



Surfside PS 2024 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) – 75% or above (2023-75%)
% of students in strong & exceeding Yr 5 (Reading) – 65% or above (2023-84%)
% of students in strong & exceeding Yr 3 (Numeracy) – 75% or above (2023-74%)
% of students in strong & exceeding Yr 5 (Numeracy) – 65% or above (2023-65%)
Staff Opinion Survey: School Climate – Collective efficacy – 95% positive response (2023-91%)
– Academic emphasis – 90% positive (2023-76%)
Attitude to School Survey: Stimulated Learning - 90% positive or above (2023-81%)
Sense of confidence - 90% positive or above (2023-86%)

<p align="center">Goals and Key Improvement Strategies</p> <p>In 2024 we will continue to focus on student learning – with an increased focus on numeracy – and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	<p align="center">Evidence of Impact</p> <p>The milestones and quantitative data that will show evidence of success in implementing the focus areas.</p>	B	C	E	
<p>KIS 1.TEACHING & LEARNING – Support both those who need scaffolding and those who continue to thrive to extend their learning – especially in numeracy</p> <p>ACTIONS</p> <ul style="list-style-type: none"> *Continued implementation and growth of intervention program (supported learning) for all year levels in the areas of literacy and numeracy using Multi Tiered Systems of Support *Continued support of Project 23 with Bellarine SC to support learning in numeracy for those in the exceeding proficiency range *Further implementation of extension opportunities in the area of numeracy (F-6) *Development, implementation and embedding of coaching and observation model to support identified areas of playbook and staff development *Continued development of the Surfside PS Playbook to align with teaching and learning goals *Focussed induction for new staff regarding teaching and learning models *Continued high level professional learning for all staff and education support staff in Science of Learning (literacy & numeracy) - continued use of SWIVL to engage P/T & absent staff *Developed focus on comprehension strategies and worded problems - application *Consistent structure, mandated time and support for writing moderation *Continued development and refinement of Surfside PS Assessment Schedule and priorities *Developing an explicit behaviour curriculum across the school 	<p>OUTCOMES</p> <p>Students will:</p> <ul style="list-style-type: none"> -develop mastery in the foundational literacy and numeracy skills and learning targeted to needs and support (universal and Tier 2/3) -develop strategies in solving worded problems through an explicit and systematic approach as well as extending students above level <p>Teachers will:</p> <ul style="list-style-type: none"> - use progress monitoring in Literacy to track progress and work with ES for Tier 2 intervention - use consistent approach to worded problems maths vocabulary in maths instructional model <p>Leadership will:</p> <ul style="list-style-type: none"> - work with the inclusion connect coach to develop coaching protocols, practices to refine and improve current coaching practice -provide professional learning in continued assessment such as progress monitoring, maths vocabulary scope and sequences, Tier 2 vocabulary in literacy <p>School Community will:</p> <ul style="list-style-type: none"> -participate in a Maths afternoon or night to show the importance and value of mathematics -read the newsletter and engage with provided supports 				
<p>KIS 2. MENTAL HEALTH, ENGAGEMENT & WELLBEING – Effectively mobilise available resources to support students wellbeing, mental health and engagement levels, especially the most vulnerable.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> *Development, implementation and embedding of coaching model to support identified area of playbook - engagement norms *Continued development of the Surfside PS Playbook to align with wellbeing goals *Planning, development, and implementation of strategies to support outside play for disengaged or dysregulated students - structured and safe environments *Continued development and implementation of Berry Street routines *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 *Support provided from DET Inclusion and Disability coach *Introduction and support in using PULSE tool within Compass *Continued support in planning and implementing SEL and RR curriculum *Continued support and development of IEP's, SSG's and ongoing support for students (timeline, expectations, guidance, coaching) *Undertaking CUST Training in Term 2 	<p>OUTCOMES</p> <p>Students will:</p> <ul style="list-style-type: none"> - contribute to further development of the school wide PBS Matrix of Expectations - actively participate in individualised goal setting - develop and utilise relevant help seeking strategies to support their mental health and contribute to academic success <p>Teachers will:</p> <ul style="list-style-type: none"> - facilitate goals setting with students and actively work to provide feedback on progress to students and their caregivers - consistently document Compass entries relating to behaviour - participate in Inclusion and Disability coaching sessions to refine, grow, develop their teaching practices - gather appropriate wellbeing data and documentation for students and utilise internal referral pathways to seek support <p>Leadership will:</p> <ul style="list-style-type: none"> - participate in Inclusion Project - provide Whole staff professional learning to support multi-tier systems of support - provide coaching and feedback to support teaching and learning practice - to ensure staff understand and implement social and emotional learning with the same rigour as other academic areas <p>School Community will:</p> <ul style="list-style-type: none"> - positively participate in SSG's - engage in parental workshops as provided 				

