



OneSchool
Global



OneSchool **Annual Report** **2022**

Victoria

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“The fact that we have now managed to improve the school’s overall ‘Better Education’ ranking four years in a row is testament to the efforts of us all.”

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Messages From Key School Bodies



Mr Anton Voss

Community Principal



What is it like to enjoy normal again?

When we review 2022 with the pandemic largely behind us, the buzz of students back in classes and on playgrounds is a most welcome sound...

We again saw strong results coming from our VCE cohort which have propelled us from 84th to 75th position in the state, remembering we are a truly all-inclusive community school. This is testament to our excellent LEARNING TO LEARN framework which underpins the learning journey of our students, supported by a very close-knit and likeminded team of professional educators who guide and steer our students through their learning journey.

Our vision is to produce LIFE READY students. To achieve this, we think differently with the focus on how to learn and then how to set and put goals into action, thereby achieving extraordinary results. Our students are guided to drive

their own learning rather than being spoon-fed, with our high performance educators on standby to support students as and when needed.

We have a high expectation on learning outcomes and student culture, teaching them the importance of life values that will facilitate them in getting ahead later in life.

Our campuses are highly respected academic facilities that encourage and lead our students and staff to give their very best along with an array of the latest educational tools and learning aids. Our latest campus upgrade at Berwick has seen the development of a brand new indoor multipurpose facility which has state-of-the-art sports and visual communication technology – our students couldn't be more rapt with the opportunities this new venue will provide.

In closing. One School Global VIC continues to perform well above the state

average with several new learning initiatives planned for 2023, including the VCE coaching program and improved use of our student in house generated data which allows very specific and direct learning support programmes.

My sincere thanks to our students, staff and parents for achieving another progressive year at One School Global in Victoria.



Mr Simon Beaumont

Regional Principal

The 2022 School Year was thankfully less affected by the Covid pandemic than the two previous years. Students, staff and parents were able to get back to campus and enjoy a more 'normal' year working in classrooms and enjoying the campus facilities together once again, which was a great relief to us all.

As the leader of a team of educational professionals it was a great relief to us all to be able to physically work on-campus again with your children and help them learn and achieve.

The school year brought with it the new challenge of a teacher shortage which is being experienced globally and hit home here in Victoria throughout the 2022 school year. At times we had staff covering classes as we had difficulty in filling all vacancies. I want to recognise and thank those staff who took on these extra duties with little fuss, and who focused purely on the learning needs of the students at all times as being the highest priority. The efforts of our staff in covering these classes was excellent and we must recognise together the strength of our team in managing to keep students learning under such circumstances. In talking with Principal colleagues we must be thankful that our school has not experienced the level of challenge that many schools have in this space.

Our leadership team remained the same



in 2022 and the sense of teamwork and collaboration amongst the Victorian Management Team and the Campus Principal/Campus Administrator Team remained strong and productive. The level of professional collaboration amongst our leadership team is impressive and as the 'Coach' of this team I have been immensely proud of what was achieved in the school year. The excellent results and the focus on the well-being of our students and staff following a very challenging period helped our school continue to be an excellent place to learn and work.

At the end of the year we farewellled Mr Shane Johnston, our Human Resources Manager, who has made the decision to spend a year in Vietnam living with family. On behalf of us all I want to thank Shane for the years he spent leading HR and the work he has done with our staff during that period.

The Global WIG (Wildly Important Goal) focusing on staff recruitment, development and retention helped us provide great support for all our existing staff and to recruit new staff to join the team at OSG VIC. It was very helpful to have global programs and resources supporting HR during this period of great challenge and thankfully we managed to fill all our staff vacancies during the school year.



“The fact that we have now managed to improve the school’s overall ‘Better Education’ ranking four years in a row is testament to the efforts of us all.”

SIMON
BEAUMONT

Despite the challenges as we emerged from the pandemic, the school continues to provide students and parents with an academic campaign focused on always challenging students to do their absolute best. The ‘OSG+1/33’ campaign asked every student from Year 3 to Year 12 to try to add ‘+1’ to every piece of work or effort throughout the year. As can be seen by our final academic report the school results at the end of the year reflect that this campaign was very successful and I want to thank all the students, parents and staff for embracing this program and using it to drive academic success in our school once again. The fact that we have now managed to improve the school’s overall ‘Better Education’ ranking four years in a row is testament to the efforts of us all. Our school now sits at the 75th position in Victorian schools from 512 ranked, and we have moved from 126-96-84-75 in the last four years. Stay tuned for our 2023 goal which will focus on trying to improve this ranking even further.



As always there are many people to thank when summarising a school year and I want to thank everyone who has worked, volunteered or learned as a student at our school in 2022. Specifically, I would first like to thank Mr Jeff Weeks (VIC RTL) and Mr Anton Voss (Community Principal) for their strong and capable leadership. Mr Weeks and Mr Voss provide great support and guidance for me as Regional Principal and to our whole team.

To our Victorian Management team and the Campus Principals I would also like to say thank you for everything they did throughout the year in helping lead and manage the school. Our team has remained very consistent in recent years and that has helped build the level of cooperation, collaboration and support we see today amongst the Campus Principals and Victorian Management teams.

It is always a great thrill for me to be able to lead the staff team every year and in 2022 we added many new faces to this team. I want to thank all our existing and

new staff for rising above the challenges in recent years for helping our students learn and achieve so well in 2022, regardless of their ability. Our teaching, learning support and administration staff combine together well to ensure all your children can learn and achieve and that no student falls through the cracks.

To the myriad of parents and community members who donate their time and energy every year to driving buses, working in the canteens, coordinating amazing fundraising activities, working in classrooms, helping keep our campuses looking beautiful and a whole raft of other tasks we say thank you. No school system has the level of support we have in OSG and we have all of you to thank for that.

As parents you will have seen an increased level of AU-wide alignment and collaboration in the areas of curriculum, programs and events in 2022. There has been a significant push throughout the year for our region of Australia to operate together and try to align in as many ways as possible. As Regional Principal for Victoria and Tasmania I have also been elevated to the role of ‘Regional Education Lead’ from the middle of 2022 and in this role I have been tasked with bringing the team together across the country. Throughout the year this resulted in more sharing and working together than has been done previously, as well as efficiencies in terms of staff workload and curriculum development.

As part of this role I was invited to tour some campuses in the United States and I am delighted to say this was an experience that not only reinforced the fact that OSG schools are very similar globally, but that also reignited my passion for helping lead a great school. The photo below shows myself and Mr Mark McAlpin, our AU COO and a parent from Berwick campus, visiting the Indianapolis Campus.

In this space I must also acknowledge the outstanding work of two of our leadership team who have also been successful in gaining Regional leadership positions. Mrs Mary Baxter was appointed to the role of AU Director of Studies (Secondary) and Mrs Louise Goette was appointed to the role of AU Director of Student Support. Both Mary and Louise have performed brilliantly in

these new leadership roles and we congratulate them both. They will continue to work in these roles in 2023 and will balance time between their Australian and Victorian duties.



I know that last year I reflected upon the possibility of 2021 being our most successful year ever. It is with great pride that at the end of the 2022 school year I am forced to once again ask the same question. In looking at our overall school performance combining results, student learning outcomes, an increased focus on providing for the needs of well-being of both students and staff, I must once again us to consider 2022 as our most successful year as a school.

I trust that as you read through the rest of this annual report you will do the same and hopefully come to a similar conclusion.



Mr Jeff Weeks

RTL - OneSchool Victoria

In 2022, our staff and students were glad to be back on campuses after periods of teaching and learning from home in 2021. Many thanks to our wonderful team of teachers, admin staff and volunteers who continue to work tirelessly to deliver and support a quality education for our students.

We're very pleased to have moved up the 'Better Schools' rankings again for the fourth year in a row, due to our fantastic VCE results. This is a credit to the quality of our staff and the ongoing success of our 'Learning to Learn' pedagogy.

This year, we put increased focus on attracting, developing and retaining high quality educators, during a period of industry-wide staff shortages. A lot of work has been done in improving the experience for our educators, with



increased support for staff wellbeing and the provision of increased development opportunities.

The consistency of our educational experience continues to increase across our campuses as we better align to best practices, with increased collaboration across the state, the country and the globe.

We greatly thank our state leadership team for their loyalty and commitment to driving our global vision of developing life-ready students who learn how to learn and achieve.

Campus Reports



Bairnsdale Campus Report

Throughout 2022, the Bairnsdale campus hosted several events and programmes aimed at providing students with quality education and promoting a positive campus culture. At the beginning of the year, we held a successful and enjoyable 'Meet the Teacher' event, where our primary parents had the opportunity to meet with their child's teacher and learn more about the curriculum and school pedagogy. This event was preceded by a state Year 3 Parent Information Webinar which provided parents with essential information regarding life at OneSchool Global.



We also hosted our Annual Community Information Session, which was driven by the Student Leadership Team, with the assistance of their younger peers. This initiative enabled members of the campus community to be informed of the many happenings at campus level, whilst also providing the opportunity to become cognisant of important initiatives at State, Regional and Global level.

The brand-new Secondary Learning Centre, unveiled at the end of 2021, was fully operational throughout 2022. The new facility and technology assisted the quality delivery of Zoom lessons to and

from the campus. In addition, as the year progressed, students utilised the specific learning zones to enhance their studies.

Undeniably, students made the most of the resumption of many pre-Covid activities. Whilst, unfortunately due to inclement weather, the Cluster Athletics Event with the Berwick Campus was cancelled, all students were able to enjoy a fun day participating in various indoor sporting activities. Our Primary Swimming Program, aimed at improving students' swimming skills and water awareness was held at the Bairnsdale swimming pool over a period of five weeks.



In addition to participating in sporting activities, the Bairnsdale campus ran various initiatives to promote awareness and prevention of bullying. Most notably, the campus fully supported the Bullying. No Way! Campaign. This was achieved by students working in their House groups to perform an anti-bullying, no way, performance, and wearing an orange item of clothing for the day.

Prior to the prestigious Recognition of Excellence ceremony, held at the end of the academic year, the Bairnsdale Campus students were rewarded for making 2021 so positive and successful. The Primary students attended an Art workshop and Pedalo boating activity,

whilst the secondary students participated in lawn bowls and paddleboarding.

With our dedicated teaching staff, supportive parents and proactive student

leadership team, the Bairnsdale Campus is looking forward with optimism to 2023.

- Mr Andy Manicom

Bendigo Campus Report

We have generally had a positive and productive academic year at OSG VIC Bendigo campus. It has been great to move on from the ongoing Covid 19 disruptions of 2020/21 and have a year where we were consistently on campus together. 2022 did pose some significant challenges to our students and staff with regards to staffing availability – in particular high instances of staff absences and teacher shortages which are being felt across all independent, government and private school sectors at the current time. Despite these challenges our students, staff and parents continued to work extremely hard to ensure a positive and constructive year.

We saw another seven students complete their Year 12 studies, leaving us as confident young adults who have the knowledge and skills to adapt to, and thrive, in the workplace. Of particular note we had our second *Workplace Pathways* student complete their Year 12 course – a proud moment for him, his family and the campus. Year 12 achievements were acknowledged during our *Recognition of Excellence* day event in December where we also celebrated the academic achievements of our whole cohort. This day is always a popular one on the calendar and it was wonderful to have an attendance of 150 parents/grandparents/community members on the day. A highlight of the awards was seeing Hazel Morley (one of our Year 6 primary graduates) receive a OneSchool Award – she was a well-deserved nominee and winner of this award.

2022 saw our campus farewell several families - we said goodbye to Ron and Carolyn Steen, Gerrard and Estelle Scott,

Mark and Stephanie Pilcher and Drew and Diane Pudney as the last of their children finished their schooling. I would like to acknowledge the efforts and commitment of these families over their years of involvement. They have all made valuable contributions to the school and been a great support to students and staff. Ron and Carolyn have headed up the transport services for Castlemaine students, Ron has been an occasional emcee when the need has arisen, Steph and Diane have been spent years coordinating and volunteering for the school canteen and Estelle has been a stalwart of our music programs over the years. They all made valuable contributions to the school, have been a great support to students and staff and we will always be grateful for your beneficence.

On the flip side, we will welcome several new families to OneSchool Global Bendigo for 2023. Our Primary cohort will grow to 22 with 13 new Year 3 students enrolling at the school. We look forward to our partnership with these new members of the school campus community.



OneSchool Global Bendigo campus has remained as busy and bustling as ever. What has been most rewarding is that

we have managed to return to close to pre-covid school operations with the return of regular excursions and sports days. It has been wonderful to have these outings return and students enjoyed trips to Canberra, the Grampians and Anglesea along with several local sites to engage in some extra-curricular activities. In what has become a highlight of the academic calendar, the State and National Debate was again a focal event for the year and we saw several Bendigo students involved in this – our 5/6 Primary debate team were successful in winning their State debate which was fabulous. We continued our data driven focus on student learning growth through our MAP testing program/NAPLAN and finished the year with a focus on prevention and elimination of bullying in our schools through the *In Safe Hands* program and a relaunch of our *Learning to Learn* framework which importantly underpins all our teaching and learning approaches.

Our parents, community volunteers (bus drivers, canteen helpers, parent helpers) and the wider OneSchool Bendigo community must be thanked for the constant support they give our students and the school throughout the year. We would particularly like to acknowledge the amazing efforts of Mr Rob Valentine, Mrs Steph Pilcher, Mrs Sarah Macmillan and Mrs Rita Napier. These community members are on site daily and the time and dedication they apply to their roles

within our school are to be highly commended.

Our Bendigo directors and CA Mr Conrad Dykstra also need to be thanked for the support and guidance they continually offered myself and our staff throughout 2022. They are always ready and willing to support the school in promoting adherence to the school values and Ethos, back the professional knowledge and skills of our teaching, support and administration staff and you continue to raise the positive profile of our campus throughout our region and beyond. Our incoming CA for 2023 will be Mr Mark Stewart – he is highly enthusiastic about the role and promises to implement several necessary facilities projects during the coming year.

Our teaching, support and administrative staff are to be commended on their unrelenting commitment to ensuring our students were consistently achieving growth in their learning and cultivating academic excellence within the structures of the OneSchool *Global Learning to Learn* framework. It is a privilege every day to work with colleagues who are passionate educators, diligent workers, leaders in reflecting on their own practise and consummate professionals who consistently prioritise the learning and welfare of our OSG Bendigo students.

- Mrs Amanda Moran

Berwick Campus Report

As this school year closes, and upon reflection, I am very proud of the many achievements and events that our students and school community have enjoyed, and the countless opportunities that have enriched our lives – academically, emotionally, physically and creatively. It is hard to believe how quickly the school year has passed and I would like to thank all campus community for your respect, trust, and commitment to the Berwick Campus. We particularly respect the sacrifices each family made throughout 2022, and we continue to put your child first in everything we do! This was another busy year and, as partners in education, everyone played a significant role in making it a success!

The primary classroom-based programs are enhanced with Inquiry-based learning, French language and culture, STEM, Physical Education and Science classes. 2022 has again included

highlights such students working in groups to create their own countries, with their own rules and laws that the citizens must follow. The students also enjoyed performing in short plays with the focus on developing oral language and public speaking. Speaking of which our campus was very successful in the state debate with two students, L'wren McAlpin and Lila Garrett, representing our campus in



the national debates. A big congratulations to L'wren's team who took out the win. Students also learnt how to code using Scratch and Spheros which culminated in them building an obstacle course for their Spheros to manoeuvre. In addition, students took part in activities such as Gymnastics, Swimming Lessons, School and multi campus house events, such as Kaboom with Bairnsdale and Bounce. Book Week activities, including a literature quiz, a costume parade and hosted a delicious book themed morning tea for our families and various other incursions and excursions across the Primary School.



Thank you, Mr. Veer for your countless hours educating our primary students in the garden patch. Students learnt growth cycles of various fruits and vegetables and the impact of the environment including weather, insects and pests. Delicious produce was sent home weekly for our students to prepare in their homes. Thank you to Mrs. Dullabh for your leadership and innovation in curriculum areas for 2023. We look forward to how the work with your colleagues will come to fruition. We also welcomed a talented and experienced Primary teacher, Mrs. Mott, who replaced our much-loved Mrs. Allison who is currently on maternity leave. Kudos to Mrs. Jansz who helped immensely throughout Terms 2 & 3 in the 3/4 classroom whilst we undertook recruitment. Additionally, we continued to have the wonderful support from Mrs. Wakefield and welcomed Mrs. Goulding and Mrs. Mudassir as student support staff in 2022.

The incoming 2023 SLT did a fantastic job in hosting the Recognition of Excellence at the end of the year. This was enhanced by the event held on our Covered Outdoor Learning Area (COLA) where we were privileged to see great music performances and congratulate students in various local and state awards. Our 2022 ADF awards went to Yani Kitson and Samuel Williams, whilst our Caltex 'All Rounder' was awarded to Matilda King. We also were excited by Lila Garret OneSchool Platinum Award (Year 3/4), Platinum Award George Williams (Year 7/8) and Amelia King Gold Award (Year 9/10). Other Significant achievements were for Vivian Grace (Year 7 English) and George Williams (Year 8 Mathematics) who were awarding Victorian Excellence Awards.



Congratulations to our 2022 OneSchool Global Victoria Dux Samuel Williams who scored an outstanding 98.65 ATAR. Samuel received a perfect study score of 50 in Accounting and a study score of 46 in Legal Studies. Also receiving a perfect study score of 50 was Matilda King in VET Business and Kilmeny King who scored 48 receiving the Premiers Award early in 2022, whilst Bjorn Greenfield achieved study score 50 in Visual Communication and Design. Berwick Campus also had 4 students receive ATAR scores above 96, which was a great achievement. I would also like to take this opportunity to acknowledge the remaining student body who have done their best always to fulfil their potential in all activities they have undertaken at Berwick Campus. Such a positive attitude to learning enables our campus to maintain a developing learning culture.

Thank you to the hard-working and dedicated staff of OneSchool Berwick

Campus for all they have done this year! The teachers, students support, canteen volunteers, uniform shop, transport volunteers, campus directors who work professionally, with a great sense of dedication and pride in a team environment exceeding all expectations, both within and outside the classroom. Our campus is indebted with people who care for the Berwick Campus students and their families. Thank you to Sue Komac and Heather Grace, our administration ladies. The warm, friendly, and helpful welcome our families receive is remarked upon regularly. In addition, all office staff assist in the care of our students and for this, we are very grateful. To Scott Phillips, our lead

Campus administrator, the hours you have put into this role have gone above and beyond, and you were most definitely a fit to take on this role. A special thanks to Barry Voss who was the lead project manager for our new COLA development. Your continued effort and resilience to get this project finished has been vast. Having our Recognition of Excellence Day in the new COLA was a highlight for everyone who attended. Thanks Barry!

- Mr Brandon Fuga

Hamilton Campus Report

I want to start by congratulating the Hamilton Campus students on their outstanding efforts this year. They have consistently displayed the OneSchool values of Respect, Responsibility, Care and Compassion, Commitment and Integrity and in doing so have also shown great resilience as again we have had a year with not a few interruptions. They have not only maintained a high level of academic excellence and collegiality, but have also taken the OSG+1 challenge seriously and, as a group, made significant gains in their academic outcomes.

The learning culture that exists on Hamilton campus does not happen without significant input from families and community members and I would like to take this opportunity to congratulate all stakeholders on their efforts to motivate, inspire, encourage, and support the students in their learning.

The Student Leadership Team - Connor Urquhart, Xena Urquhart, and Jordanna Scott have led a broad range of events with the support of SRC members Jeremy Cox, Kylie Cox, Sherwyn Lindqvist, Tirion McWhirter, Veronica Mead, Zari Earl, Zoe Urquhart. Events included St Patrick's Day, Crazy Hat Day, as lead ins for the Royal Children's Hospital fundraiser, the Biggest Morning tea, Winter Woolies day, Anything but a Backpack, and Anti

Bullying day. I am constantly in awe of how well the students are able to organize resources to achieve highly successful outcomes.

The Year 12 students' Legacy fundraiser was another example of this, raising funds to help upgrade the Learning Centre as a means of supporting student learning into the future. I want to congratulate the Year 12's on their approach to their learning and the way that you supported and encouraged one another throughout the year.

This year saw the installation of the Covered Outdoor Learning Area which has transformed the outdoor play space allowing the students to utilize the hard court surface throughout the year. A fitness circuit was also installed. We have begun refitting the Learning Centre by placing window panes in the booths and Deryk Cox has done a fantastic job painting the interior walls and putting up pinboards, which along with his work painting the front of the school and the addition of new signage, has transformed the look of the school both inside and out.



While some of our sports events were interrupted by challenging weather conditions, we still managed to have students participate in a cluster sport event at Melton, two activities days which were both held at Grampians Retreat, and two Outdoor Ed days – one for the Year 7 & 8 students to Cape Bridgewater and another to climb the Piccaninny with the Year 3-8 students. The Primary students had successful events with the Book Week Parade and Bastille Day celebrations. These were well supported by parents and community members, and I also want to thank those who contributed to the reading program – this is a valuable contribution to the childrens' education.



We said farewell to Mrs Chambers at the end of Semester 1, and we are grateful for the availability of Mrs Porter who filled in admirably for the remainder of the year. Next year we welcome two new staff members as Mrs Trish Gray joins the teaching staff and Mrs Natelie De Jager takes up the Campus Secretary role. We are thankful for the wonderful contribution that Mrs White has made to the school in the

Campus Secretary role and we look forward to her serving the students in a new way as she moves into Learning Support.

Melton Campus Report

The Melton Campus returned to normal on-site operations in 2022. The flexibility and enthusiasm across our school community provided a solid basis for a strong year of post covid renewal. It was time for students and staff to resettle back into the 'new normal' and embrace the signature pedagogy the school is well

Thank you also to Miss Kelly, Mr Bostock, Mrs Jarrod, Mrs Huff and Mrs Rentsch for their excellent work throughout the year. Hamilton Campus is fortunate to have an excellent cohort of staff who consistently model best teaching practice and exemplify professional collegiality and commitment to the students.



Finally, I am grateful for the support of the Victorian Management team for their leadership and to the Campus Management team lead by Warren Grace and supported by Terry McWhirter, James Pudney, and Paul Butcher. Terry and Warren will be stepping aside from the end of this year and I want to thank them for their guidance, and leadership this past year as well as throughout their time on the Campus Management Team and I look forward to working with Paul as lead CA in 2023.

- Mr Nigel O'Reilly

known for. Change is an inevitable reality in life and schools are certainly not immune to the change process, however, by encouraging a growth mindset which views challenges as learning opportunities and champions the value of thinking, our teachers and learners were able to pivot to unite and support the return to the Melton Campus.

As a newcomer to OneSchool Global, I was greeted with great warmth from community members, Melton staff and students alike. It was wonderful during my first week, to see and feel the connection points of the whole school enjoying a sunny outdoor activities day at the Lake Dewar Discovery Camp, meeting students and families in a relaxed environment for the very first time.

The year was full of experiential learning experiences, particularly when our Year 12 students visited the nation's capital deepening their understanding of the Australian political landscape and democratic process. The excursion undertaken by our Year 7 and 8 students to Ceres, an environmental educational center, coupled with a guided bushwalk through the serene Mount Macedon State Forest, provided a unique opportunity to bridge the gap between theoretical knowledge acquired in the Science classroom and its practical application in real-world settings. The Primary students experienced a whirlwind of excitement as they delved into a world of animal encounters, embraced the magic of Book Week, and honed their cartooning skills through captivating visits by external providers.



In the spirit of OneSchool Global, the Melton fundraising events were nothing short of extraordinary! We witnessed an incredible outpouring of support as our school community rallied together for a series of remarkable events and activities. Students jumped for joy, showcasing their skipping skills in the whole school Jump Rope for Heart event while raising

valuable funds for the Heart Foundation. The much-anticipated Biggest Morning Tea provided delicious homemade treats and brought everyone together, raising funds for cancer research and prevention treatments. Our Campus stood strong against bullying, hosting an empowering Anti-Bullying Morning tea. With a sea of vibrant colors and uplifting messages, students united in solidarity of the importance of creating a safe and inclusive school environment for our students. The extent of all donations raised was a testament to the power of community, compassion, and a shared vision for giving to others. The highly anticipated Campus Sports



Event of the year took centre stage during 2022 as students displayed athleticism and camaraderie in the epic 'Battle of the Nations' Sports Competition. Students represented countries from all corners of the globe and gathered to showcase their prowess in a series of challenges carefully crafted to push their limits and ignite their competitive spirit.

Recognising the importance of providing an optimal learning environment for our growing enrolments, the Primary area of the Melton Campus underwent several infrastructure changes, including the renovation and extensions of existing classrooms and the return of a dedicated 'maker- space' area for Art, Science, and Stem. These enhancements were designed to improve the overall educational experience for our students and allow the inclusion of an additional Year level in the Primary area of the school.

Finishing the year attending the 2022 Recognition of Excellence Awards, I was

able to experience firsthand the accumulative product of an OneSchool Global education in celebration of students who had upheld their commitment to academic excellence, personal growth, and their contribution towards fostering a positive learning environment at the Melton campus. It was pleasing to see Austin Church receiving the state-wide award for Year 12 Mathematics, leaving a legacy for others to aspire to. It was also pleasing to see other successful award winners, from various year levels, who had embraced self-directed learning and reaped the benefits of the OneSchool Global Learn to Learn framework. As I observed the monitor screens shifting from one campus to another during the ceremony, my initial impression of OneSchool epitomised unity with diversity, or one body with many parts. The gym held the aspirations of staff and community who were united in the quest to develop life-ready students and discerning young adults.

I would like to thank all those who have supported the Melton Campus endeavours throughout the year. I am grateful to the incoming Community Administrators Steve Strange and Brad Millott for their commitment to the Melton Campus and its governance. I also extend my appreciation to our Melton staff, students, and colleagues on the VMT for



their continued support, vision, dedication, and commitment. Finally, my most sincere thanks go to parents and families of the Melton Campus. Education is a shared commitment between dedicated teachers, motivated students, and supportive parents with high expectations for their children. I look forward to forging connections with all stakeholders as we move into 2023.

- Mrs Leanne Little

Nathalia Campus Report

The Year 2022 was full of action at Victoria's smallest Campus. There were, as always, some outstanding student achievements and plenty happening in terms of facilities. We said farewell to some terrific students and staff members, but also welcomed others in their place. There were still a few disruptions to on site learning, this time caused by flooding, but overall, I think we all welcomed some consistency in our ability to come on site for the majority of the year.

Term 1 is always hectic, with the focus on settling in and making a strong start. Our Year 12 cohort consisted of five boys; Hadley Wigg, Morne Buchner, Jedd Buchner, Ryland Young and Rovi

Pederick. It was fantastic to witness the growth of these lads into fine young adults. The leadership shown by these boys all Year was terrific and they certainly helped us to further develop our culture of Learning to Learn. They were very ably supported by SLT members in lower year levels. Our Term 1 focus was on fundraising for the RCH. Nathalia raised a staggering amount, highlighting the generosity of students and staff, plus the ability of our student leaders to put themselves out to help others.

From a facilities point of view, we were initially quite disrupted by building works taking place in our LC. I was impressed with how well students adapted to the situation. Our reward was a brand new Learning Centre, complete with zoom rooms and a brilliant open space. Students enjoyed having a quiet area for

individual tasks, but also collaborative and semi collaborative spaces for group work. Quite literally, years of planning and background work went in to making this happen and I can only thank the community for their support. The space has made a great difference to the learning environment at Nathalia and based on the grades students are getting, it is already having a positive effect.



Moving to the back end of the year, it was great to finish off with a trip to Anglesea, where students had a great day sharing

activities with Bendigo Campus. We were very excited to have our students well rewarded with Gold and Platinum OSG Awards at the recognition of excellence ceremony. I would especially like to congratulate Jedd Buchner for receiving the Platinum Award in Year 12. To achieve the top honour was just reward for his service to Nathalia and OSG in general. Again, though, we batted above our weight in all categories, which was a rewarding way to end what was a positive and progressive year.

Before signing off, I would just like to recognize the help given by all stakeholders across the year. The parents and staff are certainly invested in ensuring that students are educated in a manner that fulfills the OSG vision. Respect, Responsibility, Commitment, Care and Compassion and Integrity are not just words, they are what we all value and try our best to embody. In 2023 we look forward to building on our achievements, setting our goals high and enjoying what is thrown our way!

- Mr Greg Mullins

Swan Hill Campus Report

I am pleased to present the annual report for OneSchool Global Swan Hill Campus for the school year 2022. This year has been full of excitement, growth, and success. Our community, staff, and students have worked tirelessly to create a safe, supportive, and inspiring learning environment.



At OneSchool Global Swan Hill Campus, we have been focusing on academic excellence and instilling a love for learning in our students. Our learning to learn pedagogy aims to help students become self-directed learners who take ownership of their education. We have been working on changing attitudes towards success in school by emphasizing the importance of effort, resilience, and perseverance. Our staff members have been dedicated to ensuring that our students receive a quality education that prepares them for their future.

We are pleased to have resumed our events after the COVID-19 pandemic disrupted our plans in the previous school year. We have organized several exciting events that have kept our students engaged and motivated. Our AFL Football Clinic allowed our students to learn new skills and develop their athleticism. The Bendigo Jumpz Excursion and the Bendigo Breakout Room

challenged our students to think critically and solve problems creatively. We also organized the Biggest Morning Tea and the Street Food Festival, which were fundraising events that brought our school community together.



Our students participated in the Cluster Sports Day, which was held at our Swan Hill Campus as well as the Bendigo Campus. We believe that sports help our students develop physical fitness,

teamwork, and leadership skills. We are proud of our students' achievements in the Debating Finals and the RCH Carnival Fundraiser. Our Year 12 students organized the Street Food Festival, which was a massive success and left a lasting legacy for our school. Our Year 7-8 students went on an exciting Outdoor Education Excursion that involved Frisbee Golf and Hiking. They also visited CERES - Farming for our Future, which was a fantastic learning opportunity for them.

We finished the year with our Recognition of Excellence ceremony, and it was great to see all our parents and community in person. We celebrated student achievement and launched our annual value awards; well done to each and every student who contributed to our campus success during the year.

Overall, the 2022 school year was a successful year for OneSchool Global Swan Hill Campus. We were pleased to welcome our new Campus Principal and received a warm welcome from our community, staff, and students. We continued to prioritise academic excellence and provided our students with various opportunities to develop their skills and interests. We look forward to the upcoming school year and are excited to see what the future holds for our school community.

- Mr Francois De Koker

Contextual Information About the School



OneSchool Global Victoria is an independent, co-educational school which operates in a network of Brethren schools nationally and globally. OneSchool Global Victoria has an enrolment of 545 students across 7 campuses in Victoria which are located in Bairnsdale, Bendigo, Berwick, Hamilton, Melton, Nathalia and Swan Hill.

The school offers a vibrant co-curricular program which includes sport, music and community involvement.

School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

Values Statement



Integrity
uprightness, honesty and
decorous conduct, governed
by the Holy Bible;



Responsibility
for our actions, progress and
the environment;



Care & Compassion
kindness, consideration and
generosity to all;



Commitment
to self-discipline and the
pursuit of excellence



Respect
for all people, property,
opinions and authority;

Learning to Learn Statement

The School is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life.

“Learning to Learn” means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

OneSchool Graduate Attributes

- To learn how to learn.
- To become a positive contributor to community, family and workplace.
- To learn the skills to become self-directed, life-long learners.
- To explore and develop personal potential.
- To gain employability skills.
- To demonstrate qualities of leadership.
- To articulate thoughts and ideas effectively using a range of communication skills.
- To be critical users of information and technology.
- To uphold Christian values

Further information about the school is available at OneSchool Global Victoria's listing on the My School website
<http://www.myschool.edu.au>

Administration

The Victorian Management Team managed OneSchool Global Victoria in 2020. Members of the VMT are:

- The Principal of the School is Mr Anton Voss.
- The Regional Principal of the school is Mr Simon Beaumont.
- The RTL (Regional Team Leader) of OSG VIC is Mr Jeff Weeks.

Principal	Mr Anton Voss
Regional Principal	Mr Simon Beaumont
RTL - VIC	Mr Jeff Weeks
Director of Studies	Mrs Mary Baxter
Primary Coordinator	Miss Katina Hawken
Student Support Manager	Mrs Louise Goette
Administration Manager	Mrs Melissa Wright
HR Senior Partner	Mr Shane Johnston
Executive Assistant	Miss Marcella Blake
IT	Mr Ammar Khan

Curriculum Information



Primary Curriculum 2022

OneSchool Global offers a high-quality curriculum that aligns with the Australian Curriculum. Our teaching and learning program is guided by the principle 'Learning to Learn', emphasising the development of essential skills to be lifelong learners.

In our classrooms, we foster a culture of thinking, encouraging students to become open-minded and critical thinkers. This mindset extends beyond the classroom as students engage with the world around them daily. In 2022, we further strengthened our adoption of Inquiry-Based learning, which empowers students to take an active role in their own learning process. The approach builds on the foundations we laid in 2019 and allows students to delve deeper into our thought-provoking Big Question of each term.

Mid-way through 2022, OneSchool Global Australia rolled out the 'In Safe Hands – Bully free at OSG' program, a program established by OneSchool Global in response to the globally recognised need to stamp out bullying behaviour.

Overall, 2022 has proven to be a year filled with both challenges and rewards. I consider myself fortunate to have the opportunity to collaborate with a remarkable team of staff members, alongside our exceptional students and supportive families at OneSchool Global.

Katina Hawken – Head of Primary

Years 3-6

During 2022, we were able to return to the normal of school being held onsite with lockdowns seeming to be a thing of the past. However, our primary students are continuing to become more versed and experienced with Canvas and Zoom as it is becoming more and more common in an everyday primary classroom.

Towards the end of 2022, the school purchased some STEM robotic kits which we cannot wait to put to use in 2023, with designing and coding. This is an area which in the Australian Curriculum is continuously advancing to keep up with the everyday changes in our world and help to develop our students' ability to be critical problem solvers.

We also transitioned from Mathletics to Maths Online which is an online program that secondary students currently use. A really important factor with mathematical learning is consistency. Using this consistent learning platform in primary to secondary school makes transition between school years a much more manageable experience.

The focus in the primary years is to support students in becoming successful learners who thinking about what they are learning and how they learn. We develop the foundation skills and positive behaviours which support all future learning. This is done through structured programs, including explicit teaching sessions, small and large group work involving cooperative learning and individual self-directed learning (SDL). These all provide students with the essential skills required for the secondary years.

In 2022 we proudly introduced French as our Language Other Than English (LOTE) for all primary students in Victoria. We offered a comprehensive learning experience through a combination of online Zoom lessons and the use of the Languages Online platform. We are enthusiastic about the future prospects of our LOTE curriculum and eagerly

anticipate the exciting opportunities it will bring for our students. As we continue to invest in this area, we look forward to witnessing the growth and development of our LOTE program.

With our Inquiry-Based Learning approach we had numerous Big Questions throughout the year: Term 1, “How do we explore and Inform?”, Term 2, “What is the significance of our perceptions?”, Term 3, “Am I making good choices?”, Term 4, “Why are systems created?” Inquiry based learning is considered beneficial for primary students due to several reasons: Active Engagement – Rather than passively receiving information, students become active participants in the learning process. Critical Thinking Skills – By encouraging students to ask questions, analyse information and draw conclusions. These skills are essential for their academic success and future endeavours. Collaboration and Communication – Students learn to work together, share ideas, and communicate their finding effectively.

Our approach in Inquiry-Based learning is continuing to develop as all staff are currently partaking in the Teacher Academy Course ‘Approaches to Interdisciplinary Design’ and sharing units of work around Australia. We are also continuing to develop and upskill staff with moderation of wiring tasks using the online platform Brightpath, staff PLGs weekly and the continued courses offered by Teacher Academy.

Key Learning Areas 3-6

The 7 General Capabilities along with the 3 Cross Curriculum Priorities offer opportunities to add depth and richness to student learning experiences.

Primary education within OneSchool Victoria delivers a curriculum which supports continuous learning growth for students. The quality of primary teaching staff, enhanced by their dedication and commitment, supports sustained and continuous teaching and learning for students.

Curriculum Development

Curriculum Development for 2022 followed the Australian Curriculum framework in the following areas:

	Level 3, Grades 3 & 4	Level 4, Grades 5 & 6
English	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.</p>	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.</p>

Mathematics	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> - understanding includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry - fluency includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions - problem-solving includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns - reasoning includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays. 	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> - understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry - fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles - problem-solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans - reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.
HASS	<p>The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.</p> <p>The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.</p> <p>The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p>	<p>Australian communities – their past, present and possible futures</p> <p>The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.</p> <p>The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p>
History		
Geography		
Civics and Citizenship		
Economics		
Science / STEM	<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.</p>	<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.</p>

Health and Physical Education

The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing. The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity. The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Focus areas to be addressed in Years 3 and 4 include:

- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- safety (S)
- Active play and minor games (AP)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Focus areas to be addressed in Years 5 and 6 include:

- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- safety (S)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

The Arts

In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers. As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists. Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks. In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.

In Visual Arts, students:

- extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms
- explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter
- explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts
- consider how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.

Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.

In Visual Arts, students:

- develop understanding of use and application of visual conventions as they develop conceptual and representational skills
- test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation.
- explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences
- draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times
- extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

LOTE (French)

In Years 3 and 4, French language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use French to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore French-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating French language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed French language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.

In Years 5 and 6, French language learning builds on each student's prior learning and experiences with language.

Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in French to exchange information and ideas relating to their interests, school and local environment, and engage with French-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.

Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify French language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

Interdisciplinary Learning

Communication
Design, Creativity and Technology Information and Communication Technology Thinking Processes
Digital Technologies
Aboriginal and Torres Strait Islander perspectives
Asia and Australia's Engagement with Asia
Sustainability

Course Overviews, including weekly time allocations and suitable texts, are present for all subjects to support teachers and to ensure consistency in curriculum across all campuses.

Time Allocations

Years 3 & 4			Years 5 & 6		
Domain		Minutes per week	Domain		Minutes per week
	Literacy	600		Literacy	600
	Numeracy	300		Numeracy	300
	HASS/Inquiry	100		HASS/Inquiry	100
	Science	75		Science	75
	PE/Sport	100		PE/Sport	100
	Health	50		Health	50
	Technology (STEM)	100		Technology (STEM)	100
	Languages	50		Languages	50
	Art/Music	50		Art/Music	50
Unallocated Time		150	Unallocated Time		150
Total Minutes		1500	Total Minutes		1500

Secondary Curriculum 2022

A core curriculum is maintained at One School Global VIC through to Year 10, with an emphasis on a balance between English, Mathematics, Humanities, Science, Business, Health and PE, Languages (French), the Arts and Technology. Business is represented by Commerce in Year 9 and VCE/VET Business in Year 10 and is developed further into the senior years given our status as a Registered Training Organisation (RTO). Some students will study with the assistance of an Individual Education Plan (IEP) in cases where the core curriculum is unlikely to meet their needs, and this ensures there exists a good level of Differentiation built within our offerings to ensure students of all capacities and abilities can enjoy success.

In 2022, an OSG specific 'Work-Ready' program flourished, enabling students who would otherwise be disengaged and not attain a VCE to complete Vocational Studies, Literacy and Numeracy subjects and attend work experience once a week. This also ensured they attended most lessons alongside their peers.

Our curriculum is developed according to the frameworks provided by the Australian Curriculum) and VCE/VET (Business).

In 2022, a fully functioning National Curriculum within our National OSG framework was developed and delivered in key areas like: Mathematics, Science and English. Extensive work to sequence curriculum across all states was undertaken and a genuine framework developed at Years 7/8 in Mathematics, English and Science. This enabled our most experienced teachers to contribute to the development of these areas for improved teaching/learning outcomes for our students Nationally. Our Victorian Heads of department in these areas worked alongside National Heads of Department (NHODS) appointed to support growth in this area.

At Years 11 and 12, most students undertake a full VCE program with the addition of VET Business units. A work-ready program for those students unable to access

the mainstream VCE was also made available to those students who qualified. This was well received and enabled them to attend a workplace one day a week while focusing on Literacy and Numeracy courses developed specifically for their needs. 2022 saw the consolidation of Zoom technology as our Virtual Teaching platform in conjunction with the use of Canvas—our Learning Management System (LMS). This ensured quality delivery of subjects was made available to all our 7 Campuses across the whole of Victoria and ensured we were able to continue to deliver our programs seamlessly in what turned out to be another Covid Impacted year. For the first time, we utilised the expertise of a French teacher from one of our interstate Campuses who delivered languages to some of our regional campuses.

Covid slightly impacted attendances in the early part of the year but life at school was returning to normal.

In analysing the end of year exam and subject grade results for Years 7-10, there was no significant difference between results achieved in those classes taught face-to-face (F2F) and those taught using Zoom. We can pull our resources and talent pool to ensure we put our best people in front of all of our students.

In 2022 our staff and students consolidated their understanding, application and use of Canvas as our key Learning Management System (LMS) to access class content, resources and assessments. This year, the functionality of much of the software and the set-up of Assignments was streamlined to enhance user access and confidence. Our teaching staff continued to use the 'Speed grader' feature for all assessment and reporting feedback to students, and families and so were able to continue to upload quality programs/assignments for students to access. Our parents can monitor ongoing student assessment and teacher feedback, comments, and results via the parent access portal. This proved to be very popular with the parent body and has created a far higher level of parent/student conversations about learning. This is an area we are keen to see develop and so are working towards improved workshops and training opportunities for parents, so they continue to be vested with their child's academic progress.

Our Teaching and Learning programs were enhanced further by the introduction of Dyknow—an online monitoring system to support authentication of student work and Turnitin—a program embedded as part of the LMS to ensure student work is their own. Panopto enables staff and students to record and upload work that is both authentic and accessible by a variety of student abilities. Trials in the use of Canva had also been added to Canvas pages and this enhances the way students can present their work. OneNote is used well by staff and students. Teachers can view in real time their students' work habits remotely and give real time feedback. Our improved course template system incorporating a system of 'Blueprints' across all subject areas supported our goal towards a consistent approach in course and content delivery, in assessment and in reporting. This has helped provide a more professional 'look' to our LMS and to cement our goal and vision of truly being one school.

In 2022, the implementation and adoption of the new CIDI Labs software commenced as a means to enhance the functionality and appearance of Canvas.

The new look courses further supported a Global application with a much simpler and user-friendly program. More importantly, the new applications provide for more seamless application of our school's 'Learning to Learn' (L2L) framework., where the learning continuum is regularly reviewed, and our students are encouraged to be independent and self-directed; our teachers are facilitators in the learning process, and we differentiate between The Study, The Lesson, and The Assignment.

We apply the "Language of Learning" in the development of our programs.



We continue to look for ways to challenge our learners to help support our pedagogy in ensuring they can be lifelong learners and so have the skillset to help them when they need help.



This year, the Math Extension program continued to gain momentum ensuring provisions for students requiring extension in Mathematics were appropriately managed and challenged.

At One School Global VIC (OSGV), all secondary programs have a range of assessments built into the curriculum. Summative subject assessments are scheduled for all secondary levels at the end of each semester and results are formally reported to parents using the Canvas Speed Grader system. In 2022, as we continued to focus on data acquisition and improved VCE results, formal mid-year exams were re-introduced at VCE through to Year 12. VCE teams were able to moderate and give students feedback specific to an exam situation.

Diagnostic tools continue to be used to help us better understand our learners. MAP testing three times a year continues to be an integral part of our program. Students are being tested using an online platform in Literacy and Numeracy (Language, Reading and Mathematics). Data collated from the extensive reports generate much discussion and conversation between staff and students. This data is used to inform our programs and the future direction of our curriculum. Despite Covid and school lockdowns, our staff and students met all obligations in relation to MAP testing and were having Learning Conversations about the data together, making decisions about areas requiring attention and how student growth and strengths can be used advantageously. The key focus for all students undertaking MAP tests is that they set concrete learning goals that are SMART. This data is also used to help differentiate content across all faculties and to modify key assessment tasks for those students requiring further support.

The NAPLAN testing at Years 7 and 9 is also a part of the dataset from which we draw. Ordinarily, the results of these assessments are compiled and analysed by each campus as well as the whole school. This also allows us to review our programs each year and to identify individual students that may benefit from more personalised learning support or extension. At both Year 7 and Year 9, several of our students were recognised for academic growth surpassing more than the expected 2 years of growth. In 2022, all our Campuses successfully completed the NAPLAN on-line trials, including the Technical Readiness tests, and attended training in understanding how to run these tests online in 2023.

All our students can also participate in several external subject specific competitions including National Mathematics, Science and Geography. Subject specific data from these results is also used to further inform the development and the direction of our specific programs. Most competitions were run in 2022 using online platforms.

Competitions in Numeracy and Literacy are also managed 'in-house' amongst students at OSG Nationally. This year our students participated in a national Debating Competition managed by the English teams nationally. The competition was held via Zoom and finals were open to families who also logged in via Zoom. Our Victorian students were well represented across all age levels, and in the finals, and were victorious in many of these. Similarly, in-house Mathematics problem solving competitions are run showcasing the accuracy, speed and mathematical acumen by students across all year levels in Secondary.

The Debating opportunities are being extended to include a Global Competition and, in 2023, we aim to include both Debating and Public Speaking competitions.

Mary Baxter—Director of Studies



Time Allocation - Subject Program

YEAR 7 & 8

Subject	Pds / Wk
English	4+1*
Maths	4+1*
Science	3+1*
Humanities (History/Geography)	3+1*
Health/Phys Ed	2
Technology/STEM	3
AUSLAN	2
Art & Illustrative Design	2
Sport	2
Assembly/Pastoral Care Period	1*
Total Periods Allocation	= 30

* = Number of periods dedicated to SDL = 5

YEAR 9 & 10

Subject	Pds / Wk
English	4+1*
Maths	4+1*
Science	3+1*
Humanities (History/Geography)	3+1*
Studies of Business Commerce (Yr 9)	2+1*
VCE Business Units 1/2 (Yr 10)	
Health/Phys Ed (Yr 9 ONLY)	1
Technology/STEM	3
Art & Illustrative Design	2
Sport	2
Assembly/Pastoral Care Period	1*
Total Periods Allocation	= 30

* = Number of periods dedicated to SDL = 6

YEAR 11

Subject	Pds / Wk
VCE English 1 / 2	3+2*
Workplace English	3+2*
Studies of Mathematics	3+2*
VCE General Maths 1/2 OR VCE Maths Methods 1/2	
Studies of Business	3 + 2*
VCE VET Business 3/4 AND VET Business Cert III - Business Ops	
Students also study 2 of:	2 x (3+2*)
VCE Economics 1/2	
VCE Legal Studies 1/2	
VCE Prod Design & Tech 1/2	
VCE Food And Tech 1/2	
VCE Geography 1/2	
VCE History 1/2	
VCE Physics 1/2	
VCE Vis Comm & Design 1/2	
Sport	2
Assembly/Pastoral Care Period	1
Total Periods Allocation	= 30

YEAR 12

Subject	Pds / Wk
VCE English 3 / 4	3+2*
Workplace English	3+2*
Studies of Mathematics	3+2*
VCE Further Maths 3/4 OR VCE Maths Methods 3/4 OR VCE Foundation Maths 1/2	
Studies of Business	3+2*
Units of VET Accounting	
Students also study 2 of:	2 x (3+2*)
VCE Economics 3/4	
VCE Legal Studies 3/4	
VCE Prod Design & Tech 3/4	
VCE Food And Tech 3/4	
VCE Geography 3/4	
VCE History 3/4	
VCE Physics 3/4	
VCE Vis Comm & Design 3/4	
Sport	2
Additional SDL Periods	2
Assembly/Pastoral Care Period	1
Total Periods Allocation	= 30

Student Support 2022

The Student Support department has had a successful year providing consistent support for all students. As a result of our efforts over the past year, we have been able to offer students the academic, social, and emotional support they need to thrive.

In addition to establishing routines and work habits, our students were able to establish strong relationships with their peers, teachers, and support staff due to the absence of COVID-19 interfering with their education.

Using Sentral as a platform for student education plans is now our standard procedure. To ensure that the curriculum is adjusted or modified as needed, the staff can refer to them whenever necessary. Using assistive technologies for students to help them reach their academic goals is something we are continuing to expand and build upon.

The Resilience Centre offers evidence-based therapies and interventions to help individuals develop resilience and overcome challenges. By providing support in a private setting away from other students, students may feel more comfortable and supported in opening up about their struggles and working towards positive change. Our students who require extra emotional or wellbeing support from a professional have been using the Resilience Centre in NSW and this is making a positive impact on our students lives and helping them overcome barriers to success.

In Years 11 and 12, the Work Ready program was another success with students completing the course and gaining full-time employment upon completion. The Work Ready program is designed to help high school students gain skills and experience that will prepare them for the workforce. The program is also helping our students develop confidence, communication skills and a sense of purpose as they transition from high school to the workforce. These are all important qualities that can contribute to long term success and fulfillment in both personal and professional spheres.

2022 saw the roll out of the Literacy and Hearing screeners for students beginning with us the following year. These were optional to students, however, we saw a big uptake in appointments with the speech therapist and myself to complete the hearing screener. These were conducted at the Melton campus and feedback from parents was that it was valuable information, helping to support their child moving forward.

The Student Support staff have continued with their professional development program in 2022, which has seen them joining in with teacher learning activities as well as completing their own learning, covering a variety of topics to help them support and gain a better understanding of the challenges our students face with learning disabilities and difficulties. The support staff have access to an online platform called Australian Teacher Aide, where they can refer to, should they need ideas, suggestion, or information to help support our students.

It is a pleasure to work with such an excellent team of Student Support professionals, as well as teachers and parents.

Louise Goette—Student Support Manager

Student Attendance at School

STATE	T1 % Attendance	T2 % Attendance	T3 % Attendance	T4 % Attendance	No. Students	Overall % Attendance
NSW	92.39	89.4	90.9	93.62	1042	91.52
QLD	93.49	89.21	91.44	91.9	293	91.4
SA	95.28	92.16	90.16	92.02	81	92.33
TAS	92.93	89.78	89.92	93.98	113	91.48
VIC	93.92	87.39	90.73	93.92	545	91.41
WA	95.07	92.77	93.26	95.44	235	93.9

Business Education Program



OneSchool Victoria is committed to providing education and training which appropriately qualifies students to be competently prepared to enter the workforce and/or pursue further training and education.

To promote this mission, OneSchool Victoria, through each campus, offers a range of VET subjects, and has undertaken to provide all students with the opportunity to accelerate their studies in Business.

The School assists our students in achieving their own potential of work skills and personal development in preparation for the transition from full time school to full time work and/or further training.



WHS Report



During 2022 OneSchool Global Vic Campuses continued to maintain the WHS Dashboard to ensure health and safety hazards were continuing to be identified, and incidents and injuries were being recorded and the causes investigated and action taken to eliminate or minimise their re-occurrence.

A predominant number of hazards identified during 2022 related to property maintenance and housekeeping. These were being rectified and the issues progressively closed out on the WHS Dashboard Smartsheet.

The highest percentage of incidents and injuries occurred in the outdoor areas, playground and gymnasium. The root cause was determined predominantly as human error (accidental). Staff supervision in these areas was maintained to the degree necessary.

The CGR Risk Management Platform has become more user friendly with the support of the OneSchool Global Risk Manager (Sunita Singh) and Heads of Campuses.

Surveillance Audits during 2023 for all Campuses will be undertaken either remotely or on-site to determine continued compliance to the ISO 45001 WHS global Standard and for the maintenance and improvement through the effective management of the WHS Dashboard.

- David Martin

Qual-Safe Management Systems

Lead Auditor – ISO 45001 OH&S Standard and OSG Consultant for WHS

02/05/2023



Meetings



CA/CP Meetings

These meetings occur four times per year and are an excellent way for the combined CA/CP team to meet and share ideas, discuss innovation and drive consistency across all campuses. We physically hold these meetings at each campus on a rotating basis across the course of two years.

In 2022 these meetings focused on embedding the Learning to Learn framework. We also focused on using MAP data in relation to student performance, as well as staffing and campus issues. In addition, professional learning sessions were also conducted during these meetings.

CP Team Meetings

The CP team met every week in 2022 via Zoom at 7.45am on Thursdays, and these meetings were essential in driving change, managing issues and establishing consistency across all OneSchool Victoria campuses. The meetings are managed by the Regional Principal, and the 'Chair' is rotated amongst the members of the CP team. Minutes are kept and all information is shared with the OneSchool Victoria Board.

HOD Team Meetings

The Heads of Department (HODs) team met regularly throughout 2022 to manage the overall curriculum program within OneSchool Victoria. This team was led by Mrs Mary Baxter – Director of Studies, and information developed and shared in these meetings were then fed down to the departmental members via Department Meetings which operated on a rotational basis throughout the year to ensure staff were able to attend their various subject faculty meetings.

Professional Learning



OneSchool Global VIC is committed to providing all staff members with access to high quality professional learning that focuses on making positive changes to the classroom for our students and their learning. In 2022, we focused on developing staff skills in utilising MAP data to help differentiate content for students. Teachers worked both in campus teams and faculties to determine student profiles and help map out plans to support student learning. Growth Coaching and Leadership Professional Learning, along with the usual focus on using Zoom, Dyknow and Canvas, were also on offer. The greatest focus in 2022 was, however, the emphasis on using data to help inform our teaching and the improvement of our state-wide programs. Helping students achieve success regardless of ability was key, given particularly the disruptions to their learning in the 18 months prior.

OSG provides a generous budget for professional learning for all staff, who are encouraged to take advantage of the opportunity to improve their skills, in whatever area is identified as part of their annual review process. The Teacher Academy was highly successful once again in 2022—albeit virtually as restrictions to travel impacted some programs. Many courses were run online with great success. Teams in Victoria focused on Literacy across all facets of the curriculum, and Assessment and Reporting. In 2022, faculties focused on the review and consolidation of curriculum overviews and templates and using data to help inform curriculum offerings as well as Growth Coaching—for both staff and students.

Such is the commitment and desire to help our teachers grow as professionals that National Professional Learning Groups were rolled out this year and these enabled staff to work on the development of their professional practice one day a week in organised sessions while students were dismissed on lesson early. Our staff also continued to attend subject-based programs presented by faculty associations, Independent Schools Victoria and other external providers.

These programs included, but were not limited to:

All staff days - Primary & Secondary	Disability Training	Anaphylaxis
Australian HOD Conference	VASS training	DATTA Annual Conference
Book Week workshop	Zoom faculty meetings	HTAV
Cert III in Education Support	VCE English	NAPLAN Data Services PD
CPR	Australian Curriculum in all Learning Areas	Zoom Technology online learning training
MAP Learning Conversations & Data Analysis	Autism awareness training	Autism Spectrum Disorder
Food Tech	Canvas (Learning Management System)	VCAA Assessors Program and data analysis
LTAV	Comview VCTA	VCE Math Methods / Further
Wellbeing courses/strategies		

Financial Summary



Consolidated school income:

1. Commonwealth & State Grants	48%
2. School Fees & Private Income	25%
3. Commonwealth Capital Grants	0%
4. Private Capital Income	27%
<hr/>	
	100%



■ 1 ■ 2 ■ 3 ■ 4

Consolidated school expenditure:

1. Teaching & Administration Expenses	14%
2. Buildings & Grounds	5%
3. Depreciation & Other Expenses	10%
4. Capital Expenditure	17%
5. Salary Related Expenses	54%
<hr/>	
	100%



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Academic Performance



The OSG Academic Performance Summary provides an overview of the school's academic achievement and it also compares our performance with other State and National schools. Comprehensive data using the MAP Global testing system provided by the NWEA company was used extensively to help inform our Teaching and Learning programs.

VCE Results

2022 saw the school emerge from the pandemic and get back to physical learning on-campus. The performance of our students and staff in the various measurements of success was once again outstanding across almost all areas.

The best measurement of success of Victorian schools from an external viewpoint remains the VCE results and in 2022 our results were once again excellent. Our overall results have elevated the school to 75th from 516 schools in the 'Better Education' rankings.

Some of the key highlights include:

- OSG+1/33 goal – we achieved an average study score of 32 (up from 31.96 in 2021)
- Dux of school was from Berwick campus (Sam Williams 98.65)
- 100% of Year 12s successfully who were eligible completed both VCE and VET Business
- 6 of our students scored ATAR of 90+
- 2 students scored 'Perfect Scores' of 50 – Bjorn Greenfield VCD and Sam Williams Accounting
- OSG VIC average ATAR score was 73.57 (Up from 69.82) – State mean 70.33
- 12.7% of individual SAC scores were A+ (Up from 11%)
- We would like to thank Mrs Mary Baxter for all her work as Director of Studies in driving the VCE teachers and students to achieve such excellent results this year as well as all the Year 12 teachers for their work in helping students achieve their own goals.



VCE Results

YEAR	2014	2015	2016	2017	2018	2019	2020	2021	2022
Scores of 40+ @ Yr 12 %	14.9	12.6	12.3	13.5	10.3	10	5.4	11	12.7
Average Study Score	31.5	31.2	31.6	32	32	30.3	30.7	32	32

x

NAPLAN Results Data

In 2022, 48 students at Year 3, 58 students at Year 5, 47 students at Year 7 and 53 students at Year 9 completed their NAPLAN tests. For the second year running, NAPLAN scores were represented in 2022 as individual campus data – so data for our whole cohort was again not available.

Year 3

Students in Year 3 were well prepared to sit their first ever NAPLAN tests. There were a variety of results with students excelling above the state average in three out of the five areas: Reading, Grammar & Punctuation and Numeracy. We will continue to develop our Writing and Spelling as these results were below the national average.

Year 5

Students in Year 5 entered OneSchool Global just as the Covid pandemic caused havoc and, with this, their NAPLAN results show the need for further improvement in the areas of Writing, Spelling, Grammar & Punctuation and Numeracy - two of these results were close to the national average, but still below. Our Year 5 students are sitting above the national average for their reading skills.

Year 7

The data shows that in all five tests, Year 7 students performed above the national average. This is particularly pleasing, given all testing was completed online this year.

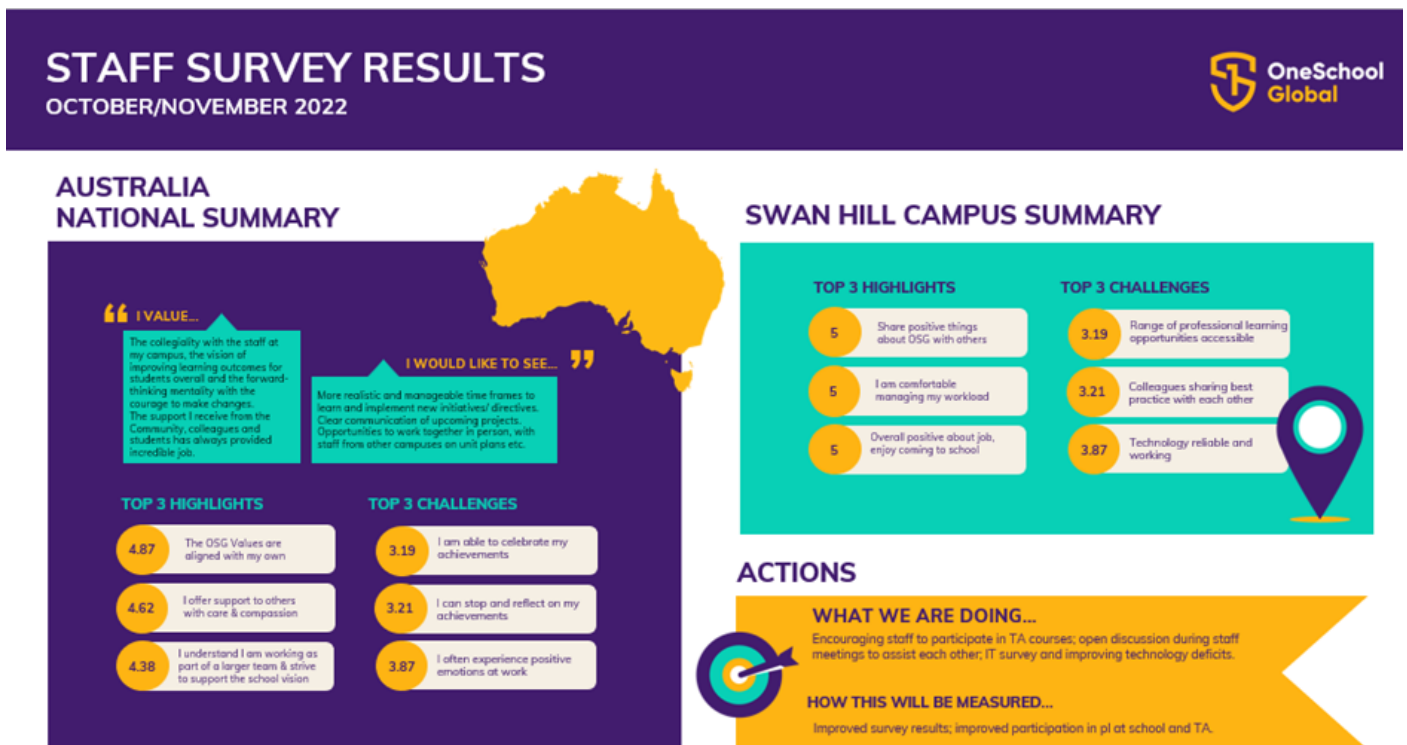
Year 9

The data shows that, in all five tests, Year 9 students performed above the national average. Significant growth was evident in particular in Numeracy and Reading, with room for further opportunities in Reading.

School Surveys



All our staff, students and parents were surveyed twice during the 2022 school year. The data was overwhelmingly positive. Each campus was asked to analyse and summarise the survey data and produce a 'Campus Road Map' snapshot to help drive improvement. A sample from our Swan Hill campus is shown here:



Secondary Student Survey Results

- I value; Being at OneSchool. I enjoy and appreciate the great support we have, and the work that goes into each day.
- The Zoom collaboration between AUS, ARG and NA Year 12 students. I really hope that kids in future years get this experience also.
- I would like to see; Improvement in Learning Centres to allow me to work self-directly, particularly more quiet rooms to allow me to focus.
- More students being recognised for positive behaviour. Students thrive on positive feedback, so merit recognition would be great.

Primary Student Survey Results

- I value; My Campus, as I feel safe, and it is a great learning environment. I feel privileged to be at this wonderful school. I wouldn't choose any other school above

this amazing Campus.

- I would like to see; More outdoor spaces/ play areas for lunchtimes and sport.

Staff Survey Results

- I value; The collegiality with the staff at my campus, the vision of improving learning outcomes for students overall and the forward-thinking mentality with the courage to make changes.
- The support I receive from the Community, colleagues and students has always provided incredible job.
- I would like to see; More realistic and manageable time frames to learn and implement new initiatives/ directives. Clear communication of upcoming projects. Opportunities to work together in person, with staff from other campuses on unit plans etc.

Parent Survey Results

- I value; that our children have a privileged education & a high standard to adhere to. Thankyou OSG staff & teachers for giving our children the best possible education!
- I would like to see; Improvement in teacher retention would help in keeping students settled and focused. Having constant teacher changes creates a disinterested mindset for some students.
- We would like to see more practical subjects available on campus.



Staff List 2022



F = Full time, P = Part time

Victorian Management Team

Simon Beaumont	F	B App Sci, Grad Dip Ed Sec, M Ed
Mary Baxter	F	Dip Ed, M Ed Admin, BA (Crim) Hons
Marcella Blake	F	Executive Assistant
Louise Goette	F	B Ed Primary
Katina Hawken	F	B Ed Primary, Cert II First Aid+CPR
Ammar Khan	F	B Computer Science, M Computer Networks
Jeff Weeks	P	Regional Team Leader (RTL)
Anton Voss	P	Community Principal
Melissa Wright	F	Administration Manager

Bairnsdale Campus

Andy Manicom (CP)	F	B Ed Hons
Jess Bryan	P	B App Sci, Grad Dip Jnr Sci
Diana Grumley	F	Secretarial/Administration
Dawn Jeffries	F	Prof. Grad Cert Ed, Post Grad Cert Maths Ed, B Eng
Jobi Laybourne	P	Grad Dip Ed Sec, BA, Dip Vis Arts
Juanita Mauger	P	Office Assistant
Jayne Manicom	P	Integration Aide
Susan Morton	P	Integration Aide
Belinda Pendergast	P	Integration Aide
Kerryn Tucker	F	Dip Teaching (Primary), B Ed, Post Grad Dip Ed Studies, M Ed Advanced Teaching
Glenn Chippindall	P	Campus Administrator

Bendigo Campus

Amanda Moran (CP)	P	BA Soc Sci, Dip Ed
Anne Czerkiewicz	P	Integration Aide
Carlee Frankel	F	B Ed
Michael Grant	F	B Sci, Dip Teaching
Debra Hansen	F	Administration
Katina Hawken	F	B Ed Primary, Cert II First Aid+CPR
Nadia Kemp	F	B Ed Prim & Sec, Cert II First Aid+CPR
Michelle O'Mahoney	P	Integration Aide
Rita Napier	P	Administration
Santina Panzera	P	Grad Dip Ed, Applied Science, post Grad-TESOL
Emma Rice	P	Dip Sec Ed, BA, Cert IV WTA
Fafa Rasoarahona	P	Dip TESOL, M Deg English Studies
Isabelle Vincent	P	Dip Sec Ed, Cert IV Assessment & Workplace Training, Dip Arts (Politics), B Arts (Fine Art)

Mark Stewart	P	Campus Administrator
Berwick Campus		
Brandon Fuga (CP)	F	B Arts, Dip Ed
Jess Allison	F	B Ed Primary
Rohini Bhatia	F	B Arts, B Ed Hons
Brendan Cian	F	B Arts, Dip Ed
Melanie Clarke	F	B Teach (Sec), B App Sci (Human Movement), Cert IV Training & Assessment
Bobbi-Jane Constable	F	Integration Aide
Jenny Dean	F	Integration Aide
David Dobric	F	Dip Theology, B Ed (Math), Dip Ed, B Science Hons
Kathleen Dullabh	F	Dip Teach, B Ed, Grad Dip Ed, Post Grad Dip Ed, M Ed
Veer Fowdar	F	B Com, Dip Ed, Cert IV WTA
Stacey Goulding	F	D Childrens Services
Heather Grace	F	Administration
Kevin Hoare	P	BA, Dip Ed
Stephanie Jansz	F	Dip of Early C'hood Serv, B Early C'hood Ed
Sue Komac	F	Administration
Hannah Lee	F	B Industrial Design Hons, M Teaching, M Ed
Belinda Mott	F	B Teaching, B Arts
Nadia Mudassir	P	Integration Aide
Cheryl Rule	P	B Ed
Jonathan Terrington	F	B Ed,Sec/Arts
Pauline Wakefield	P	Integration Aide
Liz Watson	P	B Arts Distinction, Dip Sec Ed
Lu Yang	F	B Com Acc & Fin, M Teaching (Sec)
Scott Phillips	P	Campus Administrator
Hamilton Campus		
Nigel O'Reilley (CP)	F	B App Sc, Grad Dip Soc Sc, Grad Dip Ed
Greg Bostock	F	B Ed, Maths/Physics
Sestina Chambers	P	B Ed, Dip Ed, Cert IV WTA
Karen Finch Huf	F	B Ed, Dip Fitness
Julie Jarrad	F	B Ed, Dip Ed
Christine Kelly	F	B Arts, B Tech, M Ed
Joanne Rentsch	F	Integration Aide
Kellie White	F	Administration
Warren Grace	P	Campus Administrator
Melton Campus		
Jennifer Trodden (CP)	F	M Ed, B App Science & Human Movement, B Teach (Sec)), Prof Hons Ed
Leanne Little (CP)	F	M Ed, Cert IV Training and Assessment, Dip Ed, B Science
Rosie Abbate	F	B Sec Ed, B Business, Dip Accounting
Smitha Ajay	F	M Sc, B Ed
Caroline Anson	F	Integration Aide
Melanie Bailey	P	BA (VC), Grad Dip Ed
Dianne Baldacchino	F	Integration Aide
Michael Bracefield	F	BA, Grad Dip Sec Teach, TAE40116
Nathan Bricknell	F	B App Sci, Cert IV WTA
Eloise Crick	F	Administration/ Level 3 First Aid Officer
Cassandra Ellis	F	BA, B Ed
Margo Fergusson	F	Integration Aide
Laura Hewish	F	Administration
Alison Jackel	P	BA - Urban Studies, Dip Ed
Nga Huynh	F	B Industrial Design Hons, M Teach (Sec)
Leo Li	F	M Sec Teach, M Professional Accounting
Justin Kanzamar	F	B Sport Science, M Teach

Faith MacGregor	F	B Exercise Science , B Teach
Rebecca Maclatchy	F	B Fine Art, M Ed
Alexandra Manago	F	Integration Aide
Arlene Mcauley	F	B Pharmacy, Dip Creative Ministries (Drama), B Ed (English, Linguistics), Cert IV Training and Assessment
Gill McMillan	F	Integration Aide
Carol Meekin	F	B Sci Dip Ed
Geetha Nair	F	BA, MA, M Phil, B Ed
Shane Price	F	B Social Sciences (Geography), Grad Dip Teaching (Primary)
Vanessa Rowland	P	Integration Aide
Chrisella Sentana	F	B Arts, M Teach (Secondary)
Shubhi Sharma	F	Cert IV Education Support, Cert IV Training and Assessment, Dip Children's Services, B Arts
Yogeen Sharma	F	B Ed
Natalie Shephard	F	BA Hons PGCE
Bianca Simone	P	Integration Aide
Ria Sluice	F	B Ed, M Special Ed
Kelly Strover	P	BA Hons, Post Grad Cert Ed
Suzi Sulaiman	F	Integration Aide
Kahlia Sutton	F	Integration Aide
Payal Tangri	F	B Ed, Post Grad Cert Maths/Ed, Business Management
Glenn Todd	F	Grad Dip Education, Dip Graphic Design
Steve Strange	P	Campus Administrator
Brad Millott	P	Campus Administrator

Nathalia Campus

Greg Mullins (CP)	F	B Ed Env Sci
Darren Burn	F	B Ed
Nermina Fetahovic	F	Administration
Nathanael Kelly	F	BA, M Teaching (Secondary)
Joanne Osmand	F	Integration Aide
Marissa Pelaez	F	B Sec Ed, M Arts
Craig Phillips	P	Campus Administrator

Swan Hill Campus

Francois de Koker (CP)	F	B Com, Dip Ed (Hons)
Carlie Brady	P	Student Support
Ashlin Callaghan	F	Integration Aide
Bridget Caruso	P	M Teach (Prim), Dip Ed (Special Education), B Training and Development, Cert IV Training and Assessment
Amy Evans	F	B Ed
Annalie Gilmour	F	B Ed, P-12 Health & PE, Minor Social Welfare, Dip Primary
Rebekka Miles	F	Administration
Kelvin Reither	P	B Ed
Annie Wang	F	M Teaching, B Ed Science
Simone Wren	F	Dip Primary Teach
Greg McCalman	P	Campus Administrator



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