School Strategic Plan 2024-2028

Nelson Park School (4768)

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School vision	The vision and mission of Nelson Park School reflect our commitment to fostering a vibrant learning community for all—cultivating life-long learners. At Nelson Park School, we are dedicated to nurturing each student's intellectual, social, and emotional development. Our primary goal is to help students identify their strengths and build the confidence and skills necessary to reach their educational and personal potential, both now and in the future. We actively engage families and the wider community as partners in providing a diverse and evolving curriculum that inspires passion, supports personal growth, and equips students with essential life skills. Our aim is to empower students to become confident, adaptable life-long learners, prepared to create positive and purposeful futures.
School values	The school values of community, learning and effort, respect and co-operation underpin how students, staff and members of the wider school community work together to achieve school goals. The values are connected to the school rules of Make Good Choices, Care for our School, Always respect yourself and Others and Always Try Your Best.
Context challenges	The school has identified several critical areas that should be prioritised in the next School Strategic Plan to enhance student outcomes, wellbeing, and community engagement. First and foremost, a focus on improving literacy and numeracy is essential, with an emphasis on fostering learning growth across all student levels. The goal is to ensure that each student makes measurable progress, regardless of their starting point, through targeted teaching strategies and interventions. In terms of health and wellbeing, the school highlights the importance of continuing to implement and strengthen the School Wide Positive Behaviour Support (SWPBS) framework. This approach not only promotes a positive and inclusive school culture but also helps students develop the social and emotional skills needed to succeed both in and outside the classroom. The importance of improving data literacy among staff to better support differentiated instruction is essential. Teachers should be equipped with the tools and knowledge necessary to analyse student data effectively, enabling them to tailor lessons to meet the individual needs of students and ensure no one is left behind. Engaging families and carers as active partners in their children's education is another key priority. The school will look for innovative ways to improve communication, particularly for families who may struggle with traditional written communications. Alternatives like audio reports could be explored to ensure that all families, regardless of literacy levels, are kept informed and feel involved in their child's progress. Additionally, the school should continue to investigate strategies for increasing family engagement, such as

	organizing Parent-led Carer Catch Ups. These informal gatherings provide opportunities for parents and carers to connect, share insights, and become more integrated into the school community. The school is committed to employ additional Education Support staff at a higher level who are not strictly classroom-based but possess the necessary skills to work flexibly with students. These staff members would be instrumental in delivering one-to-one programs, small group interventions, and individualized support for students with specific behavioral or learning needs. This type of specialized support can make a significant difference for students who require tailored instruction and attention. Lastly, the school will focus on addressing student behavior through clear and consistent consequences. The school will develop a well-defined system of consequences that is fair and constructive, ensuring that students understand the link between their actions and the outcomes. This approach will help reinforce positive behavior while addressing any behavioral challenges in a way that promotes accountability and growth. By prioritsing these areas, the School Strategic Plan will not only improve academic performance but also foster a more inclusive, supportive, and engaged school environment for students, staff, and families alike.
Intent, rationale and focus	The school aims to enhance student outcomes by improving literacy and numeracy growth, while fostering a positive, safe, and supportive environment that promotes the health and wellbeing of all students. The focus is on ensuring that students not only excel academically but also thrive socially and emotionally, through a whole-school approach that involves staff, students, and the wider community. Improving literacy and numeracy growth is critical for building a strong foundation for lifelong learning and academic success. The school can confirm the need for a consistent application of the school's instructional model, using data-driven teaching practices to differentiate instruction effectively. Prioritising numeracy alongside existing work in literacy will ensure balanced academic development. Additionally, fostering a positive school climate where students feel connected and empowered is essential for their overall wellbeing. The implementation of the School Wide Positive Behaviour Support (SWPBS) framework, alongside building resilience among staff and students, will create an environment where all members of the school community can thrive. The priorities for the next 4 years include; - Improving literacy and numeracy growth for all students by focusing on strengthening teaching practices and using data to drive instructional improvement. Professional Learning Communities (PLCs) will play a key role in using formative assessment data to guide differentiated instruction. and - Improving the health and wellbeing of all students by refining the implementation of the SWPBS framework and focus on strengthening resilience within the school community. A supportive environment where students feel a sense of connectedness,

	voice, and agency will contribute to a more positive and engaged student body. The Strategic Plan will roll out progressively, with a clear focus on data-driven instructional improvement and wellbeing initiatives. In the first two years, the school will prioritise building the capacity of teachers and PLC facilitators, focusing on differentiated teaching practices and effective data analysis. Simultaneously, the school will strengthen the SWPBS framework and develop programs that support student and staff resilience. By the third and fourth years, the focus will shift to fine-tuning these practices, evaluating progress, and ensuring that the gains in literacy and numeracy are sustained. The school will continue to monitor student outcomes, survey data, and staff feedback to ensure that academic and wellbeing targets are being met. This four-year plan will provide a comprehensive, whole-school approach to improving both academic performance and the overall wellbeing of the school community, ensuring that all students have the support they need to succeed.

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Goal 1	To improve literacy and numeracy growth for all students
Target 1.1	By 2028, increase the percentage of students achieving (75% of the 5 point scale) of Individual Learning Plan (ILP) learning goals, according to teacher judgment, for: • Reading from 57% (Semester 1 2024) to 67% • Number learning goals from 59% (Semester 1 2024) to 69%
Target 1.2	By 2028, increase the percentage of positive endorsements in the Attitudes to School Survey (AtoSS), from the Effective teaching practices and cognitive engagement domain, the factor of Stimulated Learning from 82% (2024) to 86%
Target 1.3	By 2028, increase the percentage of positive endorsements in the School Staff Survey (SSS) from the School Climate domain, the factor of Academic Emphasis from 63% (2023) to 70%
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capacity of PLC facilitators to consistently lead the use and analysis of formative assessment data of literacy and numeracy.
Key Improvement Strategy 1.a	

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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the capacity of teachers to use evidence to provide a differentiated curriculum and engaging instruction with reading and number.
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	
Goal 2	Improve the health and wellbeing of all students
Target 2.1	By 2028, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) from the Social Engagement domain in the following factors of: • Sense of Connectedness from 80% (2024) to 85% • Voice and Agency from 81% (2024) to 85%
Target 2.2	By 2028, increase the percentage of positive endorsements in the School Staff Survey (SSS) factor of Trust in students and parents from 61% (2023) to 85%

Target 2.3	By 2028, improve the SWPBS framework self-assessment (SAS) survey in the areas of Tier 2 from 59% (2024) to 70% and of Tier 3 from 73% (2024) to 80%
Key Improvement Strategy 2.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	Refine the implementation of the SWPBS framework across the whole community
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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 the resilience of staff and students in the school community
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	