



OneSchool
Global



OneSchool Global, Cowra

Annual Report

2022



Thank you to students and staff
for commencing the year so
well and making it such a
success.

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A Message from Key School Bodies

Mr Peter Reuben

District Principal



2022 was an extraordinary year in which OneSchool Global developed a new maturity. In NSW, we moved from being one school with twelve campuses to 12 separate NESA registered and accredited schools. This has facilitated a new era, as each school, despite being part of the OneSchool network, was able to display its individuality and fully represent the region in which they existed. All credit goes to Mr Patrick McGing, who navigated the schools through the process and ensured that we were fully compliant and prepared for the challenges ahead. The benefits of this are immeasurable, allowing us to identify more efficiently our strengths and areas of development, as we future planned to ensure the ongoing success of OneSchool Global.

A partnership between the different schools has been formed which continues to allow us to teach between schools and allows the students from smaller schools to still feel connected with their peers from other locations. This can only be achieved with significant investment in technology, and there is no doubt that OneSchool Global is at the forefront of teaching and learning at multiple sites. We have continued to embrace the Compressed Curriculum model, and students have appreciated the larger class sizes which allow for more rigorous and collaborative learning experiences.

Throughout the year we have sought to restore the relationship with the wider community with more opportunities provided for parents to return to the school post-Covid. Information nights, graduation ceremonies and end-of-year celebrations have been held which has culminated in improved connections with the parent body.

2022 saw a range of initiatives to engage and challenge our students in their learning. The Debating Competition was one opportunity where students excelled, achieving the runners up place in the OneSchool NSW Finals. Other initiatives included the Buddy Reading program, the Premier's Reading Challenge, ICAS testing; Debating competition and Global Reading Week, and the Library Initiative which promoted books to students that were not read for several years and rewarding those who borrowed these books. Our end-of-year excursion to Scenic World in the Blue Mountains was also a huge success and enjoyed by all.

We look forward to an exciting year ahead continuing to build on the successes of 2022, with a focus on building school culture and ensuring that each student is provided with the best opportunities to succeed. Our thanks go to the School, State and National boards for their support and encouragement throughout the year.

Mr Mark Heaney & Mr William Le Souef

Community Principal & Regional Team Leader



From the beginning of Term 1 2022 OneSchool Global NSW welcomed students and staff as 12 independently registered Schools supported by our central leadership team. This change from one School with 12 campuses elevates each of our centers of learning, allowing us to harness our local strengths and distinctiveness.

We commend our Senior Educational Leadership Team and head office staff for their extensive work in preparing for this change and guiding our new School Principals for their new roles. OSG NSW Principal Mr Patrick McGing lead the process adeptly and we welcome our new District Principal, Mr Peter Reuben, to support him in future.

The collaboration between the twelve Schools continues to be an essential part of OneSchool Global NSW. A common timetable and classes with students enrolled at different locations has brought great learning benefits and outcomes for students and teachers alike.

Investment in the development of our students in preparation for life beyond School is a unique part of OSG. Academic care has been instrumental in providing our students with character development, whilst leadership courses have been developed to build capacity in our students to exhibit the values that we aspire to as a community.

Our executive team travelled to over 30 localities to reconnect with the parent body throughout Term 2, thereby ensuring that the impact of isolation due to the Covid epidemic was minimised. Attendance by parents and staff allowed the reforming of relationships which will continue to build through 2023. Initiatives like this have been greatly appreciated by the NSW Board and we look forward to further growth in the school.

Our desire to offer the best facilities for our students and staff continues as we have resumed upgrading and building improved facilities in all of our schools. This has included new and renovated Learning Centres, staff facilities and recreational facilities. OneSchool Global continues to provide a positive and rewarding environment for both staff and students and we wish to thank all involved in making these schools the unique and special places that they are. We look forward to further success in 2023 as we aim to capitlise on the great work done throughout this year.



Contextual Information about the School and Characteristics of the Student Body



OneSchool Global, Cowra school is an independent, co-educational school which operates in the OneSchool Global network of schools. OneSchool Global, Cowra is uniquely connected to eleven independent OneSchool Global schools across NSW.

OneSchool Global was established by members of the Plymouth Brethren Christian Church, for students and families of the Church Community. The School is strongly supported by volunteers from the Church Community. OneSchool Global recruits professional leaders, teaching and administrative staff from all walks of life and provides a positive and respectful working environment.

OneSchool Global, Cowra has an enrolment of 24 students. The school has a rich academic program which is supported by an extensive ICT blended mode of teaching and learning. The school also offers a vibrant co-curricular program which includes sport, music and community involvement.

For further information please view the [My School website](#) profile.

Outlined below is an overview of our ethos and values and our Learning to Learn framework which are a defining feature of our school.

School Ethos

At this school students are encouraged to develop their full potential and to 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

In coming to this school each student, parent and staff member shall uphold the values of the school which include:



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.



Respect

to self-discipline and the pursuit of excellence



Respect

for all people, property, opinions, and authority

Learning to Learn Framework

The academic undertaking of OneSchool affiliated schools is expressed in our Learning to Learn Statement.

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 fulfill their true potential.

In the Learning to Learn framework, knowledge, skills and understandings are developed through the interlinking elements of The Assignment, The Lesson and The Study.

Key Academic Achievements and Developments



Student Outcomes in Standardised National Literacy and Numeracy Testing

OneSchool Global, Cowra completed NAPLAN in 2022; results for 2022 were published on the [My School website](#) in February 2023. NAPLAN comparison data is not available due to the split into 12 separate schools.



Professional Learning and Qualifications



The major focus areas for 2022 related to effective feedback and reporting, high potential, and gifted learners along with other pedagogical approaches. Each Wednesday all teachers are involved in Professional Learning Groups for one hour. This is NESAC accredited professional development delivered by the OneSchool Australia Teacher Academy.

Summary of Professional Learning

Professional Learning Activity	Number of Staff Participating
Leadership	2
Pedagogical	3
Work Health and Safety	2
First Aid and CPR	4

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	1

Teacher Qualifications

Category	Number of Teachers
(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	2
(ii) having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0

Workforce Composition



School Staff	#
Teaching staff	2
Full-time equivalent teaching staff	2
Non-teaching staff	2
Full-time equivalent non-teaching staff	1.4

Including Aboriginal and/or Torres Strait Islander staff.

Attendance



Student Attendance at School

Ninety-four per cent of students attended OneSchool Global, Cowra on average each school day in 2022. Percentages are rounded for each Year Group.

Year Group	Attendance Percentage
Year 3	93%
Year 4	97%
Year 5	92%
Year 6	94%
Whole School	94%

Management of Non-Attendance

OneSchool Global, Cowra Attendance Policy meets legislative requirements, with a record of enrolment and daily attendance of all students at the school. Students are expected to attend 100% of their classes.

Attendance reports are sent out on a regular basis to Principals to review any attendance related issues. Regular meetings are held with the school welfare committee to monitor progress and manage issues as they arise. Parents are encouraged to ensure extended leave is held during term breaks. If students are absent for an extended period due to illness, work is organised by their teachers, so the student's learning is not disrupted.

OneSchool Global NSW strategy guidelines for good attendance and improving unsatisfactory attendance are summarised below.

Proactive Strategies for Good Attendance

- Early intervention – actively monitor attendance data to check for absenteeism.
- Messaging to parents/guardians - messages about attendance are strongly and regularly conveyed to students and families.
- Attendance data to be displayed on screens around schools.
- Proactive approach to absenteeism due to alleged bullying.
- Provision of family counselling services to families where family dynamics appear the cause of poor absenteeism.
- Provision of transport to and from school for all students.
- A community liaison person who will contact the family and engage with them on addressing any issues that are leading to poor attendance.
- Provision of Zoom and Canvas platforms to allow students who cannot access classes and learning materials for valid reasons.
- Senior students and students travelling long distances or who cannot access school due to poor weather/bushfires/floods etc may also access classes via Zoom.
- Senior students who demonstrate self-directed learning traits can study from home if permitted may also access classes via Zoom under the Year 12 Flexible Learning Program Policy.
- Learning spaces adhere to global aesthetic standards so that they are well lit, airy, and spacious.
- Provision of an engaging curriculum and pedagogy using OSG guidelines.
- Every school has an “activity day” once per term where students organise a diverse day of social interaction and learning. This reinforces the importance of planning, contributing to school culture and working with all school community members.
- Provision of a system whereby students who achieve (including attendance) are rewarded via the OneSchool Global NSW Merit Scheme.
- Provision of sanctions to deter poor attendance.

Strategies for Improving Unsatisfactory Attendance

- Principal and Campus Administrator to provide counselling and support to families by community members.
- If unresolved, Principal must escalate matters of unexplained absence or chronic non-attendance to the Regional Principal.
- Formal meetings with OneSchool Global NSW support personnel to develop strategies and assist students and families towards improved attendance. Referrals to external professional support may occur.
- Where an unsatisfactory pattern or rate of attendance is noted, teachers must refer on to the relevant person, usually the Principal.
- Administration staff responsible for sick bay are also to report high rates of admission to sick bay to the relevant person, usually the Principal.
- Contact with parents and any notes of meetings or documentation must be kept and included in the student's file. Concerns with attendance are to be raised at Principal meetings under the agenda item “Welfare”. If the Principal is not satisfied with the student's attendance, a meeting will be called where the school expresses its concern about attendance, with the parents. At this meeting, the document, Compulsory School Attendance - Information for parents, produced by the NSW Government will be issued.
- If the Principal remains concerned, contact will be made with the Regional Principal who will discuss the matter with the Community Principal. Ongoing issues with attendance may involve a report to the AIS NSW Director: Student Services who will advise on further action. The Regional Principal will also make a report to the NSW Online Mandatory Reporter Guide facilitated by DCJ.

Enrolment Policy



The OneSchool Global NSW Enrolment Policy sets out the conditions of enrolment and continuing enrolment for the school. The policy emphasises the openness of the OneSchool Global system in New South Wales to the children of all Plymouth Brethren Christian Church families.

This policy seeks to develop a working relationship among the OneSchool Global NSW schools and local community it serves and those seeking to establish themselves as participants in both. The policy calls the OneSchool Global NSW school and families to a closer bond of joint accountability for personal development and excellence in education for their children. It encourages the community the school serves, under the leadership of the School Directors to look upon the time of enrolment as a potential occasion for ongoing education in a Christian environment.

The policy calls upon prospective parents to examine their present commitments, to develop their role as prime educators of their children and to immerse themselves in the life of the school and its activities.

The following principles inform the content of this policy:

- OneSchool Global NSW and the OneSchool Global NSW schools strive for excellence in education. Such excellence may also be achieved in other educational forums. OneSchool Global NSW has traditionally aimed to support Christian parents in their role of educating their children.
- Parents and children enrolling in OneSchool Global NSW commit themselves to a community that works towards the education, formation, and pastoral care of young people. By acceptance of the enrolment OneSchool Global NSW and the OneSchool Global NSW community commits itself to supporting the parents and family as the primary educators of their children.
- The Campus Administrator and Directors collaborate to provide leadership within the local school community. The Campus Administrator and Directors participate in the enrolment process.
- There is an appreciation of differences in enrolment demand within the OneSchool Global NSW schools and appropriate guidelines will be issued to advise local enrolment committees. OneSchool Global NSW and the OneSchool Global NSW schools have limited resources and deployment of resources in the past limits some options for enrolment.
- The time of enrolment is an opportunity for dialogue, reflection, and mutual discernment about the individual circumstances of the student in the context of family and the purposes of the school in the life of the community the school serves.

Priority in enrolment will be given to:

- Those children and families who are known and involved members of a local community the OneSchool Global NSW School serves.
- The children of other Christian families that have expressed a commitment to support the life of the school.
- Enrolment Committees must keep records where exceptional cases required a different priority and forward such decisions to OneSchool Global NSW.
- The enrolment of siblings is encouraged where there has been demonstrated commitment to support the life of the school.

Appeals against the decisions of the Enrolment Committee shall be directed to the Trustees of the OneSchool Global NSW school in writing. Recourse in writing may be made to the OneSchool Global NSW.

The full text of the school's Enrolment Policy is on the [school's website](#).

School Policies



OneSchool Global NSW cyclically review all policies with OneSchool Global, Cowra. Changes are made as required and published accordingly. In 2022, the policies were changed to reflect OneSchool Global, Cowra becoming an independent school. Each policy purpose, scope, statement, and details remain the standard of all OneSchool Global NSW schools.

The full text of all policies summarised below can be accessed by request from the Principal, from the [school website](#) and intranet, student and parent information booklet and parent support site.

Student Welfare

OneSchool Global, Cowra endeavours to promote a healthy, safe, supportive, and secure environment for students, and to provide many opportunities for the personal development of character, enabling students to become well rounded, self-directed, and resilient persons.

At OneSchool Global NSW we understand the significance of student wellbeing in our environment to promote effective and deep learning. Positive wellbeing is fundamental to the sense of connectedness students develop at school. We believe that academic and pastoral areas are inextricably linked and when woven together, will better equip students to achieve in and outside the classroom. We aim to create an environment in which each student is known and valued. A student's sense of connectedness will directly impact their willingness to engage in learning.

Anti-Bullying

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. As a school we take reports of bullying seriously and will actively work towards eliminating incidents of bullying in our school.

Anonymous notifications of incidences of bullying are facilitated on the school's website. This is in addition to avenues for reporting at school. Additional materials to support staff, students, teachers, and parents are available, including guides for teachers in responding to bullying and a contract-based procedure for resolving bullying. The school's anti-bullying policy can be found on the [school's website](#).

Student Behaviour Management Policy

Positive and responsible student behaviour is key in the personal development of character. It leads to a supportive and cooperative environment of trust, and this leads to optimal learning opportunities for all students.

The school is required to adopt and implement the policy and any procedures. OneSchool Global NSW has always specifically prohibited and excluded the use of corporal punishment, and the school does not condone the use of corporal punishment by parents as a way of resolving issues relating to the school. The school's policies also explicitly include procedural fairness requirements in working with students and parents.

The school's Student Behaviour Management Policy (Executive Summary) can be found on the [school website](#).

Reporting Complaints and Resolving Grievances

The school is committed to effective complaints handling and values feedback through complaints. Complaints will be taken seriously and dealt with appropriately. Where complaints involve criticisms or allegations against other staff, students, parents or volunteers the principles of Procedural Fairness will apply.

Complaints will be dealt with in a timely manner with an appropriate degree of urgency and the complainant is kept informed throughout the process. Complaints will be dealt with in an objective and unbiased manner.

Personal information related to complaints will be confidential.

Opportunities for further review of the complaint will be made available to the complainant and respondent if they have provided their details. Anonymous complaints will be examined but any actions taken may be limited.

Details on how to report and register grievances can be found on the [school's website](#).

Priority Areas for Improvement

In 2022, the Cowra WIG centred upon building a respectful and supportive culture, where learning was prioritised. Strategies aligned to this goal included the 'Kids Cash Program' whereby students earn 'cash' for specific achievements/good behaviour and pay 'fines' for negative incidents. A range of student and staff wellbeing initiatives were also implemented including the "positive pass it on" program, referrals to the resilience coaching sessions, induction program for new staff and a fortnightly staff morning tea.

Promoting Respect and Responsibility

The Cowra Parent Information Session was held on 11th February and was well supported by parents. Parents were advised of the OneSchool WIG and encouraged to work with the school to instil these into their child.

The values of Responsibility and Respect was reinforced through the Acquisition of an additional laptop trolley to assist students with caring for their laptops by providing adequate storage facilities. Year Five students were given the opportunity to organize a Farewell Day for the year six students, promoting student leadership and responsibility. A new Behaviour Management/Learning Support Initiative; the 'Kids Cash Program' whereby students earn 'cash' for specific achievements/good behaviour and pay 'fines' for negative incidents – an opportunity for staff to enforce the Values, particularly, Integrity. Our 2022 Charity Fundraiser involved the Starlight Foundation. The significance of the role of Starlight volunteers at Children hospitals was very enlightening and affecting and reinforced the value of Care and Compassion.

Students participated in a range of wellbeing initiatives; Positive Pass It On, where students wrote a positive comment about a classmate and all the notes are read out to the class. This was very effective in promoting Care and Compassion. Students were given a targeted value each week and two students who displayed this quality were mentioned in the fortnightly newsletter. Fruit at Ten was continued, where students participated in five minutes' exercise, followed by eating fruit. Teachers continually encouraged students to focus on the Value, "Respect", Sandpit was re-established to provide opportunity for sensory play. Gymnastics and Swimming: all students participated in gymnastics sessions at the PCYC for sport in Term Three and a two-week intensive swimming program in Term four. Staff wellbeing initiatives included the introduction of a Staff fortnightly Wellbeing morning tea was very appreciated.

During the year Cowra students were successful in the Debating Competition. Our Stage Three team achieved the runners up place in the 2022 OneSchool NSW Debating Competition Finals – a historical feat! Students also participated in a range of academic and extension programmes including Buddy Reading, Premier's Reading Challenge, ICAS testing; Debating competition, Global Reading Week, and the Library Initiative which promoted books to students that were not read for several years and rewarding those who borrowed these books. The aim was to assist with increased exposure to words/language conventions. Our end-of-year multi-campus excursion to Scenic World was a huge success with excellent opportunity for interaction for the students across multiple campuses.



Student, Parent and Teacher Voice



As we continue to ensure our school is the best it can be, regular feedback and input from our students, parents and teachers is important hence surveys were conducted in May. The Principal has reviewed survey results, selecting highlights and challenges across the stakeholder response area; focusing on action steps to continue improvement across the school in 2022.

Student

TOP 3 HIGHLIGHTS

4.17

How do you think a visitor would feel about the culture at your campus

4.08

My school helps me learn how to stay safe online

4.00

When at school, I feel...

TOP 3 CHALLENGES

2.50

I often talk about the Learning Pit with my teachers

2.58

When thinking about how much my teachers talk in lessons, I feel...

2.67

Tutorials are available to me, for when I need help from a teacher during the Study

Parent

TOP 3 HIGHLIGHTS

4.88

I feel the school helps me know who to keep my children safe online

4.63

I feel my school upholds OSG's values at a regional and global level

4.50

If I have a questions or concern, I know who to contact at the school

TOP 3 CHALLENGES

3.75

I feel my children have ownership of and take responsibility for their learning

3.75

I feel I know how my children are performing academically through regular reports and meetings

3.88

My children can access feedback and support relating to their learning

Teacher

TOP 3 HIGHLIGHTS

5.00

My colleagues and I work together to achieve our goals and share best practices

5.00

A range of professional learning opportunities are available to me

5.00

OneSchool's values are aligned with my personal values

TOP 3 CHALLENGES

4.00

The balance between my work and personal commitments is right for me

4.25

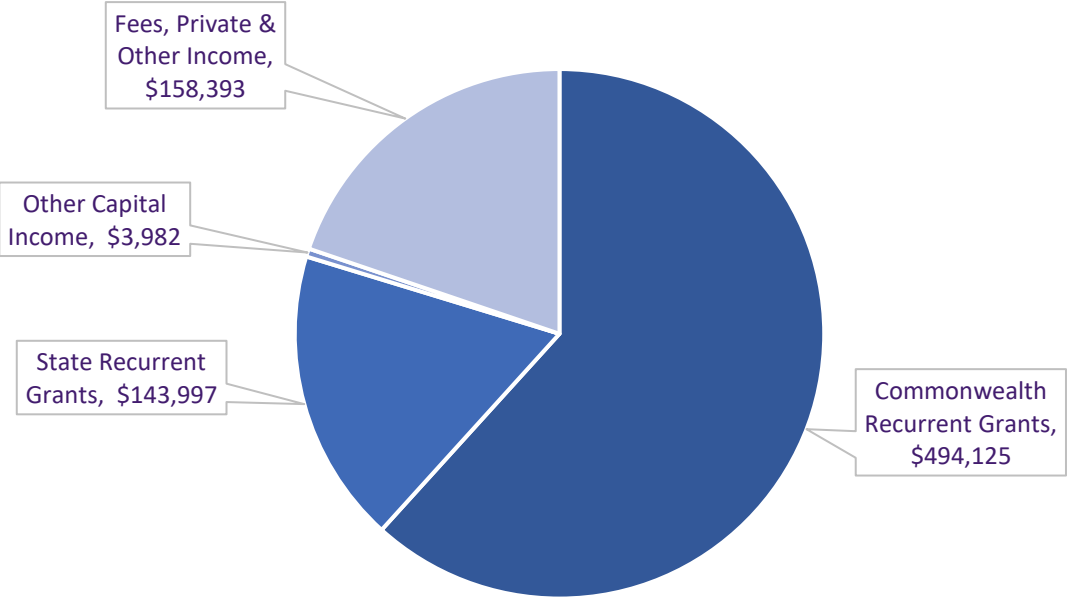
I feel that I have job security at OneSchool Global

4.25

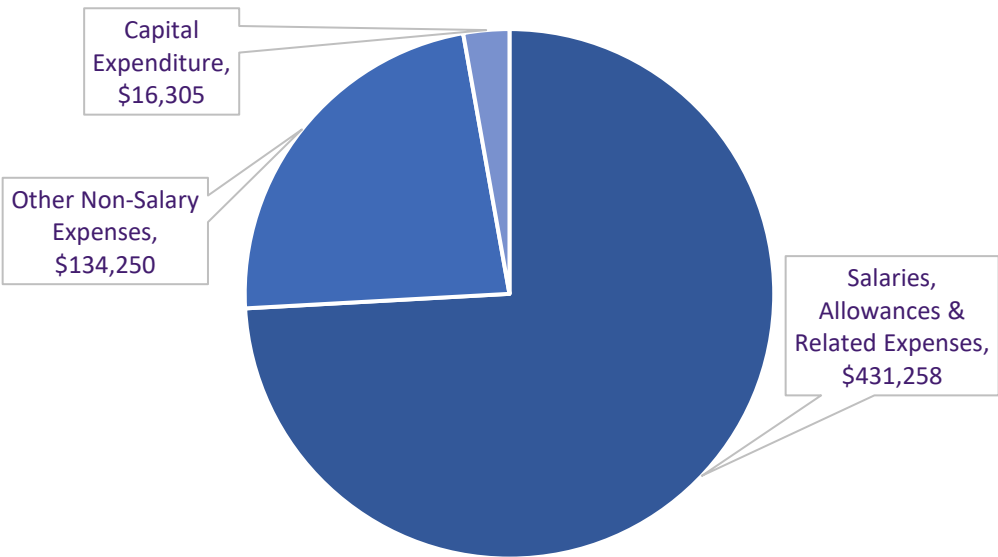
I am provided with access to the information I need at the global level

Financial Information

Total Income Breakdown



Total Expense Breakdown





OneSchool
Global

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