



OneSchool
Global



OneSchool **Annual Report** **2021**

Victoria

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Contents



Messages From Key School Bodies	5
Community Principal	5
Regional Principal	6
COO – OneSchool Victoria	7
Campus Reports	8
Contextual Information About The School	19
School Ethos	19
Values Statement	19
Learning to Learn Statement	20
OneSchool Graduate Attributes	20
Administration	20
Curriculum Information	21
Primary Curriculum 2021	21
Secondary Curriculum 2021	25
Student Support 2021	29
Student Attendance at School	30
Business Education Program	31
WHS Report	32
Meetings	33
Professional Learning	34
Financial Summary	35
Academic Performance	36
School Surveys	38
Staff List 2021	39



Messages From Key School Bodies



Mr Anton Voss

Community Principal



OneSchool Global Victoria were very pleased with the outstanding results achieved in 2021 across the broad spectrum of the school. Whilst the pandemic was in full swing and most of our school days were again taught from homes into homes, Once again, the excellent preparation of our teaching and learning team as a result of years of remote learning experience put us in a very strong position for success.

Our Mission 33 VCE excellence goal was only just out of reach but the team were very impressed with the results of our final year students, considering significant parts of the year we were learning and teaching remotely. The hard work of our education professionals saw us move our school into the top 100 schools in the state with an average study score of 32, which was a significant success—well done students and professionals.

What is unique about OneSchool Global

is that we are truly a global school and, in many instances, the strength of being able to network with our fellow students and teaching professionals in other countries allowed us to better navigate and support each other through these challenging periods.

Like students, parents and professionals globally, we are eagerly looking forward to a new normal in 2022 where we can leverage off all we have learned in the past two years, and ultimately come out stronger and better tuned to continue improving the learning journey of our students, and better prepare them to be successful and resilient in an ever more challenging world. Bring on 2022.



Mr Simon Beaumont

Regional Principal

2021 once again presented schools with incredible challenges as the world endured the second year of the Covid-19 pandemic.

The ongoing challenges of lockdowns, school closures and associated regulations such as Covid-safe protocols, wearing of masks and compulsory vaccinations were difficult for us to manage and yet we found a way.

Despite having severe interruptions to learning face-to-face, and our excursion and sporting program severely hampered, our students, staff and parents coped magnificently.



We must recognise that this period in our schooling history will go down as the most challenging, and yet the student results were outstanding across the board.



As Regional Principal I do want to recognise and acknowledge that, for many, the ongoing nature of the pandemic has led to significant mental health and wellbeing issues. Our school has worked tirelessly to provide support and assistance to anyone who has needed such support. In fact, our formal position throughout the pandemic has been to provide support and assistance above and beyond what was recommended.

With this in mind, it was incredibly satisfying to share our results data with the community when final year results were released for students of all levels. We continued to run with our 'Mission 33' program to elevate the school's academic performance despite the challenges faced. I am very pleased to report that our final Year 12 results elevated the school in the 'Better Education' rankings from 96 to 84. This means that, over the two years of pandemic-affected learning, our students have elevated the school's position from 146 to 84 – an extraordinary achievement.

Our staff and students, supported by parents during the periods of extended lockdown, did an amazing job at keeping learning going throughout the school year of 2021. Our MAP testing data indicated strong performances from all year levels in most areas. Some areas have been identified where we will need to provide support to help students bridge the 'gap' in learning caused by the pandemic but, as a school system, the overall effect has been minimal compared with other Victorian schools.

Our Head of Campus team remained relatively constant in 2021. Mrs Baxter and myself supported the Melton campus until we welcomed Mrs Trodden as the

new Head of Campus. Jen came to us with four years experience as a principal, and we welcomed her to the team and marvelled at her enthusiasm and energy in driving things forward.

At Hamilton, Mr De Koker advised that his family were seeking a move to Swan Hill and so when the vacancy for Head of Campus arose, we were pleased to be able to keep someone of his quality in the system.

On the National scene we were heavily involved in National Assemblies, and online meetings with students from interstate and overseas once again. Our staff continued to work closely with colleagues from other states developing National curriculum units of work for the students.

Our Victorian Management Team members remained the same in 2021, and I would like to take this opportunity to thank them for all their work in keeping the school running administratively during the tough times experienced

during the year. They continued to travel to campus when able to do so and provided the essential support for students, staff and families as always.

I am sure that as we look back on the 2021 school year we will marvel at the way the students achieved such outstanding results while once again having to balance school learning with home learning. The school's focus on exam-based and modern forms of assessment balanced within the curriculum provided the ideal framework for success, supported by the 'Mission 33' campaign to help students focus and provide motivation.

As Regional Principal I dare to suggest that despite the challenges, 2021 may just have been our most successful year ever.

I want to sincerely thank and congratulate everyone for their involvement in another stellar year at OSG Victoria.



Mr Mark McAlpin

COO - OneSchool Victoria

Throughout another year of unexpected developments in 2021, our management, teachers, administration staff, students and volunteers stepped up to the ongoing challenges with incredible resilience. Looking towards a 'new normal', staff adapted and innovated to continue the Learning to Learn experience for all our students.

Thanks to the teachers and support staff, delivery of a quality education culminated in a fantastic year of VCE results. The education team continue to improve learning experiences for all students, with a focus on wellbeing for both students and staff driven from a management level.

Idea-sharing state-wide, nationally and globally throughout 2021 has proved invaluable as we strive to implement consistent facilities, opportunities and processes across all campuses. A lot of work has been going into planning new spaces and infrastructure at all campuses, with projects of various scopes in the pipeline.

Finally, I must mention the leadership of Mr Beaumont and his team throughout the year; on behalf of the community and OneSchool leadership team, we cannot thank them enough for exemplifying the school values, and continuing to support the global vision of quality education for all our students.

"Despite the challenges, 2021 may just have been our most successful year ever."

SIMON
BEAUMONT

Campus Reports



Bairnsdale Campus Report

Whilst the Bairnsdale Campus community started 2021 full of hope that we would enjoy a remote-learning-free year, unfortunately due to Covid 19 restrictions this was not the case. However, as we had done the previous year, we collectively rose to the challenges we faced. At our Recognition of Excellence Awards Ceremony, we were able to reflect upon the various academic and personal successes of students and most notably the outstanding success of our Year 12 students, whose average ATAR score was an incredible 91.21.



The Bairnsdale Campus was very proud to have had the top two performing OSG Victorian Year 12 boys attend our campus, and for Liam Chippindall to be awarded not only the accolade of Dux of the school, but to also have achieved the highest ATAR score in OSG Australia. Such success is a credit to those individuals and to the support provided to

them by their parents, teachers, and peers. A fine example of the 'triangle of trust' in effect.



Although 2021 was a fragmented academic year, students were able to participate in the revered State Athletics competition and some local sporting incursions. The Student Leadership Team were proactive in facilitating various successful fundraising events, such as the 'car wash' for the Royal Children's Hospital and an Australian themed barbecue, which raised funds to purchase a new campus camera as their legacy gift.

As a small regional campus, the continued reliance on technologies such as Zoom and Canvas was the status quo for the secondary school students, and due to periods of remote learning, our primary students also became skilled in these areas.

A key focus for 2021 was to upgrade the existing Learning Centre and provide an indoor facility for recreational activities. After many months of planning and some minor disruption, the Student Leadership Team were able to unveil the brand-new

Learning Centre at a parent information session, run via Zoom in September, with the new indoor recreational area fully operational a month later. The Campus is very grateful to all involved in these projects and especially to our Campus Administrator, Mr Ken Raikes, who project managed the initiative throughout.

With the new facilities and success achieved in 2021, the Campus is looking forward to the new year with a genuine feeling of optimism that 2022 will augur further student personal and academic growth.

- Mr Andy Manicom

Bendigo Campus Report

After a highly 'Covid disrupted' 2020 academic year, Bendigo campus was optimistically looking to 2021 with a sense of hope that it would bring greater certainty and consistency than its predecessor. Alas, this was not to be, and the global pandemic produced new and greater challenges for our students, staff, parents, and community throughout the year – but they were challenges we did not shy away from.

Despite five lockdowns in the space of 6 months, staggered returns to school, compulsory mask wearing and a closed school canteen, OSG Bendigo campus has survived and remained almost as busy and bustling as ever during 2021.

We have continued to hone our skills with remote learning, enjoyed some rare annual events such as our State Athletics day, continued with our MAP testing program, engaged in some interstate and international cohort zoom sessions, proceeded with Primary book week over Zoom, participated in our OSG State and National Debating Competitions, run VCE days, launched our Mission 33 campaign, attended Elevate Education sessions, Year 3 Welcome Days, exam weeks, VCE and CAP information sessions and the list goes on! So... despite another year of Covid 'curve balls' being thrown at us, our students continued to be given opportunities to develop their learning and grow their knowledge and skills.

One of the highlights of our year was seeing the completion and grand opening of our upgraded Learning Centre. This was the culmination of some years of lobbying, planning and co-ordinating by our CMT. Students and staff were excited to get into the new learning space which

has worked to further engage students and encouraged them to set their sights high as far as academic and personal achievement are concerned. As an educator it is wonderful to walk into this self-directed learning space and feel the 'buzz' of activity as students utilise the facility so effectively. Our students have taken ownership of the Learning Centre in terms of creating effective learning spaces within it, and particularly enjoyed the addition of 'extra' second screens that they could use at their workspaces.



Our students continued to surprise and inspire us with their enthusiasm for learning and achieving this year. Their resilience and strength under the circumstances has been commendable. Our Primary cohort approached the challenge of remote learning not with trepidation or fear, but with enthusiasm and intelligence – demonstrating their growing knowledge and skills for a modern world. I would particularly like to acknowledge the grit and determination shown by our 2021 Year 12 cohort at Bendigo (and across the state for that matter), who completed their VCE studies against the backdrop of

the Covid pandemic. At one point or another they have all embodied characteristics such as endurance, ingenuity, teamwork and courage throughout their unique 2020/2021 learning journey – and we were proud to see them graduate at our Recognition of Excellence celebrations in December.



Parents, guardians and the wider community took the 2021 journey with us and consistently supported our students and staff throughout the 'roller coaster' of remote learning phases in Victoria. Their efforts in making sure their children were resourced with appropriate quiet learning spaces, were up and out of bed every morning and ready to learn at their study spot during RLP, and fed throughout the day allowed teaching and learning to run smoothly. The support of parents and the wider community has helped students and staff to get through many tough days over the past year when we felt we weren't getting anywhere – it kept us motivated to keep going, keep pushing and work hard to find the best ways to teach under the most unusual settings.

I would like to acknowledge the power of work that our OSG Bendigo campus directors, CMT and CA did over the span of 2021. Their 'behind the scenes' work in bringing our upgraded Learning centre to fruition was no 'mean feat'. We will see a 'changing of the guard' with our CA position at Bendigo in 2022, with Mr Weeks handing the baton on to Mr Dykstra.

Overall, 2021 has been another challenging but rewarding year at OSG Bendigo.

- Mrs Amanda Moran

Berwick Campus Report

As a Head of Campus for OneSchool Berwick, my goals for the campus for 2021 were:

- Model and foster a growth mindset. Every student and staff member are involved in developing and achieving their learning goals.
- Explore additional opportunities for partnerships that provide opportunities for improved student wellbeing and student success.
- Develop a sense of responsibility for the natural environment and a sustainable future for OneSchool Berwick campus.

Remote and flexible learning was a challenge for the whole school community again in 2021. Staff utilised their learning technology skills developed in 2020 to connect students with their

learning primarily through Zoom. Engaging all students again proved to be difficult in 2021 as the novelty of remote and flexible learning no longer existed.

Resilience and persistence levels were tested across the whole school community. Despite all of the many changes, our students and staff have persevered together and grown stronger as a result. Teachers have been challenged to adapt lesson delivery approaches to keep students engaged. Support staff have all taken on additional roles and responsibilities to assist students with various parts of their day. Students have also supported one another both socially and emotionally. And parents have been there every step along the way to support their children and the school staff. It has definitely been a team approach that has

allowed the school community at OneSchool Berwick to maintain focus during this unprecedented pandemic.

Rather than focus on the dark cloud of lockdowns, we should turn to the lighter moments of 2021. We were fortunate enough to participate in the whole school Athletics Event at Albert Park. Berwick campus students succeeded: Primary Boys (8-9 year) Truan Parker (first) & Jameson Williams (second), Primary Girls (age 8-9) Flora Beer (first), Primary Boys (age 11-12) Wade Sangster (third), Primary Girls (age 11-12) Whitney Parker (first), Secondary Boys (age 15-16) Hudson Fisher (second), Secondary Girls (age 17-18) Matilda King (third) and Senior Secondary Boys (age 17-18) Bjorn Greenfield (first).



Other sporting events included a campus combine with Melton campus. Primary students participated in Kaboom activities, whereas secondary students participated in sports such as AFL, netball and basketball. Although excursions have been rare for the last two years, Year 3-6 students were able to visit Moonlight Sanctuary Wildlife Park as part of their Inquiry unit. Students explored bushland while feeding kangaroos and wallabies, petting friendly koalas and enjoying encounters with colourful birds, reptiles, dingoes and

many other animals including endangered species.

Suitcase of an Explorer was another Inquiry project for primary students. Students had fun dressing up and adopting the persona of famous explorers. To reach our environment goal, Mr. Fowdar coordinated GYO (Grow Your Own) vegetable garden for the campus for both primary and secondary students with a successful funding application with Woolworths. Mr Fowdar involved primary students by planting harvesting vegetables that were used in Food Tech classrooms. The results were amazing!

We became very creative in the remote learning space by having 'Friyay Games' where secondary students from all campuses joined in to play interactive games. These were a huge hit with students who missed the social connection. This was further enhanced by secondary students (Years 10-12) who connected with their NSW counterparts where fun and sharing experiences of remote learning were the themes. In addition, primary students participated in the Cardytoons workshop as part of Book Week, whilst 'Wacky Wednesday' games with teachers was a highlight for students. Academically, we were pleased to have students participate in the OneSchool Vic Debating Competition. Accolades went to Berwick students Delano Raikes (Year 5) and Vivian Grace (Year 6).

Our Student Leadership Team worked collaboratively and ensured both primary and secondary students were included in all campus events. These included campus assemblies, Friday lunches, sports MVP awards and our yearly RCH fundraising event – the Farmer's Market. Another great SLT initiative was the Year 12 Legacy Day. We engaged the school with a USA-themed day and welcomed a special OneSchool guest – Mr. Borys - RP from North America. SLT play a fundamental role in a positive culture at Berwick campus, and we thank them for their contribution in 2021.

The incoming 2022 SLT were thrown into the deep end of leadership by hosting the Recognition of Excellence at the end of the year. They did a great job along with various primary and secondary students who were involved in music performances. After scouting many venues, we decided to hold it

outside. The weather turned out perfect and it was a great way to finish 2021 and launch 2022. We invited a special guest, Keith Wolahan, who presented Declan Sangster and Trixie McKechnie with ADF awards. Our Caltex 'All Rounder' was awarded to Cherie Weeks. We also were humbled by Oslo Lockhart's OneSchool Gold Award (Year 5/6). Other significant achievements were for Kilmeny King (Year 11), Boyd Greenfield (Year 9) & George Williams (Year 7) who were awarded Victorian Excellence Awards in Mathematics. Equally, we celebrated Mr. Barry Voss who has served the Berwick Campus over the last 3 years as Campus Administrator. Mr. Voss served the Berwick Campus with integrity, care and compassion. We whole-heartedly thank you!

We are buoyant about Berwick campus in 2022. We are looking at focusing on continuing to increase the importance/ value of education within the community., focussing on involvement of fathers at the campus. We also look forward the building of our COLA project. Plans have

been approved by OneSchool Global and the local council. This will provide a valuable assembly and sporting space for the Berwick school community. All good things come to those who wait!

- Mr Brandon Fuga



Hamilton Campus Report

Hamilton Campus had an exciting 2021 that created some excitement on campus when we were not in lockdown. We need to start by thanking all the moms for all the work they have done this year and for the support all the families provided to

the students and the staff. It was really good to end the year with the Recognition of Excellence ceremony with all our parents, students and staff together in the same space.

We welcomed our students from Mount Gambier late in the previous year and had our first full year with them. I have to commend all the students for the adjustments they had to make to their lives and for wanting to come to campus each day. Congratulations to the Year 12's for completing their VCE exams in a new and foreign system—it was a job well done. Thank you to Mr. O'Reilly for running the old Mt. Gambier campus when we were in remote learning and students were not allowed to cross the VIC/SA border—it was also a task well done. Thank you for fitting in some disk golf on a Friday afternoon, the students really enjoyed it!

The 2021 SLT were busy this year and made the most of the time we were on campus. They organised the Biggest Morning Tea, Crazy Sock Day, school



Fete (really great day enjoyed by everyone), Krispy Kreme recess and the best event ever, and the 2021 Mud Trax obstacle course—it was a great day for all Year 3 to 12's and the seniors support of the younger ones was really something to see. Thank you to Josh Selby for all the work he did on the Mud Trax course. Well done Clancy, Kayley, Joshua, Chanelle and Donae for making this a great year.



Primary students enjoyed their year and in particular Book Week, where they got to dress up and enjoy some guest appearances during reading time that had all the students engaged. We had some brave souls completing their primary swimming program late in the year, in a not so hot swimming pool. We said farewell to Mrs. Mirtschin at the end of Term 3, and would like to thank the whole team of staff who helped fill in in Term 4 to make sure our students did not miss out on their learning and teaching. A huge thank you go to Miss. Hawken, Mrs. Goette, Mr. O'Reilly, Mrs. Huf, Mrs. Chambers and Mrs. Ellms. Mrs. Christine Kelly was appointed at the end of the

year to infuse some new energy into primary. We believe that she is a good addition to our team.

Our Year 12's had an excellent year with good academic results and modelling really good behaviour in their study sessions. We would like to congratulate Kayley Richardson and Clancy Arkcoll for making the top 10 in OSG VIC with their excellent 90+ ATAR scores. We trust that they will slot straight into working life and show their new employers that they bring an excellent skill set with them.

We welcomed Mr. Bostock from our Swan Hill campus into the Hamilton team this year and he has had a good impact on the campus and the students. Thank you to all the staff during RLP, on campus and after hours, for supporting our students and running your own households at the same time; your time, effort and sacrifice is much appreciated. Thank you, Mrs. White, for organising and running the campus admin while everyone else was away.

We bid farewell to Mr. De Koker at the end of the year, he is transitioning from the Hamilton campus to our Swan Hill Campus up on the Murray. We trust that you will enjoy your time there and create the same impact there as you did in Hamilton. All the best to you and your family.

We are looking forward to a successful 2022 and know that our students are well prepared for the future; their self-directed skills have developed greatly over the last couple of years and they are very focused on the outcome of their learning. The foundation has been laid and it is now up to our students and teachers to keep on improving and developing the building blocks.

- Mr Francois De Koker

Melton Campus Report

Many welcomed the beginning of 2021 as 2020 had been quite a challenging year with Covid disruptions, ongoing uncertainty, and broken routines. Unfortunately, 2021 proved to be quite difficult, once more forcing teachers, students, and families to adapt again. Despite multiple lockdowns, compulsory

mask wearing for staff and students, and staggered school return, Melton Campus hung in there and managed to find some fun amongst the difficult times.

Thankfully, in Term 1 our Primary parent 'Meet the Teachers Day' still went ahead. Families came on campus and enjoyed coffee and cookies as they mingled. We managed to have the State Athletics day

held at Lakeside Stadium in Albert Park. This was a fabulous event with a great turnout for all campuses. Primary students enjoyed the Book Fair in March, and as a school we celebrated Multicultural Day on the last day.

In Term 2 we enjoyed a combined campus sports day with Berwick Campus – secondary students went to Berwick and primary kids stayed at Melton. The last day of Term 1 was Year 12 Legacy Day, 'Operation Overload'. Games and food kept everyone active and happy. Most of Term 3 was spent in lockdown and remote learning. Our Learning Support students were permitted onsite, and they enjoyed cooking every Friday with Laura, Suzi, and Andi. Footy Colours Day and the Pancake Breakfast were celebrated whilst in isolation. It wasn't quite the same as being in person, but we made the best of a difficult situation.

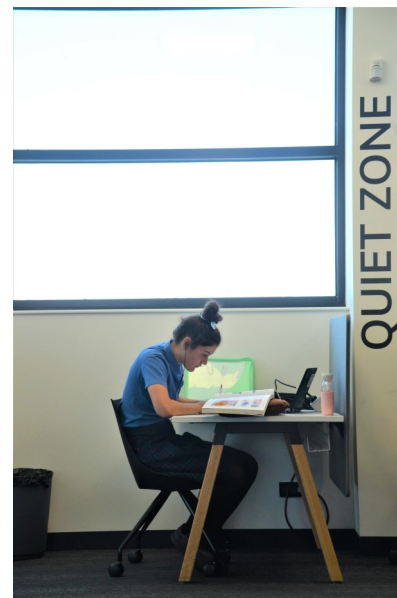


Term 4 marked the beginning of new leadership. Simon Beaumont and Mary Baxter had cared for the campus throughout Term 2 & 3 and were eager to return to their already full roles as Regional Principal and Director of Studies over Victoria and Tasmania. I was warmly welcomed to the team and spent a whirlwind two weeks getting to know the departing Year 12 students and learning about the community. In keeping with tradition, our Year 11 students organised a special Year 12 lunch that was set up in the gym. Many families

joined us on Zoom for the final Year 12 assembly. With lifted restrictions we were able to host parents on-site for the Year 3 orientation. It was a pleasure welcoming new families to OneSchool and getting to know the veterans who have children in Upper Primary and Secondary. The 26th of November marked the end of the term for students and a large activity day with yummy food was provided for all students and staff. Our final event for the year was the Recognition of Excellence Day. This was particularly special as we had been unable to meet together for so long. We farewelled some of the staff, welcomed new staff to the Campus, celebrated student achievements and thanked the people who had faithfully served in leadership throughout the year.

Despite extended lockdowns and remote learning, we managed to enjoy a full sporting program. This included Athletics Day, secondary house competitions for basketball, table tennis, volleyball and futsal, as well as Primary competitions for tennis and bin ball, plus our interschool competitions with Berwick. Mr Bricknell also secured sports funding to pay for equipment and professional coaching, athletics, cricket, netball, gymnastics, AFL, soccer, hockey, rugby, tennis, badminton and baseball. This was a sensational effort that made a significant impact on the quality of our sporting programs.

Food technology was another subject we didn't want to compromise just because we were working remotely. After gaining parental permission and putting some protocols in place, students were able to participate in 'cooking at home' sessions. These were optional but most students were excited to continue their practical classes from home. Students were given a 'challenge' or 'theme' and asked to produce an idea of something they could cook. Examples of these challenges were to cook something round such as a pizza,



cake, muffins, or hamburgers, or to relate a food item to a nursery rhyme such as 'The Queen of Hearts' or 'Pat a Cake, Pat a Cake', or to use basic ingredients such as eggs and flour. This approach allowed a great deal of flexibility where families were able to take into consideration availability of ingredients, budget, student skill level, and levels of parental supervision. Students posted their finished items on Canvas for all to enjoy. There were some lovely moments where younger siblings and other extended family such as grandmas joined in to help students during their cooking sessions.



VCD is another specialist area that continues to grow in leaps and bounds. Older students displayed tremendous growth in using Adobe programs for professional presentations. Art students from Year 7-12 were allocated the Adobe suite to enable access to Illustrator, Photoshop, Fresco, InDesign, Sketch Up, Tinker Cad and 3D printing. Throughout the year several students produced exemplary work that was later hung on walls in the campus for all to enjoy. Pieces were professionally framed and hung in the community kitchen, boardroom, lower learning centre and my office. Since then, many people have commented on the artistic talent of our students. In 2021 many of our graduates entered positions that required design skills. We received a particularly positive reference from Kingbuilt Homes... Obviously with any job, the skillset required would be specific to the business and a lot of this would be taught by

someone else in the business, combined with additional research/studying in relation to the industry. However, the communication design subjects taught at Melton have proved to be very helpful for marketing and making our designs visually appealing. We are currently re-branding our business and a Melton graduate has shown a lot of knowledge in this area, including understanding graphic design considerations and how different marketing targets different audiences. The elements and principles of design have helped her to create visually pleasing artwork and assisted her understanding while undertaking an interior design course. The environmental design element has helped her understanding in drafting plans.

Despite the many challenges faced by VCE students, positive results flooded in when released in December. Many of our students achieving results in the 90s caused our school ranking to launch forwards. This is a testament to the hard work and resilience of the students and their families and the dedication of the staff. I would also like to acknowledge the efforts of the Victorian Management Team, and the Campus Administrators - Tony Allpress and Leigh McAlpin, with the support of Adrian Phillips. A special mention to the school administrative team who held things together amid changing leadership. As a school we are grateful for the opportunity to learn how to dig a little deeper, knowing that diamonds are formed under high temperatures and pressure. Our school has certainly sparked this year and the new knowledge and skills gained during difficult times in 2021 will contribute to our further success in 2022. We strive to remain humble and devoted to supporting one another. We look forward to upholding our values and helping students to become life-long learners.

- Mrs Jennifer Trodden

Nathalia Campus Report

Nathalia Campus was an exciting place to be in 2021. While disruptions to Face to Face teaching seemed to be the norm, the need to develop independent, life-long learners was, as ever, at the heart of teaching. The OneSchool values of Respect, Responsibility, Care and Compassion, Commitment and Integrity helped us to guide students through uncertain times. It seems not so long ago that we were writing about Canvas and Zoom being brand new. Now, they are old hat and time has proven that we can very effectively support all of the students to achieve their best via these platforms. After Remote Learning Programs, I think we can add parents to our list of expert users!



Unfortunately, many extracurricular activities were affected by Covid. However, we were lucky that we were able to run the end of Term 1 Multicultural Day. The food was outstanding and it was a real team effort to get make this event so successful. I, for one, did my best to sample a bit of everything, but had to admit defeat. We raised a large sum of money for the RCH appeal, which was very well attended. To add to our total, students ran BBQ's at the community



businesses. This proved to be a valuable lesson in planning and organisation and I would like to thank the businesses for allowing us to run these fundraisers. Another highlight of the year was our Pizza challenge. Students had to design and make a Pizza, with points being awarded for use of mystery ingredients such as Chicken Crimpys or Licorice. Judge Kelly was staggered by the quality and creativity, however, he has not been able to face pizza since!

After years of planning, work commenced on building upgrades. Over the Christmas break, the Primary area was gutted and rebuilt. This space will become the new Administration area, Primary Classroom and an Art/Science room. As I write, we are only weeks away from having access.

The project will then move on to the Learning Centre redevelopment. A determination to provide the best possible facilities for the students here has really driven this work. It is a great investment in their future. So much work has gone on behind the scenes, again I can only thank those involved. So much of school life depends on volunteers and we were fortunate to have a great crew who were willing to help out when needed.

We farewelled three staff members, Miss Liz Jacobs, Mrs Carolyn Brooks and Mrs Val Patten. We thank all for their input during their time at school and wish them all the best for their future. Our two new teachers, Mr. Burn and Mr. Kelly, were both fantastic additions and quickly fitted in.

Staffing is a constantly changing landscape, we are lucky that the team here are always willing to go above and beyond.

There is much to look forward to at Nathalia. While the physical works will add much to the school, the long term benefit will be in providing quality education to our wonderful students. We look forward to less or no RLP, more excursions and interactions. We look forward to special events, food and off site visitors. But mostly we look forward to making the most of this year and of being the best we can. Best wishes from all at Nathalia,

- Mr Greg Mullins

Swan Hill Campus Report

As I was looking back on the 2020 report to guide my writing about 2021, I couldn't help but sense that everyone thought we would be done with Covid interruptions, and anticipated that 2021 would be a 'less interrupted, more normal' kind of year. How wrong we were. It was probably lucky we didn't have a crystal ball though, because we certainly took a few knocks. But we got back up again, and again and again. We did it for ourselves and we did it for others, because that's the kind of school that we are.

So 2021 was once again underpinned with ever-changing situations. 'Adaptable', 'unpredictable' and 'resourceful' are words that seemed to fill every conversation, and to colour every action. Resilience was another word that was used a lot and we saw many examples of this throughout the entire year.

The resilience and cooperativeness displayed by the students, staff and families when we were living in constant uncertainty was undoubtedly the shining light of 2021.

Whenever someone was struggling, there were people close-by who were willing to help. When someone didn't know what to do, there was always someone else who would kindly show or share their way of doing things. Whilst it often felt like we were isolated from others, there were caring ways in which we felt the support and kindness of others. And then there were the times when we were the ones who could and did, extend the hand of kindness and encouragement. That's another shining light from 2021. Seeing this increasing sense of working together to help each other learn; help each other to grow, even when we weren't able to physically be together.

Thankfully, there were days when Covid didn't stop us from enjoying some annual highlights.

The Athletics Day at the State Athletics Centre was one such day for staff and students alike. For the Year 3s, Ms Wang and myself, this was our first introduction to such a grand spectacle. We were all amazed by the talent of the students, the organisation of the day and the dedication shown by all to make it such a successful day. It felt like the whole stadium was cheering. Jed on to break the Boys Under-18 High Jump Record. Zara Sellars and Damon Joyce did a great job to win Age Group Champion. We are all certainly hoping this event can happen in 2022.

The Cross Campus Sports Day in Bendigo was another wonderful event, the primary students enjoyed their excursion to Kyabram Fauna Park and the Year 12s had an eventful obstacle courses day in Melbourne.



But our successes and highlights were not all sporting. Ketsia Sellars achieved an outstanding result with Top of Year 12 Further Math for One School VIC, and how good are our debating teams?! Belleau Perryman, Juanita Dowell and Maddison Joyce represented our Swan Hill campus along with teammates from other Victorian campuses. Their hard-work and enthusiasm, their style and persistence, their dedication and practice were well rewarded. It was such a delight to see Victoria win 3 out of the 4 national debates, especially when Victoria was the state most impacted by remote studying. These students and all others would, I know, extend much appreciation to their teachers too, who fostered and supported them every step of the way.

After Lea Andrews' resignation, the Swan Hill Campus was well supported by Mr Manicom, who stepped up as Campus

Principal across two campuses. I am particularly grateful that he then was able to provide a mentoring role to me, as I took on this rather daunting leadership role.

And yes it was daunting at times, but also delightfully surprising too. What amazed me most during this short time was how extremely supportive parents, students and staff were. Maybe I shouldn't have been so surprised, but it was genuinely uplifting to see some students readily accept new challenges. And to see staff members and parents go out of their way to make my load just a little lighter. I need to thank each student, staff member and parent who did this on many occasions. I am truly thankful for the chance that I was given and the support that I received.

I am very certain all students, staff and community members were excited to hear about the signing of new campus principal Francois DeKoker. We know the Swan Hill campus is going to continue to flourish as Mr DeKoker and his dedicated staff, will urge students to be curious, be adventurous, be open-minded and always be ready to learn. Our students will be given every opportunity to persevere and achieve, and to develop the rewarding attributes of being lifelong learners.

- Mrs Annalie Gilmour



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 557 students across 7 campuses in Victoria which are located in Bairnsdale, Bendigo, Berwick, Hamilton, Melton, Nathalia and Swan Hill.

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

School Ethos

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

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

Values Statement



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



Responsibility
for our actions, progress and
the environment;



Care & Compassion
kindness, consideration and
generosity to all;



Commitment
to self-discipline and the
pursuit of excellence



Respect
for all people, property,
opinions and authority;

Learning to Learn Statement

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

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

OneSchool Graduate Attributes

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

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

Administration

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

- The Principal of the School is Mr Anton Voss.
- The Regional Principal of the school is Mr Simon Beaumont.
- The COO of OSG VIC is Mr Mark McAlpin.

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

Curriculum Information



Primary Curriculum 2021

OneSchool Global delivers a quality curriculum and produces documentation which is based on the Australian Curriculum. The ideal of 'Learning to Learn' guides our teaching and learning program. Students are encouraged to become open thinkers with the Cultures of Thinking within the classroom setting and throughout their daily interactions with the world. During 2021, the primary further consolidated our move to more of an Inquiry-Based Learning approach, which is an approach to learning that emphasises the student's role in the learning process, which we began in 2019.

Years 3-6

In yet another year disrupted due to numerous lockdowns, the primary students, families and staff are to be commended on their attitude to learning albeit at home more often than at school, throughout our Remote Learning Program. Primary students are becoming more versed and experienced with Canvas and Zoom, setting them up well as they enter their years of education in secondary school.

Carol Meekin has been appointed the role of the Primary STEM HOD and is working to develop curriculum and assessments which engage our youngest students whilst including strands from four different learning areas: Science, Technology, Engineering and Mathematics. This is an area in which the Australian Curriculum is continuously advancing to keep up with the everyday changes in our world and help to develop our students' ability to be problem solvers.

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.

With our Inquiry-Based Learning approach we had numerous key focuses throughout the year: "What Withstands the Test of Time?" where students looked at zoos and how animals have stood the test of time, they also looked at explorers and navigation in the early days; "How can I be a responsible Citizen?" allowed students to explore what makes a responsible citizen and they worked on a stop motion video to share with their classmates around Victoria, presenting a new law; "What is the Impact of Our Choices?" allowed students to survey potential clients and make a recycled project that benefited the school in some way. Lots of creative ideas around the state! Our approach in Inquiry-Based learning is continuing to develop as all staff are currently partaking in the Teacher Academy course 'Approaches to Interdisciplinary Design' and sharing units of work around Australia.

Key Learning Areas 3-6

- English
- Mathematics
- HASS (History and Social Sciences)
- Technology (STEM: Science, Technology, Engineering, Mathematics)
- Health and Physical Activity
- Languages
- Art/Design/Music

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 2021 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.</p> <p>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.</p> <p>Students create a range of imaginative, informative and persuasive types of texts such as 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.

At this year level:

Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes

Fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data

Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns

Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different 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 describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables

problem-solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

HASS	The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted. 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 Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe. 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.
History	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	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.
Geography		
Civics and Citizenship		
Economics		
Physical, Personal & Social Learning	Health Interpersonal Development Physical Education 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. Personal Learning gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making	Health Interpersonal Development Physical Education refines fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. Personal Learning helps students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.
Discipline Based Learning	The Arts Visual LOTE/Cultural Studies Food Tech	The Arts Visual LOTE/Cultural Studies Food Tech
Interdisciplinary Learning	Communication Design, Creativity and Technology Information and Communication Technology Thinking Processes Digital Technologies	Communication Design, Creativity and Technology Information and Communication Technology Thinking Processes Digital Technologies

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

Time Allocations

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

Secondary Curriculum 2021

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

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

In 2021, inroads towards the development of a National Curriculum within our National OSG framework were being developed in key areas like Mathematics, Science and English. Extensive work to sequence curriculum across all states has been undertaken and a genuine framework developed at Years 7/8 in Mathematics and Science. This enabled our most experienced teachers to contribute to the development of these areas for improved teaching/learning outcomes for our students Nationally, our Victorian Heads of Department in these areas worked alongside National Heads of Department (NHODS) appointed to support growth in this area.



At Years 11 and 12, most students undertake a full VCE program with the addition of VET Business units. A work-ready program for those students unable to access the mainstream VCE was also made available to students who qualified. This was well received and enabled them to attend a workplace one day a week while focusing on Literacy and Numeracy courses developed specifically for their needs.

2021 saw the consolidation of Zoom technology as our virtual teaching platform in conjunction with the use of Canvas—our Learning Management System (LMS). This ensured quality delivery of subjects was made available to

all our seven campuses across the whole of Victoria, and ensured we were able to continue to deliver our programs seamlessly in what turned out to be another Covid-impacted year.

As Covid continued to impact our operations on a face-to-face basis, our students continued to achieve amazing results and our teachers found creative ways to keep the 'classroom' alive and current. In a sense, our classrooms moved from the campus to the home—but in effect it was actually 'business as usual' for most of our staff and students. In analysing the end of year exam and subject grade results for Years 7-10, there was no significant difference between results achieved in those classes taught face-to-face (F2F) and those taught using Zoom. We can pull our resources and talent pool to ensure we put our best people in front of all of our students.

In 2021, our staff and students built on their understanding, application and use of Canvas as our key Learning Management System (LMS) to access class content,

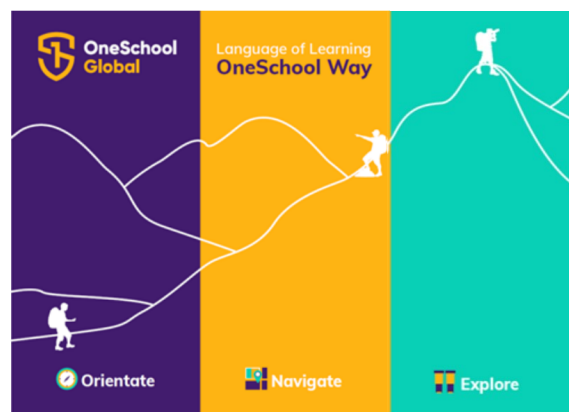
resources and assessments. This year, the functionality of much of the software and the set-up of Assignments was streamlined to enhance user access and confidence. Our teaching staff continued to use the 'Speed grader' feature for all assessment and reporting feedback to students, and families and so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

In yet another Covid affected year, our Teaching and Learning programs were enhanced further by the introduction of Dyknow, an online monitoring system to support authentication of student work, and Turnitin, a program embedded as part of the LMS to ensure student work is their own. Panopto enables staff and students to record and upload work that is both authentic and accessible by a variety of student abilities. Trials in the use of Canva had also been added to Canvas pages and this enhances the way students can present their work.

Our improved course template system incorporating a system of 'Blueprints' across all subject areas supported our goal towards a consistent approach in course and content delivery, in assessment and in reporting. This has helped provide a more professional 'look' to our LMS and to cement our goal and vision of truly being one school.

In 2021, trials in the use of and implementation of the new CIDI Labs software commenced as a means to enhance the functionality and appearance of Canvas. The new look courses will further support a Global application with a much simpler and user-friendly program. More importantly, the new applications provide for more seamless application of our school's pedagogy, where the learning continuum is regularly reviewed and our students are encouraged to be independent and self-directed; our teachers are facilitators in the learning process and we differentiate between The Study, The Lesson, and The Assignment.

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



And we continue to look for ways we can 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.

In 2021, we were able to consolidate and apply two Nationally written courses in the areas of Mathematics and Science. Staff have been involved in the development of National Courses managed by National Heads of Department. Grand plans for interstate travel to provide course review was once again impacted due to ongoing implications with Covid, so staff were made available to develop courses and plan these via Zoom in their respective faculty areas. While challenging given the variety of time zones, these sessions proved extremely practical and useful.

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

At OneSchool 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 2021, as we continued to focus on data acquisition and improved VCE results, formal mid-year exams were re-introduced at VCE through to Year 12. VCE teams were able to moderate and give students feedback specific to an exam situation. Diagnostic tools continue to be used to help us better understand our learners. MAP testing three times a year, continues to be an integral part of our program. Students are being tested using an online platform in Literacy and Numeracy (Language, Reading and Mathematics). Data collated from the extensive reports generate much discussion and conversation between staff and students. This data is used to inform our programs and the future direction of our curriculum. Despite Covid and school lock downs, our staff and students met all obligations in relation to MAP testing, and were having Learning Conversations about the data together, making decisions about areas requiring attention and how student growth and strengths can be used advantageously. The key focus for all students undertaking MAP tests is the 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 data set from which we draw. Ordinarily, the results of these assessments are compiled and analysed by each campus as well as the whole school. This also allows us to review our programs each year and to identify individual students that may benefit from more personalised learning support or extension. At both Year 7 and Year 9, several of our students were recognised for academic growth surpassing more than the expected 2 years of growth.

In 2021, all our campuses successfully completed the NAPLAN online trials including the Technical Readiness tests successfully, and attended training in understanding how to run these tests online in 2022.

All our students can also participate in several external subject specific competitions including National Mathematics, Science and Geography. Subject-specific data from these results is also used to further inform the development and the direction of our specific programs. Most competitions were run in 2021 using an online platform. Competitions in Numeracy and Literacy are also managed 'in-house' amongst students at OSG nationally. In 2021, our students participated in a national Debating Competition managed by the English teams nationally. The competition was held via Zoom and finals were open to families who also logged in via Zoom. Our Victorian students were well represented across all age levels and in the finals and were victorious in many of these. Similarly, in-house Mathematics problem solving competitions are run showcasing the accuracy, speed and mathematical acumen by students across all year levels in Secondary.



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) VCE Business Units 1/2 (Yr 10)	2+1*
Health/Phys Ed (Yr 9 ONLY)	1
Technology/STEM	3
Art & Illustrative Design	2
Sport	2
Assembly/Pastoral Care Period	1*
Total Periods Allocation	= 30

* = Number of periods dedicated to SDL = 6

YEAR 11

Subject	Pds / Wk
VCE English 1 / 2	3+2*
Workplace English	3+2*
Studies of Mathematics	3+2*
VCE General Maths 1/2 OR VCE Maths Methods 1/2 OR VCE Foundation Maths 1/2	
Studies of Business	3 + 2*
VCE VET Business 3/4 AND VET Business Cert III	
Students also study 2 of:	2 x (3+2*)
VCE Economics 1/2 VCE Legal Studies 1/2 VCE Prod Design & Tech 1/2 VCE Food And Tech 1/2 VCE Geography 1/2 VCE History 1/2 VCE Physics 1/2 VCE Vis Comm & Design 1/2	
Sport	2
Assembly/Pastoral Care Period	1
Work placement (part of a SBA)	5 days per Semester + holidays
Total Periods Allocation	= 30

YEAR 12

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

Student Support 2021

OneSchool Global continues to value the education of all our students and is inclusive of all abilities. 2021 saw a name change in the department from Learning Support to Student Support to help encompass the wide range of student needs that we cater for. We are continuing to utilise Sentral as a platform to store our learning plans for students that require them. Staff can contribute to them collaboratively, refer to them at any time and adjust accordingly. We can now publish these plans to the parent portal which enables parents to view the plan at any time.

We have been pushing hard to ensure that all our students experience success. This can be in a variety of forms such as: leadership roles, classroom responsibilities, highlighting personal academic growth or the increased use of assistive technologies. The increased use of assistive technologies for course content and exams has been a welcome addition and our students have benefited from it. The ability to use dictate in word, immersive reader in Canvas, Helperbird extension in Chrome and the read aloud function in Word has enabled all our learners, and especially our auditory learners, to access the curriculum in a way that suits their learning style.

As Covid once again sent us home to remote learning our students didn't miss a beat and neither did our aides in picking up where they had left off last time. They were there in Zoom classes, breakout rooms and even running extra support sessions under the supervision of teachers.

As the effects of Covid started to impact our students, New South Wales opened access to the Resilience Centre. The Resilience Centre allows our students to access provisionally registered psychologist to help them navigate any issues they may be facing. This has proven to be beneficial to our students that needed that bit of extra emotional or wellbeing support.

The Student Support staff have continued with their professional development program in 2021, which has seen sessions twice termly, covering a variety of topics to help them support and gain a better understanding of the challenges our students face with learning disabilities and difficulties.

We also purchased some specialised equipment for our students with disabilities. This included a disability three-wheeled bike for Melton, height adjustable table and adjustable chair. These are vital for our students to make sure that they are keeping active and have the right equipment to get the best out of them.

As the Student Support Manager, I wish to thank our excellent team of Student Support staff, as well as the teachers, but also the parents. In 2021 they once again became de facto learning support aides for several weeks while the Covid-19 lockdown forced us to learn remotely from homes. I am proud of the work the team have done in 2021 and look forward to an even stronger year in 2022.

- Mrs Louise Goette

Student Attendance at School

STATE	T1 % Attendance	T2 % Attendance	T3 % Attendance	T4 % Attendance	No. Students	Overall % Attendance
NSW	95.05	94.12	97.2	94.8	1057	95.16
QLD	95.2	92.06	95.21	94.43	282	94.11
SA	96.95	93.77	97.42	95.49	85	95.84
TAS	96.93	93.52	94.63	96.76	117	95.27
VIC	95.95	95.45	97.3	96.5	558	96.19
WA	96.76	94.94	95.62	97.02	250	95.96



Business Education Program



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

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

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



WHS Report



During 2021 OneSchool Global VIC made significant improvements to the work health and safety management system with assistance from Qual-Safe and the OneSchool Global (Sydney) Executive Assistant, Yohani Simpkin.

Each Campus was provided with training sessions to introduce and manage the WHS Dashboard and accompanying webforms and Smartsheets.

A Risk Management Platform (CGR) was also established during the latter part of 2020 and zoom session were held during 2021 with the OneSchool Global Risk Manager (Sunita Singh) and Heads of Campus.

Campus audits for compliance to the ISO 45001 OH&S Global Standard were undertaken on site at all campuses during 2021. Identified action items resulting from the audits were addressed and certificates of compliance to the ISO 45001 Standard were issued to each campus.

Annual surveillance audits will be conducted from 2022 onwards to ensure each campus is maintaining the WHS Dashboard system, and that there is evidence of improving health and safety within the school environment.

- David Martin

Qual-Safe Management Systems

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

28/02/2022



Meetings



CA/HOC Meetings

These meetings occur four times per year and are an excellent way for the combined CA/HOC 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 2021 these meetings focused on improving the learning experience for students in Zoom classes in particular. 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.

HOC Team Meetings

The HOC team met every two weeks in 2021 via Zoom at 7.30am on Fridays, 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 HOC 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 2021 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.

COVID-19 Planning Meetings

Throughout 2021, the School conducted a range of COVID-19 Planning Meetings, coinciding with each of the lockdowns in Victoria. These meetings allowed the school to continue student learning seamlessly using the combination of Zoom and Canvas. Results data indicates that this process was successful and our students were able to continue to succeed academically throughout the school year.

Professional Learning



One School Global VIC is committed to providing all staff members with access to high quality professional learning that focuses on making positive changes to the classroom for our students and their learning. 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 in 2021 - albeit virtually as restrictions to travel impacted some programs. VCE staff were encouraged to attend all VCAA Professional Training opportunities to help support their understanding of Statistical Moderation, and any new impending Study Designs, the new-look GAT and the transitioning of the VCAL program.

VET staff attended their mandatory industry accreditations—to help them continue to deliver their VET courses using the most up to date practices. Most staff also completed First Aid and all Mandatory Reporting requirements virtually. New initiatives and roll out of these were conducted during National Assemblies alongside where guest speakers were invited to address the staff.

We are all looking forward to returning to on-site, F2F professional learning opportunities in 2022.

Our staff also continued to attend subject-based programs presented by Faculty associations, Independent Schools Victoria and other external providers.

These programs included, but were not limited to:

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

Financial Summary



Consolidated school income:

1. Commonwealth & State Grants	49%
2. School Fees & Private Income	44%
3. Commonwealth Capital Grants	0%
4. Private Capital Income	7%
	100%



■ 1 ■ 2 ■ 3 ■ 4

Consolidated school expenditure:

1. Teaching & Administration Expenses	13%
2. Buildings & Grounds	5%
3. Depreciation & Other Expenses	10%
4. Capital Expenditure	19%
5. Salary Related Expenses	52%
	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 – 2021 provided additional challenges following on from 2020. The GAT exam was rescheduled three times due to lockdown constraints and disruptions. Final exams were conducted with all students applying for CED – consideration of educational disadvantage based on the Covid-19 disruptions. Despite this, our VCE results equaled the best ever for the school. Our overall results have elevated the school to 84th from 516 school in the 'Better Education' rankings.

Some of the key highlights include:

- Mission 33 goal – we achieved an average study score of 31.96 (up from 30.74 in 2020)
- Dux of school was from Bairnsdale campus (Liam Chippindall 98.85 – best ever score)
- 100% of Year 12s successfully who were eligible completed both VCE and VET Business
- 9 of our students scored ATAR of 90+ (up from 2 in 2020)
- 2 students scored 'Perfect Scores' of 50 – Liam Chippindall – Geography and Matilda King (Yr 11) VET Business
- OSG VIC average ATAR score was 69.82 (Up from 66.05) – State mean 69.26
- 11% of individual SAC scores were A+ (Up from 5.4%)
- 11.2 % of study scores above 40+ (Up from 5.4%)



VCE Results

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

In summary, our results were better than last year in almost every subject. The students who graduated Year 12 this year have experienced two years of Covid-affected learning and, given that, the results achieved are outstanding. As can be seen from the table above we have dramatically improved the school's Year 12 results and everyone involved should be extremely proud. We must acknowledge the hard work and dedication of our teachers, administration and student support staff as well as each and every one of our students who completed Year 12 subjects in 2021. Thank you also to our parents who for much of 2021 once again helped their students learn from home during periods of remote learning. We would also like to thank Mrs Mary Baxter for all her work as Director of Studies in driving the VCE teachers and students to achieve such excellent results this year.

NAPLAN Results Data

In 2021, 51 students at Year 3, 46 students at Year 5, 58 students at Year 7 and 61 students at Year 9 completed all 5 NAPLAN tests. For the first time, NAPLAN scores were represented in 2021 as individual campus data - so data for our whole cohort was not available.

Year 3

Students in Year 3 were well prepared to sit their first ever NAPLAN test. There was a variety of results with students excelling above the state average in most areas. Our Writing and Punctuation results were strong. Reading results were wide-ranging with some students surpassing and others below the state average. We need to continue to develop our work with Spelling as these results were lower than the state average.

Year 5

Students in Year 5 had a variety of favorable results across the five subject areas in comparison to the state average. In both Reading and Spelling there was a wide range from our lowest students to our highest, showing there is still some work that needs to be done in these areas to 'bump up' our bottom percentile of students. Numeracy was a strong area in the Year 5 cohort.

Year 7

Apart from 2 students statewide, 100% of the Year 7 group in 2021 performed above the National Standard across all 5 areas tested. Several students achieved results well above expected growth since last being tested when in Year 5. The girls continue to outperform the boys in the Secondary in all areas including projected growth and expected growth. Areas of strength are clearly in Numeracy, Reading and Spelling with some work with Grammar and punctuation - particularly with the boys.

Year 9

Almost 100% of students across all 7 Campuses tested above the National Minimum Standard in all 5 areas tested and less than 5% are testing at or below standard with Spelling and Writing proving of greatest concern with a couple of the boys.

Overall, all our students excelled and performed exceptionally well given the hiatus of 12 months and of almost 2 years in lockdown.

School Surveys



The staff survey 2021 was completed as follows:

Student Survey Results

Points to consider based on the Student survey data:

1. We need to relaunch the learning pit concept / diagram / explanation with primary students
2. 28% of primary students say their laptops are not working well – issue?
3. 41% of secondary students don't feel there is someone at school they trust to speak to when they are feeling unhappy or anxious
4. 47% of students would like more opportunities to provide feedback about schooling to help learning
5. 52% of students don't understand why they have been given a House point
6. 48% of students feel their efforts are not well recognised
7. 48% of students are concerned about how much their teachers talk in class – note: there is no clarification of whether they feel they talk too much or too little
8. 83% of secondary students say the language of learning is not used well
9. 52% say tutorials are not readily available to them during study – do they know what that means?

Staff Survey Results

Points to consider based on the Staff survey data:

1. Staff feel they are unable to engage with what is happening at global level in the area of technology
2. 44% of staff feel they have not got enough energy at the end of the day for other activities
3. 36% of staff say they have not reflected upon their practice effectively

Parent Survey Results

Points to consider based on the Parent survey data:

1. Our parents are generally happy with the points raised in the survey
2. The majority of survey questions elicited a response of 4+ on the 5 point scale
3. 85% of our parents indicated the school provided a happy/safe environment despite the challenges of Covid-19 lockdowns and closures

Staff List 2021



F = Full time, P = Part time

Victorian Management Team

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

Bairnsdale Campus

Andy Manicom HOC	F	B Ed Hons
Jess Bryan	P	B App Sci, Grad Dip Jnr Sci
Diana Grumley	F	Secretarial/Administration
Dawn Jeffries	F	Prof. Grad Cert Ed, Post Grad Cert Maths Ed, B Eng
Leonie Jones	P	Integration Aide
Jobi Laybourne	P	Grad Dip Ed Sec, B A, Dip Vis Arts.
Juanita Mauger	P	Office Assistant
Jayne Manicom	P	Integration Aide
Maureen McLeish	P	Integration Aide
Susan Morton	P	Integration Aide
Cassandra Schmidt	P	Integration Aide
Sharryn Shiers	P	Integration Aide
Kerryn Tucker	F	Dip Teaching (Primary), B Ed, Post Grad Dip Ed Studies, M Ed Advanced Teaching (in progress)
Ken Raikes	P	Campus Administrator

Bendigo Campus

Amanda Moran HOC	P	BA Soc Sci Latrobe, Dip Ed
Carlee Frankel	F	B Ed
Michael Grant	F	B Sci Dip Teaching
Debra Hansen	F	Administration
Katina Hawken	F	B Ed Primary, Cert II First Aid+CPR
Nadia Kemp	F	B Ed Prim & Sec, Cert II First Aid+CPR
Michelle O'Mahoney	P	Integration Aide
Santina Panzera	P	Grad Dip Ed, Applied Science, post Grad-TESOL
Emma Rice	P	Dip Sec Ed, BA, Cert IV WTA
Jeff Weeks	P	Campus Administrator

Berwick Campus

Brandon Fuga HOC	F	B Arts, Dip Ed
Jess Allison (Nee Brito)	F	B.Ed Primary
Brendan Cian	F	B Arts, Dip Ed
Melanie Clarke	F	B Teach (Sec), B App Sci (Human Movement), Cert IV Training & Assessment
Bobbi-Jane Constable	F	Integration Aide
Jenny Dean	F	Integration Aide
Kathleen Dullabh	F	Dip Teach, B Ed, Grad Dip Ed, Post Grad Dip Ed, M Ed
Veer Fowdar	F	B Com, Dip Ed, Cert IV WTA
Heather Grace	F	Administration
Kevin Hoare	P	B A, Dip Ed
Stephanie Jansz	F	Dip of Early C'hood Serv, B Early C'hood Ed
Sue Komac	F	Campus Secretary
Hannah Lee	F	B Industrial Design Hons, M Teaching, M Ed
Cheryl Rule	P	B Ed
Tonia Soares-Routley	P	B.A M.A
Jonathan Terrington	F	B Ed,Sec/Arts
Pauline Wakefield	P	Integration Aide
Grace Yang	F	B Biomedicine, M Teaching (Sec) (in progress)
Lu Yang	F	B Com Acc & Fin, M Teaching (Sec)
Barry Voss	P	Campus Administrator

Hamilton Campus

Francois de Koker HOC	F	B Com, Dip Ed (Hons)
Sestina Chambers	P	B Ed, Dip Ed, Cert IV WTA
Karen Finch Huf	F	B Ed, Dip Fitness
Fiona Harmer	F	BA, Grad Dip Ed
Julie Jarrad	F	B Ed, Dip Ed
Donna Mirtschin	F	B.A B Ed
Nigel O'Reilly	F	B App Sc, Grad Dip Soc Sc, Grad Dip Ed
Joanne Rentsch	F	Integration Aide
Kellie White	F	Administration
Warren Grace	P	Campus Administrator

Melton Campus

Andrew Taylor HOC	F	B Forensic Science (Hons), Grad Dip Ed
Jennifer Trodden HOC	F	M Ed, B App Science & Human Movement, B Teach (Sec)), Prof Hons Ed
Smitha Ajay	F	M Sc, B Ed
Caroline Anson	F	Integration Aide
Melanie Bailey	P	B A (V C), Grad Dip Ed
Ling Billett	P	B A, Dip Ed, Cert IV WTA
Diane Baldacchino	F	Integration Aide
Melanie Booth	F	Administration
Nathan Bricknell	F	B App Sci, Cert IV WTA
Andrea Cimorelli	F	Integration Aide
Eloise Crick	F	Administration/ Level 3 First Aid Officer
Cassandra Ellis	F	B A, B Ed
Tafadzwa Gwamba	P	Cert Ed, Languages, BA (Hons) French & Portuguese
Laura Hewish	F	Administration
Alison Jackel	P	B A - Urban Studies, Dip Ed
Jordan Leybourne	F	BA Hons Adult Nursing (2:1), PGCE Primary
Faith MacGregor	F	B Exercise Science , B Teach
Rebecca Maclatchy	F	B Fine Art, M Ed
Gill McMillan	F	Integration Aide
Carol Meekin	F	B Sci Dip Ed
Geetha Nair	F	B A, M A, M Phil, B Ed
Candice Nassim	F	Dip Ed (Prim), B Early Childhood Studies, Dip Children's Services

Simran Pangly	F	B Psych, B Ed (P-12)
Shane Price	F	B Social Sciences (Geography), Grad Dip Teaching (Primary)
Vanessa Rowland	P	Integration Aide
Owen Scannell	F	BCom (Accounting/Finance), BSc (Mathematical Modelling), MTeach (Secondary), Dip Financial Serv
Chrisella Sentana	F	B Arts, M Teach (Secondary)
Azadeh Shamee	F	Cert III Ed Support
Yogeen Sharma	F	B Ed
Natalie Shephard	F	B A Hons PGCE
Rachelle Simpson	F	M Teach, PhD Philosophy & Applied Economics, M Business/Marketing
Ria Sluice	F	B Ed, M Special Ed
Andi Smith	F	Integration Aide
Kelly Strover	P	BA Hons, Post Grad Cert Ed
Suzi Sulaiman	F	Integration Aide
Douglas Takano	F	CLAD, M Bus Concentration in Marketing, B Arts in History
Payal Tangri	F	B Ed, Post Grad Cert Maths/Ed, Business Management
Pinar Teker	F	Integration Aide
Eddy Wu	F	B Com, Grad Dip Ed, Cert. IV WTA, CPA
Tony Allpress	P	Campus Administrator
Leigh McAlpin	P	Campus Administrator

Nathalia Campus

Greg Mullins HOC	F	B Ed Env Sci
Carolyn Brooks	F	B Ed Primary
Darren Burn	F	B Ed
Tayla Guy	P	Teacher Aide
Caroline Hewes	F	B Ed Primary
Lizelle Jacobs	F	Administration
Nathanael Kelly	F	B.A., M Teaching (Secondary)
Harvey Seeley	P	Campus Administrator

Swan Hill Campus

Lea Andrews HOC	P	B Ed, B Teach
Greg Bostock	F	B Ed, Maths/Physics
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	Campus Secretary
Nadene Simpson	F	Student Support
Annie Wang	F	M Teaching, B Ed Science
Simone Wren	F	Dip Primary Teach
Greg McCalman	P	Campus Administrator



PO Box 224
775 High Street Melton VIC 3337
Ph: (03) 8199 8277

admin.vic@au.oneschoolglobal.com
www.oneschoolglobal.com