



OneSchool
Global



OneSchool Global NSW Annual Report

2020

OneSchool Global NSW

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



2020 saw OneSchool Global NSW, like all organisations, tested by the challenges of the COVID-19 pandemic. Unlike many schools, our school was equipped with the expertise, technology, and support structures to cope and even during the lockdown period, our classes continued online with very little disruption. Our key platforms such as Zoom, Canvas and SENTRAL allowed us to remain connected as a community and the leaders at each campus ensured that families were supported as they took on the role of learning coaches at home. The support for students with learning needs was particularly impressive, with Learning Support Officers zooming into lessons and supporting students one-on-one in Zoom break-out rooms. Although all at OSG suffered in some way, this challenge did highlight the agility and robustness of our learning framework.

Our 2020 academic results reflected a very positive year. At the beginning of the year, we set a target of being placed in the top 200 schools in NSW according to the merit list based on students' scores over 90 in each subject. While this is a relatively poor measure of school success as it only focuses on the high end of academic achievement, we improved our school ranking from 409 to 208. Student academic growth in all years was evident in our MAP Growth results and as these tests are held three times a year, it gives us real time feedback on our students' progress in the critical areas of literacy and numeracy.

Professional Learning and mentoring for staff suffered to some extent with the restrictions on travel in 2020. The traditional two-day state conference held face to face at Sydney in January was held via Zoom. Despite this, we had an outstanding response to our guest speaker James Anderson who spoke about Student Growth Mindset and what we as educators need to focus on to foster agile thinkers.

OneSchool Global NSW also underwent a full assurance inspection for registration and accreditation by the NSW Educational Standards Authority (NESA). NSW went into lockdown only days before the site visits were due to commence so the school worked with NESA to continue the inspection virtually. NESA were given access to our Canvas programs and our compliance systems and met with us over Zoom. We were the only school in NSW with the capacity to so quickly adapt to this mode of inspection and aside from achieving the full 5 years of registration and accreditation with no areas to address, NESA got a rare insight into how we operate as a school. It is clear that OneSchool Global NSW is ahead of the curve and that our learning model is the future of education, or at least should be!



We farewelled a number of staff in 2020. Russell Thornton, our Head of Music accepted a position at a school with a more extensive music program. Russell had been at the school for 16 years. Maryanne Voss from Wagga Wagga campus accepted a promotion position at another school and finished her 12 years of service with us. Sharon Chapman from Illawarra campus accepted a position closer to home and we appreciate her efforts over the past 12 years. Other staff who moved on to other challenges were Stevie Pawsey, Elizabeth ben Gida, Kerry Mowett, Sarah Charlton, Simon Clough, Lisa Carrington-Long, Jamie Harb, Erin Purvis, Melissa Barone, Beth Rich, Marcus Richards, Margaret Chan, Bianca Edmundson, Leah Warner and Fatima Memedoski. David Scott retired from full-time executive roles, although he still works at the Orange campus and continues to support the school in the area of teacher accreditation. David is a highly experienced and respected educator who has held senior roles in the Department of Education at regional level. His experience as a school principal has been valuable and many of the systems and processes, we now have in place involved significant input from David.

2020 was a year that will never be forgotten. Like any year with great challenges, it saw outstanding achievements as we often achieve our best when we are under pressure. We hope for a settled 2021 but know that even with continued disruptions, OSG NSW will flourish into the future.

Mr Mark Heaney & Mr Michael Wilson

Principal & COO



2020 saw OneSchool Global NSW shine throughout challenging circumstances, presenting an opportunity to employ our unique strengths and cooperative capacity to great advantage.

When the NSW government responded to the Covid threat with a request for Schools to move to remote learning, years of implementation and refinement of OneSchool Global's flexible online lesson delivery systems paid off overnight. With minimal disruption, our students continued to be educated by staff experienced in timetabled zoom.

While technology enabled the transition, it would not have been possible without an accommodating home environment for each student. Our parents rose to the occasion in remarkable fashion. Management and staff scheduled check-ins to assist parents with ICT, Learning Support and Wellbeing needs. Importantly, the campuses did not close and the individual needs of students and families were catered for.

A major milestone was accomplished when NESAC conducted a full assurance audit of OneSchool Global NSW for the renewal of our Registration and Accreditation for a further five years. It is a credit to our leadership team and teaching staff that the School was "audit ready" well in advance

"Towards 200 in 2020" was a goal setting program to boost our Year 12 cohort in achieving their personal best in the HSC. Involving a passionate alumni and community volunteer team, T200 was embraced by students with resounding success. We are determined to build on this in 2021.

The year 2020 gave us occasion to test our methods and operations in a way we would not have foreseen. We step into 2021 with renewed confidence that OneSchool Global NSW and our students will continue to achieve and prosper.

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 assignment is not

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



The Assignment

Unit of Work

- ⊗ 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

The Study

Self Led

- ⊗ Small group collaboration
- ⊗ 1:1 tutorial
- ⊗ Model adult workplace
- ⊗ Work on assignment tasks
- ⊗ Prepare for lessons
- ⊗ Peer support/teaching
- ⊗ General and specialist support
- ⊗ Problem-solving
- ⊗ Self-management
- ⊗ Clever questioning



The Lesson

Teacher/Group Led

- ⊗ Group discussion
- ⊗ Workshop
- ⊗ Demonstration
- ⊗ Direct instruction
- ⊗ Analysis
- ⊗ Assessment
- ⊗ Question and Answer



The study is not

- ⊗ set and forget by teachers
- ⊗ uninterrupted time for teachers
- ⊗ owned by a particular subject
- ⊗ the only time students are self-directed

- ⊗ 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 lesson is not

- ⊗ a lecture
- ⊗ separate from what is in the assignment
- ⊗ more important than the assignment and the study
- ⊗ a download of content

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
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- Multi-disciplinary
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- Time-management skills
- Common elements
- Essential/Big Questions
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The assignment is not

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- 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

- Group discussion
- Workshop
- Demonstration
- Direct instruction
- Analysis
- Assessment
- Question and Answer

The lesson is not

- a lecture
- separate from what is in the assignment
- more important than the assignment and the study
- a download of content



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

The Study is

- Small group collaboration
- 1:1 tutorial
- Model adult workplace
- Work on assignment tasks
- Prepare for lessons
- Peer support/teaching
- General and specialist support
- Problem-solving
- Self-management
- Clever questioning



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

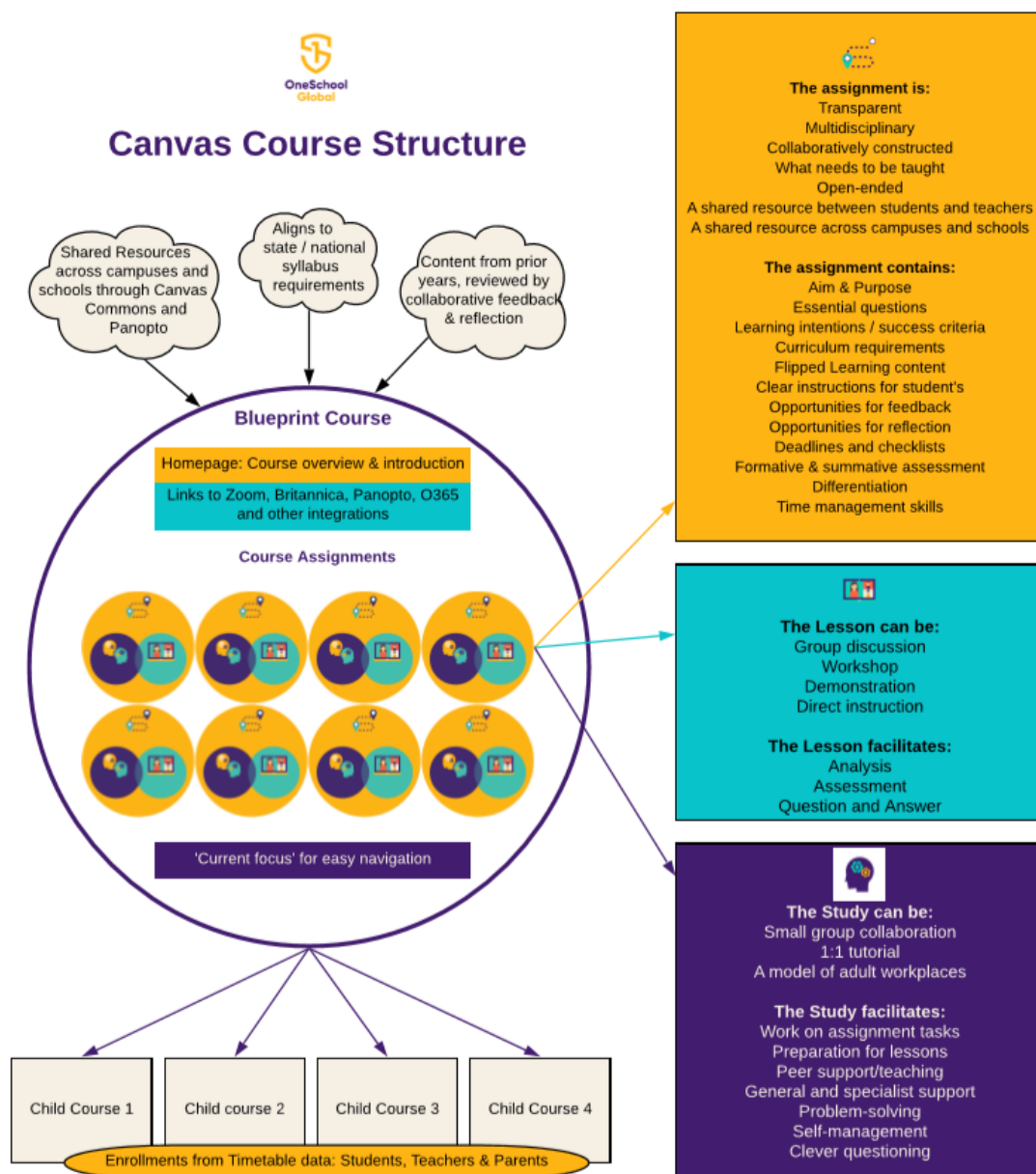
The Enrichment Program complements self-directed learning as it provides senior students who have developed independent learning skills and habits to assume greater responsibility for their own learning. The program sees eligible students studying at home or other approved venue for one day a week. Students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

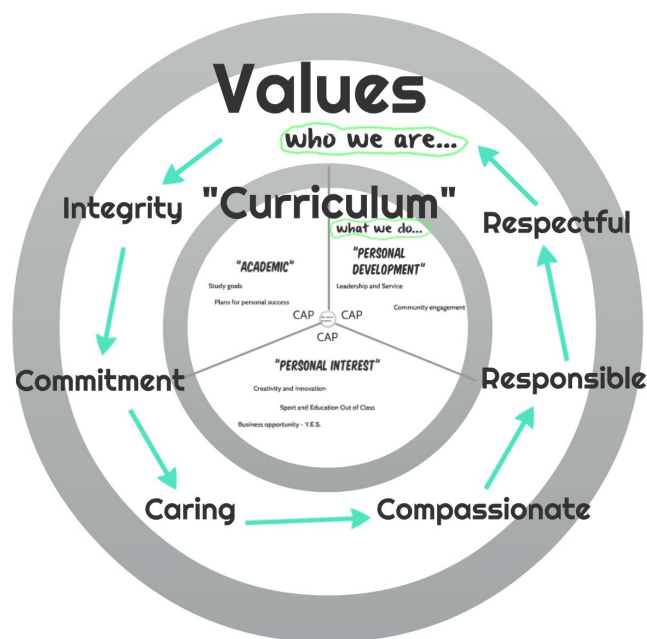


OneSchool Language of Learning

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

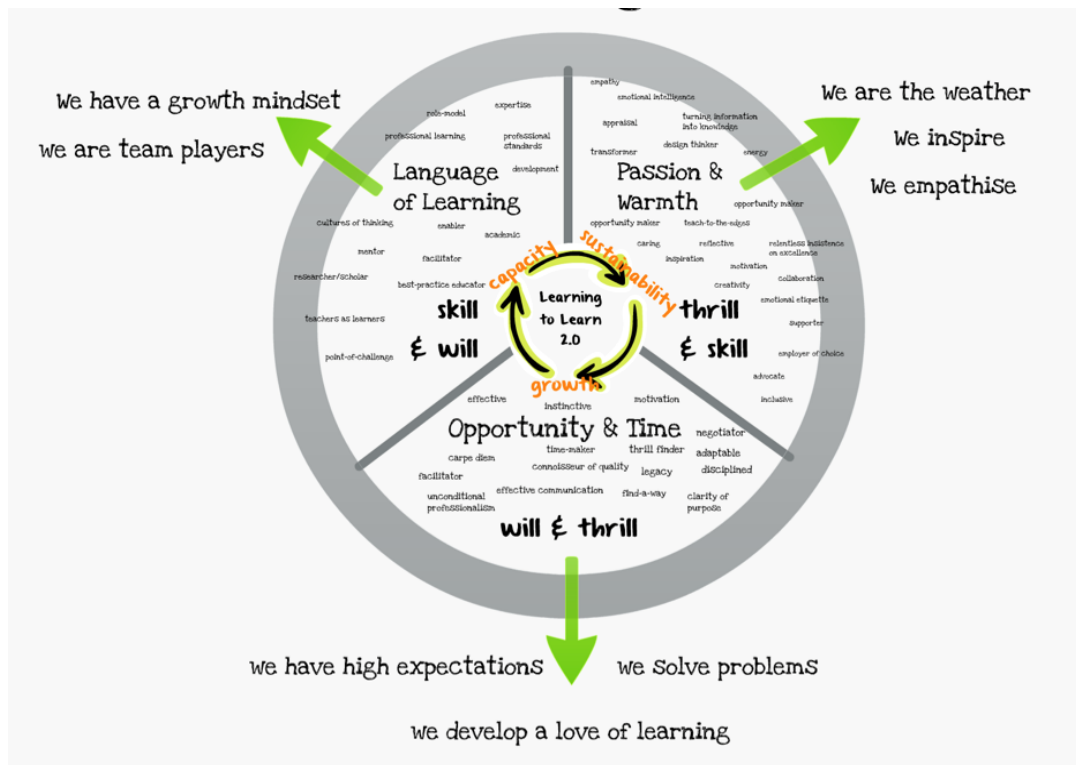
OneSchool students are exposed to a range of pastoral care type programs at school, from a young age right through to their senior years. Resilience programs, Social & Emotional Learning programs, Essential Skills via the Academic Care program, and a diversified Student Leadership program.

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 2020	
Years 3 - 6	372
Years 7 - 12	730
Total Enrolments	1102

Index of Community Socio - Educational Advantage (ICSEA)

Data Source: Parent Information

School ICESA Value: 997

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	2	1	3	4	10	1	8	4	3	5	1	22	32
Armidale	2	3	2	2	9	4	4	7	9	5	14	43	52
Condobolin	3	7	5	7	22	3	7	2	3	7	1	23	45
Cowra	6	7	5	3	21	-	-	-	-	-	-	-	21
Goulburn	1	4	7	4	16	6	8	9	13	13	14	63	79
Illawarra	18	18	11	15	62	15	13	23	14	21	21	107	169
Leeton	4	1	2	1	8	1	5	2	8	1	10	27	35
Maitland	12	6	8	10	36	8	8	11	18	7	13	65	101
Mount Victoria	9	2	5	2	18	8	8	6	10	7	10	49	67
Orange	8	3	10	14	35	14	15	22	14	16	11	92	127
Sydney	31	31	32	29	123	33	41	39	32	30	26	201	324
Wagga Wagga	2	1	6	3	12	5	6	6	7	7	7	38	50
TOTAL	98	84	96	94	372	98	123	131	131	119	128	730	1102

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

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (<https://www.myschool.edu.au/school/43724>)

Academic Performance 2020

OneSchool Global NSW is a non-selective, co-educational school continuing to build a reputation for student self-directed learning. The emphasis on the professional development of our teaching staff strongly supports this model in conjunction with our Foundation Statements, and the School Goals. The developing mentoring culture, small class sizes, engaging teaching and learning, combined to enable the school to maintain an academic standard throughout 2019 during the remote learning period and into 2020.

To further enhance the SDL model and to support students undertaking the Higher School certificate OSG NSW adopted a compressed curriculum model for Stage 6 students in Term 4 2020. Under this model students complete three HSC subjects per year over two years as opposed to completing 5 to 6 subjects over two years. Evidence suggests that HSC results are improved under this model over time.

Record of School Achievement (RoSA)

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 2020. All our students proceeded to complete their HSC.

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.

Higher School Certificate (HSC)

In 2020 OSG NSW experienced significant improvement in the overall HSC results compared to 2019.

In 2020 128 students sat HSC examinations across 19 subjects, 21 students were non- ATAR.

The average ATAR = 71.01.

The school recorded a total of 49 Band 6's and 145 Band 5s. It should be noted that there was significant improvement in students accessing Band 6 and Band 5 in the majority of subjects. There was also a pleasing reduction in the number of students in the lower bands relative to other years.

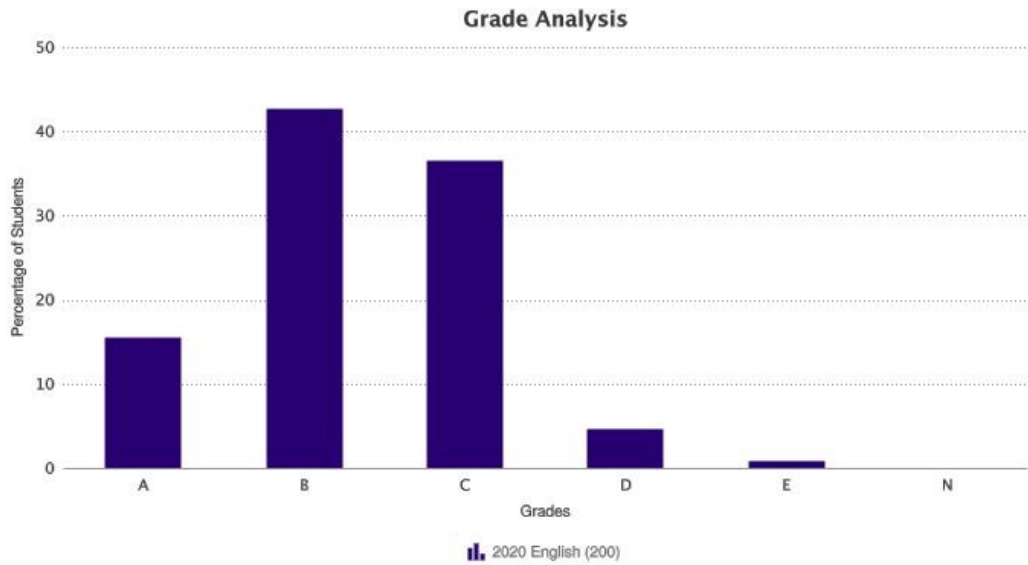
OSG experienced consistently strong performances in TAS subjects, with five students being nominated for InTech, the annual exhibition of outstanding Major Projects by HSC Industrial Technology students (Top 10% of students within the state for their application to project and folio management)

Other highlights include a first place in NSW in Financial Services and the students of 2020 were particularly strong in Mathematics achieving the best results since 2016.

The following data reflects RoSA and HSC results analysis for English, Mathematics and Science.

English RoSA and HSC Results 2020

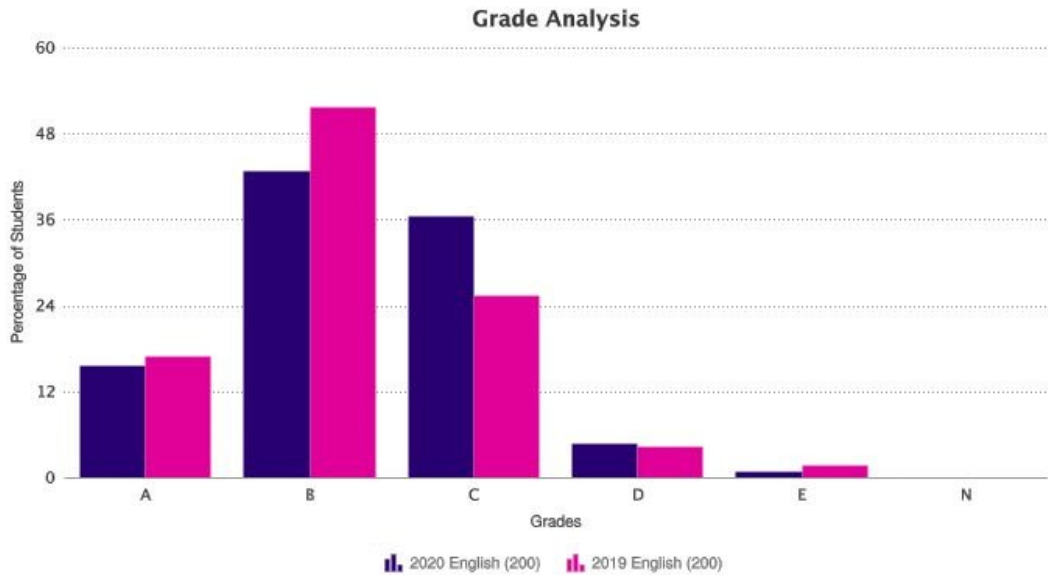
Table 1: Stage 5



The distribution of grades in English for Stage 5 remained relatively consistent in 2020 with 15.5 % of students achieving an A grade, 42.63 % achieving a B grade, 36.43 % achieving a C Grade, 4.65 % receiving a D Grade and 0.77 % receiving an E grade.

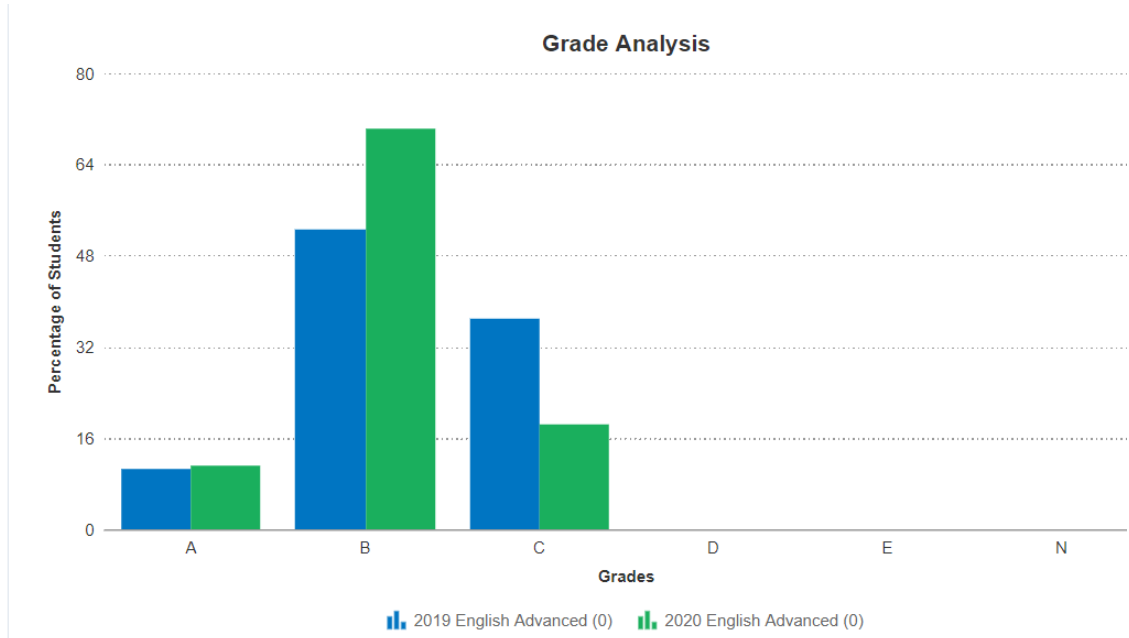
The number of B grades awarded in 2020 decreased slightly from 2019 (51.69%), whilst the number of C grades increased by 11.01 %. A number of factors such as COVID may have impacted this slightly negative fluctuation in results. However, these results may also reflect a weaker cohort, as this trend is also consistent amongst other subjects.

Table 2



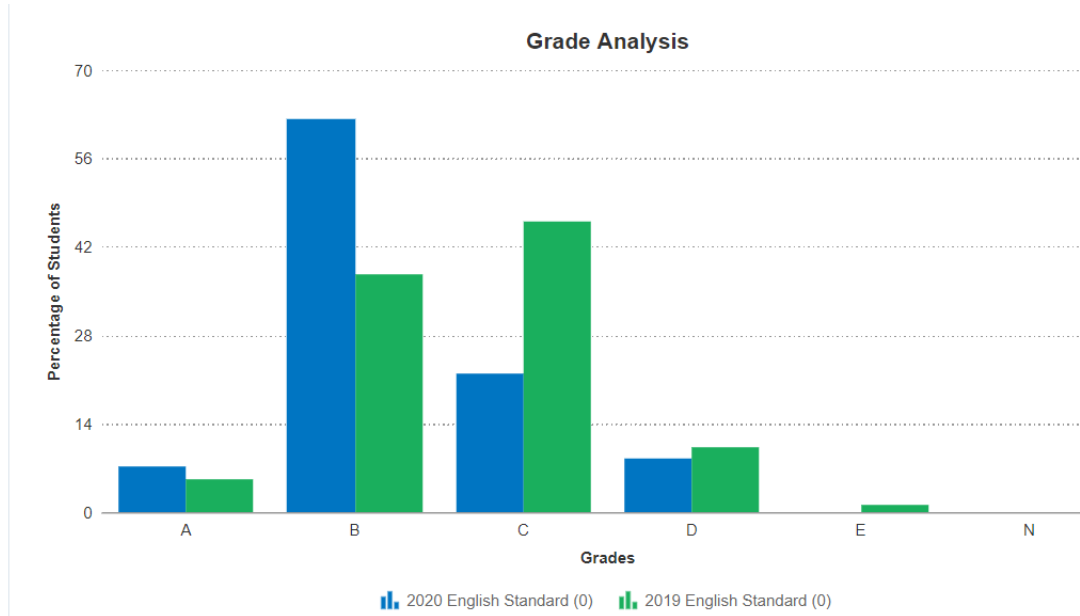
**RoSA Stage 6
English Advanced**

The 2020 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 2020 due to more students achieving A and B grades in 2020. There were no D or E grades awarded over both these academic years. The 2020 cohort was stronger academically. Grades for the 2019 and 2020 academic year were closely examined in terms of consistency with the application of the NESAs Common Grade Scale.



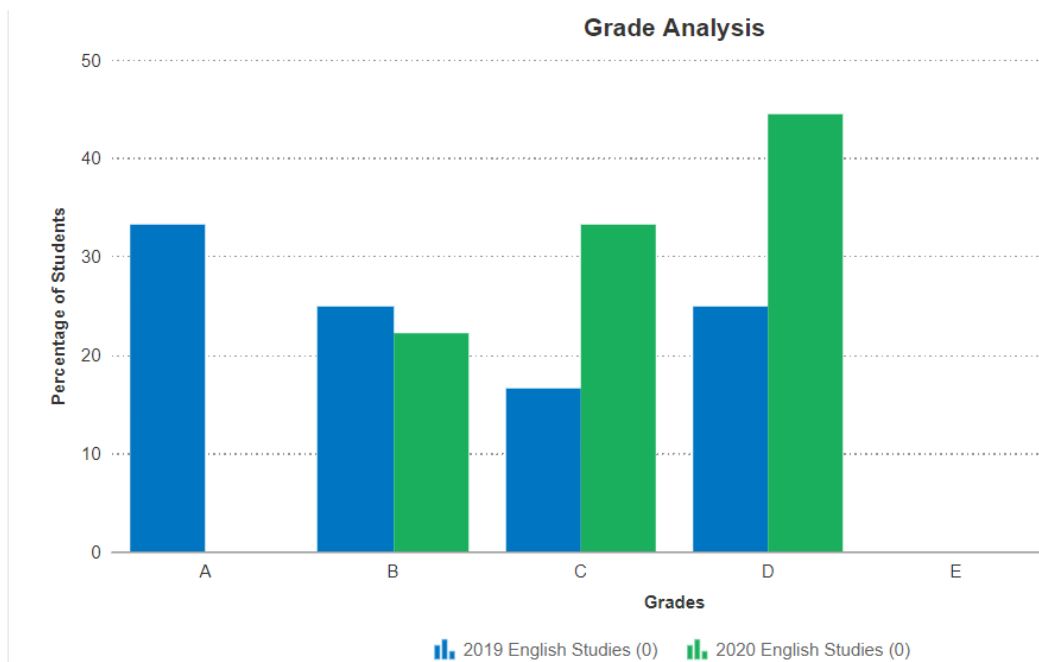
English Standard

The 2020 cohort achieved marginally higher on A grades and significantly higher on B grades than the 2019 cohort. There is a significant difference (more) in the achievement of C grades in 2019 as compared to 2020 due to more students achieving A and B grades in 2020. The 2019 cohort was marginally higher on D grades and there was also a low percentage of E grades awarded to this cohort. There were no E grades in the 2020 cohort. The 2020 cohort was stronger academically. Grades for the 2019 and 2020 academic year were closely examined in terms of consistency with the application of the NES A Common Grade Scale and there were some grades questioned. On the basis of this, some grades were consequently changed upon advice.



English Studies

There was a significant number of A grades in 2019 but no A grades awarded in 2020. The number of B grades awarded in 2019 was marginally higher than 2020. There was a significant difference (higher) in the achievement of C and D grades in 2020. There were no E grades awarded in either 2019 or 2020. The academic ability of the 2019 cohort was stronger than the 2020 cohort.



HSC results English Advanced 2020 (tracking results of 2019 Preliminary cohort)

The 2020 HSC results are consistent with grades awarded in A, B and C bands for this cohort in their preliminary year.

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15140	English (Advanced)	17	0	1	10	6	Nil	Nil	Nil

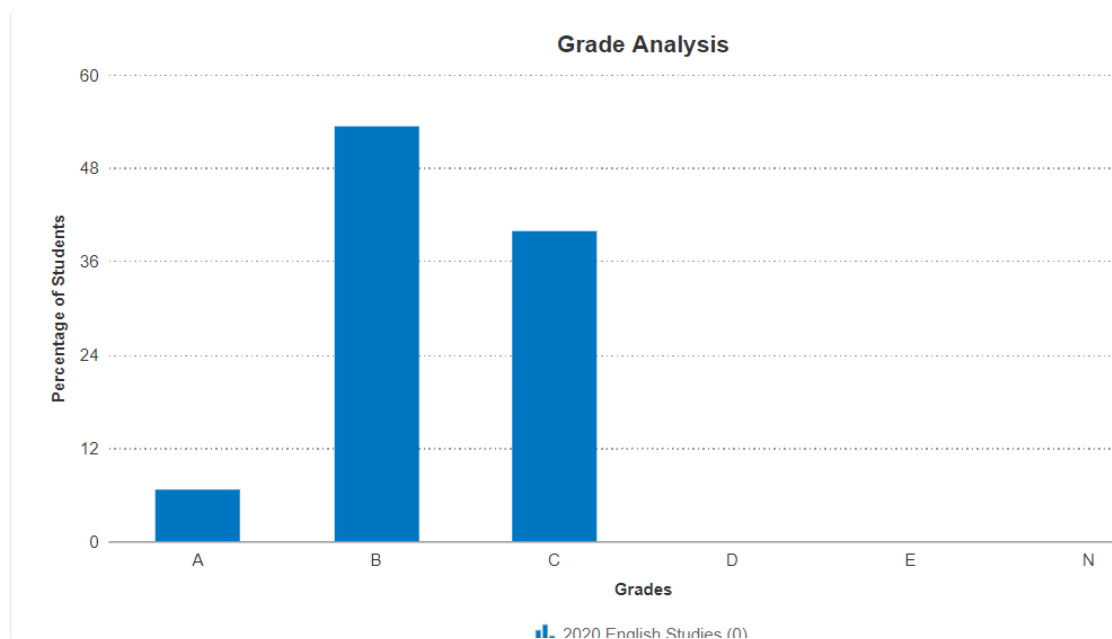
HSC results English Standard 2020 (tracking results of 2019 Preliminary cohort)

The 2020 HSC results varied considerably from the Preliminary course results for this cohort. There were no A grades awarded. The B grades were significantly lower than what was awarded in the Preliminary year. C and D grades achieved in the HSC year were substantially higher.

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15130	English (Standard)	95	0	Nil	14	57	22	2	Nil

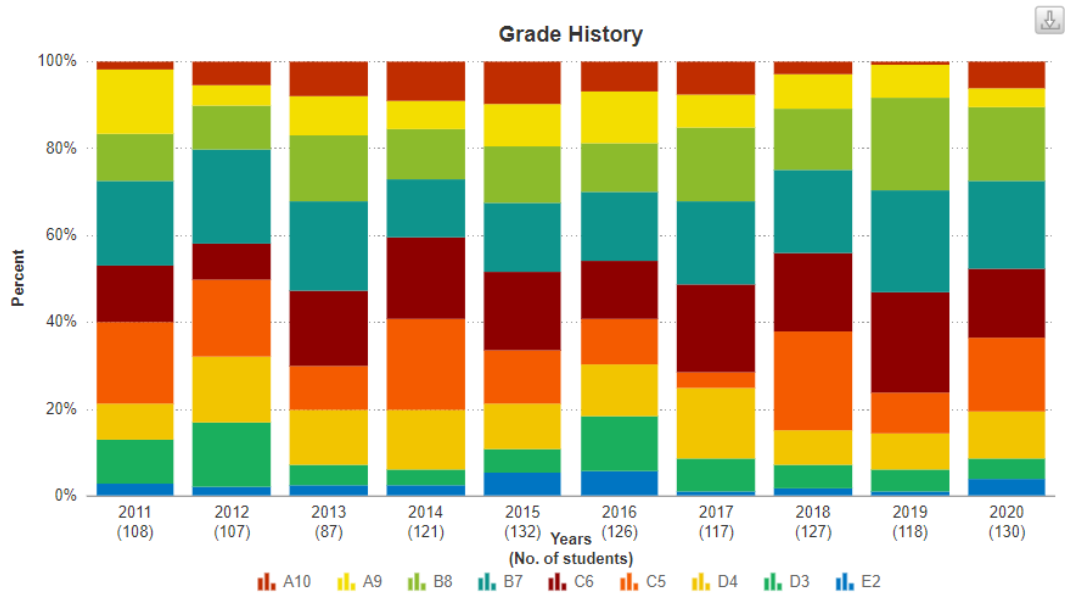
HSC results English Studies 2020 (tracking results of 2019 Preliminary cohort)

A substantially lower number of A grades were allocated for this cohort in their HSC year. There was also a substantial increase in B and C grades awarded. There were no D grades awarded in 2020.



Mathematics 2020

Table 1: Year 10 Mathematics Grade Analysis 2011 - 2020



In Year 10 Mathematics, the graph shows relatively consistent grading across A10 to E2 across 2011 - 2019. This is to be expected given the relatively stable cohorts and teachers we have from year to year.

The improvement in A10 results maybe due to the introduction of a Year 10 extension course for nominated students to complete. In 2020 the top 20 students across NSW were enrolled in this course. The course aims to support higher achievement and greater student enrolment into the Year 11 Mathematics Advanced course.

RoSA Stage 6 - Mathematics Standard

In Year 11 Mathematics Standard, the new syllabus has had 2 cohorts of grading in the Preliminary Course since it was implemented in 2018. Between 2018-2020 grading is relatively consistent, with stable enrolments.

Table 2: Mathematics Standard Analysis – Year 11 – Prelim Grades

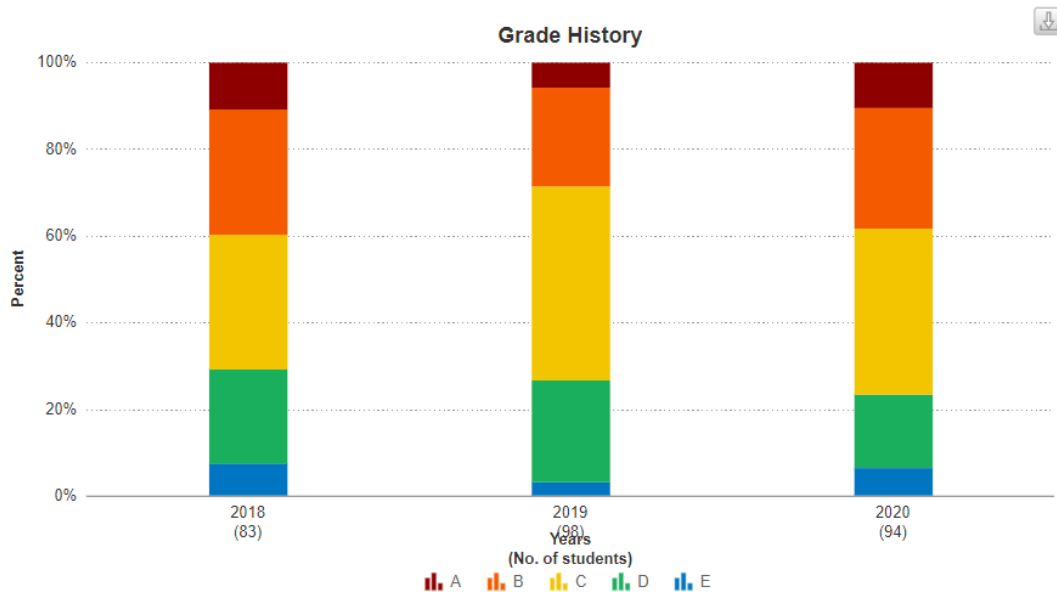
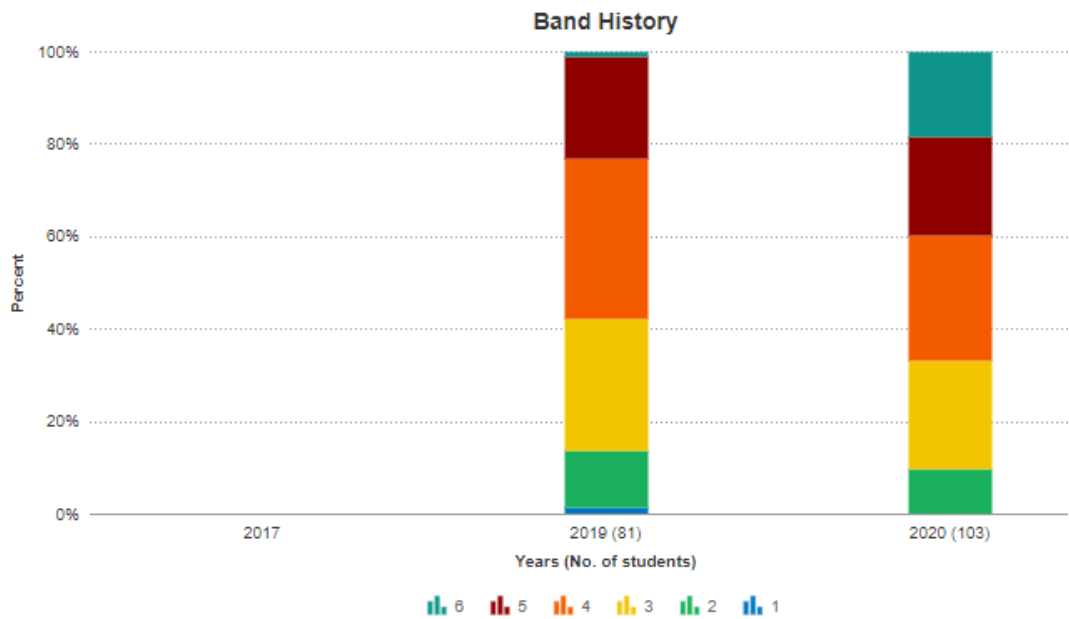


Table 3: Mathematics Standard 2 Analysis – Year 12 – HSC Bands



Between Year 11 and Year 12 there is a reasonable correlation between the Year 11 Grade A that correlate into Band 5/6's, Grade B correlate into Band 4's and it is pleasing that the D/E grades do not increase into increased Band 2/1's. It was very pleasing to see a 19 x Band 6's awarded in 2020.

Numbers are increasing for the class enrolments.

RoSA Stage 6 - Mathematics Advanced

2020 was the second year of this new course being implemented.

Table 4: Mathematics Advanced Analysis – Year 11 – Prelim Grades

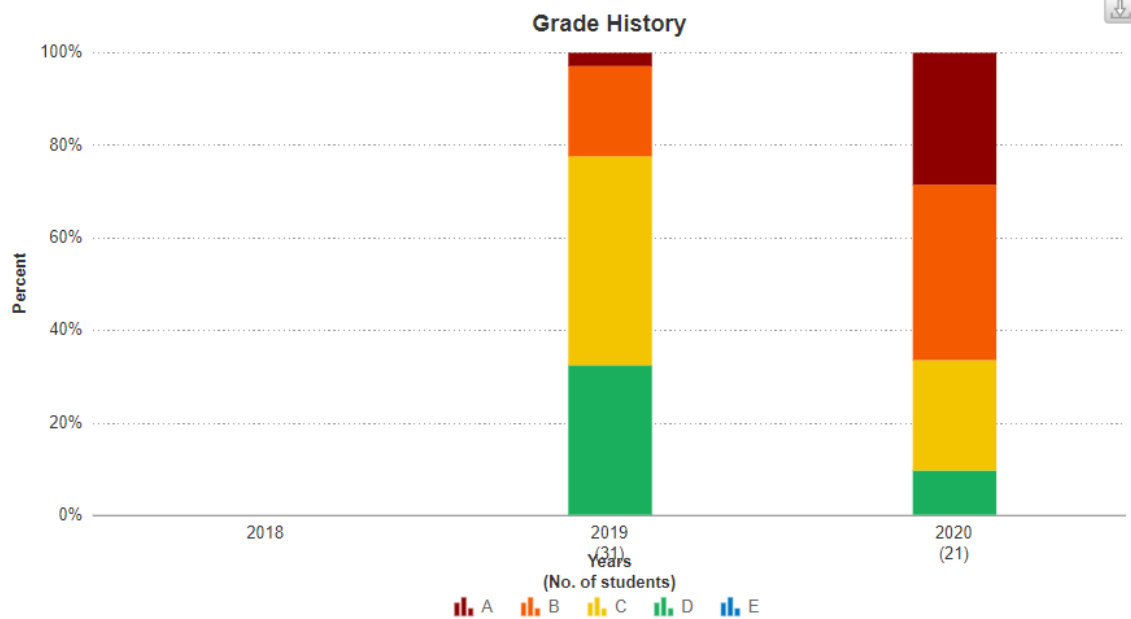
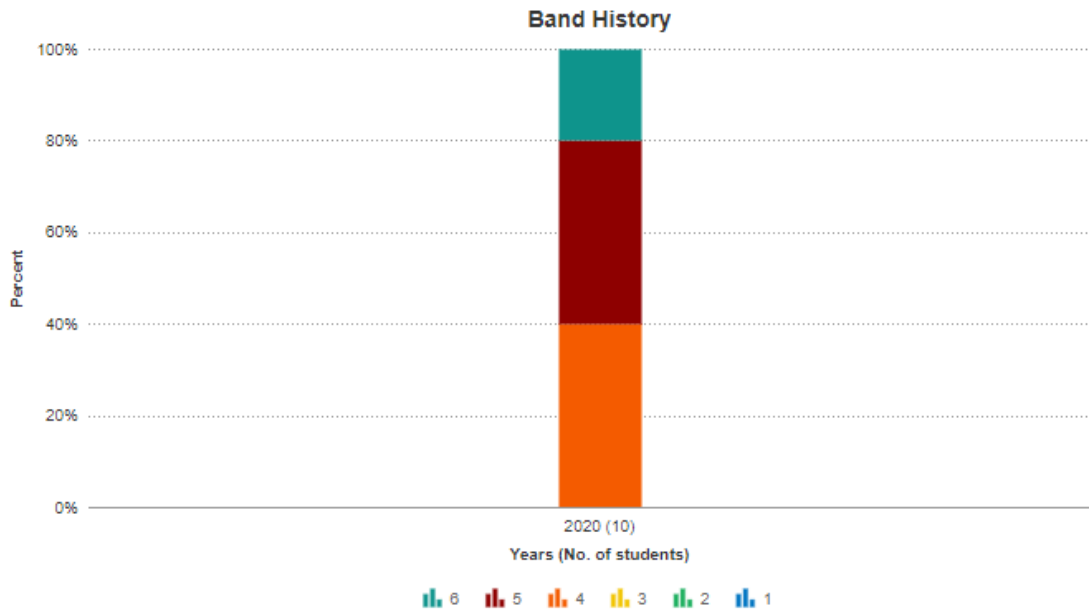


Table 5: Mathematics Advanced Analysis – Year 12 – HSC Bands

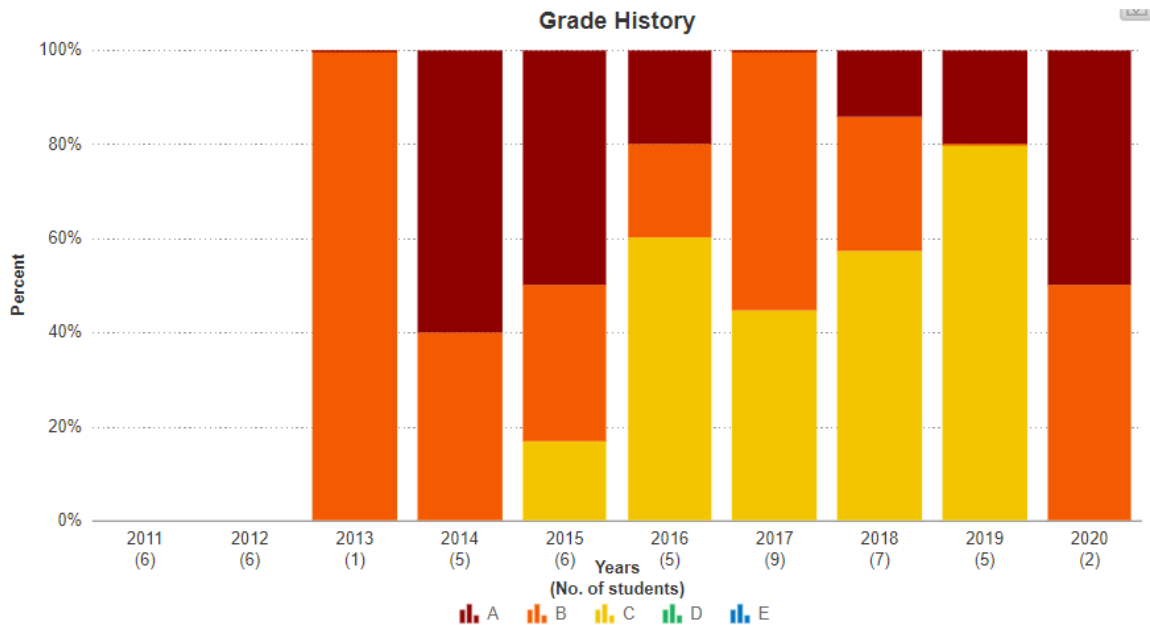


It is pleasing to note that only Bands 4-6 were awarded in Year 12. Mathematics Advanced remains a challenging subject for many students. We are continuing to build suitable candidates in junior years with streamed-classes in Years 9 and 10.

RoSA Stage 6 - 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 6: Mathematics Extension Analysis – Year 11 – Prelim Grades



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.

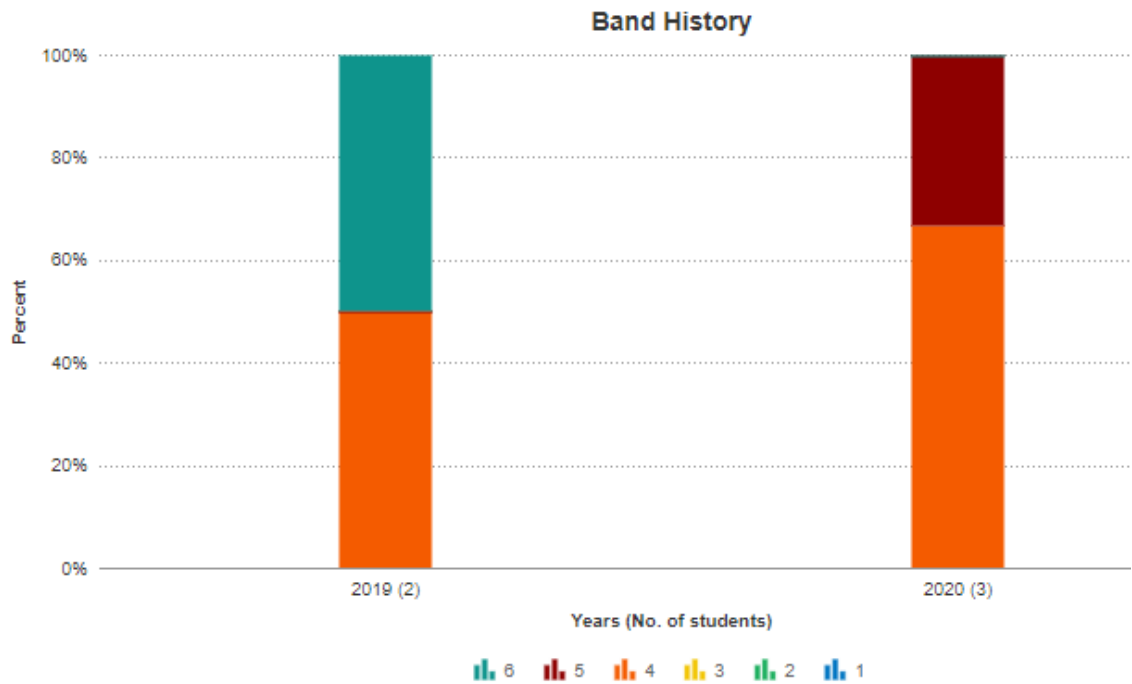
Higher School Certificate Mathematics Extension 1

Unfortunately, the cohort size in 2020 was only 1 student who gained an E3.

Higher School Certificate Mathematics Standard 1

The course has attracted a small candidature over the past 2 years. The HSC examination is optional and students electing to complete the HSC Examination are scoring Bands 4-6.

Table 7: Mathematics Standard 1 Analysis – Year 12 – Bands



Promoting Respect and Responsibility



Student Well-being

Student well-being continues to be a focus in 2020 and we continue to build and deliver explicit well-being lessons aligned with the Australian Well-being Framework as well as conduct supportive activities with students and staff.

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 2020 we introduced a professional counselling service for students and families in partnership with the Resilience Centre. This service operates one day a week and is designed to support students and parents with specialist support. The Resilience Centre counsellors work closely with our Director of Student Services and Heads of Campus and the feedback from students and parents has been so positive that the school has extended this provision to three days a week for 2021.



Well-Being Framework



The Essential Skills Program

In 2020 The Essential Skills Program was enhanced by the inclusion of a positive psychology program facilitated by Geelong Grammar's Positive Education Enhanced Curriculum (PEEC). This program is based on the science of Positive Psychology, Cognitive Behaviour Therapy and Acceptance Commitment Therapy. PEEC's delivery is flexible, provides a range of resources, additional support and is developmentally appropriate. The content aligns with SEL and the Australian Curriculum.

PEEC is delivered during home room and in timetabled Essential Skills lessons. PEEC also offer resources (such as brain breaks) that can be used across all subject areas.

Student Leadership

Student Leadership Workshops

Year 11 & 12 Lead Program

This workshop is framed around four themes; Understanding Self, Leading Self, Understanding Others, Leading Others. The philosophical model of learning adopted by One school is underpinned and reliant on leadership. In order for students to be self-directed they need to understand themselves and have the ability to lead themselves. This is the biggest challenge for parents and teachers. The leadership workshop has tried to emphasise the importance of building personal identity. Leadership for young people is tied to personal identity and all OSG students are on a journey of self-discovery. The quality of leadership they experience will determine how successful they are in leading themselves

Year 7 - 10 Ready Aim Program

The Year 7 to 10 program is designed to raise self-awareness. The program touches on bullying but is mainly concerned with being self-aware and aligning with the OSG vision of learning.

Our pedagogical framework is world class but it's not easy. I emphasis to students that the most powerful learning is the learning that is pursued by an individual. When students go to the trouble to research and study material (whatever subject) the retention is high.

Everyone is born great but as we move through life some experiences dampen our self-belief. Mindsets and habits are two areas where the professional staff wish to channel more energy in coming years so that our students are getting more than just academic content. Their academic journey through school should be equally about self-development as it is with knowledge gains.



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

Armidale Campus

- Dumaresq Dam | Armidale Campus took a break on Friday 4th September out at Dumaresq dam. The day was filled with activities involving the whole school; first up orienteering around the dam where clues revealed the answers to riddles. After recess, high school was split into four teams to play volleyball and king ball – where four teams turned to two in king ball. Primary joined in with the fun having their own game of king ball. There was a Year 12 lunch of totes gourmet SIB (Sausage in Bread) with a lush soda can and chocolate, down with the ducks on the boat ramp. Followed by a whole school game of tribes and territories amongst the ant mounds, prickly dry shrubs and dry crunchy grass. Despite the wonky and confusing line that divided the territories, it was an exciting game to close the amazing day organised by the fab Year 12s. All in all, thanks to Year 12 on behalf of OSG Armidale Campus and the very best wishes for the last few days of your schooling career!



- Activity Day | With the lovely rain that was around leading up to Activity Day the decision was made to hold the event at school. Teams were challenged to construct go carts. The materials were supplied, and students came up with some very colourful creations! Year 12 treated us to a tasty lunch and the day was finished off with Sport.



- Cake Stall | Year 6 students arranged a Cake Stall on campus as part of a fundraiser. Excellent initiative and thank you to the students for their hard work and effort!



Maitland Campus

- Brain Day | Year 11 Brain Day excursion to the Goulburn campus, presented by John Joseph. Students learnt about the brain function and how they can maximise their own brain effectiveness.



- Year 12 Design & Technology | Year 12 Design and Technology excursion to the Powerhouse Museum where students could observe quality major projects from the previous Year 12 cohort across the state, helping with inspiration for their own designs.
- Activity Day | Students were involved in a MasterChef style teams cook-off during Term 3. Students were organised into teams, preparing dishes to be judged.

Mount Victoria Campus

- Peer Support | Registered as a Bullying No Way school with students doing video competition, creating posters, and organizing special lunches. Started to see increase in students feeling they could talk to others about issues. Also created more opportunities for Care and Compassion committee to take direction.
- Pastoral Care | Dads on Campus Positive Engagement Initiative was created to increase community involvement on campus, with a particular focus on engaging dad as there are many students at the campus without father-figures in their lives.
- Fundraising | The Student Leadership Team decided in 2020 to avoid making fundraising their focus in their leadership and instead made it one of four focus areas. In this, their goal was to complete ongoing fundraisers that were small, yet engaging. They did Toastie Tuesdays, where students could bring in a sandwich or wrap to be toasted, and Hot Chocolate Wednesdays, where students could purchase hot chocolate at recess, Zooper Dooper Fridays, and sausage sizzles. The purpose was to purchase resources for the campus including books, games, music equipment, establishment of a school garden, and outdoor activities.

Orange Campus

- Advanced English Excursion | Mrs Bickford-Sturgiss and Mrs Christian also recently took their Advanced English online class to the Sydney University for an HSC Paper 1 Study Day. Students' behaviour was impeccable and copious notes were taken throughout the day. Students focused on developing their skills in the Craft of Writing and delved into Kenneth's Slessor's poetry to help prepare them for the Higher School Certificate examinations.



- Orange Open Day | Our morning began with a special assembly, which also saw the new Primary Multi-stage Building declared open. At our assembly, we had the opportunity to reflect on the history of our school, as well as embrace new and exciting plans. A big thank you to our Primary staff and students for entertaining us with a play, Mrs Layton and our Primary choir and Mr Sandeman for giving the address.



- Activity Day | A big thank you to Mrs Benson, Mrs Doherty and Mr Barrett for their work on organising Activity Day. A thank you to all staff also for running activities on the day. Students enjoyed a variety of challenges at the school during the morning and sporting challenges in the afternoon. We had everything from sports trivia, creating House Hakas, art challenges and it was wonderful to see students get creative and have fun as a part of a team.



Condobolin Campus

- Krispy Kreme Day | Year 12 students arranged a fundraiser selling Krispy Kreme doughnuts in view of purchasing a new barbeque and sporting equipment.
- Activity Day | Term 4 Activity Day (Lavender Day raising \$2000 for Lavender Top Harvest / Can-Assist charity event): Lavender Cup Tennis tournament, lavender cupcake decorating followed by fun house-group activities run by Stage 6 students.
- Write a book In a Day | Year 9 English students participated in the Write-a-book in a Day Initiative raising money to support Children's Cancer research.

Cowra Campus

- Student & Staff Appreciation Corner | All students' names get put into a box and each student randomly selects a name and writes something positive about the selected student. This is done on Wellbeing Wednesday, fortnightly. Very rewarding to see the happiness on each child's face as something kind is read out about them. Staff add positive comments about one another on Wellbeing Wednesday, fortnightly. Morning tea is also supplied by each staff member on this day and staff have a five-minute non-school related, interactive session.
- Reinforced Reading | Commenced in 2020. Staff use Pause, Prompt, Praise (PPP) technique for guided reading practice. Writing practice also included, where possible.
- Premier's Reading Challenge | The canteen will supply a whole school award once all students have completed their lists.

Goulburn Campus

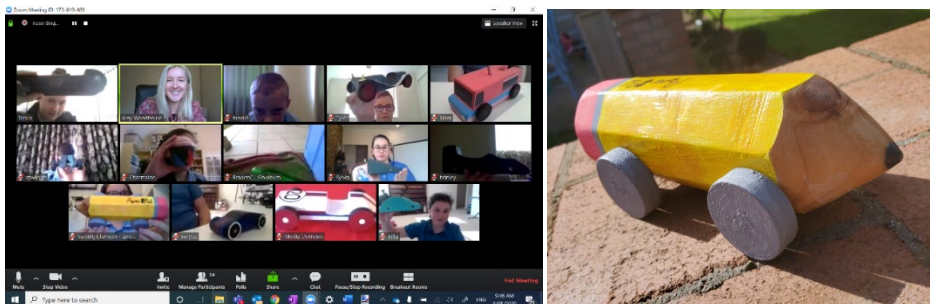
- Dr Suess Day | Students participated In a day celebrating Dr Suess Including activities and food themed as Dr Suess.



- Activity Day | On Friday, 6 March 2020 students, staff and parents returned to Lennox Gardens in Canberra for another terrific Activity Day of bike riding and touch football. At 10:00 am, the first group of riders departed to complete the Western Loop of Lake Burley Griffin (16.5km) and many continued to complete the Whole Lake (30+km) ride!



- Technology | During Term 1, 7-8 Technology Mandatory studied Engineering Principles. Using these principles, they designed and created their own rubber band cars to be built from timber.



Illawarra Campus

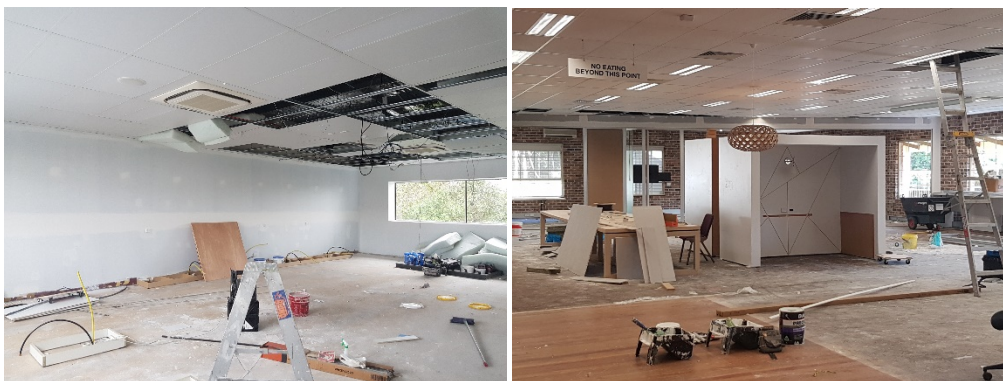
- Primary Book Week | Held on 22nd October 2020 via Zoom due to Covid restrictions. Parents joined a Zoom session to view the parade and join in other activities throughout the event.



- Term 4 Activity Day | Held on Friday 13th November with students participating in team activities. Each team represented a different country.



- Campus Renovations | Illawarra Campus underwent renovations to their Learning Centre area. Excellent outcome as seen on Campus.



Sydney Campus

- Year 12 Student Leadership Team | This year we welcome a new, broader scope for leadership in Year 12. I look forward to working with the full Student Leadership Team over the next year in developing new strategies and activities to improve the school culture and make Sydney Campus a place where education is meaningful and enjoyable. As a group they have already demonstrated their enthusiasm for leadership and their strong sense of integrity. We are excited to see what they will achieve.



- Bacon & Egg Breakfast | A big thank you to all the students and parents who helped support our fundraising initiative this morning. Year 12 students co-ordinated the whole event, serving breakfast to community drivers, Year 12 valedictorians, as well as the Sydney campus students and teachers. As always, the children thrive when given such responsibilities and really did themselves proud raising funds for a special gift for Alby, a student currently at Westmead Hospital, and Westmead Children’s Hospital.
- Harmony Day | The students at Sydney Primary celebrated Harmony Day by wearing a token of orange. We discussed the positive impact of diversity and difference and discussed how Bullying No Way Day is linked to Harmony Day and what our responsibilities are. Thank you to all students who came to school wearing a token of orange.



Albury Campus

- Activity Day 1 | What a great start to the year! Albury, Leeton and Wagga Campuses were able to come together at the Albury Campus to present a global range of food to staff, students and parents. While the Secondary students prepared a magnificent smorgasbord of cuisines, the Primary students went roller skating. The Albury Campus was delighted to be able to host so many people. There is nothing quite like good food to bring people together.



- Biggest Morning Tea | Although the Student Leadership Team could not host the Biggest Morning Tea as in previous years, the leaders still managed to connect with the school, church, and wider communities by offering a pre-packed 'takeaway' version of the Biggest Morning Tea. It is always an honour to support this great cause.



- Science Week | During August 2020, the whole of the Albury Campus was able to get involved with Science Week. Stage 4 and 5 students were able to take part in the Escape Room challenge, which was a state-wide activity, and the whole school had a chance to experience the wonders of dry ice.



Wagga Wagga Campus

- Orientation Day | In Term 4, the incoming Year 3 and Year 7 students joined Wagga Campus for the 2021 Orientation Day. It was a great success, and the students are looking forward to the new adventures which lie ahead next year.
- Towards 200 Webinar | Mid-Term 2 the CA's joined Year 12 students and the HOC for the Towards 200 Webinar which gave students the opportunity to reflect on their Trial exams and set goals for their final weeks of schooling and exam preparation. The take-away message from the webinar was that the time for competing with each other is over, and now is the time for collaboration. The Year 12 students discussed what they could do in their remaining time to support each other which created an excellent pathway ahead for the students.
- Return to Campus | 11th May was a happy morning at Wagga campus with the students returning school for their lessons! The day started with an extended roll call and fitness period which gave students the opportunity to socialise, catch up and get some movement into their morning.

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 2020 School Goals

The areas below were identified as priority areas for improvement for 2020. Progress and achievements in these areas have been assessed using data on goal achievement and student, parent, and teacher feedback.

Differentiation and Assignment Design- Progress and Achievements

The Director of Studies Melody Harding, Director of Primary Nick Clarke and Director of Student Services Liz Cannavo led staff in a review of current practice and organised workshops with external experts from the Association of Independent School NSW on the importance of differentiation. The school also developed rubrics to assist Heads of Department in assessing the quality of Canvas courses, with a significant focus on differentiation.

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.

Literacy- Progress and Achievements

Literacy was the designated focus for Professional Learning Groups held each Wednesday. Krissy Christian led a team of facilitators who worked in both faculty and cross faculty groups on awareness of the literacy continuum and strategies for developing literacy in students. These strategies were then integrated into the teaching program in the week following PLG groups and findings shared with the group. A detailed analysis of MAP and NAPLAN data was modelled with this data used to differentiate for literacy needs in students.

Registration and Accreditation- Progress and Achievements

The school was Inspected by NESA as part of a full assurance registration and accreditation process. This involved three "virtual" site visits at Sydney, Leeton and Wagga Wagga campuses. NESA inspectors complimented the school on the robustness of policies and procedures around critical areas such as child protection and teaching and learning and the school was granted a full five year registration and accreditation period.

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School Improvement Plan 2021

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

Project/Initiative	Description
Budget	Set clear budget targets.
Teacher recruitment and retention	Implement enhanced induction and support programs for staff.
Risk Management	Engage with CGR and ensure existing good practice is maintained.
Educator Impact	Greater focus on GROW phase of EI.
Compressed Curriculum	Support staff and students with changes involved in Compressed Curriculum.
Canvas Assignment Design	Support HODs and teachers to conduct full Canvas course audits using the Assignment Design rubric.
Student Academic Reporting	Implement and evaluate ongoing reporting through Canvas.
Towards 150 in 2021	Support program and commit to campus visits and mentoring of students.
Student Leadership	Support student leadership program with workshops for all Secondary Students.
Staff Leadership	Provide GROWTH Coaching mentoring for HODs over 2 year period. Appraisal process for HOCs to included feedback from all stakeholders.
Enrichment Program extended to Year 10 in 2021	Evaluate Year 10 readiness and plan for implementation that supports learning for all students.
Quality Assurance Learning Environment	Use data from QA Learning Environment to create and implement campus improvement plan.

Attendance



Student Attendance at School

Student attendance rates for each Year level and the Whole School

Year Level	Rate of Attendance (%)
3	95
4	95
5	95
6	96
7	94
8	95
9	94
10	94
11	95
12	95
Total	95

Management of Non-School Attendance

The purpose of OneSchool Global NSW 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.

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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.

- c) Attendance data to be displayed on screens around campuses.
- d) Proactive approach to absenteeism due to alleged bullying- OneSchool Global NSW uses an interview/education/contract to quickly address bullying issues.
- e) Provision of family counselling services to families where family dynamics appear the cause of poor absenteeism.
- f) Provision of transport to and from school for all students.
- g) 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.
- h) Provision of Zoom and Canvas platforms to allow students who cannot access classes and learning materials for valid reasons.
- i) Senior students and students travelling long distances or who cannot access school due to poor weather/bushfires/floods etc may also access classes via Zoom.
- j) 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.
- k) Learning spaces adhere to global aesthetic standards so that they are well lit, airy and spacious.
- l) Provision of an engaging curriculum and pedagogy using OSG guidelines.
- m) 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.
- n) Provision of a system whereby students who achieve (including attendance) are rewarded via the OneSchool Global NSW Merit Scheme.
- o) 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

(Does not Include Casuals)

	FULL-TIME		PART-TIME		INDIGENOUS	TOTAL
	WOMEN	MEN	WOMEN	MEN		
Non-teaching	7	0	8	0	0	15
General Teaching	81	36	31	8	0	156
Maintenance	0	3	1	0	0	4
Admin	17	3	4	0	0	24

Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS 2019	NUMBER OF TEACHERS 2020
Conditional	4	7
Provisional	15	14
Proficient Teacher	125	126
Total number of teachers (should be the same as reported on MySchool)	144	147

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	147
(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 2020 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 NESAs accredited professional development delivered by the OneSchool Australia Teacher Academy.

AREA OF PROFESSIONAL LEARNING	NO OF STAFF ATTENDED
Pastoral Care	57
Curriculum	86
Pedagogy	164
Leadership	31
Information & Communications Technology	48
WHS & First Aid	121
VET	6

School Policies



OneSchool Global NSW 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



In 2020 students, staff and parents were once again surveyed twice a year through the Qualtrics platform. All surveys are anonymous and used the scale below. For comparison purposes, the data is presented in relation to 2019 data.

Scale:

This survey utilised a 1 to 5-point Likert scale. A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term is often used interchangeably with rating scale.

More specifically, the survey utilised an emoji based Likert scale.

Very Unhappy	Unhappy	Neither Happy or Unhappy	Happy	Very Happy
1	2	3	4	5

Student Voice

Survey results indicate a slight positive improvement in most areas. A slight decrease in areas impacted more significantly by the move to remote learning was anticipated.

	NOVEMBER 2019	NOVEMBER 2020
When at school I feel	3.78	3.74
When thinking about how safe and supported I am at school I feel	4.2	4.12
When thinking of communications regarding news and events, I feel the school communicates:	3.6	3.73
My School upholds the OneSchool values:	3.66	3.77
How do you think a visitor would feel about the culture at your Campus?	3.88	3.98
I feel that I have ownership of my learning:	4.08	4.05
I feel my work allows me to learn in many different ways:	3.94	4.14
I feel my understanding of the OneSchool Language of Learning is:	3.53	3.86
I can easily see what I will be learning and can access extra resources to support my learning:	3.81	3.86
I get regular and prompt feedback and the feedback I get on my schoolwork allows me to improve:	3.66	3.78
In general, how would you rate the technology you use for learning?	3.93	3.87
The technology is reliable and usually works.	3.75	3.66
Overall, my teachers' Canvas page helps my learning.	3.72	3.65
Overall, my Zoom/VC lessons are engaging and help my learning.	3.52	3.67
In general, how would you rate the spaces you use for	3.57	3.76

learning?		
I enjoy being in the Learning Centre.	4.13	4.16
There are enough different learning spaces for me to be self-directed.	3.54	3.6
I can be productive when working in the Learning Centre.	3.92	3.9

Parent Voice

Survey results indicate a positive improvement in all areas. It was commented by parents that the remote learning period during lockdown enhanced home-school relations.

	NOVEMBER 2019	NOVEMBER 2020
I feel my school environment for my child that is:	4.04	4.07
My school contributes in a positive way to the happiness and resilience of my child(ren)	3.94	4.04
Communication at my own School/Campus:	3.96	4.07
Communication at the Regional Level:	4.01	4.14
Communication at the Global Level:	4.01	4.17
OneSchool values upheld at the Campus Level:	3.97	4.09
OneSchool values upheld at the Regional Level :	4.07	4.19
OneSchool values upheld at a Global Level:	4.2	4.28
The overall vibe, or feeling, at my Campus is:	3.9	4.01
I feel my child has ownership of their learning and takes responsibility for their learning:	3.81	3.91
Learn in many different ways e.g. on their own, with their friends, or with their teacher:	4.01	4.09
My child can access support and feedback relating to their learning promptly and easily:	3.83	3.86
I feel my understanding of the OneSchool Language of Learning is:	3.71	3.88
My child's education is enhanced by the physical spaces available at school:	4	4

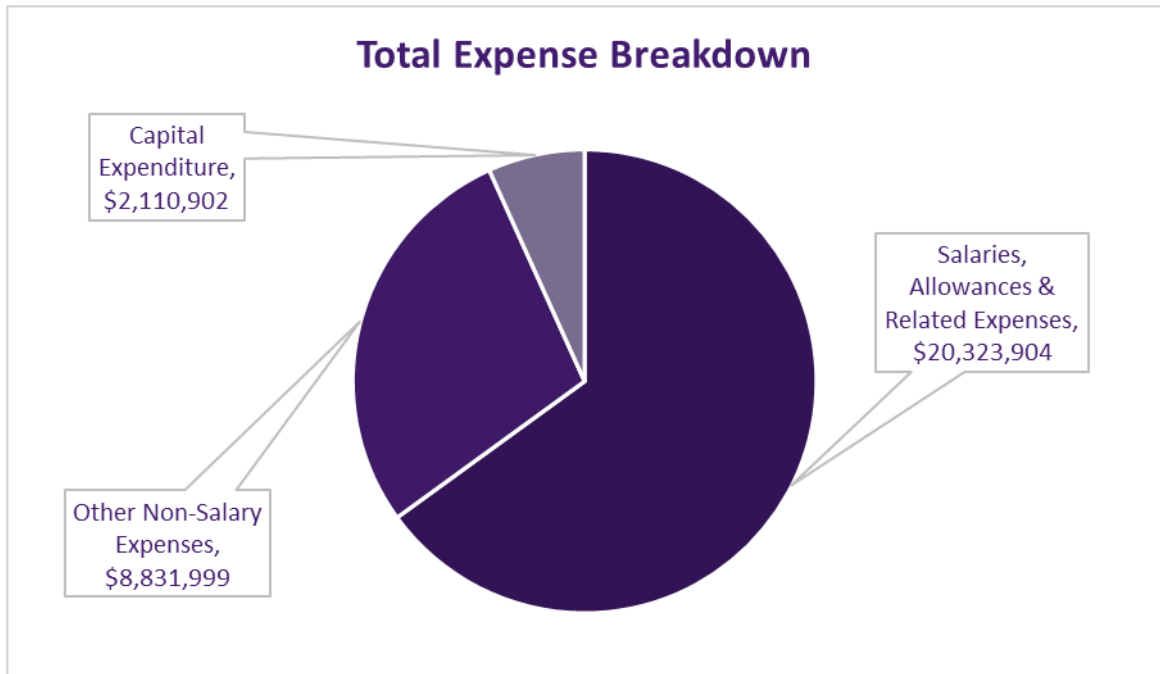
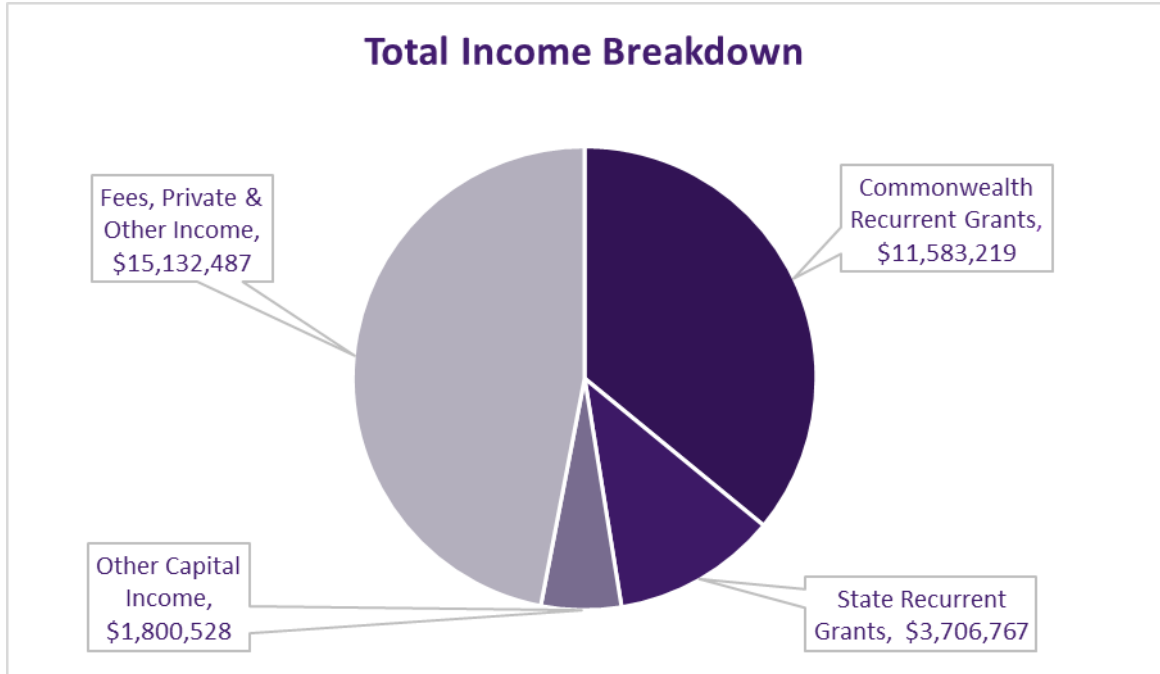
Teacher Voice

Survey results indicate a positive improvement in almost all areas. For the first time in 2020, staff were asked questions relating to the PERMA model for well-being and this data will be tracked over time.

	NOVEMBER 2019	NOVEMBER 2020
Given the opportunity, I tell others great things about working here.	4.23	4.41
I rarely think about leaving this organisation to work somewhere else.	3.87	3.89
This organisation inspires me to do my best work everyday.	4.19	4.28
I am proud to be part of this organisation.	4.32	4.46
This organisation's vision and goals provide meaningful direction to me.	4.23	4.26
The organisation's values are aligned with my personal values.	4.8	4.84
This organisation provides me with a range of development opportunities.	3.92	3.93
I know what career and developmental opportunities are available to me.	3.81	3.85
My future career opportunities here look good.	3.54	3.68
The pay and benefits associated with my job are fair and reasonable.	3.62	3.89
I feel that I have long term job security at this organisation.	3.32	3.63
My colleagues share best practice and job knowledge with each other.	4.5	4.45
My colleagues work together to achieve our goals.	4.54	4.52
Communication within this organisation is timely-At the Campus Level	4.27	4.2
Communication within this organisation is timely-NSW	3.56	3.71
Overall, communication at this organisation is effective-At the Campus Level	4.21	4.19
Overall, communication at this organisation is effective-NSW	3.64	3.74
Senior leadership in this organisation provides clear direction for the future-At the Campus Level	4.29	4.11
Senior leadership in this organisation provides clear direction for the future-NSW	3.88	3.88
Senior leadership is open and honest in communication-At the Campus Level	4.3	4.25
Senior leadership is open and honest in communication-NSW	3.8	3.88
Senior leadership treats employees as this organisation's most valued asset-At the Campus Level	4.2	4.19
Senior leadership treats employees as this organisation's most valued asset-NSW	3.67	3.75
I am comfortable to manage my workload.	3.7	3.9
The balance between my work and personal commitments is right for me.	3.64	3.77
PERMA Wellbeing Section		
I often experience positive emotions at work		3.84
I am able to track my achievements by either sharing it with others or writing it down myself		3.77
I frequently give positive feedback to staff and/or students to recognise effort and achievements		4.25
I am able to receive positive feedback from others when they notice I have done a good job.		3.96

I have the ability to manage my emotions and obtain support in times of stress using specific strategies.	4.06
I am aware of, and have identified, my strengths as a staff member.	4.17
I frequently plan ways to use my strengths in my work.	4.2
I am able to spot the strengths in others and help them use them.	4.02
I feel engaged in my workplace at various times throughout the week.	4.3
I frequently use language that promotes a growth mindset.	4.15
I feel strongly supported by at least 2 other staff members.	4.52
I feel supported with a strong sense of belonging.	4.16
I am able to connect well with other staff/students/parents to form great working relationships.	4.34
I offer support to others with care, concern and compassion	4.57
I am able to ask for help or support when I need it most.	4.08
I feel my job has meaning and purpose.	4.37
I practice mindfulness at various times throughout the day.	3.12
I remind myself why I work in schools and what I love about it to stay motivated.	3.94
I am mindful of my own actions and behaviour to be the best role model I can be for fellow staff and/or students.	4.57
I am aware of my core values as a staff member and put them into practice.	4.65
I set myself small goals each day or week and set about achieving them.	4.17
I celebrate my achievements with small rewards and share them with others.	2.94
I am able to stop and reflect on everything I have achieved in a term and give myself a pat on the back	3.17
I have a clear vision of the type of teacher/staff member I want to be and how to be it.	4.28
I understand I am working as part of a larger team and strive to support the school vision.	4.63
Overall, I am positive about my job and enjoy coming to work.	4.3
Overall, I know I am good at my job and do it well.	4.31
Overall, I feel supported by my workplace community.	4.22
Overall, I know I am making some valuable contributions to others.	4.32
Overall, I have contributed to some great achievements in my role.	4.18

Summary Financial Information





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