

Surfside Primary School (5354) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: To improve learning outcomes for all students

Goal 2: To improve wellbeing outcomes for all students

KEY IMPROVEMENT STRATEGIES

KIS 1.a Leadership	KIS 1.b Leadership	KIS 1.c Teaching and learning	KIS 2.a Teaching and learning	KIS 2.b Teaching and learning
Embed a culture of collaboration for continuous improvement	Embed systematic assessment practices to support data literacy and application	Embed evidence based student support strategies	Embed an evidence based approach to inclusion	Embed a whole school approach to student engagement
Actions	Actions	Actions	Actions	Actions
To continue to build collective efficacy of the strategic leadership and team model, including year levels, team facilitators, and the leadership team.	Strengthen consistent administration, scoring, and use of assessments across the school. Strengthen teacher knowledge and confidence in analysing assessment data. Connect assessment directly to classroom instruction, progress monitoring and intervention.	Use entry-level assessment data to identify students' current performance, set targeted SMART goals in their IEPs, and align tiered supports that adjust instruction, frequency, and intensity based on progress-monitoring data.	* Strengthening Referral pathways with a clear process for staff* Strengthening IEP and SSG processes and documentation to support learning outcomes for all students and DIP process* Use data to evaluate and drive decision making around engagement opportunities (i.e. groups) to support tier 2 and 3.	* Emphasis SWPBS clear whole school predictable routines with staff* Whole staff clarification on Tier 1 practises including expectations on self regulation strategies* Use data to evaluate and drive decision making around engagement opportunities (i.e. groups) to support tier 2 and 3.
Tasks	Tasks	Tasks	Tasks	Tasks
Develop and refine data protocol documentation	Refinement of assessment schedule and administrative guide.	Explicit whole school professional learning targeting the effective development of IEPs	* Developing documentation of tier 2 and 3 supports, including social-emotional, academic, behavioural need and supports rather than all on cohort data.* Documentation one pager on SSG/IEP process* Emphasising the big why we make adjustments and modifications and how progress monitor supports goals meaningfully* Track Progressing monitoring and give examples of progress monitoring in SEL and behaviour* Strengthen IEP banks and adjustments	* PLC Facilitators more frequent meeting x 3 per term.
Develop and refine staff capacity of effective and equitable tiered supports	Develop and implement whole school professional learning to support teacher capacity in analysis of assessment data.	Collaborate with multidisciplinary teams (students, parents, advocates, teachers, leadership, allied health) to determine needs, requirements, and additional supports.		Three weekly cycle of leadership attending PLC's to discuss adjustments and tiered supports.
Allocate time within Whole School Professional Learning (WSPL) for the identification and analysis of data.	Support year levels and individual staff to align data with impactful tiered instructional supports.			Develop implement and monitor four school routines: lining up (review), moving around the school (transitions), ready for learning, gaining class attention, eating routine, end of day routine, listening during PA announcements.
Allocate time within Professional Learning Communities (PLCs) to drive tiered instruction				Role clarity for PLC facilitators and middle leadership expectations.
Peer Observation Schedule - Teaching Staff and Education Support Staff Term 1 - cohort based Term 2 - Junior(P-2)/Middle(3-4)/Senior(5-6) School Term 3 - Cross School				Emphasising the big why and research on Tier 1 practises standard process.
				WSPL guest speakers or OT experts to visit Leadership meetings and advise.
				Documentation of what engagement opportunities and supports (SSGs) have been offered.

