School plan 2015 – 2017

O’Connell Public School

Provide consistent, high standard educational practices across our community of schools

Lead a creative, inclusive school

Ensure student success
### School vision statement
O’Connell Public School encourages individual learning and confidence in a friendly and caring community. Respectful relationships are foundational to our culture of growth, collaboration, performance and well-being. We deliver the curriculum in an inclusive, engaging and supportive school environment where opportunities are created to practice skills and engage students, teachers, parents and carers. Diversity is respected and valued. The school is committed to educating the whole child, developing individual strengths, a love of learning and the capacity to achieve.

### School context
At O’Connell PS staff are committed to supporting students through their openness, sensitivity, flexibility and accessibility. The school enjoys strong parent support and has an active P&C. The school prides itself on educating the whole child with emphasis placed on numeracy and literacy as well as the creative and practical arts. The school has a rock band and several dance groups.

O’Connell School is a member of the Bathurst Small Schools Alliance involving 11 small P5 and P6 schools. The Alliance is committed to collaboratively lead, implement, monitor and report on shared professional learning. As well as organise combined sporting events and stage excursions.

O’Connell creates a wide range of learning opportunities that include band, music, visual arts and dance programs, a wide range of sporting options, enrichment programs in public speaking and learning support programs in reading, writing and numeracy.

Our student welfare and learning support policies and programs create a quality learning environment for all students built on our ‘Kids Matter’ program and is underpinned by a culture of high expectation, respect, personal pride and tolerance.

The School is located in the growth area within Oberon and Bathurst Councils. There are over 80 new building blocks that will be released over the next 5-10 years.

### School planning process
The school plan was developed in consultation with staff, parents and students of O’Connell Public School and resulted from a wide-range analysis of pertinent data.

**Consultation occurred through/with:**
- surveying parents
- general conversations
- staff meetings
- P&C meetings
- Parent/teacher interviews
- Observations
- The school undertook an audit of current activities that the school undertakes each year.
- As well as an audit undertaken of student needs and support required.

**Numerical information was gathered from:**
- Best Start entries
- Literacy and Numeracy Continuum Data
- NAPLAN (Yr3 and Yr5)
- Class based learning data
- Student learning goals and achievements
- NCCD and learning adjustment data
O’Connell Public School is committed to providing high quality teaching and learning to maximise student achievement across all grades.

**Purpose:**
To provide innovative, strategic and relevant curriculum.
To develop and share a deep knowledge of current syllabi.
To share and resource programs and strategies that build teacher and learner capacity.

**STRATEGIC DIRECTION 1**
Provide consistent, high standard educational practices across our community of schools

**Purpose:**
To develop self-regulated students who are engaged in their own learning.
To offer a balanced education which develops the ‘whole child’.
To build individualised capabilities and student wellbeing.

**STRATEGIC DIRECTION 2**
Ensure student success

**Purpose:**
To foster a positive learning culture.
To foster deep and respectful relationships within the school community through efficient and effective communication.

**STRATEGIC DIRECTION 3**
Lead a creative, inclusive school
### Strategic Direction 1: Provide consistent, high standard educational practices across our community of schools

<table>
<thead>
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<th>People</th>
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<tbody>
<tr>
<td>Teachers will participate in quality professional learning supported by Bathurst Small Schools alliance. They will plan, implement and evaluate 21st century learning such as critical thinking strategies, Drama Based Instruction and group project work.</td>
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<tr>
<td>Students will engage in quality 21st Century learning with a focus on critical thinking, problem solving, collaborating and reflective learning. Students will share learning experiences across schools.</td>
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<th>Processes</th>
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<td>Continuous staff development and collaboration across schools in the new curriculum and utilising 21st Century fluencies.</td>
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<td>Curriculum provision is enhanced by learning alliances with other schools.</td>
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<tr>
<td>Classroom observations across schools are to occur. Teams of teachers supported to develop the professional practice of Instructional Rounds.</td>
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<td>Establish effective assessment strategies utilising existing data.</td>
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<th>Products and Practices</th>
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<td>Teachers collaborate within and across schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement.</td>
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<tr>
<td>21st Century learning strategies such as Drama Based Instruction and group project work, evident in teacher's learning programs.</td>
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<td>All Staff demonstrate responsibility for own professional learning through development of personalised plan.</td>
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<td>All staff engage in professional dialogue with one another as well as staff from surrounding schools.</td>
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<tr>
<td>Extra-curricular learning opportunities are significant, support student development, and are strongly aligned to the school's vision, values and priorities.</td>
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## Strategic Direction 2: Ensure student success

### Purpose

- By developing self-regulated students who are engaged in their own learning.
- By offering a balanced education which develops the 'whole child'.
- By building individualized capabilities and student wellbeing.

### People

- Students are reflective and responsible citizens. They are engaged in their own learning.
- Teachers use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers regularly review and revise teaching and learning programs.

### Processes

- Planning and implementation for an inclusive education through effective differentiation and development of general capabilities.
- Students are involved in a range of programs that provide opportunities and support personal growth.
- Staff deliver student lessons utilising knowledge of current teaching/learning fluencies.

### Products and Practices

- Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- Differentiation practices and student adjustments are embedded in teaching and learning programs.
- Students are showing higher than expected growth on internal school performance measures.
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned to the school's vision, values and priorities.
- Students use assessment and reporting processes to reflect on their learning.
- Students are developing significant skills in problem solving, critical thinking and collaborative decision making across all key learning areas.
- Students exhibit greater conflict resolution skills.
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

### Improvement Measures

- Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- Differentiation practices and student adjustments are embedded in teaching and learning programs.
- Students are showing higher than expected growth on internal school performance measures.
## Strategic Direction 3: Lead a creative, inclusive school

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<td>To foster a positive learning culture. To foster deep and respectful relationships within the school community through efficient and effective communication.</td>
<td>Students advocate positive school experiences. Staff consultation with community is regular and purposeful. Parents engage positively with all stakeholders.</td>
<td>The school will provide a website and newsletter that is both informative and engaging. Staff engage in positive conversations with community members. Parents are involved in information sessions and evenings on various KLA’s.</td>
<td>Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners. Parents have an understanding of what their children are learning and receive information on how to support their child’s learning. The school staff make deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the schools standing within the local community and improving student outcomes. Pre-school continues to operate within school and is an integral part of the school environment.</td>
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### Improvement Measures

Positive and respectful relationships across the school community underpin a productive learning environment. Parents have an understanding of what their children are learning and receive information on how to support their child's learning.