



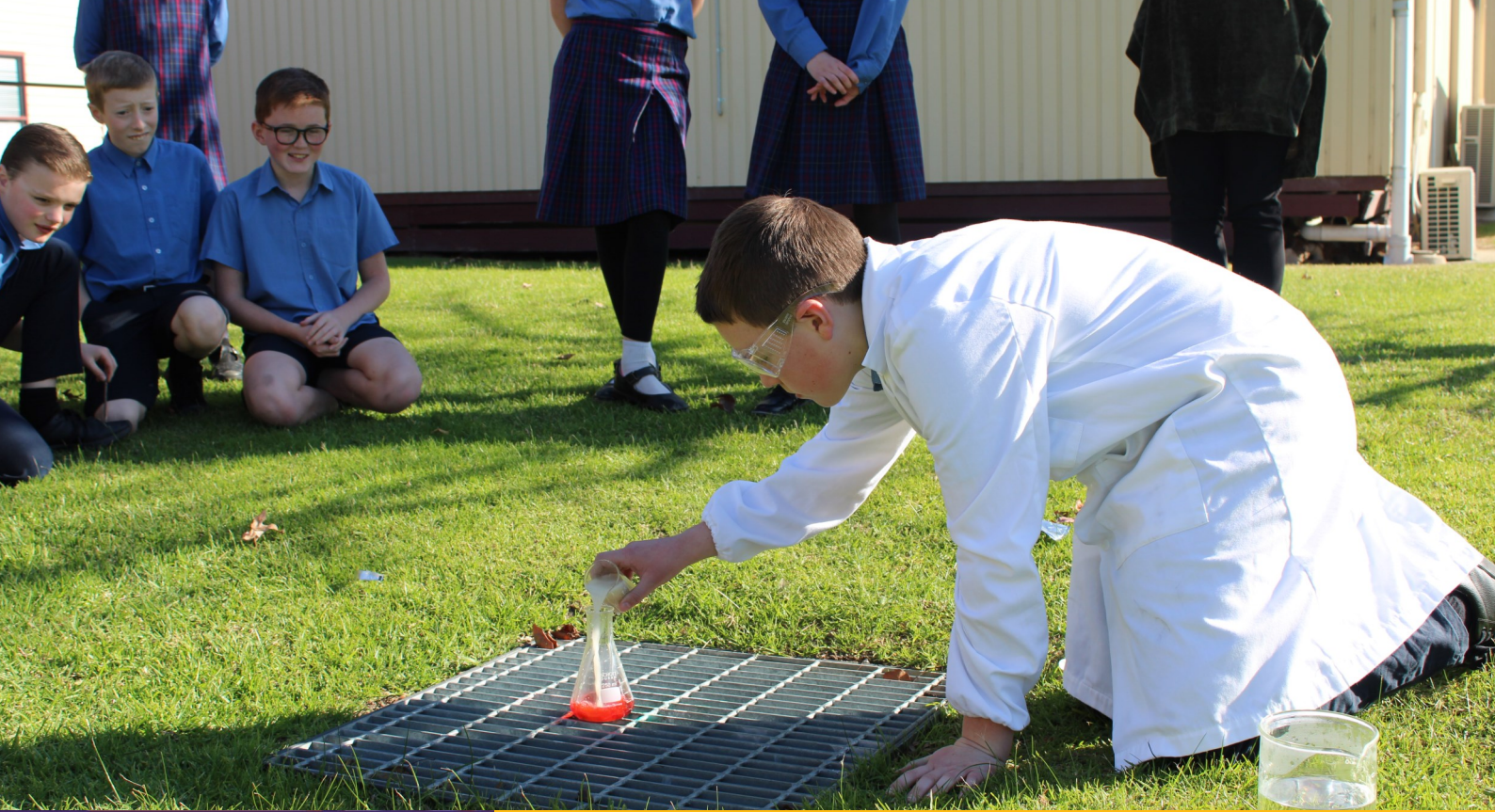
OneSchool
Global



OneSchool **Annual Report** **2023**

Victoria

www.oneschoolglobal.com/regions/australia/victoria/



“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 Jeff Weeks

Community Principal



As a school we're always evolving and improving and 2023 was certainly no exception, with a host of positive changes implemented.

Our vision is to create life-ready students who learn how to learn and achieve. We challenge traditional pedagogy and drive a self-directed educational model, called "Learning to Learn". Throughout 2023, we increased our focus on our Learning to Learn framework across all stakeholders, including students, educators, parents and volunteers, which will continue into 2024. This concerted effort ensures every stakeholder has a deep understanding of this highly successful framework, designed to train our students to become life-long self-directed learners.

2023 also saw an increased focus on our quality educators, ensuring we recruit the best possible talent and equip them with highly effective tools and training so they can deliver their absolute best to students. Our inhouse Teacher Academy

delivers a host of valuable training programs to continually upskill our staff year after year.

Furthermore, we initiated plans for facility upgrades across all seven campuses in Victoria. These upgrades are not merely about modernizing infrastructure but also about creating environments conducive to optimal learning experiences.

Looking ahead, we're excited about what the future holds, as we continue to embed our self-directed learning model, recruit and nurture truly great educators and continue to modernise our learning facilities. Building upon the successes of 2023, we remain steadfast in our dedication to training the next generation of achievers and lifelong learners.

We greatly thank all our wonderful staff for their continued support and partnership in our drive for educational excellence.



Mr Simon Beaumont

Regional Principal



As we look back on the past academic year, we find ourselves filled with pride and gratitude for the resilience and dedication demonstrated by our school community. Despite encountering various challenges, we've persevered with unwavering commitment to providing an exceptional education to our students.

Throughout the year, we've embraced change with optimism and determination, recognizing each obstacle as an opportunity for growth. Amidst transitions and new beginnings, we've maintained our focus on fostering a vibrant school culture and ensuring the safety and well-being of our students and staff. This annual report stands as a testament to our collective achievements and highlights the positive impact of our collaborative efforts.

Throughout the 2023 academic year, we faced the unique trial of a global teacher shortage, which directly impacted our community here in Victoria. Amidst this challenge, there were instances where we found ourselves scrambling to fill teaching positions, resulting in some staff members stepping up to cover classes. I extend my deepest gratitude to these individuals who seamlessly assumed additional responsibilities, unwaveringly prioritizing the educational needs of our students above all else. Their dedication and commitment ensured that learning never ceased, showcasing the remarkable resilience of our team. While discussing the situation with fellow Principals, it's evident that our school, although not immune to the effects of the shortage, has managed to navigate through with less strain compared to many others. We must remain appreciative of this and continue to support each other as we strive to

provide the best education possible despite external challenges.

In the 2023 school year, the Victorian Management Team welcomed fresh members. After years of service within Victoria, Mr. Beaumont, Mrs. Baxter, and Mrs. Goette transitioned to roles that focuses all their time at the regional level. It reflects greatly on Victoria that all three have ascended to positions at the regional level. Consequently, the latter half of 2023 ushered in new additions to the team: Mr. Sacco as Director of Teaching and Learning, and Mrs. Bruman as Director of Student Support. Furthermore, changes occurred within the Campus Administrator team, injecting a new vigour. As a cohesive professional unit, we eagerly anticipate collaborating with these new faces throughout 2024.

In pursuit of our Global WIG (Wildly Important Goal) centered on culture "At OneSchool Global, we will build a school culture which drives growth and achievement, in a respectful, supportive and protective environment." Over the course of 2023, numerous initiatives were undertaken to advance this objective. Among these initiatives, paramount attention was given to projects targeting child protection, notably Campus security audits, the refinement of child protection policies and procedures, and the promotion of child safeguarding through active engagement with parents and SDMs via the streamlined 3 portal.

In conclusion, the 2023 academic year has been a testament to the resilience, dedication, and adaptability of our school community. Through collaborative efforts and innovative initiatives, we have strengthened our school culture and enhanced our focus on child protection

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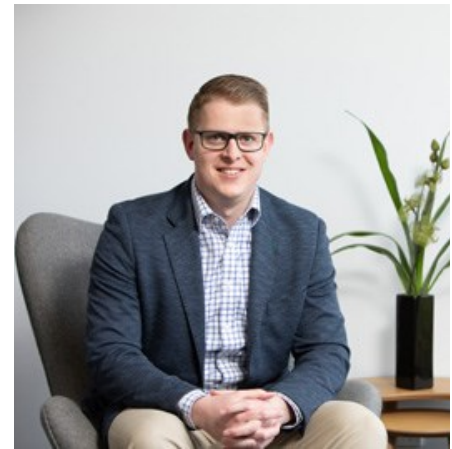
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and safety. As we look ahead to the future, let us carry forward the lessons learned and the successes achieved, remaining united in our mission to develop life ready students who learn how to learn and achieve. With gratitude for the contributions of every member of our community, we move forward with optimism and determination, confident in our ability to continually grow.



Mr Gavin Grace

RTL - OneSchool Victoria



OSG Victoria had a fantastic year in 2023. We extend our deep gratitude to our educators, administrative staff, volunteers, parents and students for their ongoing commitment and contribution to OSG.

The dedication of the team is instrumental in driving progress in our three key strategic pillars:

- Building a High-Performance Team [HPT] – Building a strong OSG Culture of students, parents and staff.
- Campus Modernisation Project [CMP] – Elevating our campuses to meet a global standard and ensure consistent learning environments.

- Fully Embedding the Learning to Learn Framework [L2L] – Ensuring our signature pedagogy is fully understood by all stakeholders and delivered correctly at all campuses.

As these three pillars remain central to our school's development, we look forward to continuing on our path of reaching new heights. With the ongoing dedication of the team, we can continue to deliver on our vision to “develop life-ready students who learn how to learn and achieve”.

We look forward to what lies ahead, Big thanks to our amazing staff for sticking with us on our journey towards educational excellence.

Campus Reports



Bairnsdale Campus Report

The Bairnsdale Campus was fully engaged in a host of memorable initiatives during 2023. The proactive Student Leadership Team worked effectively with staff and the Campus management team to ensure there was a harmonious balance between academic and extra-curricular activities.

Within a few weeks of school resuming, the SLT arranged a BBQ fundraising event to raise funds for their legacy gifts. This event was followed by various morning teas, and other fundraising events, such as the 'Anything But A



Backpack Day'/Pizza Lunch, and the very enjoyable 'Battle of the Arts' competition. The collective funds raised enabled the class of 2023 to purchase a gimble stabiliser, foosball soccer table, and a volleyball net.

In addition to local fundraising, the SLT and their peers were instrumental in raising funds for the Royal Children's Hospital and the Beyond Blue Foundation.

During 2023, all students benefited from a host of academic incursions and excursions. As a result of successful Sporting Schools grant applications, guest sports coaches were deployed to

provide specialist coaching clinics in Soccer, Volleyball, Tennis, Athletics, Lacrosse, and Softball. In addition, students were engaged in age-appropriate incursions/excursions to supplement their learning in Art, Science, Health & PE, Economics, and Food Technology.

Without the ongoing support of staff, parents, and community helpers, none of the activities would have been possible. Their valuable contribution to the effective running of the Campus cannot be measured but does not go unnoticed. The Campus identified 4 overarching goals for 2023. These were the effective use of data to measure and promote academic / personal growth for students. Campus culture and staff / student wellbeing. Enhanced methods of communication with the Campus community and the promotion and delivery of the Learning to Learn Framework.

Whilst the success of these goals cannot be measured over one year, 2023 saw the introduction of many new initiatives that will benefit all stakeholders in the future.

Regular staff review of academic achievement / growth data assessed in MAP / NAPLAN, enabled identified students to be provided with additional teacher / student support officers and effective MAP learning conversations assisted student goal setting.

Feedback received from the OSG global survey assisted with the formulation of initiatives to enhance Campus culture and staff / student wellbeing. All students participated in OSG aware workshops and the SLT launched the student driven 'Tri-Weekly Award', which celebrated students who received the most positive

nominations from their peers. In addition, the launch of the Personas initiative enabled clear focus for students, parents, staff, Campus principal and the Campus board.

The promotion and delivery of the Learning to Learn Framework highlighted the importance of using correct terminology daily, with the focus on effective lessons, study periods, and tutorials. The SLT assisted in this process

Bendigo Campus Report

In 2023, 12 new Year 3 students, including seven new families, joined us at OneSchool Global Bendigo. It was a bustling year at the primary end of the school, filled with activities! We went on an excursion to the Kyabram Fauna Park with the Swan Hill and Nathalia Primary students in Term 1. Ballarat hosted our OSG Aware sessions with Swan Hill, Nathalia, and Hamilton. We welcomed Mums for a delightful Mother's Day morning tea and later Dads for a scrumptious Father's Day breakfast. All primary students in Victoria explored Scienceworks on an excursion day.

Our annual swimming sessions at Gurri in Term 3 helped students develop their swimming skills. Our Big Business unit concluded with a stall selling items in small teams, raising money for new classroom books and some PE equipment! Book Week featured a zoom with Cartoonist Brett and Author Jackie French, plus the anticipated Book Week parade with awesome creative costumes! Murray Life Adventures in Torrumbarry was a highlight, with outdoor activities for students in years 3-8 from Nathalia and Swan Hill. We bid farewell to our two year 6 boys, Dempster and Dargo, as they embarked on their secondary journey. It was a very busy year full of learning and fun!

The Secondary school hosted the Royal Children's Hospital fundraiser with a talent quest on the Bendigo Campus which included Swan Hill and Nathalia and was a fun day for all. We also had some outstanding efforts on our Aths Cluster Day with four age champions, Jannah Macmillan (7/8 Girls), Hudson Kirk (7/8 Boys), Zayla Grace (9/10 Girls) and Tadhg Buchner (11/12 Boys). With our

with their modification of the location of furniture in the learning Centre to enhance efficient student use of the designated zones.

- Mr Andy Manicom

focus on teaching and learning in 2023 it was fantastic to see so many students recognised for outstanding academic achievement and to see a number of excellent results in the national geography and maths competitions. Bendigo's academic achievement continues to improve and is credit to student and teacher efforts.

Our staff team has had a number of changes in 2023 with Nadia Kemp and Christine Johnston going on maternity leave in Term 3 and Anne Czierkiewicz leaving. Look forward to Christine and Nadia returning in 2024 and we thank Sarah Kippen and Siobhan Hams for coming and joining the team in their absence. Huge thankyou to all the Acting Campus Principals who have helped out when Mrs. Moran was on leave. Katina Hawken, Nathanael Kelly, Andy Manicom, Greg Mullins and Emma Rice we appreciate your efforts to keep the Campus focused on teaching and learning.



Our parents and community volunteers have again been fantastic in 2023 and we'd like to thank all our bus drivers,

canteen helpers and excursion volunteers for making sure all aspects of the school run smoothly and that students can access everything they need. Thankyou also to Mark Stewart for his time as Lead CA, it is a crucial role to help the school be at it's best and is massive commitment from our community members. It is exciting to have Tim Eagle take on the role and we can't wait to see what changes his enthusiasm brings to the school as Lead CA.

With a new Deputy Principal in Chris Sanders joining the Bendigo Campus in 2024 we are looking forward to seeing Bendigo continue to achieve great results

and become one of OneSchool Global's best Campuses!



Berwick Campus Report

2023 was a year of significant change at Berwick. Staff, students and the wider community are to be applauded for how they have managed change and continue to adapt.

Our students continued to thrive across all levels and were led excellently by our Student Leadership Team. The student leaders sought to leave a positive legacy of contribution and effort and are to be thanked for their work, not only in Year 12, but also across their time in the School.

Notable student achievements across the year included;

- 40+ VCE results in VCE VET Business: Ketsia Grace, Boyd Greenfield, Fredrick Williams
- State debating team members: Lila Garrett, Summer Grace, Vivian Grace, Morrison Williams
- Outstanding NAPLAN results (Year 9 only): Jarius Grace, George Williams
- Top Student in the District Awards 2023; English – Year 9: Jarius Grace and General Math – Year 11: Boyd Greenfield
- Ampol Award: Declan Sangster
- Career Advantage Program – High

Distinction: Ketsia Grace, Lyndall Dunlop

- Career Advantage Program – Perfect scores all units: Boyd Greenfield, Fredrick Williams, Corrado Voss
- ADF Long Tan Awards: Year 12: Zahli Ackoll Year 10: Calder McAlpin

Our Campus Administrators and Board underwent a change of personnel during 2023. We thank Scott Phillips for his work as Campus Administrator and wish Lester Raikes and Simon Garrett all the best as they lead the newly established Board.



Several staff also moved on from OSG at the conclusion of 2023 and they are wished well in their future endeavors. Particular thanks must be extended to Mr. Brandan Fuga for his 6 years of service as Campus Principal. Also departing were; Jonathan Terrington, Lu Yang, Belinda Mott, Tina Alesi, Tim O'Meara

and Ryley Patford. All are thank for their service and commitment during their time at OSG.

Importantly, while some things change, others do not. The School remains committed to delivering the best possible education to our students – and the students remain committed to embracing the learning opportunities presented as they progress towards becoming life ready people who know how to learn and how to achieve.

Congratulations on all that was achieved in 2023, all the best for 2024!

- Mr Peter Shepard



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 Student Personas – Living the Values, Self Directed, Team Players, Diligent, Problem Solvers, Taking Ownership, and having a Positive Attitude. They have maintained a high level of academic excellence and collegiality and have also taken the OSG 74+ challenge seriously and, as a group, made significant gains in their academic outcomes.



on their example as Quality OSG Parents – Living the Values, Encouraging, Showing an Interest, Involved, Responsible, Committed to the School and Respecting the System. Your example serves to motivate, inspire, encourage, and support the students in their learning.



The Student Leadership Team - Jay Urquhart, Jasmine Urquhart, Tomika Stone, and Veronica Mead who with the help of SRC representatives Consuelo Urquhart, Arne Richardson, Jotham Grace, Ricardo Smith, Amberlie Cox, Gina Richardson, Hudson Scott have led a broad range of events, including the Royal Children’s Hospital fundraiser, pancake morning tea, and anything but a Backpack day as well as organizing various appreciation days throughout the year.

The learning culture that exists on Hamilton campus does not happen without significant input from families and community members and I would also like to congratulate all stakeholders

I am consistantly impressed with how well the students are able to organize resources to achieve successful outcomes.

The Primary students had successful events with the Book Week Parade and the reinvigoration of the Big Business program. 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.

This year saw the return of the Community Campus Support (CCS) program. This program invites dads onto the campus to spend the day interacting with the students and involving themselves in the day to day business of the campus. The program has been very well received by students and staff, and I want to thank Paul Urquhart for coordinating the program and express my appreciation to all of the dads who have given their time to be part of the program.

Mrs Jarrod had to take leave due to illness late in Term 1 which was extended to the

end of the year. We are thankful for the contribution that Mrs Jarrod has made to OSG and the impact she has had on the students in the English department and we have noticed her absence this year. Thank you also to Miss Kelly, Mrs White, Mr Bostock, Ms Gray, Mrs Huff and Mrs Rentsch, and Mrs DeJager for their excellent work throughout the year. Hamilton Campus is fortunate to have a cohort of staff who consistently model best practice and exemplify professional collegiality and commitment to the students.

I am grateful for the support and leadership from the Victorian Management Team and to the Campus Management Team which has been lead by Paul Butcher for much of the year with support from Warren Grace and James Pudney, and I would like to take this

- Mr Nigel O'Reilly

Melton Campus Report

As we look back on the events and progress of the 2023 academic year at the Melton campus, it is clear that our collective efforts and commitment to excellence have continued to shape OneSchool Global into a dynamic centre of learning, growth, and student development.

In 2023, we focused on re-establishing strong foundations and returning to the fundamental global values that make OneSchool unique while providing a solid base for future growth.

With our global focus on enhancing campus culture, we decided to target three key areas at Melton critical for fostering a vibrant school environment. Much like a three-legged stool symbolises stability, we understood that achieving balance and cohesion within our Melton campus necessitated a revaluation of these three focus areas, that being our shared values, an enhancement of our academic culture and fostering a positive culture of collaboration within our campus community in communicating with staff, students, and families.

To set the stage for change and renewal at the Melton Campus, we adopted the motto "Better than before" for 2023,



challenging both our students and staff to make personal and professional incremental improvements in habits and best practices.

Teachers specifically focused on improving our academic culture by addressing attitudes and practices that were obstacles to academic growth and achievement. They emphasised the importance of catering to the individual academic needs of every student, not just our high achievers. This collaborative effort included proactive planning to adjust assignments, ensuring that all students, regardless of their backgrounds or abilities, could fully engage and benefit from the OneSchool educational experience.

The Student Leadership Team instituted awards for students, recognising both effort and achievement. Our persistent endeavours yielded remarkable improvements in campus MAP testing results with 44 Melton students awarded for significant growth levels at our ROE assembly. Furthermore, our campus's VCE results saw five Melton students out of eight statewide achieve perfect study scores.

The reintroduction of Music into our curriculum has been met with enthusiasm, particularly among our junior students. This much-loved subject has provided students with an opportunity to not only embrace their passion for music but also to showcase their talents in extracurricular activities.

Our organisational culture saw significant improvement with the introduction of OneSchool Personas, a process aimed at refocusing on the importance of establishing expectations and best practices for each stakeholder within our OneSchool Global campus network. The personas serve as a common reference point for discussing the diverse needs and priorities of various stakeholders, enhancing relationships, and fostering a sense of unity within our school community.

The appointment of Nathaniel Kelly as the Melton Campus Deputy Principal has strengthened our organisational culture by enhancing leadership and the campus decision-making processes. Nathaniel's leadership style has emphasised transparency, accountability, and inclusivity, creating a supportive environment for staff and students. His presence has provided much-needed support and guidance, contributing to a

positive and supportive school culture for our students and staff.

A significant refurbishment of our Senior Learning Centre was undertaken to enhance support for our students' self-directed learning program. Clear learning zones were created within the center to align with our signature 'Learning to Learn' pedagogy. Additionally, lockers were removed from the lower area of the Secondary School, making room for the emergence of Studio 7 as a larger multipurpose area. This spacious setting now offers teachers and students a more efficient workspace. Furthermore, to enrich recreational opportunities, football goals and basketball towers were installed in the playgrounds, providing our students with multiple areas for physical activity and enjoyment during break times. The Campus Community support program was reinstated, and our community members rostered on site were warmly received and welcomed. I would like to take the opportunity to express my gratitude to our dedicated Campus Administrators and hardworking staff who have wholeheartedly embraced and supported the changes at the Melton campus this year. Additionally, I extend my appreciation to the many volunteers who have generously contributed their time and efforts to our school campus and community. Looking ahead, it's essential to maintain the progress we've made and stay on track, which coincidentally is our 2024 campus theme.

Change is inevitable, but by staying true to our values and supporting those involved in providing a values-rich education, we can navigate change effectively and continue to create a safe and nurturing campus environment for our students and staff.

The most potent force for change lies in a community's collective discovery of its core values in education and its commitment to supporting those striving to uphold them. I commend and congratulate the collective efforts of everyone at the Melton Campus throughout 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

Dear Parents, Students, Staff, and Community Members,

I am delighted to present the annual report for OneSchool Global Swan Hill Campus for the school year 2023. It has been a year of good achievements and milestones, made possible through the collective efforts of our dedicated community, committed staff, and enthusiastic students.

We are pleased to report improved results in MAP assessments and units completed for CAP assignments. Our year 12 students exceeded expectations in their final exams, showcasing their diligence and commitment to their academic journey. We commend them for successfully completing their school journey and wish them continued success in their future endeavours.

Throughout the year, our students participated in a variety of enriching events and excursions, organised by the Student Leadership Team (SLT) and our dedicated staff:

- **SLT Events:** The Biggest Morning Tea, Footy Colours Day, and Tradies Day brought our school community together and allowed parents, staff and students to enjoy some good school spirit.
- **Campus Excursions:** From the Cluster Athletics Day to the captivating visit to Kryal Castle, students had opportunities to learn and explore beyond the classroom. Subject-specific excursions in Accounting, Geography, and Food Studies enriched their learning



experiences.

- **Primary Events:** Primary students enjoyed swimming, gymnastics, and educational visits to the court house, police station, and Cobram Fona Park, promoting physical activity and experiential learning.
- **Campus Events:** OSG Aware sessions, the end-of-year Recognition of Excellence ceremony, and the Year 12 Canberra Day visit provided students with valuable learning experiences, celebration of their peers' achievements and opportunities for personal growth.

We are excited to announce that the campus modernisation project has commenced, with works in the primary section underway. This project, scheduled for completion in 2024, reflects our commitment to providing modern, safe, and conducive learning environments for all students.

We extend our heartfelt thanks to parents for their increased involvement in excursions and campus activities, which enrich the educational experiences of our students. Our dedicated teachers deserve recognition for their hard work, dedication, and tireless efforts to make this year a success. We also appreciate the support of our CA team, whose contributions are invaluable to the smooth functioning of our school community.

As we look ahead to the future, we remain committed to our mission of providing a self-directed environment that nurtures the intellectual, emotional, and social development of each student. We are excited about the opportunities that lie ahead and are dedicated to continued growth, innovation, and excellence.

In conclusion, I would like to express my gratitude to our entire school community for their unwavering support and dedication throughout the year. Together, we have achieved great things, and I am confident that we will continue to thrive as we embark on the next chapter of our educational journey.

- 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 537 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 2023. Members of the VMT are:

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

Principal	Mr Jeff Weeks
Regional Principal	Mr Simon Beaumont
RTL - VIC	Mr Gavin Grace
Director of Studies	Mr Chris Sacco
Primary Coordinator	Miss Katina Hawken
Student Support Manager	Mrs Caitlin Burnman
Administration Manager	Mrs Melissa Wright
HR Senior Partner	Mrs Anisa Kirkham
Executive Assistant	Miss Mikayla Firth
IT	Mr Ammar Khan

Curriculum Information



Primary Curriculum 2023

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 2023, our classrooms continue to cultivate a culture of thinking, encouraging students to develop as open-minded and critical thinkers. We have continued to work regionally with our HASS and Literacy scope and sequences being shared all around Australia, with plans in the future for other curriculum areas and assignments to follow, ensuring each student at OSG regardless of the location is exposed to 'what we do for one, we do for all'.

We have further strengthened our adoption of Inquiry-Based learning, empowering students to take an active role in their learning process. This approach allows students to delve deeper into the thought-provoking Big Question of each term. In 2023 we had the following Big Questions from term 1-4 respectively, How are living things connected?, Why do we need systems?, How can Businesses be sustainable?, How does one action impact another?

Additionally, in response to the globally recognized need to eliminate bullying behavior, OneSchool Global Australia rolled out the 'In Safe Hands – Bully free at OSG' program midway through 2022 and in 2023 we rolled out 'OSG Aware' to further supplement safe behaviors.

Overall, 2023 has proven to be a year filled with both challenges and rewards, and I am grateful for 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

In 2023, we had our second year of onsite schooling, leaving lockdowns in the past. However, our primary students are increasingly familiar with Canvas and Zoom, which are becoming standard tools in everyday primary classrooms.

In 2023 there were numerous National competitions for students at OSG to be involved in with our National Science week, involving videos from staff all around the world completing experiments, and the global writing competition where students could enter written tasks which has been published into a worldwide book of submissions. Regionally students participated in book week, which has the Book Week Parade and guest cartoonist Brett. And Sub-Regionally students in Victoria travelled to Science Works for a whole Primary excursion, and students all created their own Big Business in Term three to link with our Big Question – how can businesses be sustainable?

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. This has continued into 2023, students in years 3-6 log into Zoom once a week where they have a French lesson with other students around Victoria in the same year level as them, and we are looking forward to watching this language grow!

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.

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 2023 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

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.

At this year level:

- 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.

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.

At this year level:

- 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

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.

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 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.

History

Geography

Civics and Citizenship

Economics

Australian communities – their past, present and possible futures
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.

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.

Science / STEM

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.

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.

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 Communcation 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 /STEM	100	Science	75
PE/Sport	100	PE/Sport	100
Health/Wellbeing	50	Health	50
Languages (French)	50	Technology (STEM)	100
Art	50	Languages	50
		Art/Music	50
Unallocated Time	150	Unallocated Time	150
Total Minutes	1500	Total Minutes	1500

Secondary Curriculum 2023

OneSchool Victoria provides students with a planned and structured curriculum in all key learning areas of English, Mathematics, Sciences, Humanities, the Arts, Languages, Health and Physical education, and Design and Technology. Business is represented by Commerce in Year 9 and VCE VET Business in Year 10 which is developed further into the senior years. Some students will study with the assistance of an Individual Education Plan (IEP) which describes the adjustments, goals, and strategies to meet the student's individual educational needs so they can reach their full potential.

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

Our curriculum is developed according to the Australian Curriculum for Years 7-10 and the VCE for Years 11 and 12, including VET Business qualifications.

At years 11 and 12, most students undertake a full VCE program with the action of VET Business units. Our OneSchool specific 'Certificate of Applied Learning – Work Ready' program continues to empower students who would otherwise be disengaged and not attain a Victorian Certificate of Education (VCE). Students enrolled in this modified VCE program completed Vocational Studies and engaged in Literacy and Numeracy subjects to develop academic and work-related skills, knowledge, and confidence, while also participating in work experience once a week. Students attended most lessons alongside their peers.

Zoom technology continues to be used as our Virtual Teaching platform in conjunction with the use of Canvas—our Learning Management System (LMS). This ensures quality delivery of subjects is available to all students enrolled in our 7 Campuses across the whole of Victoria.

In 2023, our Learning to Learn (L2L) framework continued to be embedded across our secondary years with a universal set of Assignments in use by all teachers across Australia in the key learning areas of English Years 7-9, Mathematics Years 7-10, Science Years 7-10, and Humanities Years 7 and 8. High quality Assignments remain a priority. 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

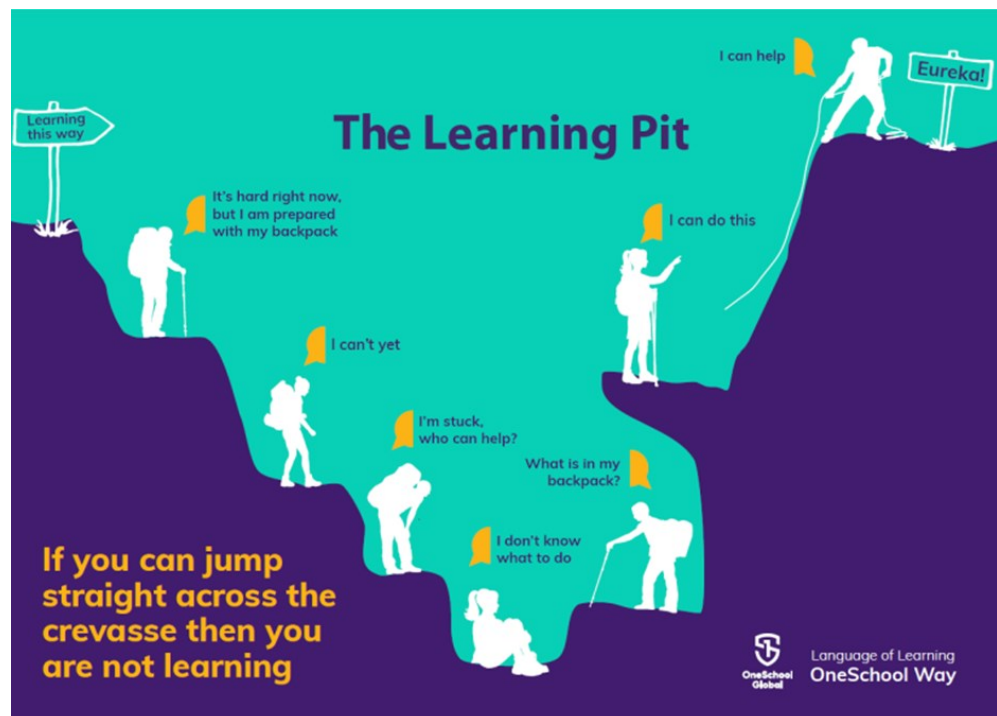
Assignment. A significant enhancement to our Assignments was the integration of Jacaranda PLUS digital subject resources into Canvas for use by teachers and students.

Our Teaching and Learning programs are enhanced by the use 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. Canva is now fully available through Canvas and 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.

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 2023, formal mid-year written examinations continued from Years 7 through to Year 12. VCE teams are 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 fosters transparent communication through MAP Learning Conversations where staff and students have conversation about the data together, make 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.

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

Chris Sacco—Director of Studies

Student Attendance at School

STATE	T1 % Attendance	T2 % Attendance	T3 % Attendance	T4 % Attendance
Bairnsdale	95.23	93.08	90.92	95.58
Bendigo	90.381	93.94	91.28	94.79
Berwick	91.99	93.6	89.07	89.52
Hamilton	93.02	92.74	89.42	95.77
Melton	94.35	93.7	86.78	94.36
Nathalia	96.83	96.65	89.22	93.35
Swan Hill	93.76	95.98	92.7	93.51
Overall	93.49	93.92	88.72	93.43

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 VCE General Maths 1/2 OR VCE Maths Methods 1/2	3+2*
Studies of Business VCE VET Business 3/4 AND VET Business Cert III - Business Ops	3 + 2*
Students also study 2 of: 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	2 x (3+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 VCE Further Maths 3/4 OR VCE Maths Methods 3/4 OR VCE Foundation Maths 1/2	3+2*
Studies of Business Units of VET Accounting	3+2*
Students also study 2 of: 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	2 x (3+2*)
Sport	2
Additional SDL Periods	2
Assembly/Pastoral Care Period	1
Total Periods Allocation	= 30

Professional Learning

OneSchool Global Victoria 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. 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 2023 with courses run both online and face to face with great success. Teams in Victoria focused on using Microsoft Tools for learning, engagement and self-direction, coaching, and student wellbeing.

In 2023, Professional Learning Groups continued to run and these enabled staff to work on the development of their professional practice one day a week in organised sessions while students were dismissed one lesson early. The emphasis was on teachers learning together across a range of areas including using Digital Tools for Effective Feedback and Continuous Reporting, High Potential and Gifted Learners, Growing as an Educator and MAP Analysis. The greatest focus was given to teachers using a globally developed professional learning Assignment on the Tutorial. The course explored the role of the Tutorial in the Learning to Learn framework and strategies for implementing small group tuition.

VCE staff were encouraged to attend VCAA professional learning opportunities to help support their understanding of new Study Designs. Our staff continue to attend subject-based programs presented by Faculty associations, Independent Schools Victoria, and other external providers.

Professional learning included, but were not limited to:

All staff day - Secondary	Disability Inclusion Training	VATE & ACHPER State Conferences
Autism awareness training	First Aid and CPR	VCAA Assessors Program and data anal-
Australian HOD Conference	Food Safety Practices	VCAA Study Designs
Canvas (Learning Management	Jacaranda PLUS	Wellbeing courses and strategies
Child Safety	Mandatory Reporting	Zoom department meetings
Cidilabs Training	MAP Learning Conversations & Data Anal-	
Cyber Awareness	Neurodiversity in the classroom	

Student Support 2023

The Student Support department has had an excellent year providing consistent and equitable support for all students. Students have thrived and have been afforded many opportunities to succeed academically and socially.

Families of preschool age children were offered to attend an informative Wonder Years sessions, where parents were presented with information on how to support the growth of their children's fine and gross motors skills from birth. These sessions offered practical activities that parents could take home with them and complete with their children. Feedback from parents was it was well received and a great opportunity to come in and see the campus running.

We continued with the literacy screeners in 2023 providing valuable insights for families of school aged children. Once again feedback from families was it is a great initiative of the school and helps bridge connections and support if needed with incoming families.

In Years 11 and 12, the Work Ready program has seen remarkable success, with students securing full-time employment upon completion. Beyond practical skills, this program instils confidence, communication abilities, and a sense of purpose crucial for transitioning to the workforce.

The Resilience Centre continues to offer evidence-based therapies and interventions, providing a safe and private space for students to address their challenges. This personalised support has proven effective in fostering resilience and facilitating positive change.

Professional development remains a cornerstone for our Student Support staff, ensuring they're equipped to address the diverse challenges students face. Through platforms like Australian Teacher Aide and our inhouse weekly Professional Learning Groups, they have access to resources and information to better support our students.

As we embarked on more cross campus teaching our platforms of support have also grown. Sentral is the source of truth for understanding our students needs and the support that is required to make them successful at school. All meeting notes and individual education plans are created and stored here for ease of access for our teaching staff.

Utilising canvas, zoom and email our students have a variety of ways to communicate and access curriculum content in a way that suits them. They can listen to, reread, rewatch and use talk to text to help them complete their work or review a topic that they found hard the first time around.

It's truly gratifying to collaborate with such dedicated professionals in Student Support, alongside our esteemed teachers and engaged parents. Together, we're fostering an environment where every student can thrive and reach their full potential.

Louise Goette—Student Support Manager

Business Education Program



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, provides all students with the opportunity to accelerate their studies in Business.

At Year 10, all Students complete a Certificate III in VET Business. This enables them to complete the VCE/VET Business course at Year 11 as an Advanced subject; this allows our Year 11 students to have exposure to the expectations of the VCE a year ahead. Our students perform well above the state average in VCE/VET. Each year, several of our students attain a near perfect score, with 2 last Year being recognised with a Premier's Award for the quality of their work.

The school assists 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. This is through the development of a bespoke Career's Advantage program (CAP). Students are enrolled in a variety of on-line Business modules managed through an RTO. Over 2 years, students will complete these modules and attend some workplaces to focus on and practice the skills developed through the CAP program. While this course is completed generally outside of school hours, students are supported by teachers as required and workplace visits are managed in short stints during the school term breaks.



WHS Report



During 2023, it was very pleasing to see OSG Victoria campuses proactively managing work health & safety through reporting of safety hazards and incidents, injuries and near misses. Reported hazards and incidents were investigated with a view to understanding the root causes and preventing reoccurrence.

The WHS Dashboard was maintained well in all Campuses. The respective Campus Risk and WHS Committees reviewed progress of any corrective actions identified. A number of these corrective actions related to property maintenance or campuses requiring refurbishment. This is reflected in the number of campuses with approved CMP Projects (Campus Modernisation Project) through 2024.

Most of the incidents and injuries reported were either medium or low risk rating. The highest percentage of incidents and injuries occurred in the Outdoors (35%) followed by Playground (28%) and Gymnasium (14%). The root cause was mainly determined as human error (accidental). These statistics are similar to previous year and to other campuses outside of Victoria. The Campuses continue to maintain required level of supervision and planning of school activities.

The Campus Risk & WHS Committee maintained ongoing review of the Risk Register and overall Control Effectiveness of recommended controls. Any new or emerging Risks were reviewed and escalated as required.

Each campus went through a surveillance audit to determine continued compliance to the ISO 45001 International Safety Standard. The WHS Dashboard has been a vital tool in helping us manage the requirements for WHS Compliance. In 2024 we are implementing an online WHS System called Donesafe which has the capability for greater data analysis (e.g. trend reports, root cause analysis), dashboard reporting as well as QR Code reporting for hazards and incidents. We believe that safety is everyone's responsibility. Donesafe will facilitate greater communication and consultation with our workers. This is a key requirement under ISO 45001.

On-site audits for 2024 will be conducted in the second Term for evidence of continual improvement and commencement of the implementation of the Donesafe system.

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 2023 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 2023 via Zoom, 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 2023 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 Victoria 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. 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 2023 with courses run both online and face to face with great success. Teams in Victoria focused on using Microsoft Tools for learning, engagement and self-direction, coaching, and student wellbeing.

In 2023, Professional Learning Groups continued to run and these enabled staff to work on the development of their professional practice one day a week in organised sessions while students were dismissed one lesson early. The emphasis was on teachers learning together across a range of areas including using Digital Tools for Effective Feedback and Continuous Reporting, High Potential and Gifted Learners, Growing as an Educator and MAP Analysis. The greatest focus was given to teachers using a globally developed professional learning Assignment on the Tutorial. The course explored the role of the Tutorial in the Learning to Learn framework and strategies for implementing small group tuition.

VCE staff were encouraged to attend VCAA professional learning opportunities to help support their understanding of new Study Designs. Our staff continue to attend subject-based programs presented by Faculty associations, Independent Schools Victoria, and other external providers.

Professional learning included, but were not limited to:

All staff day - Secondary	Disability Inclusion Training	VATE & ACHPER State Conferences
Autism awareness training	First Aid and CPR	VCAA Assessors Program and data analysis
Australian HOD Conference	Food Safety Practices	VCAA Study Designs
Canvas (Learning Management System)	Jacaranda PLUS	Wellbeing courses and strategies
Child Safety	Mandatory Reporting	Zoom department meetings
Cidilabs Training	MAP Learning Conversations & Data	
Cyber Awareness	Neurodiversity in the classroom	

Financial Summary



Consolidated school income:

1. Commonwealth & State Grants	61%
2. School Fees & Private Income	34%
3. Commonwealth Capital Grants	0%
4. Private Capital Income	27%
<hr/>	
	100%



■ 1 ■ 2 ■ 3 ■ 4

Consolidated school expenditure:

1. Teaching & Administration Expenses	17%
2. Buildings & Grounds	8%
3. Depreciation & Other Expenses	12%
4. Capital Expenditure	1%
5. Salary Related Expenses	62%
<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

In 2023, the performance of our students and staff in the various measurements of success was strong across almost all areas.

The best measurement of success of Victorian schools from an external viewpoint remains the VCE results and in 2023 we achieved strong results. Our overall results place us in 97th in the 'Better Education' rankings.

Some of the key highlights include:

- ·OSG+1/33 goal – we achieved an average study score of 32
- ·Dux of school was from Hamilton campus (Jay Urquhart 95.75)
- ·100% of Year 12s who were eligible successfully completed both VCE and VET Business
- ·2 of our students achieved an ATAR of 90+
- ·1 student scored a 'Perfect Score' of 50 – Sienna Phillips VCE (VET) Business
- ·Year 11 VET Business average study score was 36.80 (Up from 36.51 in 2022)
- ·OSG VIC average ATAR score was 68.00 (Down from 73.57) – State mean 69.40

We would like to thank Mrs. Mary Baxter (Regional Director of Teaching and Learning) and Mr. Chris Sacco (Sub-Regional Director of Teaching and Learning) for their work in driving the VCE teachers and students to achieve strong results this year.

A thankyou as well to all the Year 11 VET and Year 12 teachers for their work in helping students achieve their own goals.



VCE Results

YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023
Scores of 40+ @ Yr 12 %	12.6	12.3	13.5	10.3	10	5.4	11	12.7	9.91
Average Study Score	31.2	31.6	32	32	30.3	30.7	32	32	32

x

NAPLAN Results Data

In 2023, 61 students at Year 3, 54 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 2023 as individual campus data – so data for our whole cohort was again not possible.

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 just below the national average.

Year 5

Students in Year 5 completed their second round of NAPLAN testing in 2023. Results were pleasing with results marginally excelling above the state average in four out of the five areas: Reading, Writing, Grammar and Punctuation and Numeracy. There is more work to be done in the Spelling area as this was well below the state average in Victoria.

Year 7

The data shows that the in all five tests, Year 7 students performed well above the national average. This is particularly pleasing, given all testing was once again completed online this year. The slightly altered format of the new online tests did not seem to impact student growth with particularly solid results in Reading and Grammar & Punctuation at this level.

Year 9

The data shows that, in all five tests, Year 9 students performed above the national average. Significant growth was evident in Numeracy and Reading and greatly improved results in Writing-this was an area requiring some attention. Several students qualified and received State Awards in Recognition of their consistently High Achievement in NAPLAN

School Surveys



All our staff, students and parents were surveyed twice during the 2023 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. Below is a summary of the national data:

STAFF SURVEY RESULTS

OCTOBER 2023



AUSTRALIA NATIONAL SUMMARY

387 RESPONDENTS

I VALUE...

The excellent support with staff and community at my campus. My work is challenging and rewarding and is constantly changing and never boring. My professional skills are always being improved and challenged.

I WOULD LIKE TO SEE...

Improved communication, and more opportunities for professional development.

TOP 3 HIGHLIGHTS

- 4.87 OSG's values are aligned with my personal values.
- 4.74 I am familiar with the emergency plans for my place of work and what to do in an emergency situation.
- 4.70 I have received child protection training this year.

TOP 3 CHALLENGES

- 3.37 I am unable to engage with what is happening at a global level.
- 3.52 The Teacher Academy courses are easy to follow and helpful to my professional development.
- 3.56 I am provided with, or have access to, the information I need, when I need it at the global level.

BAIRNSDALE CAMPUS SUMMARY

TOP 3 HIGHLIGHTS

- 5.00 OSG values are aligned with my personal values.
- 4.88 My colleagues share best practice and knowledge with each other.
- 4.80 The assignments and lessons I deliver are aligned with the learning to learn pedagogy.

TOP 3 CHALLENGES

- 3.25 I am aware of and able to engage with what is happening at the global level.
- 3.38 I have discussed my career aspirations with my supervisor as part of the performance management process.
- 3.50 I am provided with or have access to the information I need, when I need it.

ACTIONS

WHAT WE ARE DOING...

- Campus CMT to schedule a one-to-one welfare meeting with each staff member. These will be conducted each Semester.
- VMT member to be invited to attend a staff meeting each Semester to enable staff to ask questions and receive feedback.

HOW THIS WILL BE MEASURED...

- Both items to be recorded on the Campus calendar.

PARENT SURVEY RESULTS

OCTOBER 2023



AUSTRALIA NATIONAL SUMMARY

901 RESPONDENTS

I VALUE...

A shout out to the incredible work school management and staff do everyday to create a positive learning environment and culture for our students.

I WOULD LIKE TO SEE...

Be good to see more education outside the classroom; excursions, extra curricular activity that allows different strengths aside from academics; shine, more interaction between school and community, increase opportunities for community to come on site.

TOP 3 HIGHLIGHTS

- 5.55 I am happy with the digital safeguarding tools OSG uses to protect students.
- 4.49 I feel the school helps me know how to keep my children safe online.
- 4.47 If I have a question or concern, I know who to contact at the campus.

TOP 3 CHALLENGES

- 3.94 I feel my child is self directed in their learning.
- 3.96 My child received feedback and support relating to their learning promptly and easily.
- 4.03 I feel I know how my child is performing academically through regular school reports and parent teacher meetings.

BAIRNSDALE CAMPUS SUMMARY

TOP 3 HIGHLIGHTS

- 4.67 I know how to report a child protection concern at my school.
- 4.58 In general, I would rate the digital safeguarding tools OSG uses to protect students.
- 4.50 I feel the school helps me know how to keep my child(ren) safe online.

TOP 3 CHALLENGES

- 3.33 Overall, bullying is dealt with effectively at the Campus.
- 3.58 I feel that my school provides an environment for my child(ren) is.
- 3.67 My school contributes in a positive way to the happiness and resilience of my child(ren).

ACTIONS

WHAT WE ARE DOING...

- Bullying: No Way! Initiative to be scheduled alongside a MAC focus.
- Continued implementation of the OSG Aware Initiative.
- Campus Community Information session to be scheduled for Term 1.

HOW THIS WILL BE MEASURED...

- Evaluation / feedback requested following the 2024 initiatives.

STUDENT SURVEY RESULTS

OCTOBER 2023



AUSTRALIA NATIONAL SUMMARY

1547
RESPONDENTS

I VALUE...
Learning via Zoom, and I think that it would be beneficial for most students to have zoom classes but also have the opportunity to meet their teacher and classmates in person from time to time throughout the year.

I WOULD LIKE TO SEE...
Better designed spaces for collaboration, semi-collaboration and quiet work as well as whole class work or zoom classes with the whole class in the room.

TOP 3 HIGHLIGHTS	TOP 3 CHALLENGES
4.25 If I don't understand something in my learning, I know how to get help.	1.21 It would be beneficial to my learning if I saw my peers from other campuses face to face more regularly.
4.21 My campus helps me learn to stay safe online.	1.24 It would be beneficial to my learning experience if I saw my teacher face to face lessons more regularly.
4.21 I enjoy being in the learning centre.	1.49 I've met all my teachers face to face in the last 12 months.

BAIRNSDALE CAMPUS SUMMARY

TOP 3 HIGHLIGHTS	TOP 3 CHALLENGES
4.67 If I don't understand something in my learning, I know where to get help.	3.04 I often talk about the Learning Pit with my teachers.
4.58 My teachers encourage me to succeed in my learning.	3.33 If I'm feeling unhappy or anxious, there are adults I can trust to speak to.
4.33 Overall, the assignments my teachers set help my learning.	3.42 I feel that behaviour issues are dealt with in a way that is definite and fair.

ACTIONS

WHAT WE ARE DOING...

- MAC in 2024 with smaller number of students and identified staff member.
- Embedding of Persona in 2024.
- Student use of backpack and specifically, the tutorial

HOW THIS WILL BE MEASURED...

Students to be provided with the opportunity to give anonymous feedback on the challenges identified in the student survey.

Analysis of student use of the tutorial system.

PRIMARY STUDENT SURVEY RESULTS

OCTOBER 2023



AUSTRALIA NATIONAL SUMMARY

427
RESPONDENTS

I VALUE...
Our campus, it is really fun with the learning and assignments. We have lots of time to play and we have fun spaces to play in. The teachers are really nice and they help us when we need it. The teachers also push us and encourage us along the way. I love OSG it's the best school ever.

I WOULD LIKE TO SEE...
Faster and better computers and more excursions for primary.

TOP 3 HIGHLIGHTS	TOP 3 CHALLENGES
4.88 A adult will always help me if I get stuck in my learning.	2.91 the work we do in class is mostly...
4.83 I know who to speak to in school if I feel unsafe.	3.47 We often talk about the Learning Pit n class.
4.73 When I am at school I feel...	4.12 I know my MAP Growth goal.

BAIRNSDALE CAMPUS SUMMARY

TOP 3 HIGHLIGHTS	TOP 3 CHALLENGES
5.00 When I am at school I feel...	3.00 The work we do in class is mostly...
5.00 If bullying happens at my Campus, I know it will be stopped.	3.67 There are enough different learning spaces for me to choose from.
5.00 The behaviour at my Campus is good.	5.00 My laptop works well.

ACTIONS

WHAT WE ARE DOING...

- CMP will improve the physical learning environment in the Primary school.
- Excursions and excursions for the Primary school.

HOW THIS WILL BE MEASURED...

- Students to be provided with the opportunity to give anonymous feedback on the challenges identified in the student survey.

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
Mikayla Firth	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
Gavin Grace	P	Regional Team Leader (RTL)
Jeff Weeks	P	Community Principal
Melissa Wright	F	Administration Manager

Bairnsdale Campus

Andy Manicom (CP)	F	B Ed Hons
Katherine Hart	P	
Virginia Knight	P	
Sharon Capon	P	
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
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

Chris Saunders (CP)	P	BA Soc Sci, Dip Ed
Amanda Moran	L	
Carlee Frankel	L	
Kylie Bernstein	F	
Siobhan Hams	F	
Christine Johnston	F	
Sarah Kippen	F	
Kathryn Schmidt	P	
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
Emma Rice	P	Dip Sec Ed, BA, Cert IV WTA

Fafa Rasoarahona	P	Dip TESOL, M Deg English Studies
Tim Eagle	P	Campus Administrator
Berwick Campus		
Peter Sheperd (CP)	F	B Arts, Dip Ed
Tina Alesi	F	
Sean Alste	F	
Priscilla Edwards	P	
Gemma Fleming	P	
Andrew Hirst	F	
Stefanie Krikis	F	
Tim O'Meara	F	
Ryley Patford	F	
Jess Allison	F	B Ed Primary
Melanie Clarke	F	B Teach (Sec), B App Sci (Human Movement), Cert IV Training & Assessment
Bobbi-Jane Constable	F	Integration Aide
David Dobric	F	Dip Theology, B Ed (Math), Dip Ed, B Science Hons
Veer Fowdar	F	B Com, Dip Ed, Cert IV WTA
Stacey Goulding	F	D Childrens Services
Heather Grace	F	Administration
Sue Komac	F	Administration
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)
Lester Raikes	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
Trish Gray	P	
Natolie De Jager	F	Administration
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
Jason Thomas	P	Campus Administrator
Melton Campus		
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
Loris Daly	P	
Honee Decastro	P	
Denise Earl	P	
Lucy Edwards	F	
Kate Elliot	P	
Justin Kanzamar	F	
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
Nathanael Kelly	F	
Brittany Kennedy	F	
Faith MacGregor	F	B Exercise Science , B Teach
Alexandra Manago	F	Integration Aide
Arlene Mcauley	F	B Pharmacy, Dip Creative Ministries (Drama), B Ed (English, Linguistics), Cert IV Training and Assessment
Daniel Muscat	F	
Gill McMillan	F	Integration Aide
Carol Meekin	F	B Sci Dip Ed
Anita Naidu	F	
Shane Price	F	B Social Sciences (Geography), Grad Dip Teaching (Primary)
Shubhi Sharma	F	Cert IV Education Support, Cert IV Training and Assessment, Dip Children's Services, B Arts
Yogeen Sharma	F	B Ed
Ria Sluice	F	B Ed, M Special Ed
Kelly Strover	P	BA Hons, Post Grad Cert Ed
Norsuziana Sulaiman	F	
Glenn Todd	F	Grad Dip Education, Dip Graphic Design
Sophie Vaillant	F	
Steve Strange	P	Campus Administrator
Dean Cook	P	Campus Administrator
Nathalia Campus		
Greg Mullins (CP)	F	B Ed Env Sci
Darren Burn	F	B Ed
Nermina Fetahovic	F	Administration
Joanne Osmand	F	Integration Aide
Marissa Pelaez	F	B Sec Ed, M Arts
Ben Matthews	P	Campus Administrator
Swan Hill Campus		
Francois de Koker (CP)	F	B Com, Dip Ed (Hons)
Tonya Arnett	P	
Amy Astall	P	
Jim Graham	P	
Carlie Brady	P	Student Support
Ashlin Callaghan	F	Integration Aide
Amy Evans	F	B Ed
Annalie Gilmour	F	B Ed, P-12 Health & PE, Minor Social Welfare, Dip Primary
Rebekka Miles	F	Administration
Annie Wang	F	M Teaching, B Ed Science
Simone Wren	F	Dip Primary Teach
Daniel Steele	P	Campus Administrator



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