as they enter secondary school.

	Rationale: To continue to support our students to be socially, emotionally and academically equipped to thrive through effective teaching and learning programs and to support the social and emotional development. Priorities: As we have spent the last strategic plan working toward the implementation of the VTLM 2.0 through evidence based research and practice our priority will be to ensure fidelity in each and every classroom while implementing a Multi-Tiered System of Support for tier 2 and tier 3 students.

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Goal 1	To improve learning outcomes for all students
Target 1.1	By 2029, increase the percentage of students achieving at the exceeding and strong proficiency levels in NAPLAN for: • Year 3 reading from 80% (2025) to 84% • Year 3 numeracy from 74% (2025) to 78% • Year 5 reading from 81% (2025) to 85% • Year 5 numeracy from 77% (2025) to 81%.
Target 1.2	By 2029, increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN for: • reading from 68% (2026) to 75% • numeracy from 78% (2026) to 82%.
Target 1.3	By 2029, increase the percentage of students achieving at or above expected level based on teacher judgement: • reading and viewing from …% (Semester 2 2025) to …% • mathematics from …% (Semester 2 2025) to …% • writing from …% (Semester 2 2025) to …%. **(to be confirmed when semester 2 data is available)**

Target 1.4	By 2029, increase the percentage positive endorsement for the School Staff Survey factors:
	• Teacher collaboration from 67% (2024) to 75%
	• Professional learning through peer observations from 44% (2024) to 75%.

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	Embed a culture of collaboration for continuous 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	Embed systematic assessment practices to support data literacy and application
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.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 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed evidence based student support strategies
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	To improve wellbeing outcomes for all students
Target 2.1	By 2029, increase the percentage positive endorsement of the Attitudes to School Survey factors: • Emotional awareness and self-regulation from 78% (2025) to 80% • School connectedness from 78% (2025) to 80% • Classroom behaviour 80% (2025) to 82%.

Target 2.2	By 2029 increase the student attendance rate from 88% (2024) to 92%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed an evidence based approach to inclusion
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school approach to student engagement
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	