



OneSchool
Global



OneSchool **Annual Report** **2020**

Victoria

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The year has been a challenging one on a number of fronts but, working together, we have continued to provide quality education for your children...

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Messages From Key School Bodies



Mr Anton Voss

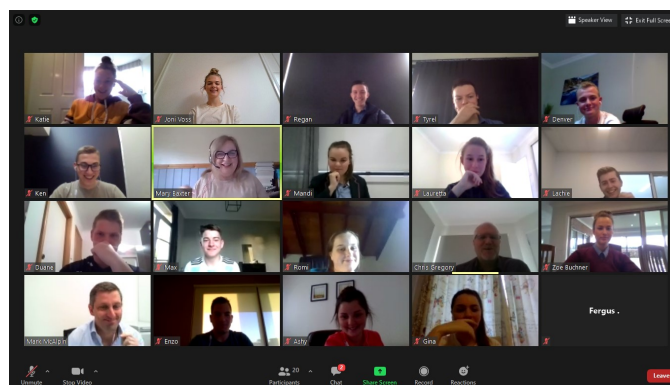
Community Principal

2020 was a year when I think everybody would have to say we learned things that we may never have learned, had the COVID 19 worldwide pandemic not have eventuated. It is testament that in life, learning never stops.

For OneSchool Global VIC, 2020 was a challenging but successful year. The bulk of the school year was completed with students and staff at home and, as many experienced, our parents shouldering a significant load during this time, mentoring and supporting students from all ages. Without this dedicated support, our students would not have achieved at the level they did.

Zoom teaching for OneSchool Global was not new, being our primary method of lesson delivery between our 7 campuses – this gave us a significant head-start over many other schools. Our students have been learning remotely for several years, however it certainly was a new experience for our primary students and staff who implemented a remarkable remote learning program in a very short space of time, having much of the remote learning infrastructure already in place.

As part of our collaboration program for our VCE students, we paired up with the students from OneSchool Global Argentina, who were also experiencing an extended period of lockdown in that



region. This was an incredible experience for students from both countries, who were given an assignment to create a remote Talent Quest which was given the name Border Breaker – clearly showing that distance, time zones and different languages are certainly not a roadblock to our students using modern technology. Students separated into entries and each was given the task of producing a fun, interesting video that showcased a specific talent chosen by the students. The winners of the Talent Quest were from Argentina and created an amazing musical video that clearly showed some remarkable talent. Well done Argie students!!

Our results for 2020 were very pleasing considering the constraints and environment our students were in. Whilst we didn't quite achieve our 33 ATAR average driven by our Focus 33 program,

our middle achievement band of students increased significantly, which was very encouraging as these form a large percentage of the overall student number.

The school continues to focus on Reading, Writing and Mathematics as our focus achievement areas, with a goal once again of achieving an ATAR average of 33 in 2021. Our online learning program has been significantly boosted through the learnings of 2020 and we are looking forward to growth from our students as a result.

I would like to take this opportunity to extend a heartfelt thank you and well done to our parents, our staff, the leadership team and, of course, our students for giving it our best in 2020. We are in a much stronger space now to face whatever 2021 has in store for us.



Mr Simon Beaumont

Regional Principal



The 2020 school year was the most challenging year most of us have experienced in our lifetime.

As we commenced 2020, we launched the amazing new campus at Melton where students from our former Melbourne and Melton campuses came together as one. The new campus was a huge success and was built to foster self-directed learning at all year levels. As Regional Principal, I was incredibly proud of the way the community, staff and students came together to launch such a high-quality educational setting. It was amazing to see the fleet of new buses bring the students to school from day one and we all looked forward to a fantastic school year.

Sadly, the Covid-19 virus took hold of the world and we were forced to endure a year like no other. As a school that works together in a truly aligned way across all campuses, it was devastating to have to

close campuses and have students from all parts of Victoria learn from home. Over the course of the remainder of 2020, our students, staff, parents and volunteers combined brilliantly to help our students continue to learn, regardless of age or location. Our teachers taught remotely using Canvas and Zoom. Our students learned remotely and coped well with the limited movement in their local area during what was to become known as 'ISO' during the lockdown periods in Victoria. Our mums became learning support staff overnight and did a wonderful job helping students learn.

Throughout the year it was necessary for us to cancel many usual school events and excursions, but there was a wonderful school spirit that kicked in and helped our students stay positive and continue their learning over the course of the year.

We ran school assemblies, physical

education classes, cooking classes, and all sorts of fun activities to try and keep the students positive. The primary reading corner was a highlight every week. The Argentina experience helped



provide some positivity and the various challenges such as the 'Cup cake' competition helped make school fun despite being done from home. In 2020, Mr Anton Voss (Community Principal) and Mr Mark McAlpin (VIC COO) continued in their roles leading the VMT with myself as Regional Principal. Mrs Mary Baxter continued in her role as Director of Studies and we welcomed two new members to the team: Mrs Louise Goette (Learning Support Manager) and Miss Katina Hawken (Primary Coordinator) came on board and began their leadership careers as former classroom teachers from within the OSG system.

Our support team of Melissa Wright (Administration Manager), Marcella Blake (OSG EA), Shane Johnston (HR Senior Business Partner) and Ammar Khan (IT Manager) all worked well together to help keep the state running despite the Covid challenges.

As always, we ran final exams and collated student data following the end of the formal school year when, thankfully, we were able to return to campuses early in term four. I am very pleased, and proud, to advise that once again our student results have been excellent. In fact, 2020 once again showed no difference in overall results

between face-to-face classes and those taught by Zoom, which was very pleasing and showed our students and teachers were able to continue working well throughout the year.

Our MAP data also indicated a very strong performance from Victorian students and our 'Focus 33' campaign helped inspire all our secondary students to improve their academic performance. The result was possibly our best ever year of results in Years 7-11. Our Year 12 results were also impressive given the disruption caused by the Covid-19 lockdown and the subsequent periods of 'remote learning' when our campuses were closed. Whilst the Year 12 results did not quite achieve our goal of 'Focus 33' we did manage to obtain an overall average study score of 31 – a great achievement.

Other Year 12 result highlights included:

- DUX 2020 – Sophie Arkcoll – ATAR of 94.2 (Hamilton Campus)
- 100% of Year 12 students completed their VCE & VET qualifications
- 21% of students scored above 80 which puts them in the top 20% of the state
- 47% of students scored above 70 which puts them in the top 30% of the state
- VCE VET Business achieved an overall average study score of 35.88, up from 34.08 in 2019
- History Revolutions achieved an overall average study score of 35



Our strong relationship with both Independent Schools Victoria (ISV) and the Victorian Registration and Qualifications Authority (VRQA)



"I am absolutely proud of everyone for the way we all worked together to continue learning in the face of the obvious challenges."

SIMON
BEAUMONT

continued in 2020 and we look forward to welcoming the new VRQA CEO in 2021 after the resignation of Lynne Glover who worked closely with us for a number of years.

Mr McAlpin and I continued working as members of the National Leadership Team to represent Australia in the OneSchool Global system of schools and we are very much appreciative of the support the NLT and OSG provide for our students, teachers and families.

As we look back over what was achieved in 2020, I am absolutely proud of everyone for the way we all worked

together to continue learning in the face of the obvious challenges that were thrown at us all.

Finally, I would like to once again thank the students, parents, teachers and community volunteers for all their support in 2020. The year has been a challenging one on a number of fronts but, working together, we have continued to provide quality education for your children, and as Regional Principal I continue to enjoy every minute.



Mr Mark McAlpin

COO - OneSchool Victoria



Upon reflection, 2020 was a year of having to reactively adjust to situations we never saw coming and like nothing we had faced before. In Victoria, we had extended lockdown situations due to Covid-19, which meant the management team had to respond quickly and confidently in giving constant, and sometimes very quick, direction to all stakeholders of our organisation.

I can't emphasise enough how well our teachers, students, parents and management team handled these situations and provided support to each other to get through.

Having introduced Zoom teaching well before 2020, OneSchool Victoria was very well placed to handle the remote learning program.

On behalf of the community and OneSchool Victoria community management team, I would like to sincerely thank Mr Beaumont and his

team for navigating us through what was an incredibly challenging year, and for continuing to support the OneSchool Global vision of quality education for our students.

To have achieved a higher average study score in 2020 than 2019 was a very pleasing result, and we look forward to reaching new heights as a school in 2021 and beyond.

Campus Reports



Bairnsdale Campus Report

Whilst 2020 presented many global challenges, it also provided opportunities for individual and collective growth. I am pleased to report that the Bairnsdale Campus community successfully rose to the challenges we faced and, as a result, many of the inaugural initiatives undertaken during 2020 are calendared for 2021.



The most notable Campus initiative in 2020 was the parent information session, run via Zoom on the evening of 9th

September 2020. The student-led session, supported by the staff and Campus Management Team, showcased the many academic and personal achievements of the Bairnsdale Campus students. The evening was exceptionally well attended by the Campus community and the concluding 'question and answer' session facilitated another layer of effective communication.

The Bairnsdale Campus continued to achieve successes in the Big Science Competition and the Australian Geography Competition. The Campus was very proud of Jemillah Way, Reuben Cox and Jenna Bass who respectively recorded first, second and third place in the National Public Speaking Competition.

During the two periods of remote learning, students enjoyed participating in a variety of House challenges organised by Campus staff. In addition, students took the opportunity to participate in challenges set by the Victorian Management Team, such as the 5km Showcase and the Cup Cake Challenge. These initiatives enabled students to feel connected and positive during difficult times. My thanks go to all involved in facilitating these programmes and to parents who supported their children to navigate many new skills.

Although the return to Campus life in Term 4 included the routine of morning temperature checks and the wearing of masks, I believe we were very quickly able to reflect on how successfully we had overcome our challenges and as a consequence the 'triangle of trust' between students, parents and staff had strengthened us all.

I believe it was both fitting and symbolic



to conclude the year with a whole Campus excursion to Lakewood Park Camp, to participate in a variety of individual and group challenges. Unfortunately, the excursion had previously been postponed twice due to bushfires and Covid-19. However, on the 4th December 2020, the Bairnsdale Campus students demonstrated teamwork, resilience and positive thinking to complete 2020 in style with fun and optimism which bodes well for a very productive 2021.

- Mr Andy Manicom

Bendigo Campus Report

So.....I thought it might be appropriate to start my report with a snippet from the final statement of my 2019 HOC Recognition of Excellence Day speech – it read as follows:

'The 2020 academic year is on the horizon and no doubt will bring its own set of challenges and changes.....' Well.....little did we all know the significance of the challenges we were to face as both a campus and whole school community! 2020 was a roller coaster ride of mass proportions for us all – some of it thrilling, some of it unnerving, some of it testing and some of it fun. But mostly what excited Bendigo staff and our CMT is that it was a year of learning about who we really were and what we were all truly capable of when faced with adversity.

Challenges such as a 'global pandemics', 'forced lock downs' and 'remote learning programs' could have been seen as negative events – and don't get me wrong, there was absolutely a lot of heartache and suffering that came from our Covid experience in 2020. But along with the difficulties came interesting opportunities for us all to grow – because as we overcame the obstacles that a 'Covid' school year presented us with, we all better understood and appreciated the value not just of learning, but also of learning together as an OSG campus community. Someone much wiser than I noted in response to the challenges of

2020: "In the face of adversity we have a choice – we can be bitter or we can be better". I am confident that as a school community we chose the latter approach and basked in the sunshine of our collective resilience as OneSchool Global Bendigo campus during 2020.

Despite a 'Covid 19' affected year, OneSchool Global Bendigo campus remained as busy and bustling as ever. We implemented remote learning programs (TWICE!), ran assessments over Zoom, enjoyed the various campus and state challenges put to us during RLP, continued with our MAP testing program, introduced Elevate Education sessions for our VCE students,



participated in the Australia/Argentina talent quest event and, in the end, proceeded with our Primary Book Week, welcomed our new year 3 students for

2021, participated in public speaking competitions AND we even managed to salvage a couple of our annual excursions towards the end of what was anything but a 'normal' school year! So, despite the challenges, our students and staff continued to grow and develop their learning – something we can all be proud of.



On a sad note, we announced we would be winding up our wonderful School Band and music program (in line with School policy). During our Recognition of Excellence Day we officially farewelled Mr Gray and took a walk down memory lane at the achievements of the music program over its 15 years. On behalf of the whole OSG Bendigo school community I would like to acknowledge the legacy this program has left and sincerely thank Mr Gray, Sharon Stead and Estelle Scott for all the amazing work they have done with our students over the years.

We continued our partnership with 'Sporting Schools Australia' – securing several grants throughout the year. Due to the impact of COVID, schools could opt to receive the grants as a lesser value cash payment. Ms Frankel and Mr Grant have utilised this funding to supplement our PE budget and have purchased some much-needed sports equipment which will enhance our student learning and skill acquisition in this Key learning area for 2021.

It was great to see our 2020 Year 12 cohort able to run a successful Legacy

fundraiser – the mask design competition and subsequent production and sales of the winning designs was a resounding success with students raising substantial funds. The resilience and determination demonstrated by our VCE students during 2020 can only be described as magnificent – as a Year 12 student cohort they continued to strive to do their very best to reach for that Focus 33 goal right through to the very last VCE exam.

An exciting last chapter of our 2020 year came with the final approval from NLT to proceed with our Learning Centre upgrade. Term Four was full of LC upgrade meetings, checking of building plans, workshoping with furniture companies and interior decorators and finally putting in place a completion schedule for this much-appreciated refurbishment of one of our key learning environments. Students, parents and staff are all looking forward to moving into the updated Learning Centre early in Term One, 2021.

Our Bendigo directors and CA Jeff Weeks continued to work diligently behind the scenes, always supporting and guiding the school in a positive direction and promoting the OSG school ethos and values. They consistently work to raise the positive profile of both our campus and OSG VIC – building a strong foundation for our students.

I feel I need to acknowledge all our teaching, support and administration staff. 2020 was 'one out of the box'! And, as usual, staff just rolled their sleeves up and got on with the job – making Remote learning look effortless (when it really was not). Staff consistently demonstrated care, diligence and consummate professionalism, prioritising the learning and welfare of their students.

OSG Bendigo campus is looking to 2021 with hope, wonder and a newfound sense of what we can achieve as a school community.

- Mrs Amanda Moran

Berwick Campus Report

The 2020 year in the grip of COVID has been a year like no other. In some ways it has been like a vacation road trip with young children asking that persistent, relentless question, "Are we there yet?"

Well, I am pleased to say, in regards to the school year, to extend the road trip metaphor, "we are there and we arrived safely."

As many would know life throws curve balls and it's how you respond is how you should be judged. And respond we did!

At the beginning of 2020, I was fortunate enough to be appointed HOC at Berwick campus. Along with other new staff at the Berwick campus: Brendan Cian – English teacher and OSG Vic Head of English, Grace Yang – Science/STEM, Lu Yang – Mathematics, Melanie Clarke – Food Studies, Hannah Lee – Art/VCD and we welcomed back Jessica Allison – Primary; we hit the ground running. With many and big shoes to fill, I wanted to focus on creating a positive culture by including all stakeholders in making Berwick Campus the best it can be. Getting to know staff and students is always a challenge, but I must admit I was welcomed with open arms. It started with creating a solid SLT amongst year levels and building up our house system so that it would facilitate regular events for students to keep them engaged and wanting to be on campus.

When the pandemic hit, we were challenged, but none more than our primary school. To the great credit of our staff and students these challenges were embraced as opportunities. Our Primary students and staff pivoted by getting students on well-constructed Canvas courses and accustomed to Zoom. Primary classrooms became dynamic and

staff collegiality was 'top shelf'. It truly became a team effort with teachers, learning support and parents. The 3-way collaboration was fantastic. But not without the hard work and planning for all involved. As a state we organised the reading of the novel 'Charlie and the Chocolate Factory' with many memorable cameo performances from staff and SLT. We can proudly say that Berwick campus was at the forefront of this initiative. Whilst in lockdown, our primary students helped organised one of the best online campus assemblies by showcasing their talents. Their ability to engage the whole school community set the tone for secondary year levels.



As the lockdown hit our secondary SLT and year levels created some eventful and engaging campus assemblies. Each week we created challenges where students submitted home-based challenges to showcase when there was no physical interaction on campus. Highlights included trick shots, home-made lunches, Mother's Day tributes, photos of home schooling, cupcake challenges and much more. This not only engaged the school community but provided a close up of what students were experiencing during lockdown. Our SLT coordinating weekly campus assemblies by celebrating birthdays, general knowledge, weekly events and our school values. During the lockdown our SLT led the school in creating a connection with our friends in Argentina to celebrate and showcase talent in both countries. It was an event that our SLT group gained bonds of friendship and expertise that will remain with them long after they have left our school.

In the lead up to the critical Year 12 examinations we looked to help create an atmosphere of support conducive to each student attaining their personal best. Knowing our year 12's were impacted the most, we organised some motivational speakers including Neil Craig, ..., and



We hope that these speakers provided the much needed inspiration.

When students returned to campus, our focus was to finish off the year with a Recognition of Excellence (ROE) event that celebrated the achievements of students. The motivating factor was music. We managed to secure the



service of Issac, a highly credentialed music teacher, who quickly pulled together students from primary and secondary to perform items to be included in our ROE. This proved to be the saving grace once we emerged from lockdown. We asked students to not worry about what people think and have a 'give it a go' attitude. Our ROE event, albeit over Zoom was fantastic. Many students were involved in the music program and they I sincerely thank all staff for their enormous contributions in 2020. A year that in the pages of history will be recorded as COVID-19, the year that required our staff to go above and beyond in all manner of educational

Hamilton Campus Report

The Hamilton Campus showed a lot of resilience and commitment in 2020 with



matters. With the assistance of all stakeholders, teachers had to deploy and drive online technology platforms to teach students from home, requiring them to be more creative and diverse in their thinking and teaching methods and along the way, discovering many skills they did not know they previously needed or possessed. I cannot express in words my sincerest gratitude of working with such professional staff during this extraordinary year, they have remained focused and committed to the mission of educating the students of Berwick Campus in the face of adversity. Thank you!

To our parent/carer community, I thank you for your understanding, the compassion shown to our staff, your flexibility and assistance in helping us teach your children with online technology and for remaining a positive force in our School Community. Thank You!

Most of all, I am grateful for our students. They demonstrated resilience, dedication and commitment in their own ways. They continued to learn online and participate in so many activities, even though it was all a bit harder and not quite the same.

Now, we find ourselves reflecting on the unprecedented year that is ending and already preparing for 2021, when we hope that we will be back in school together without interruptions – even if things look and feel a little different.

- Mr Brandon Fuga

a large part of the year being remote learning. Our students, parents and teachers did a great job at sticking to a good work ethic and making personal sacrifice to make sure our campus performed well.

We were able to organise a colour run as a farewell to our year 12's and enjoy a great outdoor excursion day at Lake Fyans on the last day of term 4. Our students have done exceptionally well during the year and we would like to congratulate the following students for what they have achieved – Tirion

McWhirter & Rikkia Butcher for being awarded OneSchool Gold Awards; Amanda Grace for receiving a OneSchool Platinum Award; Kayley Richardson for receiving the top year 11 English Award and to Sophie Arkcoll for being awarded the School Dux and the top OneSchool English student for the 2020 VCE Examinations. Gemma Urquhart and Chloe Ohlmeyer also need special mention for making the top 10 list with their respective ATARs.

Our staff did exceptionally well in 2020 learning how to zoom from home and balance teaching and caring for their own children at the same time. Mrs. Jarrad, Mrs. Huf, Mrs. Rentsch, Mrs. Mirtschin, Mrs. Langley and Mrs. Chambers need a special kudos for this! We want to thank Mrs. White for all her support during this time.

We have had some staff movements at the end of 2020 with Mr. Greg Bosstock joining us from the Swan Hill campus; we also said farewell to Mr. Pas Mammone (retirement) and Mrs. Langley (Tasmania), we would like to thank them both for their service to the school.

We would like to thank the 2020 SLT for all the work they did during RLP and on the various virtual challenges they organised. To Sophie, Mandi and Brandon (and the rest of the year 12 group), well done on all you did achieved in a challenging year.

2020 was the year Mt. Gambier joined the Hamilton campus family, and we are grateful for this. We want to

Melton Campus Report

The year 2020 was like no other year perhaps for many schools, teachers and students around the world. Covid attacked schools globally and OneSchool Melton was no different. However, 2020 for the Melton campus was distinguished as it was a challenging yet exciting year for the staff and students as we all ushered in anticipation, the move from our old campus to the new state of art facility. Furthermore, we also welcomed the staff and students with the merge from the Melbourne campus. It was busy and inspiring, with students, parents and staff all contributing towards the campus move and the greater community. We embraced the new members of staff

welcome them and we are looking forward to their contribution in 2021.



Thank you to each student, parent and staff member who contributed to making a different 2020 a successful year – we really appreciate your continued care and compassion for the Hamilton Campus.

Thank you to our ongoing supporters in our CA team. We are looking forward to a good 2021 with Warren Gace, Ben Cox and Terry McWhirter. We would like to thank our two outgoing CA's, Michael Gooden and Sam LeSouef. for all they have done for the campus, without you the campus would not be the same, thank you for your personal time and effort in this year.

A final word of thanks from me, Francois de Koker, to my students, staff and community for making this a great 2020 where we put our students and staff first. We are looking forward to more parent, student and staff interaction in 2021.

- Mr Francois De Koker

from Melbourne with a 'meet and greet' staff lunch. It was a novel experience with two unique cultures coming together.



I would like to extend hearty congratulations to our exemplary primary team who rose to the occasion to teach

our primary students online during the lockdown. They must be complimented for creating interesting courses on canvas and engaging our very young ones. I must also commend the primary teachers for organising the Ninja Warrior event which the students thoroughly enjoyed soon after the lockdown. The students also took part in various competitions held during home school like 'Mask it up', 'the cup cake competition' and the '5 Kilometre radius photo competition'.

The Year 7/8 excursion to Mt Macedon was filled with enthusiasm due to the trekking activities involved. It was particularly a winner after a very harsh lockdown. We also indulged in the YMCA excursion at Anglesea, which was an excellent way to end a difficult and distinct year.



The Melton campus ensured that the Farewell Assembly for our Year 12s was memorable. For the first time the campus held the Annual Award Ceremony in our very own

gym.

This Year also greeted the new HOC, Mr Andrew Taylor and we celebrated the launch of our new Campus Administrators, Mr Tony Allpress and Mr Adrian Phillips.

At Melton, we aim to celebrate all our student and staff achievements. However, no matter how hard we endeavour to glorify we cannot do justice with our words of praise and gratitude, especially in overcoming the challenges in 2020. To every student who has done more than what they set out to do, to every member of staff who has put their students first and to the campus management team for their ongoing support, we say a 'Heart felt Thanks'

We have always enjoyed the support of our CA team and the VMT in supporting and guiding us during this difficult year and for this we remain very thankful.

- Mrs Geetha Nair

Nathalia Campus Report

It was quite ironic that my final comment on the 2019 report mentioned that we were looking forward to an exciting 2020. Well in some ways that is exactly what we got, although not in a way that anyone would have anticipated or hoped for! Having said that, what ensued reinforced what a close knit and supportive community we have at Nathalia.



The year began normally enough. 2019 was a good year and in 2020 we wanted

to build on our successes, both individually and as a group. Our campus roadmap highlighted our desire to be innovative and creative, to make the most of learning opportunities and for students to expand their leadership skills. We wanted to improve as self- directed learners and live the OneSchool Global values.

Term One went quickly and productively. Our Year Twelves embraced the challenge of Focus 33 and all students quickly settled into a routine. And there ended the normality!. As we are all aware, most of the rest of the year was very much Covid affected. But what was most impressive, was the response to the challenges we faced. On many levels, our Covid lockdown highlighted how connected we are at a number of different levels.

First and foremost, staff, students and parents almost seamlessly moved into remote learning. The quality of work produced, the levels of collaboration and in fact the near normality of RLP, was amazing. I cannot thank enough the parents who did such a brilliant job

during this time, the students who continued to learn with Integrity, Commitment and Respect and staff, who often had children of their own to look after while they taught, but committed fully to the Nathalia students too. Special mention to Primary Staff, who had a crash course in Zoom and Canvas. The fact that we did not alter any of our goals, showed how effective we can be as a team. Big thanks to lead CA Harvey Seeley and to Richard Buchner for their support all year and in all circumstances.

RLP also highlighted our position as a truly Global School. A highlight was the Assembly held with Argentina, which was an incredible event when you think about it. Zoe Buchner and Mikyla Sutherland dominated the music competition and can claim to be global semi superstars. Zoe was fantastic all year as School Captain, supported brilliantly by Primary Captains Chad Caldwell and Tahlia Wigg plus the SLT. We unearthed some brilliant future leaders in 2020.

Our Year 7 and 8 students participated in the Social Enterprise project. This involved them determining a business plan and donating any funds raised to charity. While we were somewhat limited by Covid, the collaboration within this group needed to be seen to be believed. We will build on work commenced. Nathalia students performed well in the national Public Speaking competition. There were also some fantastic entries in the Covid challenges. Congratulations to all students who got involved. While excursions were naturally limited, we had fun on our last day of the year and we also managed to climb Mt

Major as a group. We look forward to getting out and about more in 2021.

The State Recognition of excellence ceremony was fantastic and we were thrilled that Ainsley Caldwell (Year 7/8) and Morne Buchner (Year 9/10) were both rewarded with OneSchool Global Gold awards. This reflected a year-round willingness to contribute. Others were unlucky to miss out, so I expect further success in future.

I would like to thank all volunteers, who do so much work behind the scenes to ensure we can offer a range of activities. Thanks to Miss Liz Jacobs in the office for running the show as Mrs Laura Carly was on maternity leave with her beautiful little boy Vinnie.



What I am most proud of in 2020, was that we all pulled together to make the year a huge success.

Dare I say it, we look forward to a very exciting 2021 and all it brings. No matter, we now know we can make lemonade out of lemons.

- Mr Greg Mullins

Swan Hill Campus Report

2020 was a turbulent year with many challenges and new expectations caused by the Covid 19 pandemic. Year 12 in 2020 was like no other, for our students Clarke Tunley, Levi Baker, Mia Jurgens, Lauretta McLaughlin, Vanessa Sobey, Lucy McLaughlin, Abigail Perryman and Kimberley Scott. We are proud of the way they adapted to remote learning and flexible deadlines with much of the school year spent in their homes.



We were pleased to retain consistent staffing from the previous year with the delightful addition of Miss Ashlin Callaghan who replaced Mrs Carlie Brady who welcomed a new son, Oscar. Ashlin is a dedicated, enthusiastic young person who offers student support in a caring, gentle and productive way. I would like to thank the staff for their dedication, support, and hard work. 2020 threw staff lots of new challenges working remotely throughout the RLP; teaching all classes on zoom and communicating through zoom meetings which they handled with ease and expertise.

Congratulations to the school leaders for their contributions to the management of the school throughout the year. Oliver Joyce was the Primary School Leader and Laretta McLaughlin and Mia Jurgens were Student Leaders of the school. Each student diligently fulfilled their roles



contributing to assemblies, fundraising and extra curricula activities which included Fairy Tale recreations, Mask it Up, Cup Cake Challenge, Mother's Day messages, Footy Colours Day, Trick Shot videos, Campus Choir organisation and Car Rally activities. Fundraising monies were donated to the Royal Children's Hospital and Cancer Council. The Halls Gap Activities day was a highlight for staff and students. Students enjoyed hiking, canoeing and stand up paddle boarding activities at Lake Pyans.

Kimberley Scott, Clarke Tunley and Lucy McCalman were elected sports House Captains however unfortunately major sporting events throughout the year were cancelled. The captains worked well together to manage campus activities and organised teams for on campus activities. The secondary student group love to play basketball and volleyball and practise daily. The primary students mostly engage in soccer and tag on the play equipment. It is always a pleasure to see how well the different age groups and ability levels are included in games and activities across the school.

The primary school welcomed incoming grade threes Damon, Jordan, Ainsley, Shanae, Zara and Belleau. The primary kitchen garden was a highlight and a focus for our students on caring for the environment and producing healthy vegetables and plants. We grew enormous zucchini and a selection of herbs that were used in Food Studies. Secondary students enjoyed TAC presentation, First Aid certification, and a variety of motivational speakers throughout the year in their endeavour to focus on 33 as an average study score.

Students enjoyed participating in the National Public Speaking event with Kaylee Chirnside, Kimberley Scott and Maddison Joyce representing our campus with pride. Chayse Perryman performed outstandingly to achieve a Distinction in the National Science Competition and students in the Primary dressed up to celebrate a Cultural Day and shared celebratory dishes from their chosen country.

I would like to acknowledge the support and commitment of our Campus Directors and Administrators, particularly our lead CA Mr Doug Reynolds, our families and community members for all their support throughout 2020. We are fortunate for the wonderful facilities and commitment for further improved infrastructure. Throughout the year we have been working on creating a new and safer car park for parent and visitors. The bus shelters were relocated, and the free-flowing car park leads itself to efficient pick up and drop offs for parents. The garden and gates are yet to be completed but we look forward to this project being finished in 2021.

We are very proud of the many academic achievements throughout the year. Students acknowledged for their outstanding academic excellence in subject areas; included Saxon Murray, Ainsley Murray, Zara Sellars, Ryder Chirnside, Juanita Dowell, Lavinia Craig, Kaylee Chirnside, Shanoah Macmillan, Danica Sellars, Maddison Joyce, Brooke Tunley, Zoe Steele Kimberley Scott and Laretta McLaughlin. Lucy McCalman was awarded with the highest mathematics study score for the state which was a huge achievement. Our sports award recipients were Ryder Chirnside, Ivy McCalman, Clarke Tunley and Lucy McCalman. Our OneSchool Award nominations were received by Zara Sellars, Sheldon Sobey and Laretta McLaughlin. The Caltex allrounder was awarded to Levi Baker, the Mallee Excellence Award was awarded to Brooke Tunley and the ADF Award Levi Baker and the ADF Future Innovators



were Chayse Perryman and Lucy McCalman.

Moving into 2021 we are looking forward to onsite learning, new staff members in Ms Annie Wang (Science/Maths) and Ms Annalie Gilmour (Maths/Primary Maths) and excursions and sports days that we didn't have due to the pandemic in 2020. throughout 2020. We are fortunate for the wonderful facilities and commitment for further improved infrastructure. Throughout the year we have been working on creating a new and safer car park for parent and visitors. The bus shelters were relocated, and the free-flowing car park leads itself to efficient pick up and drop offs for parents. The garden and gates are yet to be completed but we look forward to this project being finished in 2021. We are very proud of the many academic achievements throughout the year. Students acknowledged for their outstanding academic excellence in subject areas; included Saxon Murray, Ainsley Murray, Zara Sellars, Ryder Chirnside, Juanita Dowell, Lavinia Craig, Kaylee Chirnside, Shanoah Macmillan, Danica Sellars, Maddison Joyce, Brooke competition, putting in a new dish washer and air con for the mums. Thanks to Elise for her new ideas and introduction of home cooked goodies for our students. The SH Rural City Council

provided funds to purchase fresh fruit for our participation in the walk to school initiative.

There were many great personal academic achievements throughout the year. We had many students achieve outstanding academic excellence in subject areas including Earl Perryman, Lavinia Craig, Jameson Dowell and Judson Wakefield in the primary, and Anna Craig, Trent Steele, Kimberly Scott, Ketsia Sellars, Brooke Tunley, Chayse Perryman, Kaylee Chirnside, Danica Sellars and Dylan Reynolds in the secondary. Our sports award recipients were Anna Craig and Thomas Steele, Jaslyn Perryman and Lonan Chirnside. Our OneSchool Award winners Anna Craig (Gold) and Lavinia Craig (Gold). The Caltex All-Rounder Award was awarded to Anna Craig, and the ADF Award to Zachary Wakefield and Anna Craig.

With staff remaining consistent for 2020, we look to continue the great work and improved collegiality and willingness of students and staff to jump in, lend a hand and do their best. There is much to look forward to in 2020.

- Mrs Lea Andrews



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 almost 600 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
Learning 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 2020

OneSchool Global Victoria 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 through the use of the Cultures of Thinking within the classroom setting and throughout their daily interactions with the world. During 2020 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

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.

Due to our Remote Learning Program students across the board were introduced to Canvas and Zoom in a fast-paced environment, but they thrived and have developed an understanding of these before their move into the secondary setting and an increased use in the Primary classroom.

With our Inquiry-Based Learning approach we had two key focuses: Semester 1, students looked at 'What's beneath the surface?' and from there students were able to guide their own learning and figure out what exactly was beneath the surface of many things! Semester 2, students looked at 'how can the past change our future?' To end this unit, we created our first virtual museum through Canvas. We were able to look at students' work from around the state, so were the parents! The Inquiry-Based Learning approach lets students share their own ideas and questions about a topic. This helps foster more curiosity about the material and teaches skills students can use to continue exploring topics they are interested in.

Key Learning Areas 3-6

- English
- Mathematics
- HASS (History and Social Sciences)
- Technology (STEM: Science, Technology, Engineering, Mathematics)
- Health and Physical Education
- 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.

This year was incredibly challenging, but with help and support from parents, community members, teaching staff, the Victorian Management Team and those staff both national and international have helped us achieve a great deal in 2020.

Curriculum Development

Curriculum Development for 2020 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>Language: knowing about the English language Literature: understanding, appreciating, responding to, analysing and creating literature Literacy: expanding the repertoire of English usage.</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>Language: knowing about the English language Literature: understanding, appreciating, responding to, analysing and creating literature Literacy: expanding the repertoire of English usage.</p>
Mathematics	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.</p> <p>Content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability and describe what is to be taught and learnt. Proficiency Strands: Understanding, Fluency, Problem Solving, and Reasoning describe how content is explored or developed.</p>	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.</p> <p>Content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability and describe what is to be taught and learnt. Proficiency Strands: Understanding, Fluency, Problem Solving, and Reasoning describe how content is explored or developed.</p>
HASS	<p>Historical Knowledge and Understanding Local, state or territory and national history. Recognise the significance of events in bringing about change.</p>	<p>HASS: Students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.</p>
History	<p>Historical Skills This strand promotes skills used in the process of historical inquiry. Sequence information in chronological order, referencing key dates. Develop questions about the past and use different sources to locate the answer to these questions.</p>	<p>History: They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They describe different views on how to respond to an issue or challenge.</p>
Geography	<p>Geography Knowledge and Understanding Students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, and identify factors that influence these interconnections.</p>	<p>Geography: They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p>
Civics and Citizenship	<p>Geography Skills Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information. They record and represent data and the location of places and their characteristics in different graphic forms. Students interpret maps, data and other information to identify, describe and compare partial distributions, patterns and trends.</p>	<p>Civics and Citizenship Skills: They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to.</p>
Economics	<p>Civics and Citizenship Students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.</p>	<p>Economics: Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints.</p>

Science	Science Understanding: Biological Chemical Earth and Space Physical Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing. Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.	Science Understanding: Biological Chemical Earth and Space Physical Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing. Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.
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 Food Tech	The Arts – Visual LOTE 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 2020

A core curriculum is maintained at One School Global Victoria 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. This is planned by the Learning Support committee in consultation with the student, staff and parents.

Our curriculum is developed according to the frameworks provided by the Australian Curriculum (English, Maths, Science, History and Geography) and VCE/VET (Business).

At Years 11 and 12, most students undertake a full VCE program with the addition of VET Business units. 2020 saw the consolidation of Zoom technology as our Virtual Teaching platform in conjunction with the use of Canvas-our Learning Management System (LMS). This ensured quality delivery of subjects was made available to all our 7 Campuses across the whole of Victoria.

In 2020 – a year impacted heavily by Covid, our students achieved amazing results in only their fourth year of a program heavily dependent upon Zoom -virtual teaching. 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. (See table below)

	2018	2018	2019	2019	2020	2020
Year Level	Zoom	F2F	Zoom	F2F	Zoom	F2F
7	77	77.7	68.47	71	68.98	71.07
8	75.2	72.8	77.2	73.78	75.90	73.18
9	69.1	68	73.54	72.73	72.68	75.57
10	68.7	71	70.12	72.06	72.19	70.61
Combined	72.5	72.37	72.33	72.39	72.43	72.60

In 2020 our staff and students continued to use 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 'Speedgrader' feature for all assessment and reporting feedback to students, and continue to upload quality programs/assignments for students to access. Our parents are able to 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.

In a 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 Turnit in-a program embedded as part of the LMS to ensure student work is their own. Panopoto enable staff and students to record and upload work that is both authentic and accessible by a variety of student abilities.

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 2020, for the first time, staff have been involved in the development of National Courses managed by National Heads of Department. This year saw the inception of a National Math course at Year 7. This ensured greater staff collaboration when planning and assessing across all states.

At One School Global Vic (OSG), 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 Speedgrader system.

Diagnostic tools are also utilised, with MAP testing being an integral part of our program. In its third year of implementation, students are being tested using an online platform in Literacy and Numeracy (Language, Reading and Mathematics). Data collated from the extensive reports generated much discussion and conversation between staff and students. This data is used to inform our programs and the future direction of our curriculum. Despite Covis 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 and were 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.

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. Unfortunately, NAPLAN testing did not occur in 2020.

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 2020 using an online platform. Students enjoyed great success with one student scoring 'best in age' in the Science Competition.

Time Allocation - Subject Program

YEAR 7 & 8		YEAR 9 & 10	
Subject	Pds / Wk	Subject	Pds / Wk
English	4+1*	English	4+1*
Maths	4+1*	Maths	4+1*
Science	3+1*	Science	3+1*
Humanities (History/Geography)	3+1*	Humanities (History/Geography)	3+1*
		Studies of Business	
		Commerce (Yr 9)	2+1*
		VCE Business Units 1/2 (Yr 10)	
Health/Phys Ed	2	Health/Phys Ed (Yr 9 ONLY)	1
Technology/STEM	3	Technology/STEM	3
AUSLAN	2		
Art & Illustrative Design	2	Art & Illustrative Design	2
Sport	2	Sport	2
Assembly/Pastoral Care Period	1*	Assembly/Pastoral Care Period	1*
Total Periods Allocation	= 30	Total Periods Allocation	= 30
* = Number of periods dedicated to SDL	= 5	* = 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

Learning Support 2020

OneSchool Global values the education of all our students and is inclusive of all abilities. We believe that all students can experience success during their schooling years. The purpose of Learning Support is to assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential through the provision of a range of strategies and specialised support. This support helps foster positive relationships among educators and students, thereby increasing students' attachment to school, and serve as an essential link between students and, their families and school resources.

Learning support is not just for students with a diagnosed disability or whom may be struggling with the curriculum. It covers a variety of areas such as health, social, cultural, and emotional wellbeing of the students with diverse learning needs, including those that need extension.

Students requiring academic support will be offered a differentiated learning plan or an individual learning plan based on their needs. These plans outline goals and strategies that have been identified to meet the needs of the student. The plans are collaboratively built with teachers, students, and parent input. In evaluating these plans, where appropriate and feasible, students may have access to a Learning Support Aide. Under the direction of the classroom teacher the Aide will be able to offer extra assistance and support to help the student achieve goals outlined in the plan.

Using the platform Sentral, we were able to streamline the process for generating and disseminating Differentiated Learning Plans and Individual Education Plans. This helped immensely with staff being able to simply log on, and view or add to the plans. Using Sentral helped make sure that these plans were a working document and could be adjusted to reflect student achievement.

2020 saw an increase in the services that our Learning Support Aides provide. With remote learning taking up a large portion of the year due to the Covid-19 lockdowns, our Aides stepped up support. They were able to work in break-out rooms over Zoom, provide extra support sessions during student's Learning Centre periods and they continued the reading intervention, Multilit, with students over zoom. The majority of our Learning Support Aides are now trained in the reading intervention program, Multilit, which has started producing positive results with students who find reading difficult.

Last year also saw Learning Support Staff provided with their own professional development sessions rolled out in Term 4. These sessions provided LS staff with a reminder of the basics of learning: giving feedback to students and teachers, supporting student learning, and preparing for student learning. This new directed learning program was well received and helped bring the team together and created opportunities for discussions in relation to educational best practice. These sessions will continue into 2021 and focus on topics that the team have requested in order to make them better able to support the children in their learning and support the teachers in ensuring adequate provision is made for learning support students.

As the Learning Support Manager, I wish to thank our excellent team of learning support staff, as well as the teachers, but also the parents. In 2020 they became de-facto learning support aides for a number of weeks while the Covid-19 lockdown forced us to learn remotely from homes. I am proud of the work the team have done in 2020 and look forward to an even stronger year in 2021 when we will hopefully remain on-campus for the full school year.

- Mrs Louise Goette

Student Attendance at School

STATE	T1 % Attendance	T2 % Attendance	T3 % Attendance	T4 % Attendance	No. Students	Overall % Attendance
NSW	94.78	95.28	94.67	95.07	1094	94.85
QLD	94.19	96.34	94.25	95.85	293	95.1
SA	96.63	97.43	97.18	97.44	108	97.02
TAS	95.83	97.95	94.84	96.28	121	95.49
VIC	96.08	97.26	97.32	97.01	553	96.88
WA	96.3	97.06	97.16	96.81	250	96.69



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



In 2020, OneSchool Global VIC introduced improved changes to its WHS Management System with assistance from Qual-Safe Management Systems, the School's Health & Safety specialist.

Each Campus re-established their Health & Safety Management Teams and quarterly inspections continued to occur with Board representatives, Campus Administrators, Heads of Campus and other Administration staff.

An online Health & Safety Dashboard has replaced the previous Canvas-based system for maintaining and improving the OH&S Management System and this will be fully implemented during 2021.

A Risk Management Platform (CGR) has also been established during the latter part of 2020 and will be monitored daily during 2021. Risks include governance, insurances, property issues, child protection, etc.

Campus audits for compliance to the ISO 45001 OH&S Standard were deferred to 2021 due to the improved changes to the Management System, training for implementation and the implementation processes themselves. These Audits are now planned for August, September and October 2021 at all Campuses. The predominant compliance requirements being audited will include:

- Leadership and commitment to health & safety
- Campus management upholding legislated Duties of Care
- Staff induction, training and competencies
- Hazard identification and risk management reporting
- Incidents, near-miss and injury reporting
- Contractor management
- Staff and student health, safety and well-being
- Continuous health & safety improvement

Audit action plans will be followed up to ensure these are effectively closed.

- David Martin
Qual-Safe Management Systems
Lead Auditor – ISO 45001 OH&S Standard



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.

In 2020 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 2020 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 2020 to manage the overall curriculum program within OneSchool Victoria. This team was led by Mrs Mary Baxter, and information developed and shared in this meeting was 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 2020, 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. In 2020 staff have focused on developing their skills in utilising MAP data as well as Growth Coaching and Leadership, along with the usual focus on using Zoom, Dyknow and Canvas.

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 2020 -albeit virtually as restrictions to travel impacted some programs. Many courses were however run online with great success. Teams in Victoria focused on: Literacy across all facets of the curriculum and Assessment and Reporting. In 2020 Faculties focused on the review and consolidation of curriculum overviews and templates and on developing consistency across Canvas pages.

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:

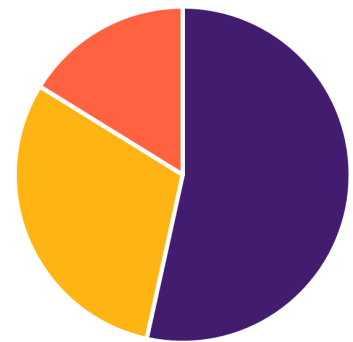
All staff days - Primary & Secondary	Australian Curriculum in all Learning Areas
Australian HOD Conference (Sydney)	Autism awareness training
Book Week workshop	Canvas (Learning Management System)
Cert III in Education Support	Comview VCTA
CPR	Anaphylaxis
MAP Learning Conversations & Data Analysis	DATTA 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	53%
2. School Fees & Private Income	30%
3. Commonwealth Capital Grants	0%
4. Private Capital Income	16%
	100%



■ 1 ■ 2 ■ 3 ■ 4

Consolidated school expenditure:

1. Teaching & Administration Expenses	13%
2. Buildings & Grounds	5%
3. Depreciation & Other Expenses	12%
4. Capital Expenditure	4%
5. Salary Related Expenses	66%
	100%



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Academic Performance



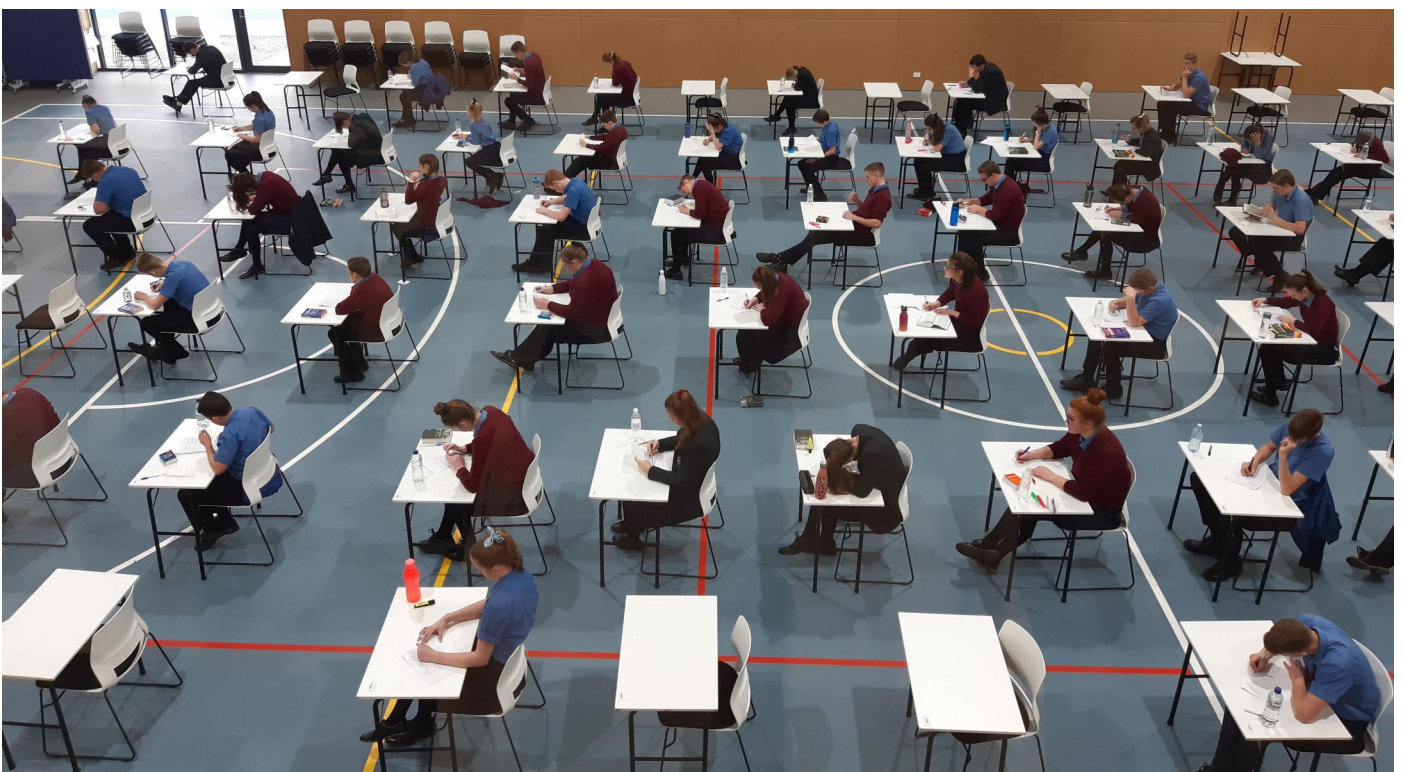
The OSG Academic Performance Summary provides an overview of the school's academic achievement and it also compares our performance with other State and National schools. Comprehensive data using the MAP Global testing system provided by the NWEA company was used extensively to help inform our Teaching and Learning programs. Ordinarily, data attained through NAPLAN testing is used alongside MAP and internal data however, in 2020 NAPLAN did not run and as such data is not available.

a) Standardised testing programs:

- Australian Mathematics Trust Years 7 - 10
- Big Science Competition – Years 7 - 10
- Australian National Geographic Competition – Years 7 - 10
- MAP testing for all students Years 3 - 11

b) Curriculum assessment programs:

- School assessed coursework Years 3 - 12
- School assessed exams Years 7 - 12
- VCE Unit 3/4 external exams



VCE Results

2020 was a unique year for all schools. We are particularly proud of our 2020 cohort who, during a very disrupted Covid year managed to all attain their VCE. Our results in 2020 have placed the school in 2020 in 96th place-up from 146 in the previous year. We are extremely pleased that almost 50% of our students achieved an ATAR of 70 or greater-a fantastic achievement during a difficult year.

- 63 students completed Year 12 – 62 received an ATAR score
- 100% of students completed VCE
- 100% of students completed VET Business
- Two students scored 90+ which puts them in the top 10% of the state (3% of our students)
- 13 students scored 80+ which puts them in the top 20% of the state (21% of our students)
- 29 students scored 70+ which puts them in the top 30% of the state (47% of our students)
- 5.4 % of all study scores were over 40+
- 8.52% of all SAC Grades received the highest ranking of A+
- Year 11 VET Business students – average study score 35.88 – Up from 34.08 in 2019

VCE Year comparison study scores:

SUBJECT	2012	2013	2014	2015	2016	2017	2018	2019	2020
English	30	30	29	29	31	32.7	31.5	29.7	
Business	36	35	36	34.5	35.8	34.8	35.4	34.8	
Economics	24	24	28	28.5	25.8	26	24.3	25.7	
Further Maths	30	31	31	30.5	28.7	30	32	29.8	
Math Methods	30	27	29	29.5	25.2	25.6	29	33.2	
Product Design/Tech	38	33	30	33	32.2	29.1	31.3	25	
Food Tech	35	35	31	32	35.2	31.7	33.6	29.4	
Geography	34	35	36	28.5	25.7	30	23.8	24	
History	29	29	35	38	33.1	34.6	35.6	35.9	
Legal Studies	32	33	32	27	26.4	31.1	32.3	27.8	
Physics	-	29	32	-	28	28.5	27.3	30	
Visual Communication	31	30	30	27	32.1	32.8	31	31.9	

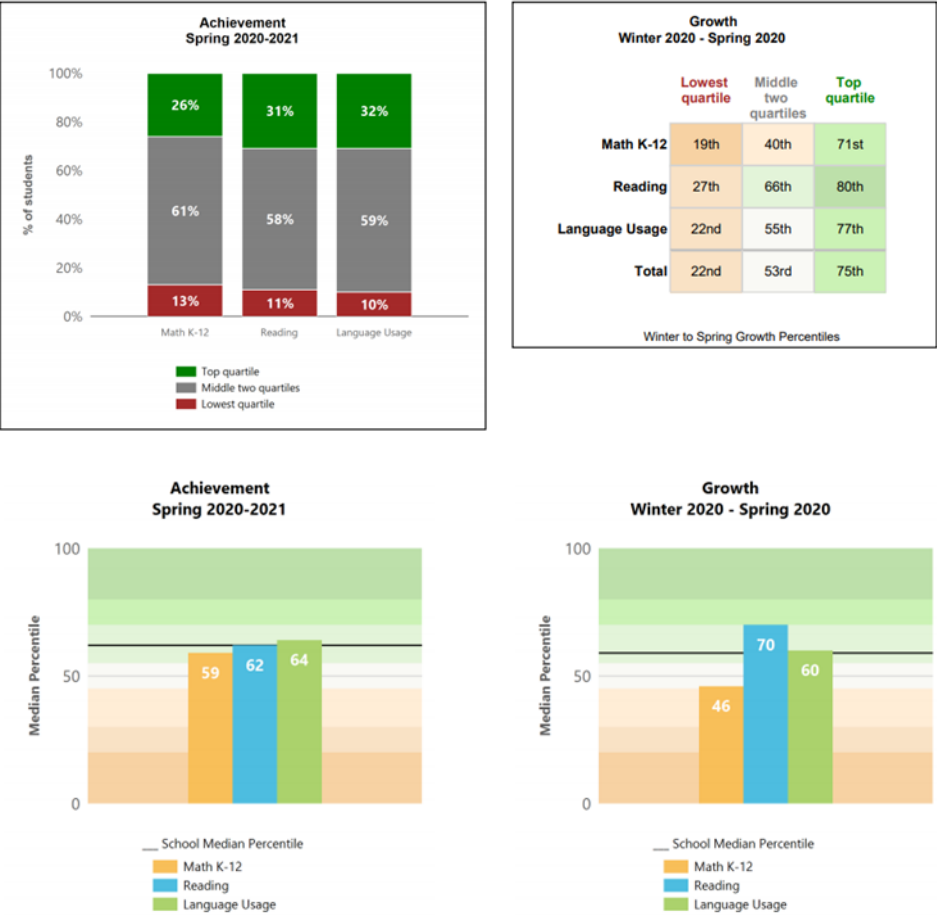
OneSchool Awards 2020

Year Level	PLATINUM Student name / year level / campus	GOLD Student name / year level / campus
3/4	Saphia Garrett (BW)	Tirion McWhirter (HA)
5/6	Hudson Kirk (BG)	Rikkia Butcher (HA)
7/8	Ainsley Caldwell (NA)	Isla Campion (MT)
9/10	Morné Büchner (NA)	Brooke Tunley (SH)
11/12	Amanda Grace (HA)	Todd Macmillan (BG)

Achievements of Note 2020

Each year OSG VIC conducts NWEA MAP testing for all students in Years 3-11, 3 times per year. This testing is done globally and provides an excellent way of assessing children's academic growth throughout their schooling years. The results are then discussed with key teachers in what we call 'Learning Conversations'. These Learning Conversations are becoming an essential part of the 'triangle of trust' between students, school and parents as they help all our students and parents understand where they are working well, where they can improve, and what they need to do to move forward.

NWEA MAP Testing summary 2020



School Surveys



Employee survey data 2020

The staff survey 2020 was completed as follows:

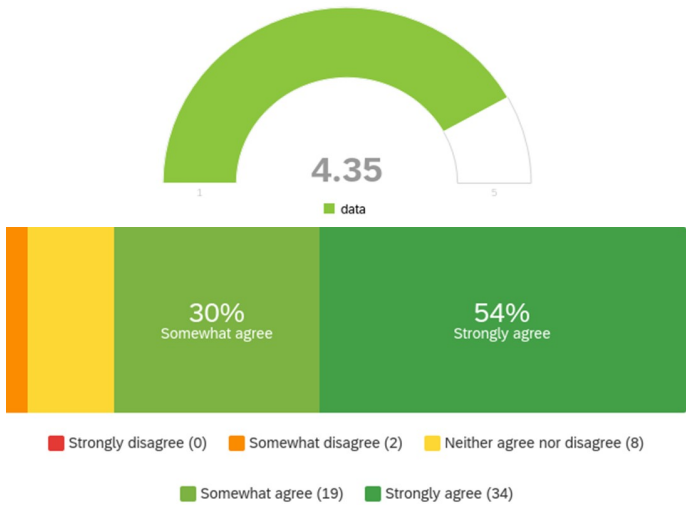
	%	Count
Bairnsdale	9.59	7
Bendigo	15.07	11
Berwick	15.07	11
Hamilton	13.70	10
Melton	34.25	25
Nathalia	2.74	2
Swan Hill	9.59	7
Total	100	73

2020 OneSchool Australia Staff Survey Results:

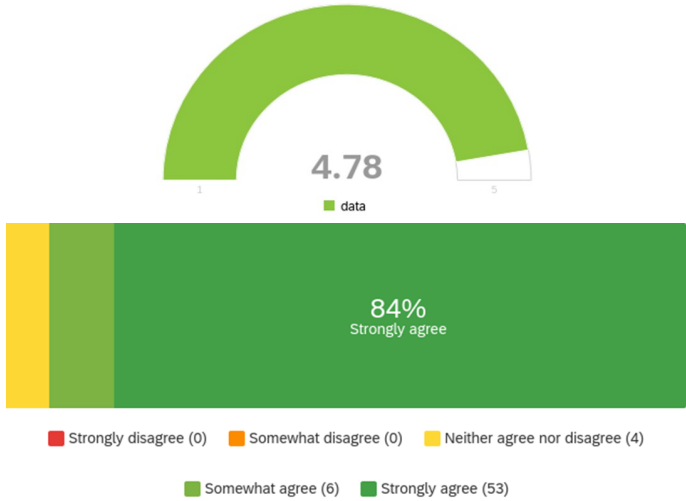
SURVEY QUESTION	VIC
OneSchool inspires me to do my best work.	4.35
I am proud to be part of OneSchool.	4.59
OneSchool's vision for a global education ecosystem that develops life-ready students who learn how to learn and achieve provides meaningful direction to me.	4.37
OneSchool's values of Care & Compassion, Commitment, Integrity, Respect and Responsibility are aligned with my personal values.	4.78
A range of development opportunities that support my professional growth are accessible at OneSchool.	4.03
The pay and benefits associated with my job are fair and reasonable.	4.13
I feel that I have long term job security at OneSchool.	4.08
My colleagues share best practice and job knowledge with each other.	4.30
My colleagues and I work together to achieve our goals.	4.38
The balance between my work and personal commitments is right for me.	3.95
I often experience positive emotions at work.	3.89
I frequently give positive feedback to staff and/or students to recognise effort and achievements.	4.21
I am able to receive positive feedback from others when they notice I have done a good job.	3.97
I have the ability to manage my emotions and obtain support in times of stress using specific strategies.	4
I feel strongly supported by at least 2 other staff members.	4.59
I am able to connect well with other staff/students/parents to form great working relationships.	4.39
I offer support to others with care, concern and compassion.	4.64
I am able to ask for help or support when I need it most.	3.98
I feel my job has meaning and purpose.	4.44
Average	4.27

Examples of staff survey data:

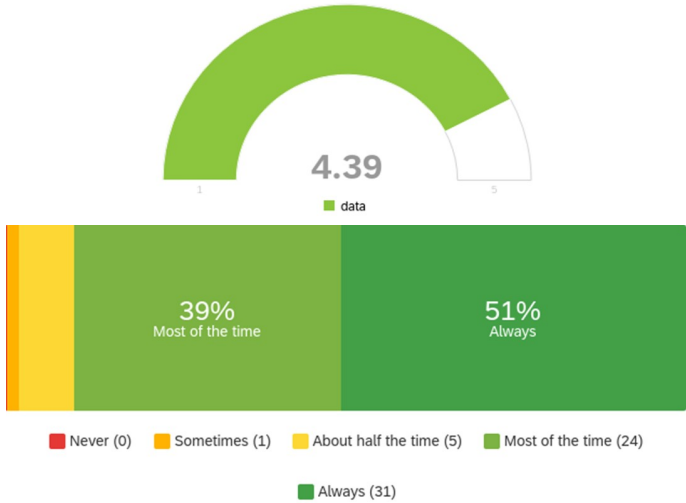
OneSchool inspires me to do my best work:



OneSchool's values of Care & Compassion, Commitment, Integrity, Respect and Responsibility are aligned with my personal values:



I am able to connect well with other staff/students/parents to form great working relationships:



Student survey data 2020

The student survey 2020 was completed as follows:

	%	Count
Bairnsdale	5.25	18
Bendigo	11.37	39
Berwick	21.87	75
Hamilton	9.91	34
Melton	40.23	138
Nathalia	5.83	20
Swan Hill	5.54	19
Total	100	343

2020 OneSchool Australia Student Survey Results:

SURVEY QUESTION	VIC
When at school I feel:	3.80
I feel my work allows me to learn in many different ways, e.g. on my own, with my friends, or with my teacher:	4.12
Overall, I get regular and prompt feedback from my teacher and the feedback I get on my school work allows me to improve:	3.80
In general, how would you rate the technology you use for learning?	3.74
In general, how would you rate the spaces you use for learning?	3.74
Average	3.84

Parent survey data 2020

The parent survey 2020 was completed as follows:

	%	Count
Bairnsdale	10.23	9
Bendigo	15.91	14
Berwick	23.86	21
Hamilton	12.50	11
Melton	26.14	23
Nathalia	6.82	6
Swan Hill	4.55	4
Total	100	88

2020 OneSchool Australia Parent Survey Results:

SURVEY QUESTION	VIC
My school contributes in a positive way to the happiness and resilience of my child(ren) that makes me feel:	4.05
I feel my child has ownership of their learning and takes responsibility for their learning:	3.99
I feel my child's work allows them to learn in many different ways e.g. on their own, with their friends, or with their teacher:	4.16
My child can access support and feedback relating to their learning promptly and easily:	4.04
When I think about how my child's education is enhanced by the physical spaces available at school, I feel:	4.00
Average	4.05

Staff List 2020



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
Erica Blake	P	B Ed, Prim
Jess Bryan	P	B App Sci, Grad Dip Jnr Sci
Jessica Fry	F	B Ed
Diana Grumley	F	Secretarial/Administration
Dawn Jeffries	F	Prof. Grad Cert Ed, Post Grad Cert Maths Ed, B Eng
Jobi Laybourne	P	Grad Dip Ed Sec, B A, Dip Vis Arts.
Juanita Mauger	P	Office Assistant
Jayne Manicom	P	Integration Aide
Paul McKenzie	P	Grad Dip Ed, H DipTeach Sec
Maureen McLeish	P	Integration Aide
Susan Morton	P	Integration Aide
Kerryn Tucker	F	Dip Teaching (Primary), B Ed, Post Grad Dip Ed Studies, M Ed Advanced Teaching (in progress)
Michael Chippindall	P	Campus Administrator
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
Lynne Sage	F	Cert IV Frontline Management, Cert IV WTA
Lyn Steen	P	Cert IV WTA

Gerald Edmonds	P	Campus Administrator
Jeff Weeks	P	Campus Administrator

Berwick Campus

Krista Bayliss HOC	F	B.A Zoology & Biometeorology
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
Linda Dougall	P	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
Stephanie Jansz	F	Dip of Early C'hood Serv, B Early C'hood Ed
David Keen	F	B Arts, B Ed
Sue Komac	F	Campus Secretary
Hannah Lee	F	B Industrial Design Hons, M Teaching, M Ed
Paulina Perez	P	B Biology, M Teaching
Cheryl Rule	P	B Ed
Tonia Soares-Routley	P	B.A M.A
Kelly Strover	P	BA Hons, Post Grad Cert Ed
Jonathan Terrington	F	B Ed,Sec/Arts
Hayley Tronson	F	B Psych, Grad Dip Ed, Cert IV WTA
Pauline Wakefield	P	Integration Aide
Kate Walker	F	B.A Dip Ed
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
Pasquale Mammone	F	BA, B Theol, Post Grad Dip Edu, Post Grad Dip Maths Ed
Donna Mirtschin	F	B.A B Ed
Joanne Rentsch	F	Integration Aide
Kellie White	F	Administration
Terry McWhirter	P	Campus Administrator
Warren Grace	P	Campus Administrator

Melton Campus

Geetha Nair HOC	F	B A, M A, M Phil, B 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
Sarah Cooper	F	BA ENG (Electrical/electronic) Grad, Dip ED (Secondary)
Eloise Crick	F	Administration/ Level 3 First Aid Officer
Cassandra Ellis	F	B A, B Ed
Shannon Harvie	F	Dip Teaching (Primary), B Teaching (Primary)
Laura Hewish	F	Administration

Alison Jackel	P	B A - Urban Studies, Dip Ed
Heather Johnson	F	Administration
Jordan Leybourne	F	BA Hons Adult Nursing (2:1), PGCE Primary
Bethany Lowey	F	B Ed
Rebecca Maclatchy	F	B Fine Art, M Ed
Gill McMillan	F	Integration Aide
Carol Meekin	F	B Sci Dip Ed
Penny Newman	F	BA Hons, A T C, Cert Supervisor in Mgt, Adv Cert Off Admin, Cert IV in WTA
Simran Pangly	F	B Psych, B Ed (P-12)
Shane Price	F	B Social Sciences (Geography), Grad Dip Teaching (Primary)
Wayne Robb	F	B App Sci (HM), Grad Dip Ed
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)
Rhonda Shamoail	F	B Ed (P-12)
Yogeen Sharma	F	B Ed
Natalie Shephard	F	B A Hons PGCE
Ria Sluice	F	B Ed, M Special Ed
Andi Smith	F	Integration Aide
Cameron Stow	F	B Com (Marketing/E-Commerce Management), Grad Dip Ed (Applied Learning), M Prof Ed & Train
Suzi Sulaiman	F	Integration Aide
Pinar Teker	F	Integration Aide
Eddy Wu	F	B Com, Grad Dip Ed, Cert. IV WTA, CPA
Harvey McAlpin	P	Campus Administrator
Lennie Shemilt	P	Campus Administrator

Nathalia Campus

Greg Mullins HOC	F	B Ed Env Sci
Laura Cahoon	F	Campus Secretary
Carolyn Brooks	F	B Ed Primary
Shabhana Edayath	F	B Physics Dip E M Comp Sci
Tayla Guy	P	Teacher Aide
Caroline Hewes	F	B Ed Primary
Lizelle Jacobs	F	Administration
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
Kim Clayton	F	B Arts Grad Dip
Amy Evans	F	B Ed
Rebekka Miles	F	Campus Secretary
Nadene Simpson	F	Student Support
Simone Wren	F	Dip Primary Teach
Doug Reynolds	P	Campus Administrator



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