



**OneSchool**  
**Global**



# **OneSchool Global NSW**

## **Annual Report**

**2019**

**OneSchool Global NSW**

[www.oneschoolglobal.com](http://www.oneschoolglobal.com)



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

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# A Message from Key School Bodies

## Mr Patrick McGing



Regional Principal

2019 was a year of consolidation in comparison to the previous three years, although it was still a year of significant change and growth. Staff continued to be trained in our key platforms, Zoom, Canvas and SENTRAL and benefited from the efficiencies and advantages of these school systems.

Students, parents, and staff became more aware of the benefits of the MAP Growth tests held three times a year and after the second round of testing, three-way learning conversations between students, parent and teachers were held. During these learning conversations, students identified goals for their learning and took responsibility for setting and meeting these goals.

Professional Learning and mentoring for staff were significant focus areas in 2019. The two-day state conference held in January saw a number of leading educators inspire and inform our staff. Gina Grant and Peter Osland from the Association of Independent Schools NSW helped staff prepare for the 2020 NESA Inspection with sessions on Curriculum, Quality of Student Learning and Assessment for both Primary and Secondary. It was also wonderful to have leading neuroscience educator John Joseph present a keynote address on Learning with the Brain in Mind. The OneSchool Global Teacher Academy Director Carolyn Rhodes led a session on our OneSchool Language of Learning while OSG NSW teachers Ben Hughes and Stephen Brigham hosted a workshop on the Flipped Classroom and Project Based Learning.



OneSchool Global NSW also saw changes in its executive structure in 2019. A new role titled District Principal was introduced. This role connected all 12 campuses to a District Principal. David Scott continued his excellent work with Mount Victoria, Orange, Cowra, and Condobolin. Douglas Austing became the District Principal for Goulburn, Wagga Wagga, Leeton, and Albury while Terry Westblade became the District Principal for Illawarra, Armidale, Sydney and Maitland campuses. Between them, these three educational leaders have over 90 years of experience in school leadership and I know they will be a source of support for the Heads of Campus.

We farewell a number of staff in 2019. From Head Office we farewell Mr Wade McKechnie, our Director of Primary since 2017, who has accepted a role with the Association of Independent Schools NSW. Wade was an energetic educator who helped NSW develop a strong Primary team with multi-stage programs that made connections between the 12 campuses much more productive. We welcome Mr Nicholas Clarke as our new Director of Primary. Mr Clarke is an experienced school Principal and worked in the School Improvement team at AIS NSW for many years and brings a wealth of experience to our school. Long term staff who had many years of loyal service include Lise Hodgkinson, Ronelle Shurville, Daniel Vidal, Iain Jones, Nicole Onwuekwe, Maria La Macchia, Larissa Byrne, Amanda Seage and Kara Robinson. Staff who finished their time with us and continue their careers at other school are Rohan Fahey, Jade Workman and Jeremiah Galea. We wish all these staff the very best in their future endeavours.

2019 was a busy and successful year. It is a unique school with a respectful relationship between students, teachers, and parent. We are continually growing and improving and look towards 2020 with excitement.



## Mr Mark Heaney & Mr Michael Wilson

Principal & COO

As another year passes in the journey of a truly progressive school, 2019 has seen some amazing achievements and milestones accomplished.

One of the most significant achievements has been the formalisation of the rebrand from MET School to OneSchool Global NSW. This cements in the records what has been turning in the cultural wheels of the school for a number of years and reflects both our global educational outlook, while giving tribute to the united organisation we have become. Having commenced with a single location in Sydney only 25 years ago, to a connected affiliation of 130 campuses in 20 countries with over 9500 students.

As part of the rebrand to OneSchool Global NSW, the school embraced a refresh of its image with a change of logo and a Corporate colour palette that truly reflects the dynamic and vibrant school that we have become. Having been warmly embraced by all stakeholders, from young learners to experienced educators, this refreshed image now resonates through every campus across the globe from Sydney to San Francisco and will continue to inspire us to wider horizons.

Building on the power of collaboration with our global affiliations, we have been able to achieve further milestones throughout 2019 that have secured significant benefits for the school. By leveraging OneSchool's national and global ecosystem, we have been able to implement improvements in our Financial Reporting regime, along with achieving National and Global supply agreements, including Insurance, Canvas and Zoom.

With the new decade on the horizon, we look forward to embracing the renewal of our Registration and Accreditation and the opportunity this gives to continually improve what is already a truly great school.



# Contextual information about the school



OneSchool Global NSW was approved as the new name for the school in 2019. The school is an independent, co-educational school which operates in the OneSchool Global network of schools. OneSchool Global Schools share a close relationship with the Plymouth Brethren Christian Church, with our students and their families primarily being members of the Church Community. The Church Community refer to themselves as the “Brethren” because they are a close tight-knit community of families held together by our shared Christian belief founded on the Holy Bible.

OneSchool Global NSW has an enrolment of over 1000 students across 12 campuses in NSW which are located in Albury, Armidale, Condobolin, Cowra, Goulburn, Illawarra, Leeton, Maitland, Mt Victoria, Oatlands, Orange, and Wagga Wagga. The school has a rich academic program which is supported by an extensive ICT blended mode of teaching and learning. The School also offers a vibrant co-curricular program which includes sport, music and community involvement.

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

## School Ethos

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

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

## Values Statement

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



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



**Responsibility**  
for our actions, progress, and the environment.



**Care & Compassion** kindness, consideration, and generosity to all.



**Respect**  
to self-discipline and the pursuit of excellence



**Respect**  
for all people, property, opinions, and authority

# OneSchool Global Graduate Aims

(from business preferred employee skills survey)

1. Positive Attitude
2. Self-Motivated
3. Team Player
4. Hard Work Ethic
5. Organised

These **Graduate Aims** are developed through the **OneSchool Awards and Skills development programme**: Involvement in School Activities, Leadership, Academic Achievement, Fulfilling Potential and Management Skills.

In each area of progress, students are encouraged and supported to become self-directed learners through planning and goal setting, time-management, skill development and learning progress.

## Self-Directed Learning (SDL) Is the OneSchool learning culture *What Is Self-Directed Learning?*

“To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.”

Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C. and Norman, M.K. (2010). How Learning works Seven Research-Based Principles for Smart Teaching. Jossey Bass, San Francisco, CA.

### Self-Directed Learners are:

- Empowered to take responsibility for their behaviour, learning decisions and outcomes
- On a diverse individual learning journey that celebrates and encourages growth in the One School Award motivational skills:
- Self-Management
- Fulfilling potential
- Academic Achievement
- Leadership
- Involvement in School Activities
- Inspired to continue their learning

### Teachers are:

- Making learning visible. They know their learners and “Know thy impact” (Hattie).
- Self-directed learners. They are professionally responsible, agile, and adaptable.
- Inspirational and motivational. They empower, inspire, coach and guide through a wide range of learning activities. They show passion and warmth
- Expert collaborators, making high quality learning resources available to maximise learner progress.
- Inclusive of colleagues and all learners.

## Why have we adopted Self-Directed Learning across OneSchool?

1. It supports our belief that students need to become self-directed, independent, autonomous learners and citizens to flourish in life and business.
2. It complements the unique nature of our disparate campuses and virtual classrooms.
3. It builds within students the skills that are required to operate within a Brethren family and community – autonomy, resilience, adaptability.
4. It underpins our belief that as students move through the schooling life cycle, that they should become less dependent on teachers, and more capable learners in their own right.



5. It supports our assertion that teachers become less the fount of knowledge, and more the learning mentor as students move into Senior.
6. It reflects the rapidly changing nature of society – the skills of being agile, adaptable, manipulators of information, creators of knowledge, and critical appraisers of information are prized and enhanced through a self-directed approach to learning.
7. It reflects an understanding that soft skills of empathy, thoughtfulness, social justice and collaboration are just as important as technical skills.

## The Learning to Learn Framework

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

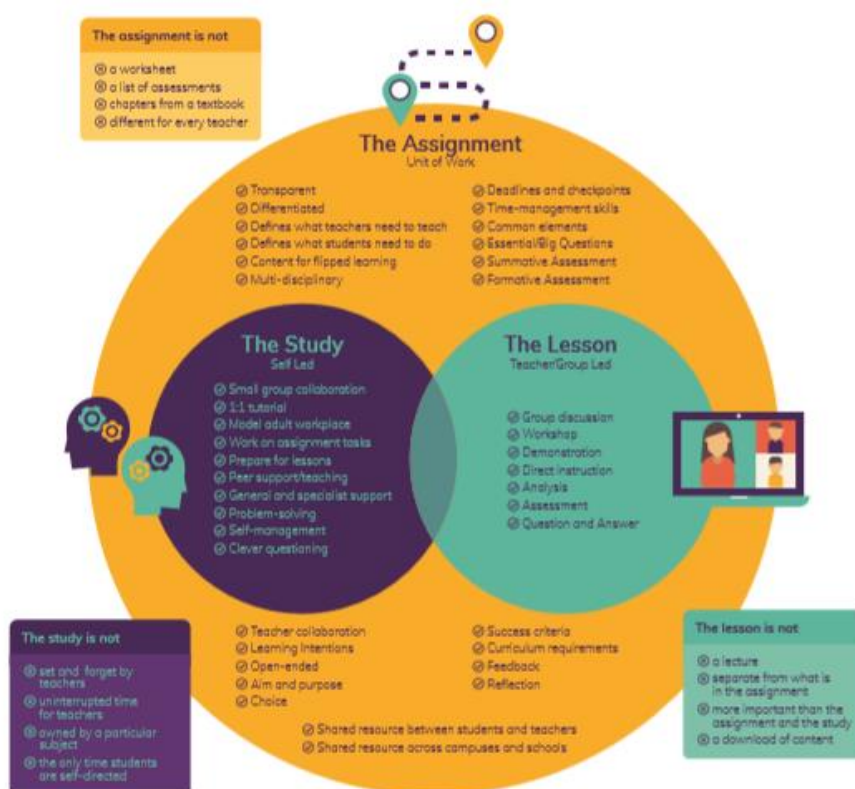
*Learning to Learn means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfill their true potential.*

Course content is accessed through the interlinking elements of **The Assignment, The Lesson and The Study**. These three elements of the L2L Framework were recognised and articulated by our founder, Mr John Hales

*“What I learnt was by research”*

*“So you set additional work for yourself privately”*

*“I’ve always had in my mind this third, third, third.”*



The journey whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfill their true potential.

*Learning to Learn*

# The Assignment is

- Transparent
- Differentiated
- Defines what teachers need to teach
- Defines what students need to do
- Content for flipped learning
- Multi-disciplinary
- Deadlines and checkpoints
- Time-management skills
- Common elements
- Essential/Big Questions
- Summative Assessment
- Formative Assessment

- Teacher collaboration
- Learning Intentions
- Open-ended
- Aim and purpose
- Choice
- Success criteria
- Curriculum requirements
- Feedback
- Reflection
- Shared resource between students and teachers
- Shared resource across campuses and schools



## The assignment is not

- a worksheet
- a list of assessments
- chapters from a textbook
- different for every teacher

The 'assignment' is developed by teachers. It consolidates a unit of work into one place and is an online resource available to students regardless of location, via the school's LMS, Canvas. The Assignment shares common characteristics with instructional design approaches such as enquiry-based learning and Understanding by Design (McTighe & Wiggins). OneSchool has developed a "checklist" for teachers to assist them with assignment design. An overview of this "checklist" is below. These components must be visible to students on Canvas.

### Context

- Big Question ('open' enough for differentiation and self-direction)
- Goals/Aims/Learning Intentions

### Assessment

- Assessment of learning tasks and Assessment for learning tasks
- Success Criteria described using rubrics
- Checkpoints/deadlines
- Feedback/Feedforward
- Reflection opportunities (self and peer feedback)

### Teaching and Learning

- Content
- Skills (Are skills being explicitly taught?)
- Clear articulation of what is required in Lesson/Study
- Resources

### Other elements required

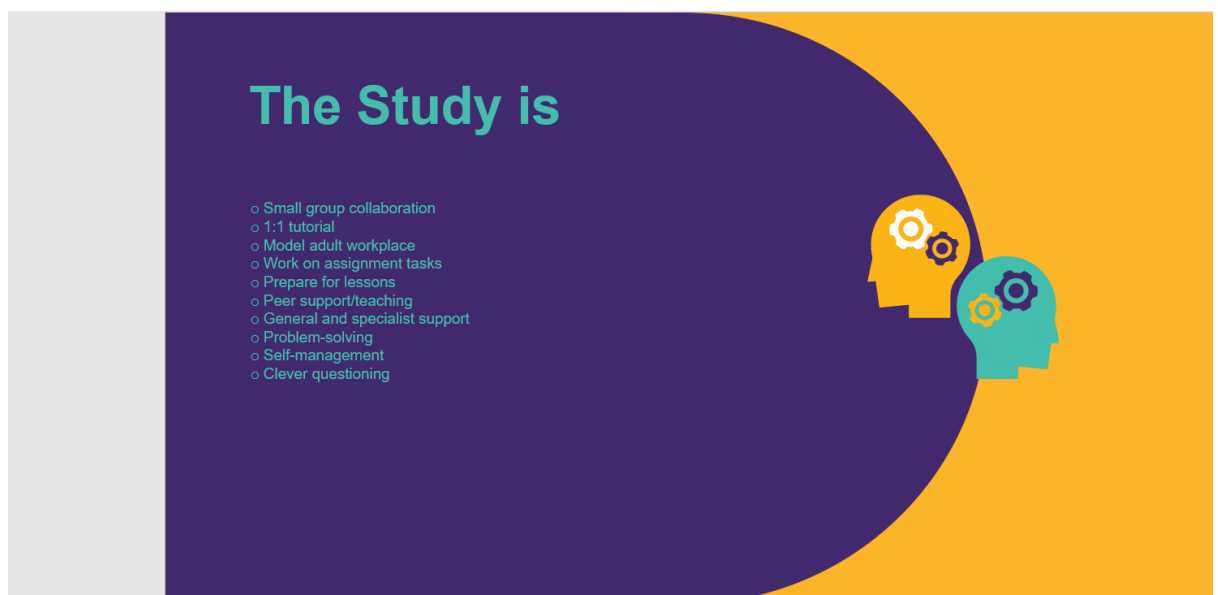
- Is differentiation present? (consider content, pace, process, resources)
- Does the Lesson make the best use of teacher time? (facilitated discussion, directed collaboration, skill development, practicals, modelling)
- At least 3 elements of Almarode's 8 strategies for student engagement present



The Lesson is a central part of Learning to Learn. The structure and role of the lesson may change as learners move through the school.

The Learning to Learn Framework rethinks lessons in various ways:

- With assignments in place, lessons become more about student learning rather than the content
- Lessons can be ‘flipped’ – content delivered via the Assignment and Study, with the Lesson used to analyse and develop skills
- Teachers are responsible for the lesson time, but the focus is more on student learning rather than what the teacher knows



Study time and Lesson time should be equal for each area of learning, particularly as a student makes progress through the school. Although The Study is not limited to a specific time or place, the Learning Centre is the physical space on campus where students most often work on The Study element of the L2L Framework. The supervisor of a Learning Centre has specific roles and responsibilities and OneSchool has developed a OneSchool Learning Centre Guide to assist students and teachers to use their time in the Learning Centre effectively.

## OneSchool Enrichment Program

The Enrichment Program complements self-directed learning as it provides senior students who have developed independent learning skills and habits to assume greater responsibility for their own learning. The program sees eligible students studying at home or other approved venue for one day a week. Students are approved for participation in the program based on subject teacher

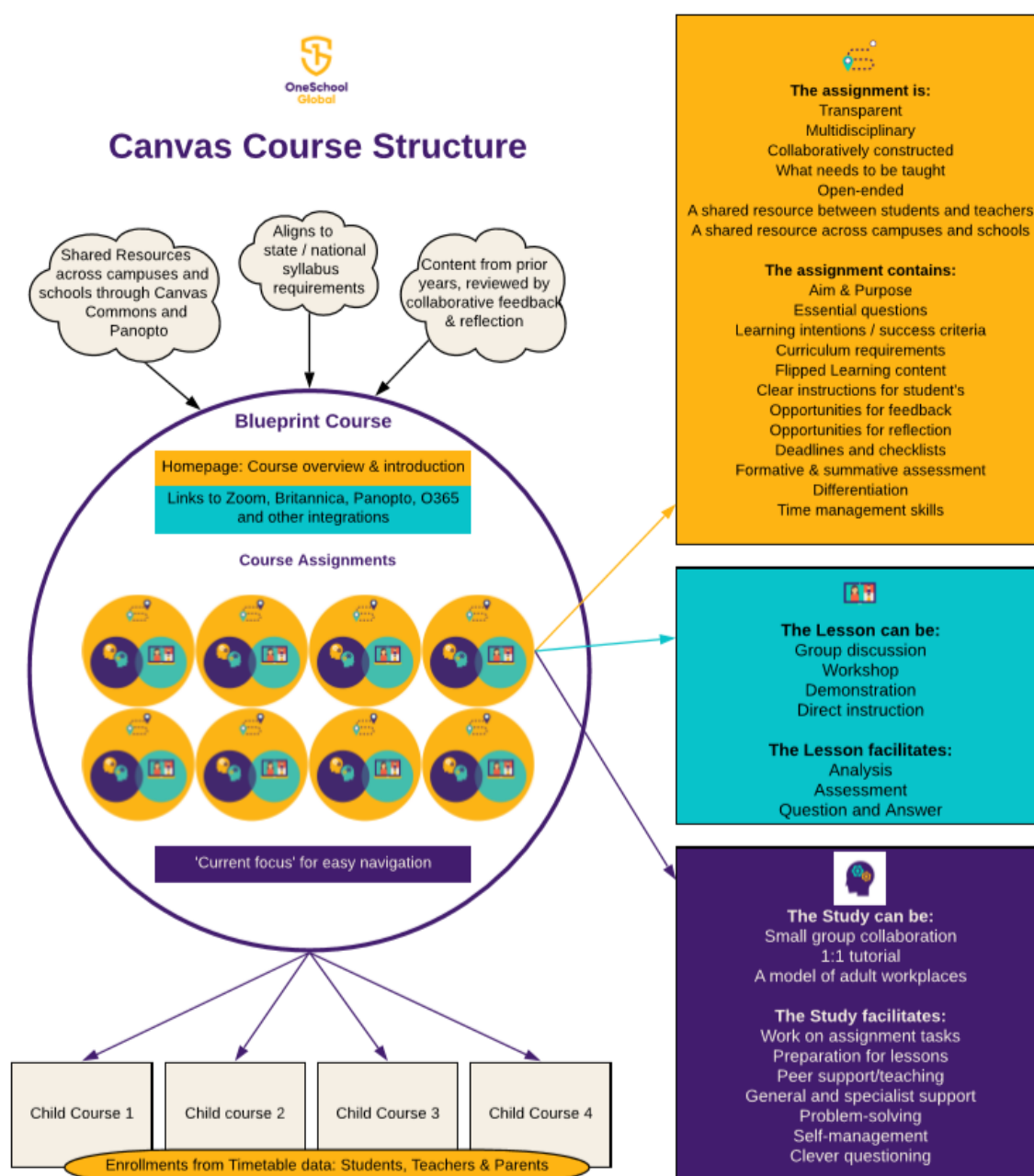
recommendation and after approval from the Head of Campus and Regional Principal. Parents must also agree to their child/guardian being involved in the program and must agree to supervise them.

Students involved in the program must set goals for the program and are enrolled in a Canvas course that allows the Heads of Campus to track and monitor progress. Students who do not meet these goals and/or do not demonstrate that they are using this program effectively and responsibly will have this privilege revoked.

## The Canvas/Zoom Partnership for Learning

Self-Directed Learning has at its core a desire for students to manage their own workflow as independent learners. In doing so, students access the content or information they need, using the tools and the environment provided. Canvas is the Learning Management System (LMS) where OSG students access content and information. Zoom is our global virtual classroom (VC) platform where we share learning and collaborate with peers and teachers.

Canvas also has tremendous capacity to increase parent engagement in their child's learning. Parents have visibility in Canvas and can see the Assignment elements, including assessment and feedback from teachers. This provides increased connections between students, parents and teachers and is a key focus at OneSchool Global.



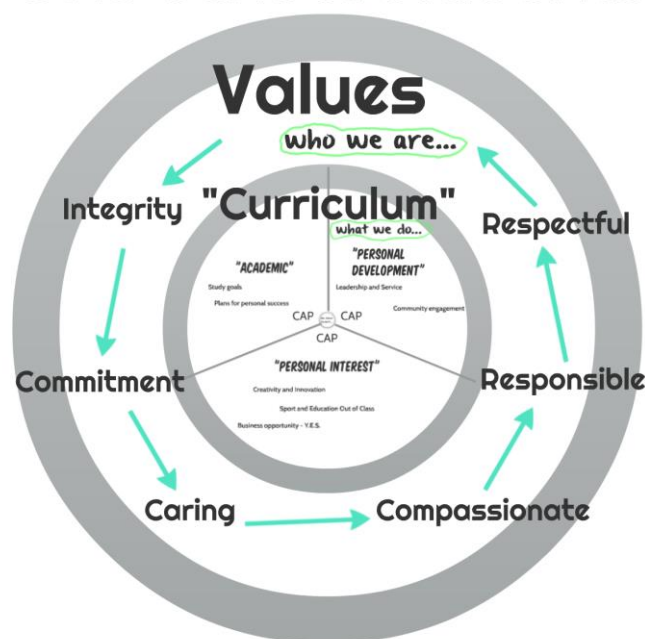


# OneSchool Language of Learning

To assist all stakeholders to understand and discuss how we teach and learn within the L2L Framework, OneSchool has developed a Language of Learning (LOL). Based on a central metaphor of a mountain range, the Language of Learning situates the learner on a learning journey, with phases of this journey labelled Orientate, Navigate and Explore. The Language of Learning posters that are evident in all OneSchool learning environments depict an increasing degree of complexity and skill on this learning journey. Teachers may recognise that this metaphor has been underpinned by reference to elements of the SOLO Taxonomy (John B. Biggs and Kevin F. Collis). SOLO, and in particular the use of verbs associated with learning tasks. Integrated within the Language of Learning is the concept of the Learning Pit (James Nottingham). This graphic encourages students to consider that struggling and failing are part of learning process and that learner's benefit from support of peers, teachers and others in the learning journey. Above all else, the Learning Pit captures the critical importance of persistence in learning.

## OneSchool Student Model

### One School Students...



The OneSchool Student Model provides a framework and overview for students at OSG.

#### Values

On the outside of the model are the values. They surround everything and influence 'who we are', or who we want to become.

- Act with Integrity
- Respectful & Responsible
- Compassionate & Caring
- Committed

#### Curriculum

The inside circle of the model represents the 3-legged stool of education – Academic, Personal Interest and Personal Development.

The goal is for OneSchool students to make progress in all areas of the One School Awards: Involvement in School Activities, Leadership, Academic Achievement, Fulfilling Potential and Management Skills.

## Academic

The focus of any school is for students to achieve to their academic potential. Academic achievement has been a key focus for OneSchool since its inception in 1994 and this will continue as we move forward.

## Personal Interest

Along with the provision of academically challenging courses, OneSchool aim to provide a variety of personal interest courses including access to distance education organizations, Vocational Educational courses, and external CAP courses. All students are encouraged to pursue at least one personal interest course during their senior years. With the development of Assignments students are being afforded some flexibility with researching areas of interest, including creativity & innovation.

## Personal Development

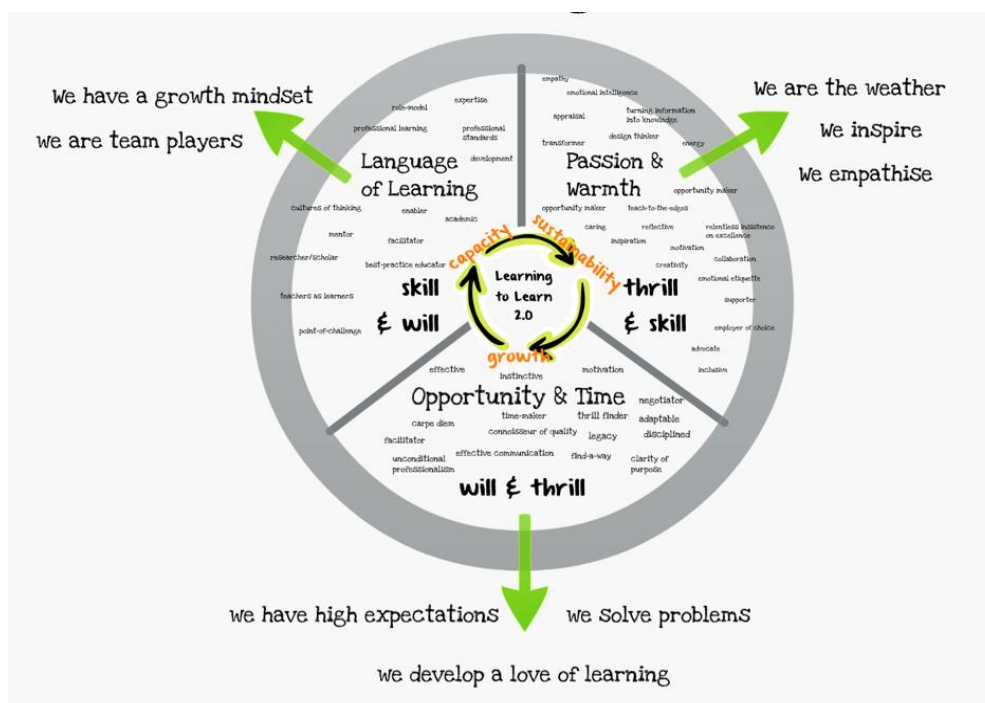
OneSchool students are exposed to a range of pastoral care type programs at school, from a young age right through to their senior years. Resilience programs, Social & Emotional Learning programs, Essential Skills via the Academic Care program, and a diversified Student Leadership program.

Learning to Learn affords all students extensive opportunities to develop key areas of Personal Development such as leadership, goal setting, time management, project planning, teamwork, and collaboration.

## Career Advantage Program (CAP)

CAP is in each area of Curriculum. It gives students the opportunity to get a 'head start' in their future employment & career. It is represented in all three pieces of the OneSchool Student Model as it stretches students academically and gives skill and personal development opportunity.

# OneSchool Teacher Model



The OneSchool Teacher Model, which sits alongside the Student Model was created from the learning experiences presented by Sir John Jones. The model aims to establish expectations of professional conduct and provides guidance for teachers in terms of what is expected in the classrooms within our organisation.

The OneSchool Teacher model provides a three-tiered framework which focuses on the 'Learning-to-learn 2.0' model first developed in the UK in 2014:

1. **Always Learning**

For our teachers to be successful and flourish in our OneSchool context, they must first be skilled in the area of Language of Learning. A list of vital skills is provided in the model, and teachers must work towards developing their skills in these areas as part of their own on-going professional development.

2. **Passion & Warmth**

According to Sir John Jones these two attributes are two key gifts that teachers can give to our students. Sir John famously paraphrases Maya Angelou in stating that 'students may not remember what you taught them, but they will remember how you made them feel.' The model provides a skill set in this area which teachers must focus on when planning and presenting lessons and supporting students in their learning.

3. **Opportunity & Time**

Another two gifts that teachers can afford for students is to give them Opportunity & their Time. Give every student the opportunity to participate and achieve success in your classroom. Make sure each student has equal access to your 'time' and experiences their fair share of your professional interaction in every lesson.

The OneSchool Teacher model then outlines the key elements:

**Actions & attributes**

- We have a growth mindset rather than a fixed mindset
- We are team players
- We inspire
- We empathize
- We are the weather
- We have high expectations
- We solve problems
- We develop a love of learning

**Values**

- Integrity
- Commitment
- Care & Compassion
- Responsibility
- Respect

# Characteristics of the Student Body



OneSchool Global NSW is a multi-campus Year 3-12 educational institution which caters to the schooling needs of students across 12 campus in NSW. In the main, the students are part of the Plymouth Brethren Community where Christian values and parent involvement are important features of the school culture.

## Student Population

Students attending in 2019	
Years 3 - 6	358
Years 7 - 12	748
Total Enrolments	1106

## Index of Community Socio - Educational Advantage (ICSEA)

Data Source: Parent Information

School ICESA Value: 986

Average ICSEA Value: 1000

## Distribution of Students across NSW Campuses

Campus	3	4	5	6	Total Primary	7	8	9	10	11	12	Total Secondary	Total Enrolment
Albury	1	3	4	1	9	8	4	3	5	1	4	25	34
Armidale	2	2	2	4	10	4	7	9	5	14	7	46	56
Condobolin	7	5	6	4	22	7	2	3	7	1	1	21	43
Cowra	7	5	3	6	21	-	-	-	-	-	-	-	21
Goulburn	1	5	4	6	16	8	10	13	13	14	8	66	82
Illawarra	16	10	15	14	55	12	23	13	21	21	18	108	163
Leeton	1	2	1	1	5	5	2	8	1	10	6	32	37
Maitland	6	8	10	8	32	8	11	18	7	13	7	64	96
Mount Victoria	3	5	2	8	18	8	6	10	7	10	5	46	64
Orange	2	7	15	10	34	41	22	15	16	12	14	94	128
Sydney	31	32	28	33	124	15	38	32	30	26	39	206	330
Wagga Wagga	1	6	3	2	12	6	6	7	7	7	7	40	52
TOTAL	78	90	93	97	358	122	131	131	119	129	116	748	1106



# Enrolment Policy



The full text of the school's enrolment policy is on the school's website

<https://www.oneschoolglobal.com/wp-content/uploads/2020/02/3.8.1.2-OneSchool-Global-NSW-Enrolment-Policy.pdf>

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

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

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

The following principles inform the content of this policy:

OneSchool Global NSW and the OneSchool Global NSW campuses strive for excellence in education. Such excellence may also be achieved in other educational forums. OneSchool Global NSW has traditionally aimed to support Christian parents in their role of educating their children.

Parents and children enrolling in OneSchool Global NSW commit themselves to a community that works towards the education, formation, and pastoral care of young people. By acceptance of the enrolment OneSchool Global NSW and the OneSchool Global NSW community commits itself to supporting the parents and family as the primary educators of their children.

The Campus Administrator and Directors collaborate to provide leadership within the local campus community. The Campus Administrator and Directors participate in the enrolment process.

There is an appreciation of differences in enrolment demand within the OneSchool Global NSW system of campuses and appropriate guidelines will be issued to advise local enrolment committees. OneSchool Global NSW and the OneSchool Global NSW campuses have limited resources and deployment of resources in the past limits some options for enrolment.

The time of enrolment is an opportunity for dialogue, reflection, and mutual discernment about the individual circumstances of the student in the context of family and the purposes of the school in the life of the community the school serves.

Priority in enrolment will be given to:

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

Appeals against the decisions of the enrolment committee shall be directed to the Trustees of the OneSchool Global NSW campus in writing. Recourse in writing may be made to the OneSchool Global NSW.

## Enrolment Application Requirements

OneSchool Global NSW is required to comply with NSW Government standards. The enrolment forms set out all requirements for families wishing to enrol students at the school. This includes documentation relating to immunisation, proof of identity, visa citizenship documentation (this applies to overseas students), medication details and any relevant medical and/ or special needs information (if applicable), reports of any assessments your child has received (if applicable) and any relevant custody or court orders (if applicable)

## Prerequisites for Continuing Enrolment

The Discipline section of the School enrolment form (page 12) sets out the conditions whereby a student may be excluded from school, either temporarily or permanently.

Parents must support the School and the values of the School. All communication between students, parents, visitors, and staff members should be conducted in a courteous and respectful manner. Confrontation and criticism in public is to be avoided and parents accept that there is no place in the School community for sarcasm, derogatory remarks, inappropriate familiarity, or offensive comments whether in person, in writing or online. The School encourages parents to be actively involved in the School through attendance at parent-teacher interviews and parent events, participation in courses offered by the School relevant to the student's education and assistance to the School in a voluntary capacity.

Parents agree to support the values of the School and to abide by the rules of the School as set out in various publications including the School Handbook. Students must do the same and parents agree to encourage students in this. The School has specific requirements in relation to discipline, homework, uniform, attendance and leave, which parents must understand and which they must agree to support.

If the School Board and Regional Principal believe that a mutually beneficial relationship of trust and co-operation between a parent and the School has broken down to the extent that it adversely impacts on that relationship, then the School Board and Regional Principal may require the parent to remove the student from the School.

# Key Academic Achievements and Developments



## NAPLAN

The following NAPLAN tables displays a positive set of data from results achieved by our students in the 2019 National Assessment Program. NAPLAN is a national annual assessment for all Years 3,5,7 and 9 students and it continues to be the measure to which governments, education authorities and schools can determine whether young Australians are meeting important educational outcomes. The analysis of this data and subsequent implementation of strategies not only to support individual students, but our students as a collective, is an important feature of our School's ongoing commitment to continual improvement.

In 2019, students across OSG NSW campuses performed above their State cohorts in a range of areas, particularly in the middle 2 bands. The school and staff will continue to analyse the data closely with a view to determine specific areas that may need greater focus in order to cater for individual student needs, as well as informing the learning, teaching, and strategic planning processes.

### Year 3

Bands	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy		Total OSG Students
	OSG	State	OSG	State	OSG	State	OSG	State	OSG	State	
Top 2	61.5%	55.7%	50.7%	57.9%	33.3%	54.3%	60.3%	60.3%	34.6%	43.2%	78
Middle 2	28.2%	33%	32%	36.8%	50%	34.4%	28.2%	29.4%	57.7%	44.5%	
Bottom 2	8.9%	11.3%	7.7%	5.3%	15.4%	11.3%	11.5%	10.4%	7.7%	12.3%	

### Year 5

Bands	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy		Total OSG Students
	OSG	State	OSG	State	OSG	State	OSG	State	OSG	State	
Top 2	38.7%	40.1	3.2%	19.5%	22.6%	40.2	30.1%	40.7%	16.1%	32.3%	93
Middle 2	54.8%	46.6%	70%	64.1%	58%	47.8%	55.9%	41.6%	73.1%	53.8%	
Bottom 2	6.5%	13.4%	22.6%	16.4%	19.4%	12%	8.6%	17.7	10.8%	13.9%	

### Year 7

Bands	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy		Total OSG Students
	OSG	State	OSG	State	OSG	State	OSG	State	OSG	State	
Top 2	36.9%	32.1%	17.2%	19.1%	31.1%	35.2%	27.9%	32.7%	30.3%	37.7%	122
Middle 2	52.5%	52.3%	63.1%	54.4%	50.8%	51%	55.6%	45.7%	60.6%	47.5%	
Bottom 2	9.8%	15.6%	17.2%	26.5%	15.6%	13.1%	17.7%	21.7%	6.6%	14.9%	

## Year 9

Bands	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy		Total OSG Students
	OSG	State	OSG	State	OSG	State	OSG	State	OSG	State	
Top 2	20.6%	25.4%	12.2%	13.8%	25.2%	25.7%	19.8%	22.1%	29%	28.7%	
Middle 2	70.9%	55.3%	62.6%	50%	61%	57.8%	61.1%	52%	68.7	55.9%	
Bottom 2	6.1%	19.3%	24.4%	36.2%	13%	16.5%	18.3%	26%	4.9%	15.5%	
											131

## Record of School Achievement (RoSA)

### RoSA Grades Stage 5

OneSchool Global NSW is a non-selective, co-educational school which continues to build a reputation for student self-directed learning. This model is strongly supported by an emphasis on the professional development of our teaching staff, our Foundation Statements, and School Goals. The developing mentoring culture, small class sizes, engaging teaching and learning, and the broad range of subjects contribute to the continued development of our model. The growing success of this model was most apparent during the recent school closures in NSW and the subsequent remote learning period during COVID 19 restrictions.

The Record of School Achievement (RoSA) is a cumulative credential, with grades given in Years 10 and 11. A student who leaves school before completing their HSC will receive this credential listing grades achieved.

No RoSA credentials were issued by NESA to OneSchool Global NSW school students in 2019. As all our students proceeded to complete their HSC.

The table below shows the summary of grades for the mandatory curriculum for Stage 5 2019 in English, Mathematics and Science, a separate table shows the grade summary for the remaining mandatory subjects of History, Geography and Personal Health and Development and Physical Education. A grade analysis table has also been included for each of the subjects English Mathematics and Science.

Table 1: English, Mathematics and Science Grade Analysis 2019

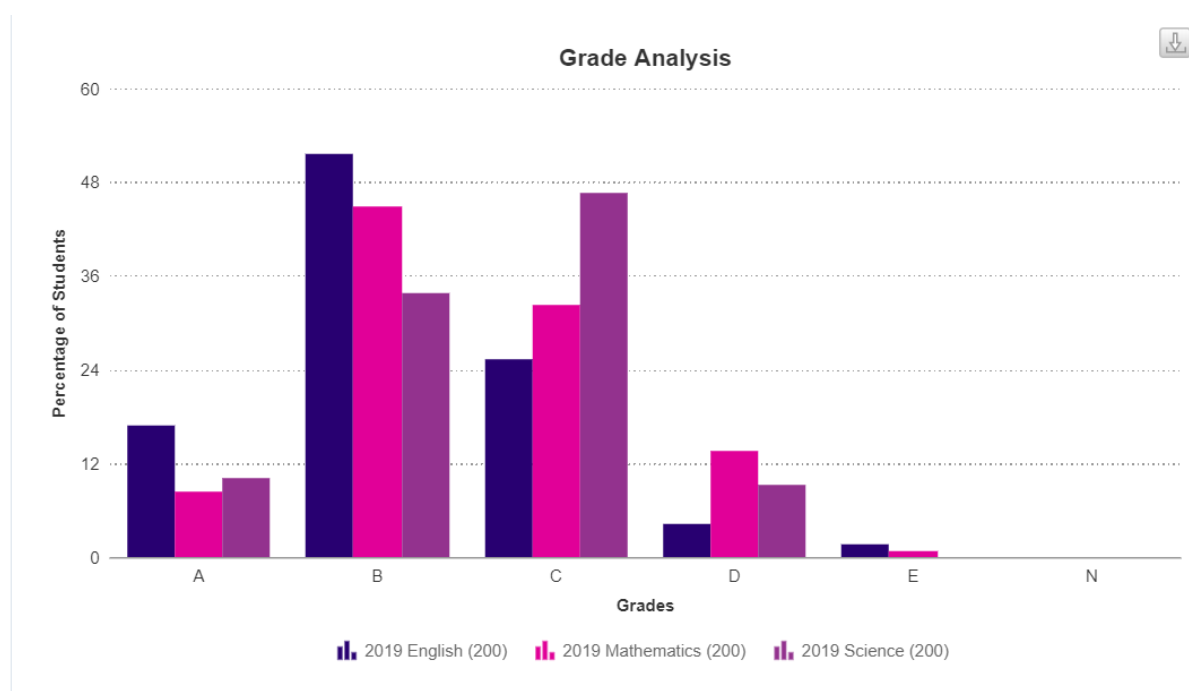
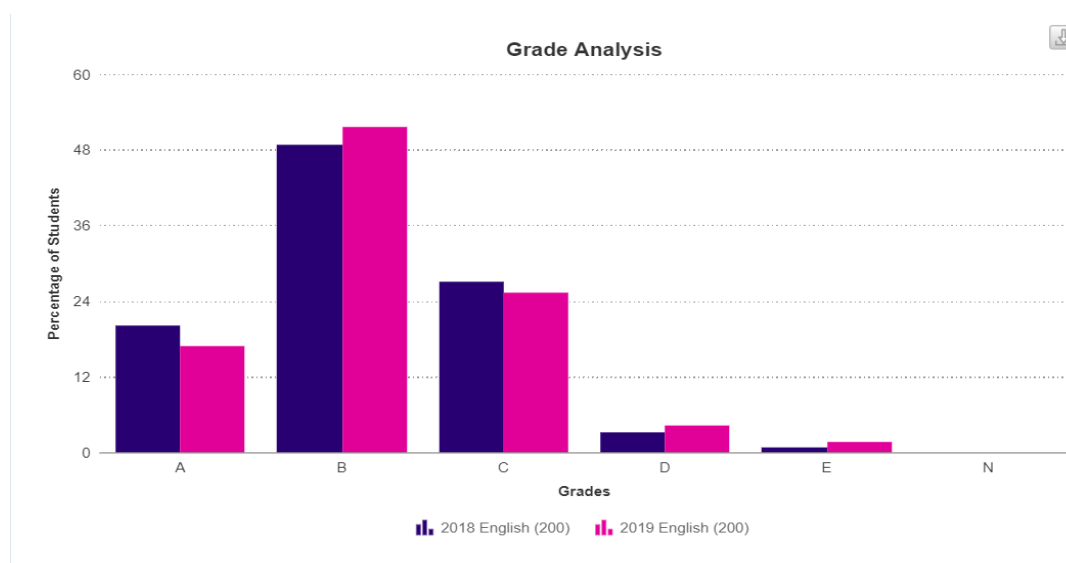




Table 2: English Grade Analysis 2018-2019



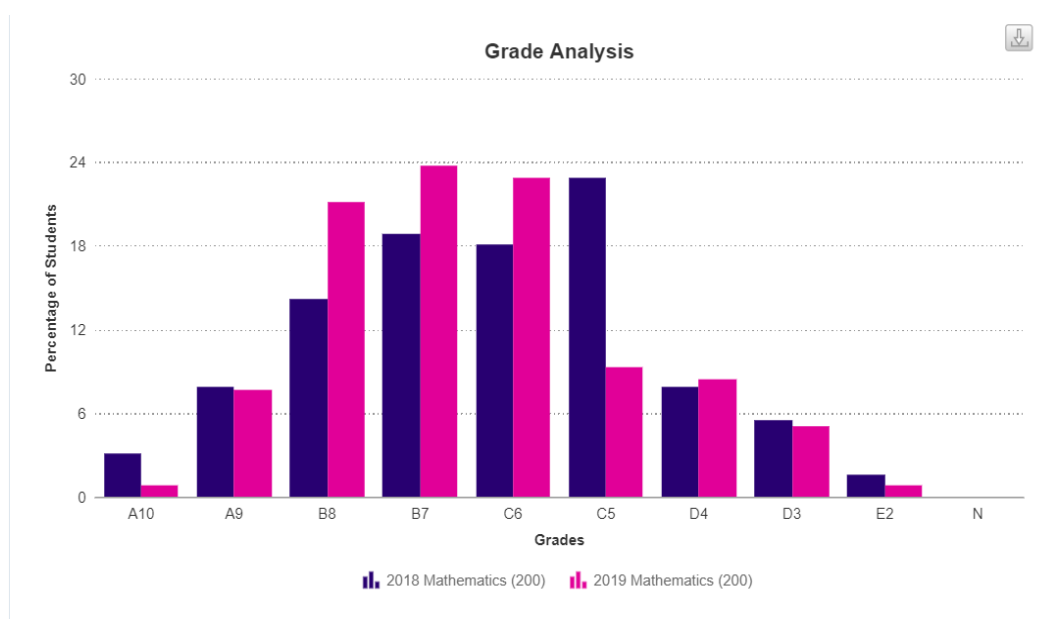
2019 saw a positive increase in students accessing a B grade from the C grade band than in previous years. There were slightly fewer students accessing an A grade in 2019.

2018 saw a significant change in the structure of our English courses in Stage 5. The units of study were reduced from six to four also reducing the formal tasks completed to one per unit of work. This restructure has provided students in 2019 with more time to develop core skills, knowledge and understandings prescribed and subsequently the work submitted by students is of a higher quality than previous years.

Combined with the Skills Focus initiative also introduced in 2018 has contributed to improved student outcomes. One lesson per week is allocated to the explicit teaching of reading, writing, viewing, and representing, speaking and listening skills, drawing upon data from the schools MAP testing regime.

Reduced content coupled with the focus on core skills has enhanced students' capacity to meet prescribed outcomes for the 2019 cohort.

Table 3: Mathematics Grade Analysis 2018-2019

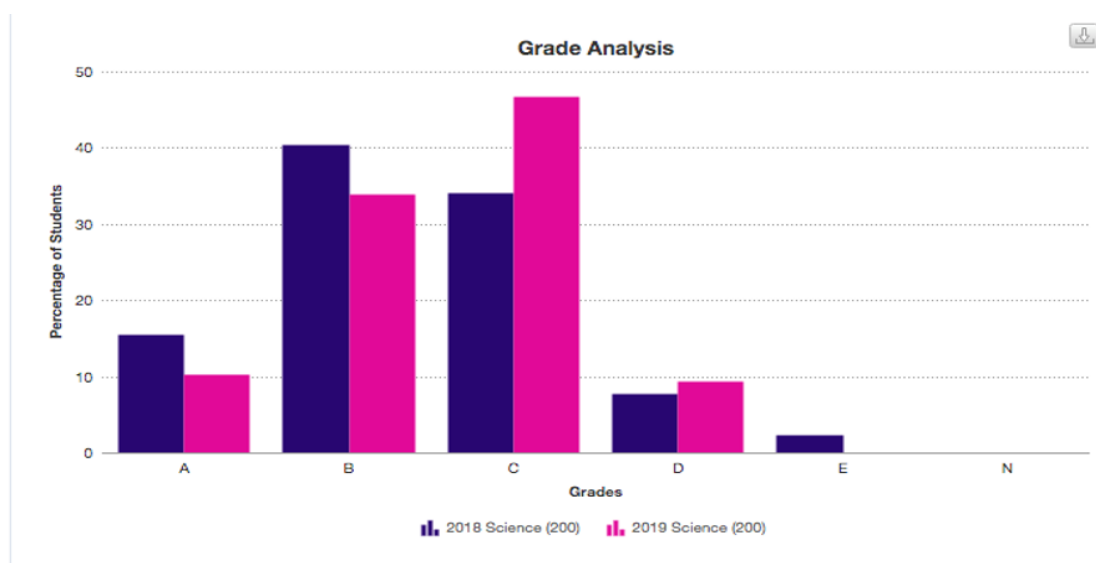


In Year 10 Mathematics the graph shows relatively consistent grading across A10 to E2 across 2018 - 2019. This is to be expected given the relatively stable cohorts we have from year to year.

However, there is a concern that there is a decline in A10 grades in the last 2 years. Strategies to address this are

being explored. One such strategy has been the development of a Year 10 extension course for nominated students to complete and in 2020 the top 30 students across NSW have been enrolled. This course aims to support higher achievement and greater student enrolment into the Year 11 Mathematics Advanced course.

Table 4: Science Grade Analysis 2018-2019

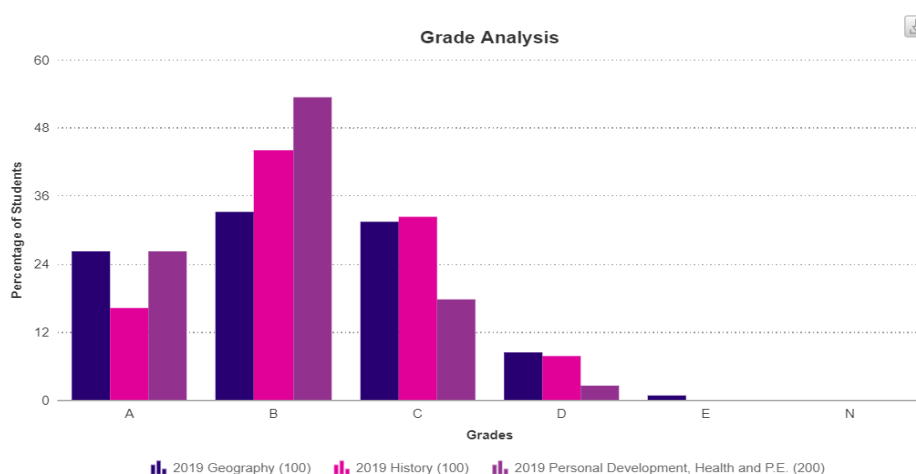


Students achieved at a higher level in 2018 than in 2019, with 34% more students achieving an A grade and 16% more students achieving a B grade. This resulted in a 27% increase in C grades and a 17% increase in D grades in 2019.

Professional development of teachers in the application of the Performance Course Descriptors and applying a balanced judgement occurred throughout 2019 to ensure that grades allocated more accurately reflected of student outcomes. As a result, there was a reduction in the awarding of A and B grades.

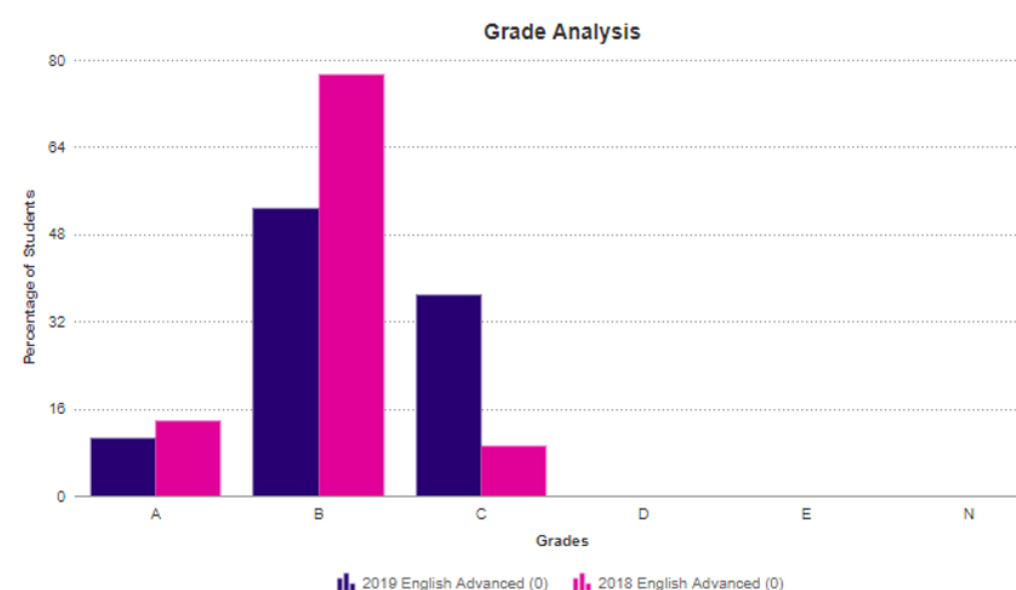
A focus was placed on the quality of tasks in Science in 2019 and the development of associated marking rubrics. This together with greater collaboration around consistent marking would also have contributed to the range of grade allocations.

Table 5 History, Geography and PDHPE Grade Analysis 2019



A wide range of assessment tasks are used to award a grade to all Year 10 students in each subject based on each student's performance in those tasks. Faculties refer to the NESA Course Performance descriptors, marks, and student work samples to provide consistent teacher judgement across the school.

Students who study an elective for either Year 9 or Year 10 are credited with 100 hours of study and students who study an elective for both Years 9 and 10 are credited with 200 hours.



## RoSA Grades Stage 6

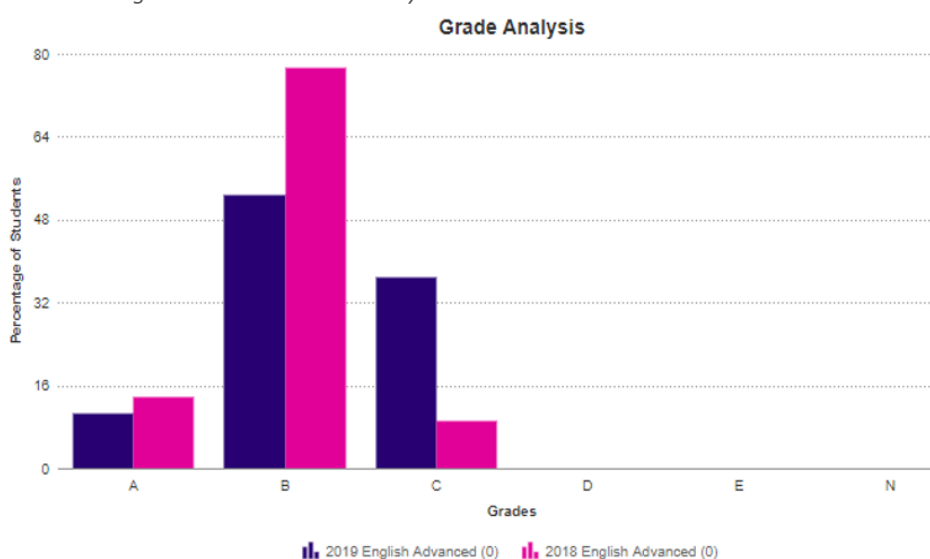
The graphs below indicate the percentage of the OneSchool Global NSW candidature and the grades awarded for English (mandatory) and Mathematics subjects, the two subject areas with the largest candidatures in OneSchool global NSW.

### English

#### *English Advanced*

The 2018 cohort achieved higher on A and B grades than the 2019 cohort. There is a significant difference (more) in the achievement of C grades in 2019 as compared to 2018. There were no D or E grades awarded over both these academic years. 2018 cohort was stronger academically. There has also been more scrutiny in 2019 regarding the application of the NESA Common Grade Scale and teacher professional judgment in the awarding of grades. In the past there was a tendency to be too generous and not adequately guided by the Common Grade Scale.

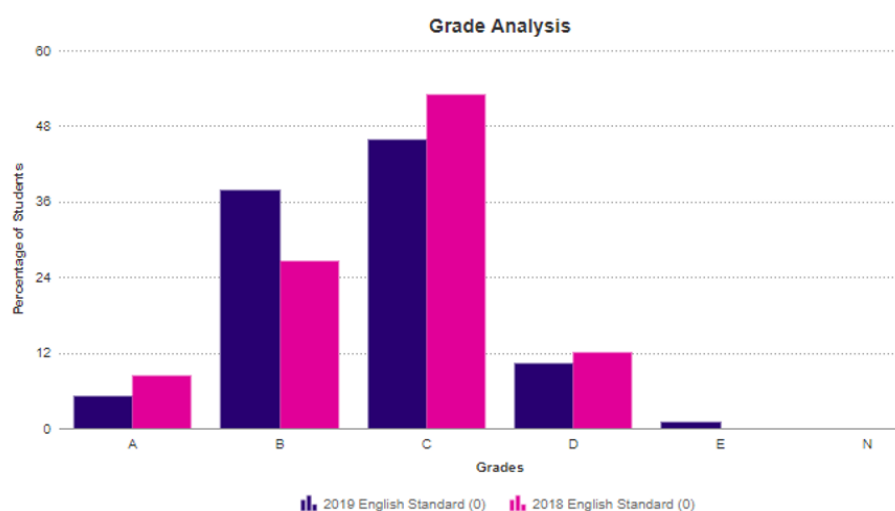
*Table 6: English Advanced Grade Analysis 2019*



## English Standard

The 2018 cohort was marginally stronger academically culminating in slightly higher numbers of Grade As being awarded. Generally speaking, there has been a fair distribution of grades over the 2 years with a good spread of B and C grades as per student ability.

Table 7: English Standard Grade Analysis 2019

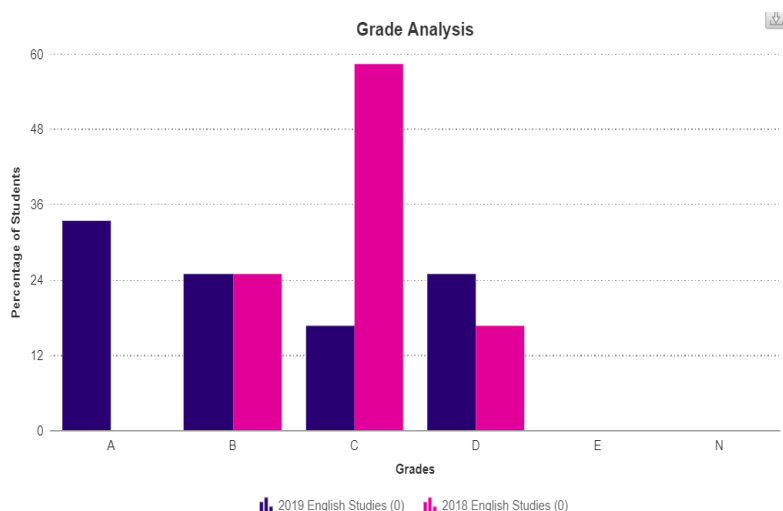


## English Studies

2019 saw an improvement in the allocation of A grades as opposed to no A grades awarded in 2018, due to the academic ability of that cohort relative to 2018.

There was a similar allocation of B grades in 2018 and 2019. There were no E grades awarded over both academic years.

Table 8: English Studies Grade Analysis 2019



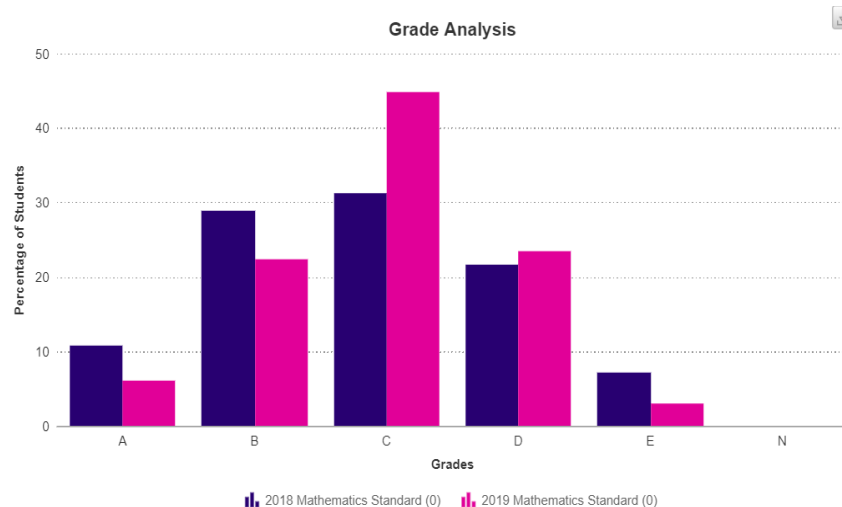
## Mathematics

### Mathematics Standard

In Year 11 Mathematics Standard, this new syllabus has had 2 cohorts of grading in the Preliminary Course as the new course was implemented in 2018. Between 2018 and 2019 grading is relatively consistent, there has also been an increase in enrolments.



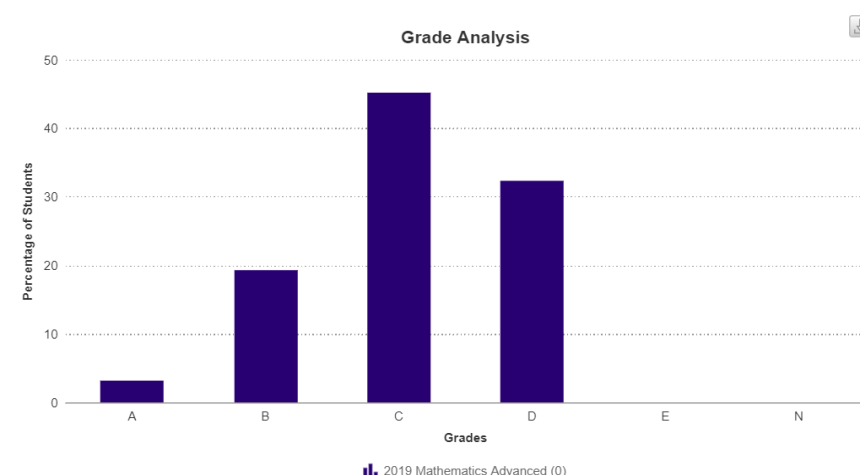
Table 9: Mathematics Standard Grade Analysis



### Mathematics Advanced

2019 was the first year of this new course being implemented.

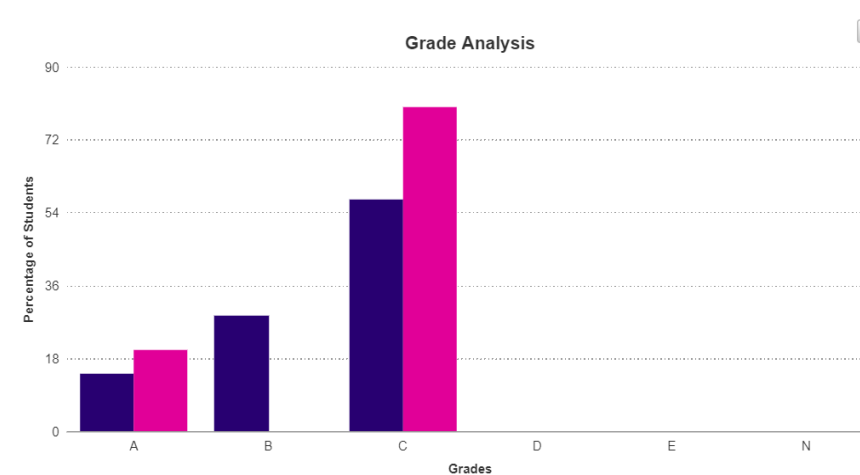
Table 10: Mathematics Advanced Grade Analysis 2019



### Mathematics Extension

Mathematics Extension 1 attracts a much smaller cohort which contributes to the pattern of grade allocation appearing more variable, however C-grades are increasing, and A-grades are decreasing.

Table 11: Mathematics Extension 1 Grade Analysis 2019



## Higher School Certificate (HSC)

2019 saw a decline in the number of Band 6s awarded cross the school. 119 students sat the HSC examination across 19 courses. The highest ATAR achieved was 97.30. Two students achieved an ATAR of over 90 placing them in the top 10% of the state. 25% of students achieved an ATAR above 70 placing them in the top 30% of the State. A total of 163 Band 5 and Band 6 were attained across the school.

One student was listed in the NSW All Achievers List. To be eligible a student must achieve a Band 6 in every subject. Highlights included a Music student placed on the Honour roll for the NSW Encore HSC Music Performances. This student achieved a result of 97, the highest HSC mark achieved for Music 1 in the school. In Science 2019 was the first HSC examination in the new Investigating Science course, 9.09% of OneSchool Global NSW students achieved a Band 6, this result was well above the State average of band 6 in this subject.

OneSchool Global NSW acknowledges that there is room for improvement across all courses. There was some improvement in some subjects with students in lower bands accessing higher bands. However, most faculties experienced a decline in their overall performance relative to the State. An analysis of student performance in the HSC examination to identify areas of weakness is a focus during 2020. In partnership with the school community the 'Towards 200' project is aimed at targeting areas of improvement by all students across all subjects. Students and teachers are working closely together setting academic goals and strategies to improve overall HSC results.

In 2020 with the on-going implementation of the Towards 200 project, a more flexible online teaching delivery mode, Zoom, combined with the continued development of the functional and interactive student online course platform, Canvas, we are hopeful of improvement in student results.

## Vocational Education and Training

Business Services and Financial Services are available for study by OneSchool Global NSW students and remain a popular choice. The majority of students in each of the VET Courses sat the HSC examination.

### ATAR Results

	2019	2018
<b>Total Students</b>	119	126
<b>ATAR above 90</b>	2	4
<b>ATAR above 80.00</b>	9	15

# Promoting Respect and Responsibility



## Student Well-being

Student well-being continues to be a focus in 2019 with the research supporting the many academic and social emotional benefits. In 2019 we began our consultancy with AIS in view of building staff capacity to build and deliver explicit well-being lessons aligned with the Australian Well-being Framework.

We have a focus on a whole school approach to well-being and have introduced well-being mentors at each campus. The well-being mentors have a full job description and are primarily responsible for overseeing the delivery of the Essential Skills program and for the local level interventions of student and staff well-being. Well-being mentors have completed the Youth Mental Health First aid course and will be refreshed every three years.

Parent education and involvement is a priority area as we build our well-being framework, this has been achieved through the involvement of community representatives at well-being planning sessions.

In 2019 we formally became a Be You School. This included our well-being mentors registering as team leaders for their campus. Be You is a National, federally funded mental health initiative for educators to promote and support the well-being of students from early years to 18 years of age. Our consultant offers regular support as we continue our scoping study.

## Student Leadership

### Student Leadership Team Roles and Responsibilities

Leadership roles at OSG offer students the opportunity to develop and exercise their skills that they will be able to apply in their years far beyond secondary school. Each individual's roles and responsibilities within the SLT will vary, but it is vital that all members work together to achieve the best outcomes for the entire student body. It is expected by being nominated into one of these positions, that the individual is a highly motivated student who strives to better the school through exemplary leadership and dedication to school improvement. It is a year-long commitment that requires involvement in and out of school. Student Leadership Team Members Each member of the Student Leadership Team makes a vital contribution to the team, enabling it to run in a smooth and effective manner. Each member is required to fulfil their role and responsibilities to their full potential. Responsibilities of all SLT members are listed below:

- To meet as a team on a fortnightly basis
- To be a good role models for the school, to uphold and promote the school values, new rule development and positive change.
- Ensure all students feel valued and safe at school.
- To be available to assist and present at special events.
- To communicate the needs and ideas of the students.
- To arrange a minimum of one fundraiser per term in view of raising money or awareness for a specific cause or purpose.
- To contribute to term/semester newsletters for the school community.

Although all students will be titled as a Student Leader, below are descriptions of some duties that need to be fulfilled throughout the year, which can be spread out amongst the SLT.

### **SLT Roles & Responsibilities**

Members of SLT take specific responsibility and ownership for the various tasks listed below:

- To organise and run whole school assemblies and annual assemblies. This involves the captains preparing the agenda beforehand.
- To chair fortnightly meetings held with the Student Leadership Team members.
- To lead and coordinate the team and organise the body of the work as a team with the delegation of tasks to members of the team.
- Be a proactive leader, ensuring you keep up to date with national initiative and programs.
- To organise for charity and non-charity fundraising events to be held.
- Attend meetings with the HOC/CA, as required.
- To encourage team members to be confident and to participate in the discussion in meetings. - To promote environmental awareness activities; e.g. recycling, clean grounds.
- Required to prepare an agenda for each meeting and is to organise the minute taker, and the distribution of the minutes.
- To maintain a folder which contains all plans/information on charity events and initiatives the team has organised.
- Manages any funds raised by the Student Leadership Team and keeps financial records in order to report to the Student Leadership Team on the current financial status of the group
- Makes a brief financial report at the end of every fundraising event.
- Provides the Student Leadership Team and Board of Management with a complete financial report at the end of the school year.
- Assist with the organisation and running for House Meetings and full House activities.
- Encourage all House team members to participate and engender House spirit.
- Select teams for Interhouse activities.
- Prepare the Duty House Roster Sheet for weekly House duties
- Required to represent the House at all House activities.
- Keep House noticeboards up to date by posting team lists and results.
- Reports on House activities through the newsletter.

### **Year Group Representatives Roles & Responsibilities**

- To communicate the needs and ideas of the students in their year group, acting as a voice for their year group.
- Attend meetings with the Student Leadership Team members, when requested, and participate actively in decision making.
- Fulfil tasks delegated to them, to the best of your ability.
- To maintain regular contact with the SLT.
- To be prepared to speak at assemblies if asked to do so by the members of the SLT. Student Leadership Coordinator
- To act as the communication line between primary and high school leadership teams, which would involve attending both teams' meetings and informing both teams of any needs or ideas.
- To encourage teamwork and positivity within the team.
- To ensure that each member of the team is fulfilling their role and responsibilities of their position.
- To attend student leadership team meetings.

### **Student Leadership Team Communication**

**Student Leadership Team Meetings** Student Leadership Team Meetings are to take place on a fortnightly basis at lunch times either in the Learning Centre or a classroom and should go on for the duration of roughly 15 minutes. All SLT members are to be present at these meetings and are to be notified prior to the time. A member of the SLT is responsible for preparation of the agenda for each meeting and is responsible for informing all attendees via email of when the meeting will take place. It is recommended that in the team's first meeting, they set annual goals and deadlines that they are to aim at and reach for. Meetings with the CA and HOC Representatives of the SLT are to meet with the HOC and CA monthly to discuss and relate concerns/issues/ideas on behalf of the team. A member of the SLT will prepare the agenda for this meeting and will also attend these meetings, acting as minute taker.

# Community Service Achievements

## Sydney Campus

- The Student Leadership Team planned and conducted regular whole school assemblies, focussing largely on the school ethos, values and learning to learn statement. The tone of all assemblies promoted respect and responsibility, not just within the school environment but extended to the wider community as well. Students focused on particular themes such as overcoming adversities, perseverance, tolerance and understanding and acceptance. These issues were made more vivid to students by way of guest speakers and film clips, showing real life stories that inspired a renewed awareness of social and humanitarian issues, and inculcated a sense of respect and empathy in our students.
- Students in the High School raised funds, and awareness for State Emergency Services as well as those in areas who have been adversely affected by the recent drought as well.
- Students demonstrated leadership skills and showed much initiative in raising money for the school itself, by organising a school event, Sydney's Got Talent, which saw the whole school working together in order to showcase the musical talents of the students. This event was successful in allowing students to show themselves as leaders as well as encouraging the whole school community to work together.
- An annual market day was held with a variety of food and entertainment stalls selling goods and services to students, parents, and grandparents. This event showcased the entrepreneurial, teamwork and collaborative skills of students as they worked together in coordinating the whole event.
- The student leadership team held an event called Mini Olympics which served to celebrate sport in the community and create a positive team building environment that promotes interaction between different year groups. Students were split into eight different mixed countries and were asked to not only dress in a way that was culturally appropriate but serve food reflective of the country's cuisine. This helped enhance students' tolerance and respect towards others from different backgrounds to their own.
- Students attended a whole school excursion at Cataract Scout Park excursion that the student leaders themselves researched, booked, and coordinated. Team building activities that saw students from Years 3-12 working together, supporting one another, and challenging themselves in a variety of outdoor pursuits.
- The annual Blue Shield Games involved students playing a variety of team sports in their associated houses in collaboration with students from Mount Victoria Campus. Students worked together in teams playing games and working with peers outside of their comfort zone, enhancing their mutual respect for one another.
- Year 8 students rehearsed and performed a play called "Beware The Ides of March" written specifically for them by their English Teacher. This allowed them to showcase their acting skills and indeed built their confidence for speaking in front of a large audience. Students were responsible for rehearsing in their own time and showed a great deal of maturity and commitment.
- In the Primary school, respect and responsibility were promoted through whole school and class-based activities. The school is a member of Peer Support Australia and in 2019 the Year 6 students delivered a program based on 'Making Friends.' The sessions were led by Year 6 leaders with group members from Years 3-5. The Year 5 students were allocated incoming Year 3 buddies and spent time with them during their orientation day, completing team building activities and acting as a support throughout MAP testing sessions.
- The student leadership team in 2019 hosted assemblies, fundraised for school resources and raised money for The Westmead Children's Hospital.
- Primary students organized a Scholastic Book Fair in conjunction with Grandparents Day, providing them and their families the opportunity to purchase books and take responsibility for their own learning.
- Throughout all sporting activities Primary Sports Captains worked with teachers, parents, and students to facilitate House gatherings and organise events.
- In class, students took part in Harmony Day celebrations and shared their learning with their peers in an assembly. All students took part in the Primary Thinking Games Sydney event, working collaboratively in groups, demonstrating respect and responsibility. The students last year were involved in the maintenance of the Primary Sensory Garden and worked with support staff to enhance its appeal.
- Mini Olympics
- At Oatlands Campus we focus on the MET School Values of Integrity, Care & Compassion, Respect, Responsibility and Commitment.
- Posters of the School's Values and Ethos placed around the Campus.
- At Campus assemblies student achievements are recognised. The focus is on presenting opportunities for students to be respected by their peers for their achievements. Merits are awarded at whole Campus assemblies to both High School and Primary School students. This ensures that the School's Values are constantly reinforced and that upholding the School's Values and Ethos is publicly acknowledged.
- Senior students will once again attend the NRMA Youth and Road Trauma Forum at Acer Arena this year.
- Students have raised money this year for both the school by organising a school event, 'Battle of the Bands' and for SIDS for Kids as part of The Red Nose Day Charity. The two fundraising activities were suggested and organised by the Student Leadership Team as a way of demonstrating closer links to the wider community.

Year 9 Art Students also designed and created a mural which they donated to Westmead Hospital. In Semester Two, the Primary students organized a Literacy Day and sold cakes and refreshments making \$900 which they plan to use towards obtaining more resources.

- OneSchool Global NSW Oatlands explicitly teach the Values of compassion and the importance of social justice as part of the 'You Can Do It' program in Primary and Values Education.
- At Campus assemblies student achievements are recognised. The focus is on presenting opportunities for students to be respected and acknowledged by their peers for their achievements.
- Individual students were recognised in both the weekly newsletter and fortnightly assemblies for demonstrating a particular school value, as well as their positive contributions to campus life in order to reinforce such behaviours.
- Year 8 Drama Ensemble - By Mrs Maxwell
  - On Tuesday 20th August, the Year 8 Drama Ensemble performed in front of a large audience packed tightly into the secondary assembly hall. The play was called "Beware The Ides of March" and took a humorous look into the murder of Julius Caesar. Donned in togas and brimming with excitement, the students did a marvellous job onstage, taking on the role of some wacky characters. There were nervous gladiators, clueless servants, overprotective mothers and one very eccentric homicide detective just to name a few.
  - A huge thanks to the parents who came to view the performance and show their support. And a big congratulations to the students on a job well done!

### Mount Victoria Campus

- 22 February 2019 – Primary Wheelie Day
  - Students in primary participated in a Wheelie Day, which has the aim of promoting respect for both rules and one another. This is a highly valued day each year for primary.
- 15 March 2019 – Activity Day
  - Students in Year 12 organised a campus activity day. The morning session involved the students in years 3-12 being divided into three groups to go on different local bush walks. Afterwards, they returned to campus to participate in team-building games. The groups were comprised of students from multiple year groups and mixed abilities.



### Monday Assemblies

- Each Monday the Head of Campus and SLT lead student assemblies where the Learning Curve focus for the week was discussed and students were awarded Bronze, Silver, Gold certificates based on their displaying the values as they move about the school. These assemblies also served as an opportunity to celebrate student achievements in a respectful setting.



- 8 March 2019
  - Students in Year 11 and their teachers travelled to Goulburn Campus for a workshop with John Joseph on taking responsibility for their learning by understanding their brain and taking care of it.





- 12 April 2019
  - Students and staff farewelled a long-serving employee (16 years) of the school, Lise Hodgkinson, who was able to advance her career at another school. The students organised a morning tea and thoughtful hand-made gifts for the teacher in a self-less assembly that demonstrated gratitude.
- 10 April 2019
  - Mt. Victoria Campus hosted the Lachlan Macquarie Cross Country event at Lake Wallace in Wallerawang. The students and community held a morning tea and lunch for all attendees, including students, staff, parents, and community.



31 May 2019

- Mt. Victoria Campus travelled to Orange PCYC to participate in games organised by the Orange Campus. The students played in their House Teams where they each took responsibility for being team players and were respectful towards others.





- 28 August 2019
  - Students in Stage 5 Commerce held a Market Day where they were responsible for selling a product to the students and community.



- 19 September 2019
  - Staff participated in a training session for Diabetes Awareness so that they could update their knowledge. It also served as a training to initiative whole-school awareness and understanding for our student with diabetes.
- 15 October 2019
  - Primary students were invited by the Department of Primary Industries to participate in a fish release at Lake Wallace in Wallerawang as part of a wider community engagement initiative.
- Term 4 – New Student Leadership Team
  - The new SLT worked with the Head of Campus to create committees. The aim of these committees is whole-school involvement in the school. Each group has an element of community service and an aim of fostering a positive and inclusive school culture. The committees are Care and Compassion, School Pride, Fundraising, and Activities. The Care and Compassion Group visited a local aged care facility on the 27th November where they sang uplifting songs. The School Pride Group worked to clear out superfluous demountable and put them on the market to sell to raise funds for an outdoor BBQ area. They also started a project of beautifying the girls' secondary toilets. The Fundraising Group began coordinating fundraisers for their Year 12 legacy gift. The Activity group organised lunchtime games, including a staff vs. student's volleyball match.




- 6 December 2019
  - Students in Stage 5 History travelled to the Maritime Museum in Sydney to learn about refugees and migrants. They learned about their experiences and contributions to Australia. This excursion fostered respect for others, as well as their responsibility to look out for those less fortunate. They were responsible students who took the train from Lithgow to Central Station, made the effort to eat something for lunch from a cuisine they had never tried, and were respectful of the wider community.



### Armidale Campus

In 2019, teachers, students and community members at Armidale Campus participated in several activities directly or indirectly related to respect and responsibility. These included but were not restricted to the following:

Weekly assembly, Mon mornings: Ongoing. By Term 4, a list of the values had become a fixture on the first and final slides of the Monday presentation. If the HoC or staff felt students would benefit from a reminder about particular values, the HoC addressed these in the assembly, as per the example below. Once a term, the HoC read the values in full to remind the students of the need to live them on campus. The HoC used Monday assembly to award certificates – academic, OSG Bronze (Silver and above were reserved for Recognition of Excellence Ceremony), other – that recognised students for their efforts arising out of values such as responsibility and commitment. The HoC also draws a weekly chocolate prize (one block each for a Primary and Secondary student); teachers award tickets in the draw for positive behaviours demonstrating values such as respect and responsibility in the classrooms, LC and playground.



**OneSchool  
Global**  
*Learning to learn*

**Integrity**  
**Care & Compassion**  
**Respect**  
**Responsibility**  
**Commitment**

**TERM 4, WEEK 7A**  
**2019**  
**MONDAY  
ASSEMBLY**

Respect


**Why?**

- Core school value
- Better learning outcomes
- Better relationships with teachers and classmates
- Feel good about yourself (intrinsic motivation)
- Because it's the right thing to do

**Our Values**

At OneSchool each student, parent and staff member shall uphold the values of the School which include:

- ✓ **Integrity** – uprightness, honesty and decorous conduct, governed by the Holy Bible.
- ✓ **Care & Compassion** – kindness, consideration, and generosity to all.
- ✓ **Respect** – for all people, property, opinions, and authority.
- ✓ **Responsibility** – for our actions, progress and the environment and.
- ✓ **Commitment** – to self-discipline and the pursuit of excellence.





OSG Bronze Award recipients, Monday assembly, 4 Nov 2019

Walk Like You Want To Be Here (approximately monthly): With teacher and peer input, Student Leaders chose one Primary and one Secondary student to receive recognition (and a small gift) of their positive participation on the campus. The Leaders announced a theme for the coming round of awards with a focus on school values such as respect and responsibility.

District Principal visits: It has become traditional for Terry Westblade, DP North, to address the assembled students of the campus for ten to fifteen minutes during Home Room time on one of the days of his visits. Mr Westblade bases his talks on observations of student behaviour, especially in the Learning Centre, and frequently themes them on values and attributes such as respect, responsibility, integrity and accountability.

Positive emails to parents: The HoC encourages teachers to send one email a week, to the parents of one student from any of their classes, telling the parents of something positive that student has done. The idea is, among other things, to help build positive relationships between parents, students and staff, and at least part of the rationale is to continue to develop greater respect among our key stakeholders by maintaining open, positive and ongoing communication. The parent response is generally rapid and warmly appreciative.

Activity and sports days: These types of days offer opportunities for students and teachers to interact outside of the regular classroom and LC environment, and often in less formal ways than usual, they are essential in helping to build respectful and positive relationships.



Team building during the Armidale Pine Forest activity day, 15 Mar 19





*Chalk explosion, Cross-Country (and colour run), Gipps Street Fields, Tamworth, 10 Apr 19*



*Relaxed teachers, Urunga activity day, 31 May 19*



*Sandcastle-building competition, Urunga activity day, 31 May 1*



*Wheelchair basketball, Tamworth Sports Dome, Blue Shield (North), 5 Jul 19*

National Leadership Team visit, Thu, 28 Nov: meetings with parents, teachers and students' leaders canvassed several vital areas of campus operations, including communication, related to respect and responsibility.

Student Leadership Team: The HoC and CA hold fortnightly meetings with the SLT (including Student Leaders and all other Year 12 students). Items covered include student input on campus and OSG initiatives, permissions and planning for activity days, and other business related to campus management in which students can have an active and positive voice.

### **Albury Campus**

OneSchool Albury participate in academic activities that promote respect and responsibility. Through the Head of Campus and campus staff, activities are designed to ensure students are proactive in upholding the school values and ethos.

Campus based activities include fundraising endeavours that support local and national organisations such as Jump Rope for Heart, Heart Foundation and Cancer Council. The campus holds four Activity Days a year. These days embrace balancing academic study with physical and mental health. Activity Days are friendly, competitive days of sport between other campuses which promote team spirit, leadership, and healthy interaction between students. Incursions and excursions are designed to expose students to learning outside the classroom. Some recent excursions include the local Yindyamarra Sculpture Walk created by the local Aboriginal community, First-Aid courses through St John's ambulance and the Australian Reptile travelling zoo.

Students who demonstrate outstanding qualities of leadership, academic success and community service are recognised through the OneSchool recognition program and can be rewarded with a variety of awards. Learning to Learn, Principal Award, Long Tan Award and individual Stage Awards are presented at the end of year Presentation Day.

Albury campus also apply for many government grants. In 2019 Albury applied for and were successful applicants of the Eco-Grant and the Eco-vantage grant (Energy Savings Scheme). See photos below in support of some of the activities mentioned above.

### **Condobolin Campus**

Respect (Environment): Stage 5 Geography Excursion to Kurnell

- As part of our study of Sustainable Biomes, Stage 5 students visited Bonna Point at Kurnell. We were fortunate enough to fly on a very clear morning and many of the students were discussing the changing biomes and landforms on our journey to Sydney. The primary focus of the day was to examine the mangroves and seagrass as productive biomes and explore Botany Bay's history of oyster farming. In the morning we spent time looking at the distribution and adaptations of mangrove trees, and their importance for oyster production. Before the tide rose, the students were able to walk into the seagrass to catch some of the many species living in this area. To conclude we discussed the human alterations (airport, Port Botany, oil refinery, desalination plant, residential development) in the area and the ways they can be managed in the future. The tour guide commented on how impressed he was with the students' interest and behaviour on the day.





#### Respect (Environment): Primary Landcare Environment Day

- Primary students attended the local Landcare Environmental Day. They participated in a range of activities to gain a greater appreciation for our local environment and how to look after it. Activities included recycling old clothes to make shopping bags, identifying local birdlife and their threats, responsible fishing, and observing water bugs to measure the health of our water.



#### Respect (Inclusion): Activity Day at Parkes PCYC

- Students travelled to Parkes PCYC to participate in a day of activities at that cannot be accessed locally. They enjoyed a session on sport for disabilities including seated volleyball and wheelchair basketball. They also had the chance to get expert instruction in gymnastics and quickly gained confidence in their vaulting and balance skills.



#### Responsibility (Charity Work): RRT Condobolin Farmers Community Connect

- During the October holidays current and former students assisted the local Rapid Relief Team (RRT). RRT coordinated the Condobolin Farmers Community Connect Day – distributing free feed pellets to farmers, supplying free lunch and arranging free vet checks and mental health support services on the day.



#### Responsibility (Charity Fundraising): Australia's Biggest Morning Tea

- Year 9 and 10 Food Technology students rolled their sleeves up to cater for the campus Biggest Morning Tea at the conclusion of our Term 2 Assembly. They raised \$640 for the Cancer Council.



Responsibility (School Fundraising): Stage 5 Commerce Market Day

- Year 9 and 10 Commerce students held a highly successful Market Day: the girls ran a pizza shop and the boys provided car washing services. Both groups are to be commended for the enthusiasm that they showed in the lead up to the day and especially for the hard work they put into their businesses on the day. Their online teacher, Mrs Lonegan, was very impressed with their work ethic. Each team pledged a portion of the profits to go towards the Hall Stage project.



Responsibility (School Fundraising): Stage 5 Multi-cultural food stalls

- Year 9 and 10 Food Technology students prepared multi-cultural food stalls for recess to help them fundraise \$180 towards a dishwasher for the Food Technology kitchen.



Responsibility (Driving): Year 10 and 11 Not a Statistic – Mock Crash

- Year 10 and 11 students attended the NOT A STATISTIC Mock Crash hosted by Parkes High School and coordinated by the Road Safety and Injury Prevention Officer and the local Police. The Mock Crash is a realistic scenario and creates awareness of the common causes and consequences of road accidents. This program also includes a classroom visit where students engage in a variety of activities to help them understand the dangers of driving while fatigued, or under the influence of alcohol or drugs. This was also timely as the students are currently students the "Towards Zero" unit in PDHPE.





# Priority areas for Improvement



The school develops a School Improvement Plan annually. This summarises areas for focus and improvement. This plan is set out below.

## Progress and Achievements for 2019 School Goals

The areas below were identified as priority areas for improvement for 2019. Progress and achievements in these areas have been assessed using data on goal achievement and student, parent, and teacher feedback.

To further embed the “OSG Learning to Learn” framework by integrating key elements into teaching programs, Canvas courses and evaluations.

### Progress and Achievements

Canvas courses updated across all faculties. To emphasise the focus on self-directed learning, explicit teaching time was reduced by reducing indicative hours and study periods supervised by qualified teachers were increased.

- To give parents increasing access and visibility to their children’s learning and to allow more opportunities for them to support the learning environment at the school.

### Progress and Achievements

A parent portal was introduced so that parents could access key school material. Additionally, ongoing training in Canvas continued with a focus on encouraging parents to access their child’s Canvas course. This effectively meant that parents could see the work set and any marked work including teacher feedback.

- To implement a more efficient and effective teacher development program which will give teachers feedback from mentors and students and facilitate improvement through professional learning materials and training.

### Progress and Achievements

“Educator Impact” was introduced in 2019. Educator Impact for Teachers is an evidence-based 360-degree feedback program based on the Australian Professional Standards for Teachers. It provides teachers with professional development plans to help improve teaching practice and positively influence student outcomes. The data provided by Educator Impact will inform professional development opportunities offered to staff and structure and inform professional learning conversations.

### Implementation Plan

Action	By whom	2019	2020
HOC training for developmental conversations	HR Manager	Term 2	Feb 27/28
Communication to teaching staff	HR Manager EI, EI Coordinator	Term 3	February
Collation of staff details via webform	TAC and EI Coordinator	End of Term 2-first week Term 3	February
Overview of staff details to ensure spread of year groups, Zoom vs F2F classes	EI Coordinator, RP, HR Manager,	Week 1 term 3	February
<b>Reflect Phase</b>			
Send welcome email to teachers	EI		March 4
Feedback surveys open	EI and Teachers		March 9
Feedback surveys close	EI and Teachers		April 3
Send feedback summaries to teachers	EI		April 8
<b>Set Phase</b>			
Send phase welcome email to teachers	EI		April 20

Goal survey opens- Goal Setting workshop	El and El Coordinator	Week of April 27	
Goal setting deadline / send PD plans to teachers	El and Teachers	May 8	
Grow Phase			
Send phase welcome email to teachers	El	Starts automatically after May 8	
Send grow summaries to teachers	El		
Developmental Conversations and standard letter	Heads of Campus Teachers	Term 2 upon completion of El Term 4	Term 2 after May 8 Term 4
Review of implementation	RP, HR Manager,	End Term 2	End term 2
Analysis of data	SELT/HOC	End of Term 2	End term 2
Reporting of data	RP	End of Term 2	End term 2

- To enhance teacher's skills in designing and developing high quality assignments using agreed guidelines that include a focus on student engagement, differentiation, and inquiry-based learning.

#### Progress and Achievements

The Director of Studies and Heads of Department led an ongoing focus on enhancing assignment design, with a focus on inquiry-based learning.

- To develop and deliver a Learning Centre Coach guide for teachers so that they become increasingly confident in their role as learning coaches.

#### Progress and Achievements

This guide was created and distributed to all staff, students, and parents. It is an extensive document that examines physical spaces in the learning centre and how teachers can support students in being self-directed. It also contains frequently asked questions and responses.

- To use MAP Growth assessment and feedback to inform instructional design to enhance learning outcomes for all students.

#### Progress and Achievements

While the explicit link between MAP results and instructional design is still to be extensively implemented, teachers and curriculum leads are using MAP data to identify students with needs. A trial of the MAP Skills program where MAP data is used to both identify student areas for growth and facilitate skill development was conducted in 2019. An expanded roll-out is planned for 2020.

- To enhance the Essential Skills program by delivering a broad, whole school positive education program.

#### Progress and Achievements

Further training in student well-being occurred in 2019 with every campus having a designated campus well-being coordinator. After an evaluation of the existing Learning Curve program, it was decided that the school would use a more broad-based approach in 2020. A trial where an external agency was commissioned to provide counselling services to students and families occurred in 2019 and a full roll-out is planned for 2020.

# School Improvement Plan for 2020

## What can you do as an OSG NSW Stakeholder to ensure the success of our *School Improvement Plan for 2020*?

Project/Initiative	SELT/Board/Management Team	Campus Administrators	Teachers	Parents	Students
<b>Budget</b>	Set clear budget targets. Implement Approval Max and centralized payroll Dayforce. Train staff in use	Provide budgets to NMT and Board and report monthly	Use Approval Max and Dayforce payroll.	NA	NA
<b>Teacher recruitment and retention</b>	Engage more recruitment resources. Enhance induction and support programs for staff. Implement staff wellbeing program.	Make positive connections with new staff. Be available to support HOCs.	Mentor new staff where appropriate. Be proactive in supporting new staff.	Demonstrate respect for teachers. Contact them first regarding any concerns or questions.	Show respect for teachers new to the school. Assist them when you can.
<b>Risk Management</b>	Implement new risk management system CGR and ensure existing good practice is maintained.	Be available for training in CGR. Maintain CGR system in relation to facilities and transport and community reputation.	Follow procedures as indicated in school policy and procedures.	Support the school by following school directions in relation to transport and student safety.	Act responsibly and safely.
<b>Educator Impact</b>	Understand the importance of teacher development and support your campus staff through the process	Understand the importance of teacher development and support the teachers through the process. Understand that this process is completely separate from performance management	Take part in 360o feedback, SET and GROW phase. Ensure you are focused on improvement to deliver better educational outcomes for your students	Be aware that all teachers go through a cyclic process of development. Ask your child/ren to ensure that they give honest feedback during the 360-feedback process for teachers.	Give honest feedback during the 360-feedback process for teachers.
<b>MAP Growth: Professional Learning Conversations</b>	Continue to support and facilitate the implementation of Professional Learning Conversations at the conclusion MAP testing	Ensure awareness and understanding of the importance of MAP testing and the Learning Conversations that follow	Assist with Learning Conversations and review on Goal Setting sheets to assist with student development to achieve goals	Read child's MAP Growth Family Reports and Goal Setting sheets, following the Learning Conversations.	Take the MAP testing, Learning Conversations and Goal Setting seriously
<b>Professional Learning Groups (PLGs)</b>	Plan an effective PLG Program, with assistance from Teacher Academy, and implement it consistently at all campuses	Understand and support the importance of quality collegiate time and support the PLG Program for 2020.	Actively participate in the PLG program to ensure improved outcomes for our students	Understand the rationale behind the implementation of this program and support it	Understand the reason behind the implementation of this program and support. Be understanding with teachers trying to implement new techniques and initiatives in the classroom
<b>Positive Behaviour</b>	Ensure policy is advertised and implemented for 2019, including the addition of School Values as main criteria for positive reward	Know and support the policy. Maintain a critical role in the Triangle of Trust partnership	Apply the policy evenly, fairly and communicate with parents regularly, particularly when awarding House Points	Communicate with teachers. Speak positively about the role of teachers Support the school with behaviour consequences	Live out the school's values on a daily basis
<b>Project/Initiative</b>	SELT/Board/Management Team	Campus Administrators	Teachers	Parents	Students
<b>Student Management System</b>	Train all staff as required.	Utilise the system as trained or required.	Utilise as trained.	Follow instructions in accessing parent portal regularly and responding to requests for information	N/A
<b>(Sentral)</b>	Communicate Sentral effectively to all stakeholders.	Encourage engagement with the community when released to parents.	Direct issues/questions to relevant Admin staff. Utilise DLCs for upskilling		

<b>OneSchool Global/Australia Strategic Plan</b>	Fully understand the Global/Australia Strategic Plan and incorporate the elements into local Strategic & Improvement plans.	Have an understanding of and support the strategic plan. Contribute positively and constructively to stakeholder feedback	Have an understanding of and support the strategic plan. Contribute positively and constructively to our school	Have an understanding of and support the strategic plan. Contribute positively and constructively to our school	Have an understanding of and support the strategic plan. Contribute positively and constructively to our school
<b>Zoom</b>	Support HODs and teachers to conduct full Canvas course audits using the Assignment Design rubric	Support and report infrastructure issues to Aurora IT Support as required.	Engage with the technology. Use Zoom & Canvas platform as much as feasible. Utilise DLCs for upskilling	Engage with the Zoom technology for parent-teacher-student conferences. Access Canvas as Observers and download the Canvas app. Report missing elements of Canvas courses to subject teachers i.e. Assessment marks	Use Zoom only for school and educational purposes. Observe VC protocols, particular attention to teacher and muting when directed. Access Canvas daily and utilise fully to support learning journey
<b>Canvas/Assignment Design</b>	Support HODs and teachers to conduct full Canvas course audits using the Assignment Design rubric	Support and report infrastructure issues to Aurora IT Support as required.	Engage with the technology. Use Zoom & Canvas platform as much as feasible. Utilise DLCs for upskilling	Engage with the Zoom technology for parent-teacher-student conferences. Access Canvas as Observers and download the Canvas app. Report missing elements of Canvas courses to subject teachers i.e. Assessment marks	Use Zoom only for school and educational purposes. Observe VC protocols, particular attention to teacher and muting when directed. Access Canvas daily and utilise fully to support learning journey
<b>Project/Initiative</b>	SELT/Board/Management Team	Campus Administrators	Teachers	Parents	Students
<b>Registration Readiness</b>	Ensure Policies are updated and easily accessible to stakeholders.	Be aware of school policies, how they are implemented and where they are stored.	Ensure policies are implemented consistently.	Access school policies on Canvas as required, and support the implementation of school policies	Support teachers in the implementation of school policies.
	Updated policies when requested. Ensure we are ready for NESA Registration by 31/3/20	Assist with WHS audit	Submit Teaching & Learning programs to HODs		Ensure you are on your best behaviour when we have a registration review school visit! J
<b>AU SELT</b>	Contribute to the ongoing national implementation of the strategic plan, and all the various projects, programs and initiatives within it	Support and understand the function of the National SELT	Support and understand the function of the National SELT, and contribute when called upon	Support and understand the function of the National SELT	NA
<b>Staff &amp; Student Well-being</b>	Work with campus-based staff and industry leaders to develop an overall approach to consultation with stakeholders. Analyse for gaps in our well-being offerings and resource appropriately.	Be aware of well-being plan. Contribute to stakeholder consultation.	Act as or support well-being mentors. Contribute to stakeholder consultation. Implement programs and policies.	Contribute to stakeholder consultation. Contact school staff if you have concerns. Involve you or your child in well-being programs if appropriate and advised by school staff.	Support other students. Commit to using study skills and well-being lessons to improve your learning.
<b>Literacy with a focus on Writing</b>	Analyse data. Develop literacy strategy. Support literacy programs as required.	Be aware of well-being plan. Contribute to stakeholder consultation.	Contribute to developing literacy strategies. Implement strategies and programs as developed.	Support literacy programs at home and volunteer to support programs at the school.	Work hard at improving your writing. Aim for accuracy and detail in all your responses.
<b>Using “The Study” Effectively</b>	Support implementation of support programs designed to help teachers and students make the most of the learning environment.	Be aware of Study programs and support where necessary.	Implement study programs and integrate into lessons and learning conversations.	Read information from the school and support school study programs.	Accept advice and use study time effectively.

# Attendance



## Student Attendance at School

Student attendance rates for each Year level and the Whole School

Year Level	Rate of Attendance (%)
3	94
4	94
5	94
6	93
7	93
8	92
9	92
10	93
11	92
12	94
Total	93

## Management of Non-School Attendance

The purpose of M.E.T. School's Attendance Policy is to meet legislative requirements to record enrolments and daily attendance of all students at the school. Students are expected to attend 100% of their classes.

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

In 2019, OneSchool made extensive changes to its attendance policy. In particular, it introduced guidelines on Proactive Strategies for good attendance and focused on developing a more extensive process to improve unsatisfactory attendance. An overview of these changes is below.

### Proactive Strategies for good attendance

- Early intervention – Heads of Campus and OneSchool Global NSW staff actively monitor attendance data to check for absenteeism
- Messaging to parents/guardians- messages about attendance are strongly and regularly conveyed to students and families. High expectations are set, including challenging parents who allow students to be absent for non-valid reasons such as social events. Where appropriate, Heads of Campus can convey research on links between high attendance and high performance.
- Attendance data to be displayed on screens around campuses.
- Proactive approach to absenteeism due to alleged bullying- OneSchool Global NSW uses an interview/education/contract to quickly address bullying issues.
- Provision of family counselling services to families where family dynamics appear the cause of poor absenteeism.
- Provision of transport to and from school for all students.
- Every campus has a community liaison person who can contact the family and engage with them on addressing any issues that are leading to poor attendance.
- Provision of Zoom and Canvas platforms to allow students who cannot access classes and learning materials for valid reasons.
- Senior students and students travelling long distances or who cannot access school due to poor

- j) weather/bushfires/floods etc may also access classes via Zoom.
- k) Senior students who demonstrate self-directed learning traits can study from home if permitted may also access classes via Zoom under the Year 12 Flexible Learning Program policy.
- l) Learning spaces adhere to global aesthetic standards so that they are well lit, airy and spacious.
- m) Provision of an engaging curriculum and pedagogy using OSG guidelines.
- n) Every campus has an “activity day” once per term where students organise a diverse day of social interaction and learning. This reinforces the importance of planning, contributing to school culture and working with all school community members.
- o) Provision of a system whereby students who achieve (including attendance) are rewarded via the OneSchool Global NSW Merit Scheme.
- p) Provision of sanctions to deter poor attendance.

#### Strategies for improving unsatisfactory attendance

Expectations on student attendance and procedures for students and parents to follow are clearly outlined below.

- a) HOC and Campus Administrator to provide counselling and support to families by community members.
- b) If unresolved, HOC must escalate matters of unexplained absence or chronic nonattendance to the Regional Principal
- c) Formal meetings with OneSchool Global NSW support personnel to develop strategies and support students and families towards improved attendance. Referrals to external professional support may occur.
- d) Where an unsatisfactory pattern or rate of attendance is noted, teachers must refer on to the relevant person, usually the HOC.
- e) Administration staff responsible for sick bay are also to report high rates of admission to sick bay to relevant HOC.
- f) Contact with parents and any notes of meetings or documentation must be kept and included in the student’s file. Concerns with attendance are to be raised at HOC meetings under the agenda item “Welfare”. If the HOC is not satisfied with the student’s attendance, a meeting will be called where the school expresses its concern about attendance. At this meeting, the document, Compulsory School Attendance- Information for parents, produced by the NSW Government will be issued.  
<https://schoolsequella.det.nsw.edu.au/file/51561b22-712a-4e98-9873-6a14eae6cac1/1/english-compulsory-school-attendance-parent-brochure.pdf>
- g) If the HOC remains concerned, contact will be made with the Regional Principal who will discuss the matter with the Community Principal. Ongoing issues with attendance may involve a report to the AIS NSW Director: Student Services who will advise on further action. The Regional Principal will also make a report to the NSW Online Mandatory Reporter Guide facilitated by FACS

# Employee Profile



## Workforce Composition

	FULL-TIME		PART-TIME		INDIGENOUS	TOTAL
	WOMEN	MEN	WOMEN	MEN		
<b>Non-teaching</b>	2	2	0	0	0	4
<b>General Teaching</b>	70	31	30	4	0	135
<b>Maintenance</b>	0	5	0	0	0	5
<b>Admin</b>	21	3	13	1	0	38

Details of all teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum:

## Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS 2018	NUMBER OF TEACHERS 2019
Conditional	6	4
Provisional	22	15
Proficient Teacher	125	125
<b>Total number of teachers</b> <i>(should be the same as reported on MySchool)</i>	153	144

QUALIFICATIONS	NUMBER OF STAFF
(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	144
(ii) having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0

## Professional Learning



The major focus areas for 2019 related to the evaluation of MAP Growth data, assignment design including project-based learning and student well-being. There was also significant training for the school's platforms, Sentral, Canvas and Zoom. Each Wednesday all teachers are involved in Professional Learning Groups for one hour. This is NESA accredited professional development delivered by the OneSchool Australia Teacher Academy.

AREA OF PROFESSIONAL LEARNING	NO OF STAFF ATTENDED
Pastoral Care	36
Curriculum	41
Pedagogy	144
Leadership	31
Information & Communications Technology	144
WHS & First Aid	137
VET	5



# School Policies



M.E.T. School cyclically review all Policies. Changes are made as required. The School has in place the following policies which are readily available to staff via the NSW Canvas Admin Page (except for Governance policies which are only available to responsible persons and administration on the Governance dashboard).

## Staff

- Teacher Accreditation Policy
- Complaints Handling Policy and Procedure (also incorporates all stakeholders)
- External Providers/Outside Tutors Policy
- Teaching Staff Employment Statement
- Staff Recruitment Procedure
- New Employee Induction Checklist
- Staff Code of Conduct
- Privacy manual
- Whistle blower policy

## Curriculum

- Procedures for Delivery of Multi-Class/Multi-Stage Programs
- Sample Multi-Stage Tracking Grid
- Online Courses Policy

As part of our Registration and Accreditation process all curriculum guides were updated to reflect new syllabuses and self-directed learning.

## Premises and Buildings

- Premises and Buildings Policy
- Maintenance Policy

## Facilities

- Facilities Policy
- School Transport
- WHS Policy
- School Security Policy
- School Visitor Policy
- Media Protocol

These policies were updated to reflect new guidelines with regard to security for all campuses.

## Governance

- Responsible Persons Professional Learning Policy
- Responsible Persons Induction Policy and Checklist
- Notifications and Disclosures Policy
- Related Party Transactions Policy

## Welfare Related Policies

### Purpose

OneSchool Global NSW endeavours to promote a healthy, safe, supportive, and secure environment for students, and to provide many opportunities for the personal development of character, enabling students to become well rounded, self-directed and resilient persons. Welfare policies at the school cover areas such as Child Protection (including working with children check procedures and reportable conduct procedures) as well as policies relating to student well-being, supervision, health and medication and risks associated with excursions. These policies are listed below. These policies can be found on the schools Canvas NSW Admin page. For the safety of students, these are not published publicly but are available on request.

- Welfare Policy
- Anti-Bullying Policy
- Communication Policy
- Critical Incident Management Plan
- Enrolment Policy
- First Aid Policy
- Homework Policy

## Anti-Bullying Policies

### Purpose

The schools anti-bullying policy and procedures were significantly updated in 2019. Anonymous notifications of incidences of bullying are now facilitated on the school's website. This is in addition to previous avenues for reporting at campus level. Additional materials to support staff, students, teachers, and parents were developed, including guides for teachers in responding to bullying and a contract-based procedure for resolving bullying. The school's anti-bullying policy can be found on the school's website  
<https://www.oneschoolglobal.com/australia-nsw-policies/>

## Student and Parent Grievances Policy Documents

### Purpose

OneSchool Global has specific policies and procedures relating to staff grievances against the school or other staff. This policy can be found on the school's website

<https://www.oneschoolglobal.com/australia-nsw-policies/>

Complaints and Grievances relating to other school stakeholders can also be found on

<https://www.oneschoolglobal.com/australia-nsw-policies/>

There is a link on the school's website that allows for reporting of grievances. All Grievance Policies and Procedures are intended to provide a mechanism for resolving disputes and/or grievances in a simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

## Student Behaviour Management Policy

### Purpose

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

### Scope

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

<https://www.oneschoolglobal.com/australia-nsw-policies/>

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

# Student, Parent and Teacher Voice



## Student Voice

Student Survey November 2019 (Ratings out of 5)

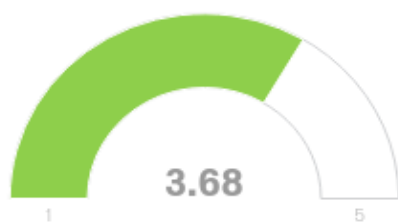
When at school I feel:



supported I am at my school I feel:



regarding news and events, I feel the school communicates:



about the culture at your Campus?



learning:



When thinking about how safe and

When thinking of communications

How do you think a visitor would feel

I feel that I have ownership of my

My work allows me to learn in many different ways, e.g. on my own,  
with my friends, or with my teacher:



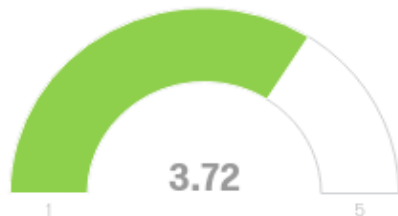
OneSchool Language of Learning is:

I feel my understanding of the



learning and can access extra resources  
to support my learning easily:

Overall, I can easily see what I will be



feedback from my teacher and the feedback  
I get on my schoolwork allows me to improve:

Overall, I get regular and prompt



technology you use for learning?

In general, how would you rate the



to learn, how strongly do you feel  
about the following statements?

Thinking about the technology you use

The technology is reliable and usually works.



Overall, my teachers' Canvas page helps my learning.



Overall, my Zoom/VC lessons are engaging and help my learning.



In general, how would you rate the spaces you use for learning?



Thinking about the spaces, how strongly do you disagree or agree with the following statements?

I enjoy being in the Learning Centre.



There are enough different learning spaces for me to be self-directed.



I can be productive when working in the Learning Centre.



## Parent Voice

Parent Survey November 2019 (*Ratings out of 5*)

I feel my school provides an environment for my child that is:



My school contributes in a positive way to the happiness and resilience of my child(ren) that makes me feel:



During this academic year, I feel I have been sufficiently informed and communicated with in relation to important school information, at the following levels:



In the following areas, to what extent do you feel that your school upholds the OneSchool values of integrity, care and compassion, respect, responsibility, and commitment?



The overall vibe, or feeling, at my Campus is:



I feel my child has ownership of their learning and takes responsibility for their learning



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:



My child can access support and feedback relating to their learning promptly and easily:



I feel my understanding of the OneSchool Language of Learning is:



When I think about how my child's education is enhanced by the physical spaces available at school, I feel:

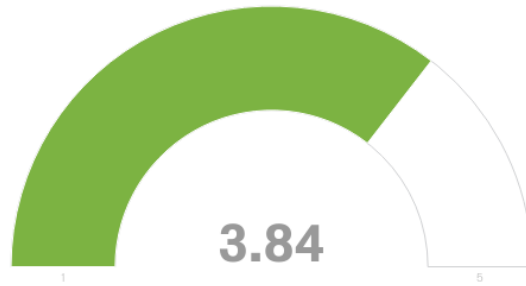




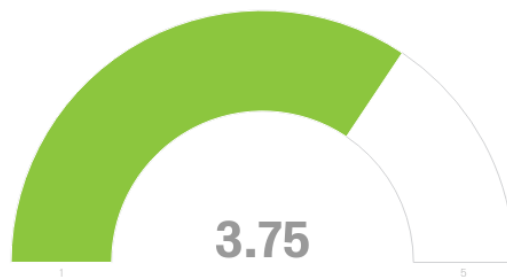
## Teacher Voice

Staff Survey November 2019 (*Ratings out of 5*)

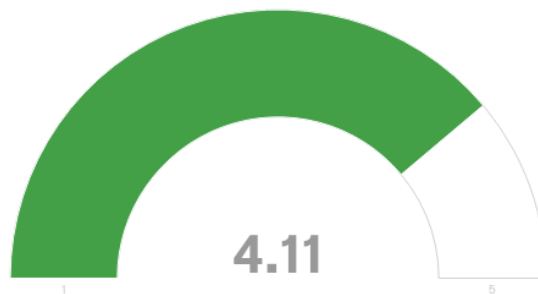
Given the opportunity, I tell others great things about working here.



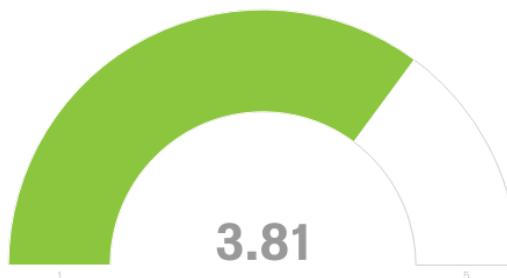
This organisation inspires me to do my best work every day.



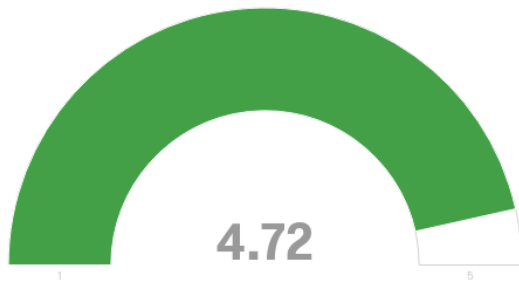
I am proud to be part of this organisation.



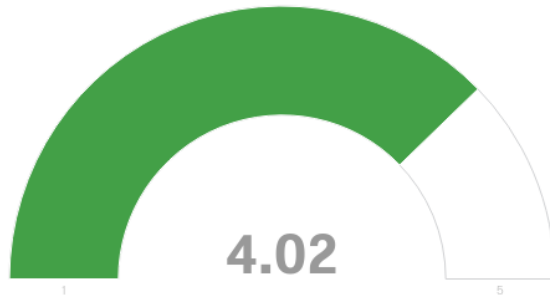
This organisation's vision and goals provide meaningful direction to me.



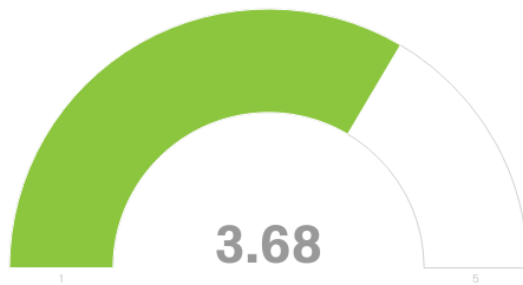
The organisation's values of Care & Compassion, Commitment, Integrity, Respect and Responsibility are aligned with my personal values.



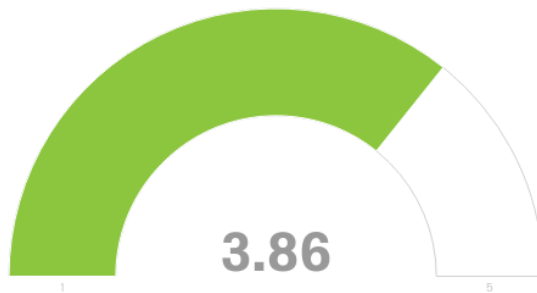
This organisation provides me with a range of development opportunities that support my professional growth.



I know what career and developmental opportunities are available to me

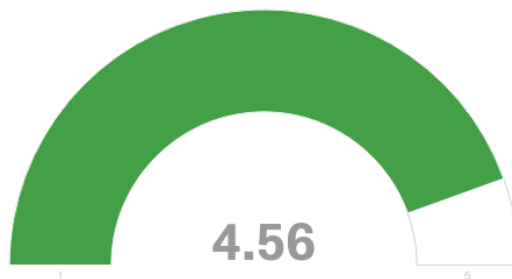


The pay and benefits associated with my job are fair and reasonable.

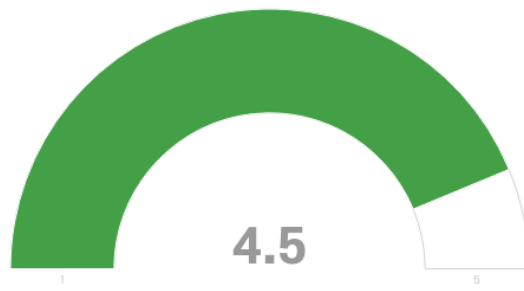


job knowledge with each other

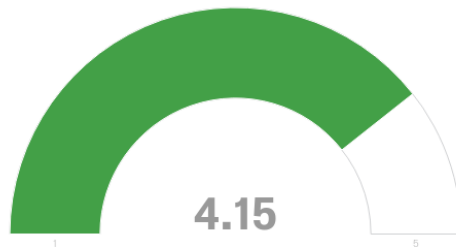
My colleagues share best practice and



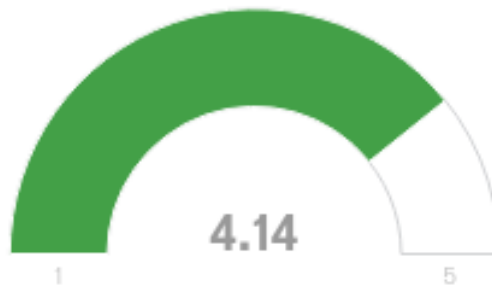
My colleagues work together to achieve our goals



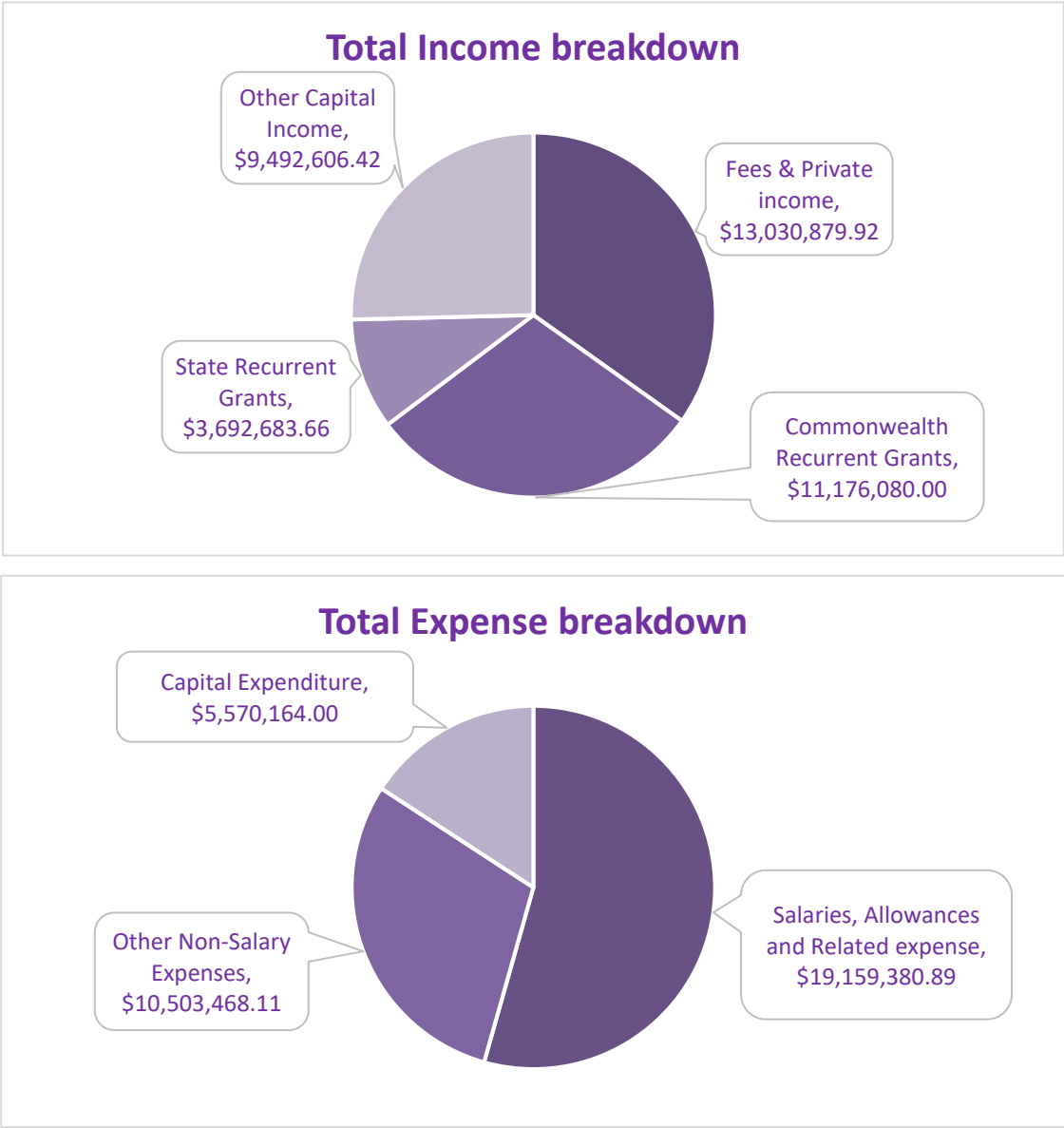
Overall, communication at this organisation is effective.



Senior leadership in this organisation provides clear direction for the future.



# Summary Financial Information





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