OneSchool Global NSW Annual Report

2021

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

Contents

A Message from Key School Bodies

Mr Patrick McGing
Regional Principal

2021 saw OneSchool Global NSW cope well with the ongoing COVID-19 pandemic with our expertise In technology and our support structures uniquely placed to continue to provide quality education. We even, much to the disappointment of some students I am sure, manage to hold a full HSC Trial examination. Once again, our classes continued online with very little disruption. Our key platforms such as Zoom, Canvas and SENTRAL allowed us to remain connected as a school community.

Our 2021 academic results were excellent, with our average of 76 the best since 2013. 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. While we were glad to see a low percentage of students In the lower quartile of achievement and our overall growth figures met or exceeded global averages, we are focused on lifting these results In 2022.

Our major academic focus in senior years was on the implementation of the Compressed Curriculum model. This NESA sanctioned model of curriculum delivery sees senior students commence their Preliminary year in Term 4 Week 6 and complete three courses in half the time with double the time allocation. They then complete three HSC courses, commencing in Term 2 and finish with their HSC examinations in October/November. The rationale behind pursuing this model is based on a few advantages it offers. Compressed Curriculum means that the final four weeks of the academic year are more productive, it also increases the range of subjects we can offer and increases the number of face-to-face classes. It also gives students the opportunity for students to learn from the experience of completing HSC courses so they can apply these learnings to their final three HSC subjects. An analysis of the HSC data revealed that students completing a compressed curriculum equalled or outperformed students completing the traditional model.

OneSchool Global NSW also applied successfully to be registered as twelve separate schools in 2021. The rationale for this was to promote greater local autonomy and enable us to compete against local schools who receive more beneficial funding. This involved a full inspection of all 12 campuses or registration and accreditation by the NSW Educational Standards Authority (NESA). NESA examined our model of curriculum delivery and allowed us to continue with our model of both face-to-face and virtual classes.

2021 was a significant year of achievement, both as a school and as an organisation. We are well placed to meet any challenges and continue to be a school that leads the way in critical areas of technology and pedagogy.

Mr Mark Heaney &
Mr Michael Wilson

Principal & COO

Despite the ongoing challenges faced by all schools in 2021, OneSchool Global NSW continued to innovate and improve in a variety of significant ways. The most significant change related to the school applying to become registered as 12 separate independent schools. This involved all 12 campuses facing a full NESA inspection. This achievement means we are more fairly funded into the future but it will not change our core mission to produce life ready students who learn how to learn, nor the way we ensure that every child at OneSchool Global receives the same opportunities, something expressed by our commitment to "what we do for one we do for all."

One of the most pleasing outcomes evident in 2021 is the quality of our information technology support for all of our campuses. For some years we have invested heavily in infrastructure, digital platforms and high end student and staff devices. In 2021, this investment paid significant dividends, with almost no reported issues, something that ensured that our students could learn without interruption and in an environment that reflects the work environment that our students enter after their schooling is complete.

2021 also saw a significant enhancement in the facilities of several campuses. Illawarra campus saw a significant expansion in the senior learning centre and new facilities for technology, textiles, food technology and a new Science laboratory. Sydney campus benefitted from enhancements to secondary learning areas. Orange's new Secondary Learning Centre was completed towards the end of 2021 and it is a spectacular learning space that can accommodate the entire secondary cohort. Goulburn students can now enjoy a comfortable outdoor learning area and Armidale campus received an update with a refresh of its facilities.

Another pleasing aspect of 2021 was the focus on development of leadership. Students benefitted from a number of workshops on leadership and also had the opportunity to collaborate across campuses. Student leadership was formalised in a number of key areas in 2021, including an expansion of the role of student leaders and greater expectations of them in relation to developing school culture. Our professional educators also benefitted from a number of professional development opportunities provided by the OneSchool Teacher Academy, including training in the GROWTH coaching model. COVID impacted on our planned leadership shadowing program, where campus leaders "shadow" each other in their roles but this will be rolled out in 2022 and promises to help our leaders share their experiences and expertise.

An emerging challenge in 2021 is staff recruitment. There is a global shortage of teachers and this is felt even more keenly in regional areas. OneSchool has started to invest heavily in this space and recognises that many of our staff are expert in the area of online instruction and online learning platforms. As a reflection of this, the Board have invested in improving salaries and conditions for teachers and this has paid off with the school ending the year with a relatively stable workforce. The school has also refined its recruitment and retainment strategies and will continue to look at best practice in attracting and retaining high quality staff.

One of the unique aspects of our school is the level of community support. In 2021, a coaching program was launched across NSW that saw community coaches meet with senior students to support them in their HSC efforts. These sessions were focused on providing students with support in achieving their goals, with a focus on accountability. The program also developed a partnership with the professional staff who helped the students with HSC examination strategies. The impact of these program was evident in the school achieving the best HSC results since 2013. In 2022 this program will be refined and expanded to ensure continuous improvement.

2021 was a highly successful year and we look forward to 2022 with a renewed sense of purpose and commitment, knowing that we are well placed as a school to offer a safe, challenging and productive environment for all of our students.

Contextual information about the school

OneSchool Global NSW 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-direct 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
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

- ⊘ 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 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

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

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

The assignment is not

o a worksheet
o a list of assessments
o chapters from a textbook
o 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

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

The lesson is not

o a lecture
o separate from what is in the assignment
o more important than the assignment and the study
o 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

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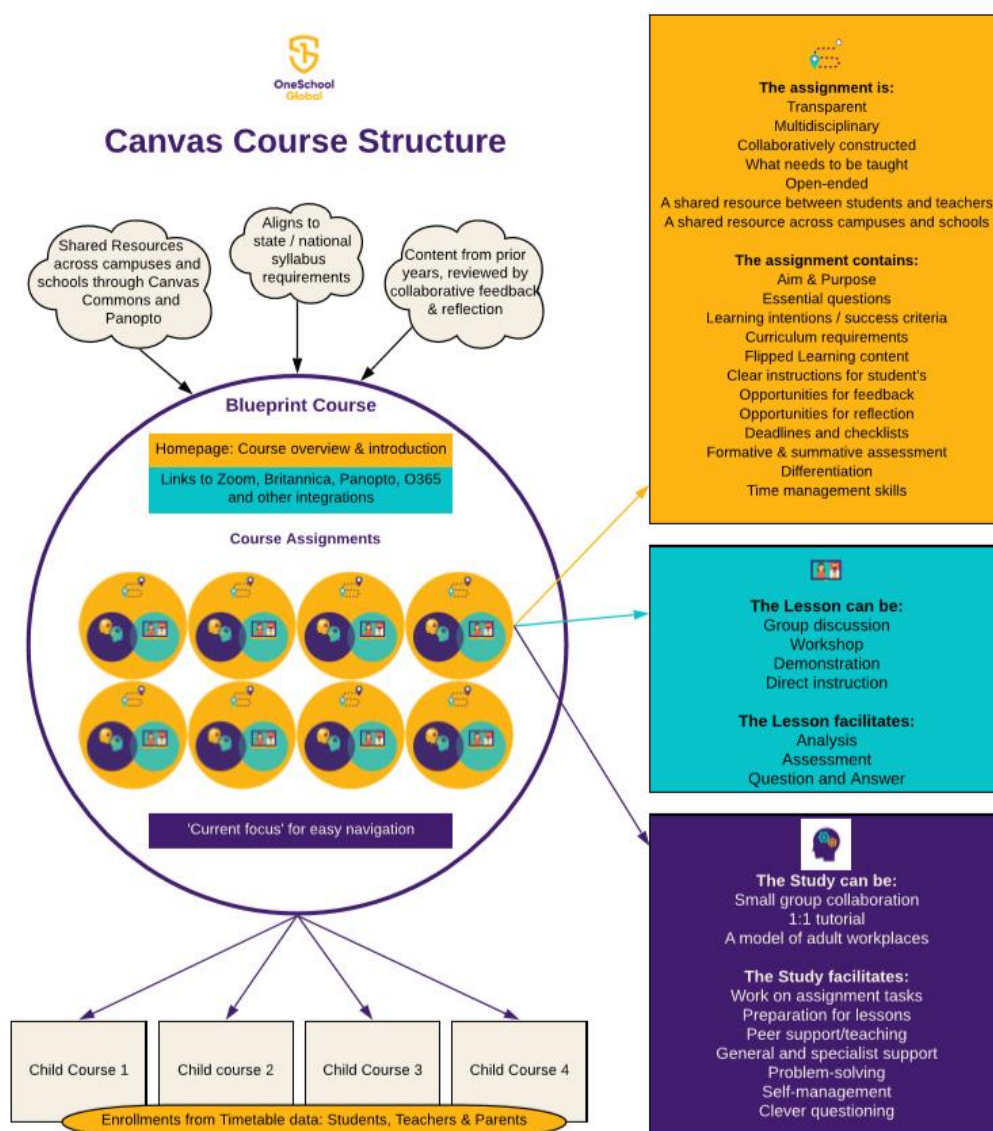
OneSchool Enrichment Program

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 effective and responsibility 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.

Canvas Course Structure

- Shared Resources across campuses and schools through Canvas Commons and Panopto
- Aligns to state / national syllabus requirements
- Content from prior years, reviewed by collaborative feedback & reflection

Blueprint Course

Homepage: Course overview & introduction

Links to Zoom, Britannica, Panopto, O365 and other integrations

Course Assignments

'Current focus' for easy navigation

Child Course 1 · Child course 2 · Child Course 3 · Child Course 4

Enrollments from Timetable data: Students, Teachers & Parents

The assignment is:
Transparent
Multidisciplinary
Collaboratively constructed
What needs to be taught
Open-ended
A shared resource between students and teachers
A shared resource across campuses and schools

The assignment contains:
Aim & Purpose
Essential questions
Learning intentions / success criteria
Curriculum requirements
Flipped Learning content
Clear instructions for student's
Opportunities for feedback
Opportunities for reflection
Deadlines and checklists
Formative & summative assessment
Differentiation
Time management skills

The Lesson can be:
Group discussion
Workshop
Demonstration
Direct instruction

The Lesson facilitates:
Analysis
Assessment
Question and Answer

The Study can be:
Small group collaboration
1:1 tutorial
A model of adult workplaces

The Study facilitates:
Work on assignment tasks
Preparation for lessons
Peer support/teaching
General and specialist support
Problem-solving
Self-management
Clever questioning

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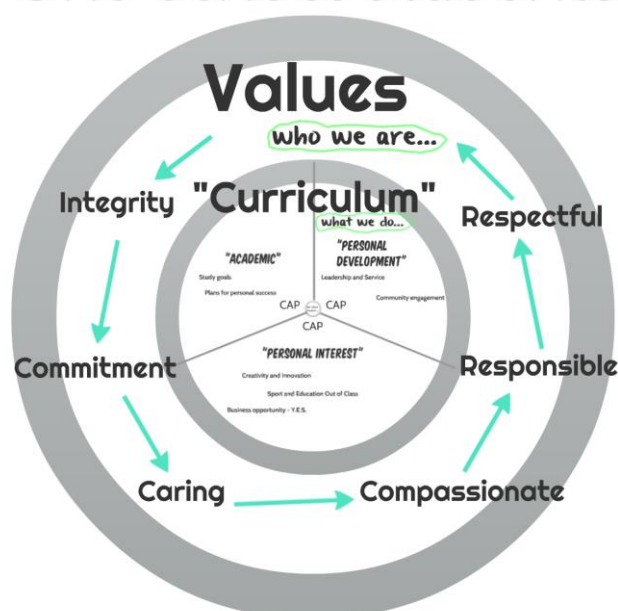
The OneSchool Student Model provides a framework and overview for students at OSG.

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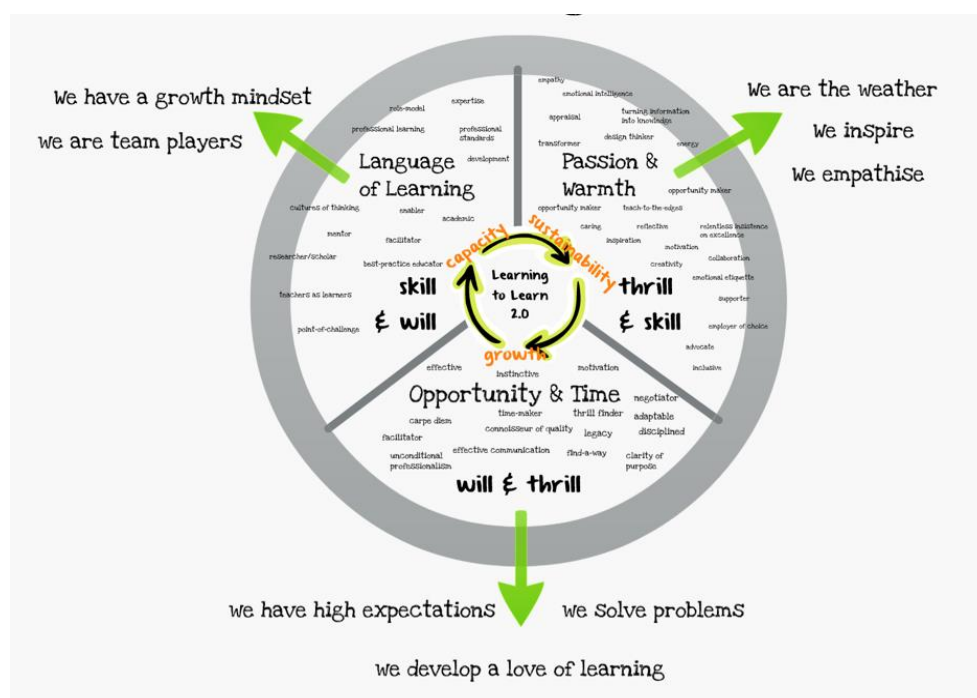
The OneSchool Teacher Model, which sits alongside the Student Model was created from the learning experiences presented by Sir John Jones. The model aims to establish expectations of professional conduct and provides guidance for teachers in terms of what is expected in the classrooms within our organisation.

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

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

Academic Performance 2021

OneSchool Global NSW is a non-selective, co-educational school with an established reputation for developing student self-directed learning. There is a strong emphasis on the professional development of our teaching staff to support the model and align with our Foundation Statements, and the School Goals. A strong mentoring culture has developed in partnership with the Community and combined with small class sizes and engaging teaching OSG has maintained a high academic standard throughout 2021 during the remote learning period.

The strong mentoring culture is further supported by the Target 77 Project with the School working with the Community to mentor students to improve their results and instil the habits necessary for success not only at school but beyond.

 OSG NSW adopted a compressed curriculum model for incoming 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. HSC results for 2021 included both the outgoing Year 12 students and the incoming Year 11 students under this model.

OSG NSW broadened its subject offerings in 2021, specifically in the VET KLA to meet the needs of students. As a result, there was an increased uptake in SBATs linked to VET Courses across the school in 2021.

Record of School Achievement (RoSA)

All NSW OSG students proceeded to complete their HSC and no RoSA credentials were Issued by NESA to OneSchool Global NSW school students In 2021.

This credential Is cumulative, with grades awarded In both Years 10 and 11. If a student leaves school before completing their HSC and they have completed all eligibility requirements for a RoSA they can apply through NESA to receive this credential listing all grades achieved.

A wide range of assessment tasks are used to award a grade to all Year 10 and 11 students in each subject based on each student's performance in those tasks. Faculties refer to:

1. For Year 10: the NESA Course Performance descriptors, student marks and student work samples are used to provide consistent teacher judgement across the school.

2. For Year 11: the Preliminary Course assessment requirements for each subject and assessment marks are reffered to

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 2021 OSG NSW experienceed a stable trend In the overall HSC results.

In 2021 248 students sat HSC examinations across 20 subjects (a combined traditional Year 12 cohort and the new Compressed Curriculum cohort).

The school recorded a total of 66 Band 6's. There was a more even spread of Band 6's across subjects and also between the two cohorts. the overall trend of students accessing higher bands continued In 2021.

OSG continued to experience strong performances In TAS subjects, with seven students being nominated for In Tech, the annual exhibition of outstanding Major Projects by HSC Industrial Technology and Design and Technology students.

For the second year running an OSG student gained first place In NSW In the VET subject Financial Services. The trend of strong results In Mathematics subjects continued In 2021.

The following data reflects RoSA and HSC results analysis for Stage 5 and 6 In English and Mathematics.

Stage 5 English 2021

	Total Students	Grade A	Grade B	Grade C	Grade D	Grade E
Number of students	128	21	40	47	15	5
Percentage achieving each grade		4%	12%	37%	31%	16%

Comparison to state grade distribution: (STATE/OSG)
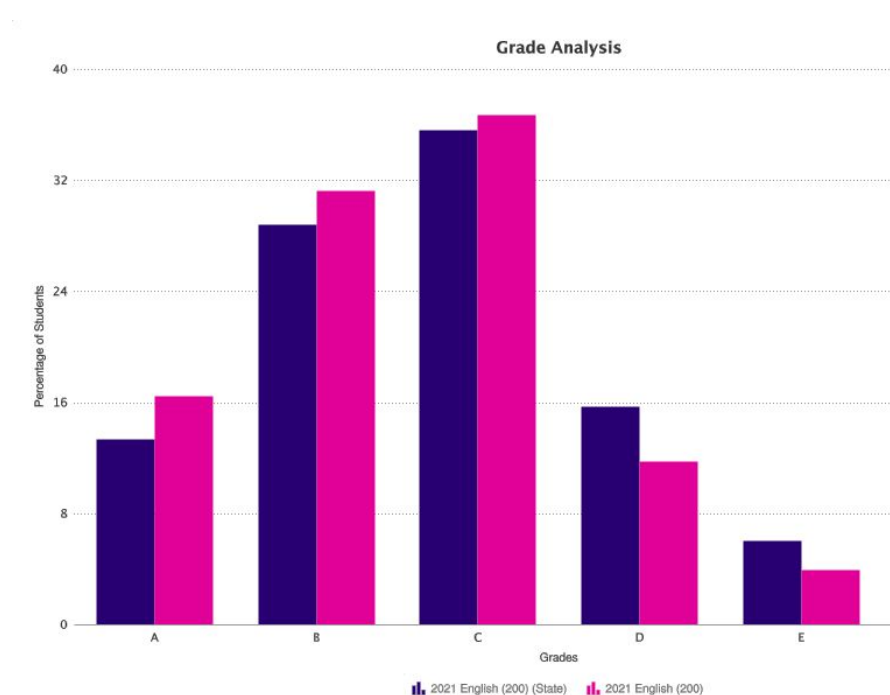
Grade history reflects a consistent trend in the application of A grades. 16% of students achieved an A grade in both 2020 and 2021. A significant decrease in B grades awarded was noted in 2021. An increase in D and E grades was also noted. Factors contributing to changes include the extended lockdown experienced and the professional development of staff in the criteria used to award grades.

ENGLISH –ADVANCED, STANDARD AND STUDIES

ENGLISH ADVANCED

Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English (Advanced)	32	0	1	21	8	2	Nil	Nil

32 students sat for English Advanced. Number of Band 6's achieved remained the same as in 2020. There were a greater number of Band 5's achieved than in 2020 and 2019

ENGLISH STANDARD

Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English (Standard)	131	0	1	35	60	33	2	Nil

131 students sat for English Standard. In 2021 more Band 6s were achieved than in 2020. 2021 also recorded the second highest Band 5s achieved since 2009.

Factors impacting on 2021 results included staff turnover during the Stage 6 course of study which could, potentially, have impacted on the achievement of students and the extended lockdown period.

Mathematics

Stage 5 - Mathematics – 400 hours
In Year 10 Mathematics, there was relatively consistent grading across A10 to E2 b. This is to between years. This is to be expected given the relatively stable cohorts and teachers from year to year.
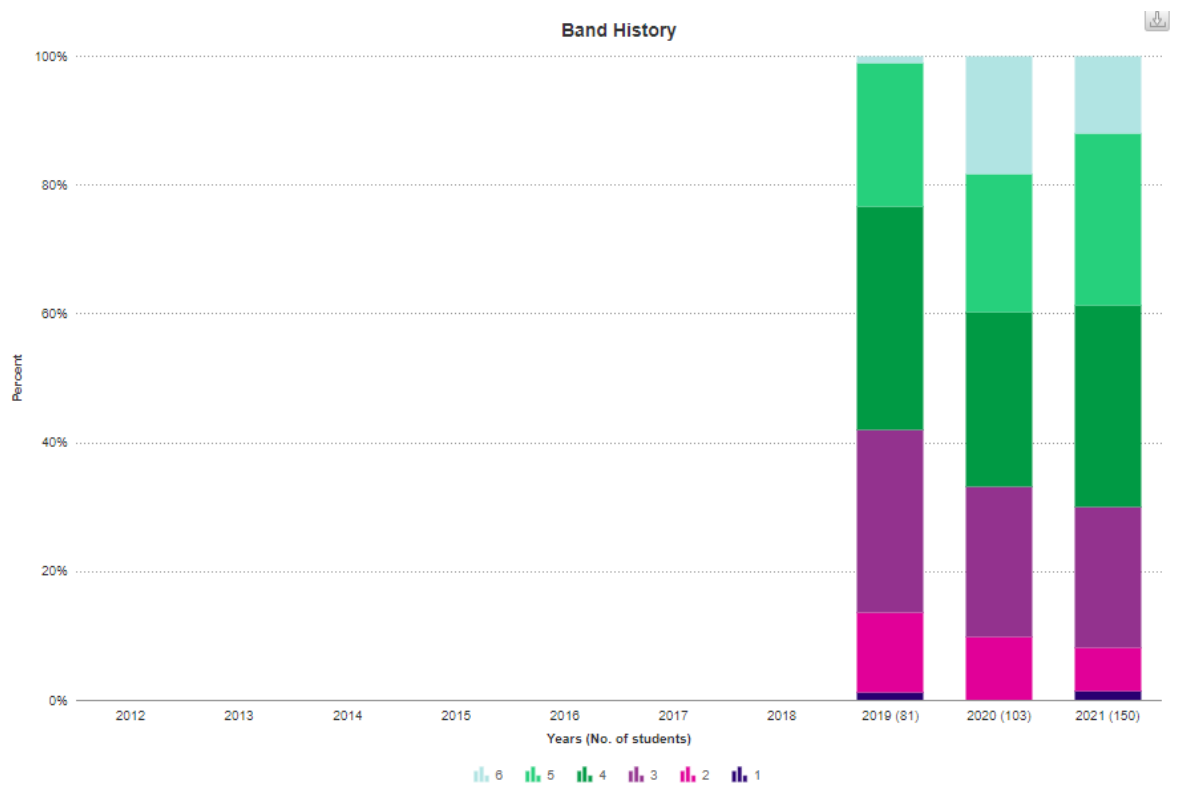
Stage 6 - Mathematics Standard RoSA grades
 In 2021 grading is relatively consistent in comparison to past years. Student numbers electing this course are also stable.
Mathematics Standard Analysis Grades
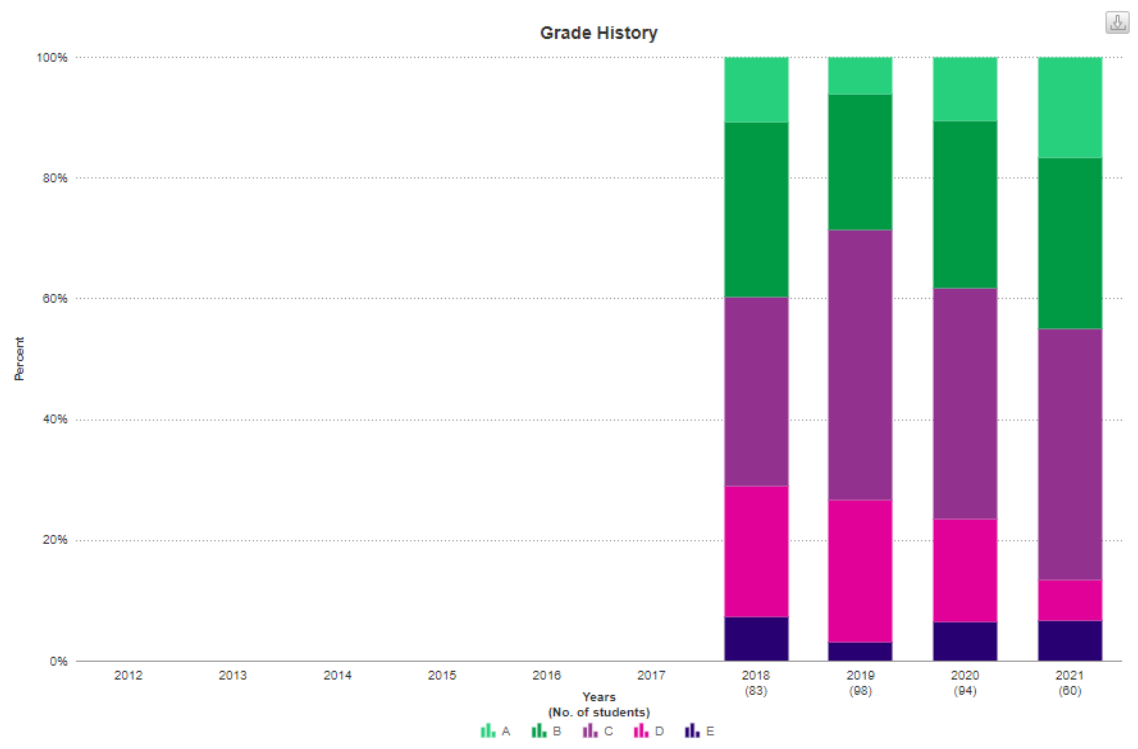
Stage 6 Mathematics Standard 2 HSC Bands

Between Year 11 and Year 12 there is a reasonable correlation between the Year 11 Grade A's that translate into HSC Band 5/6's. B Grades tend to translate into HSC Band 4's. However D/E grades do not translate into an increase in HSC Band 2/1's. Increased student numbers in 2021 were due to the introduction of compressed curriculum for the Year 11 cohort.

Stage 6 - Mathematics Advanced RoSA Grades
2021 was the third year of this new course being implemented.
Mathematics Advanced Analysis – Year 11 – Prelim Grades
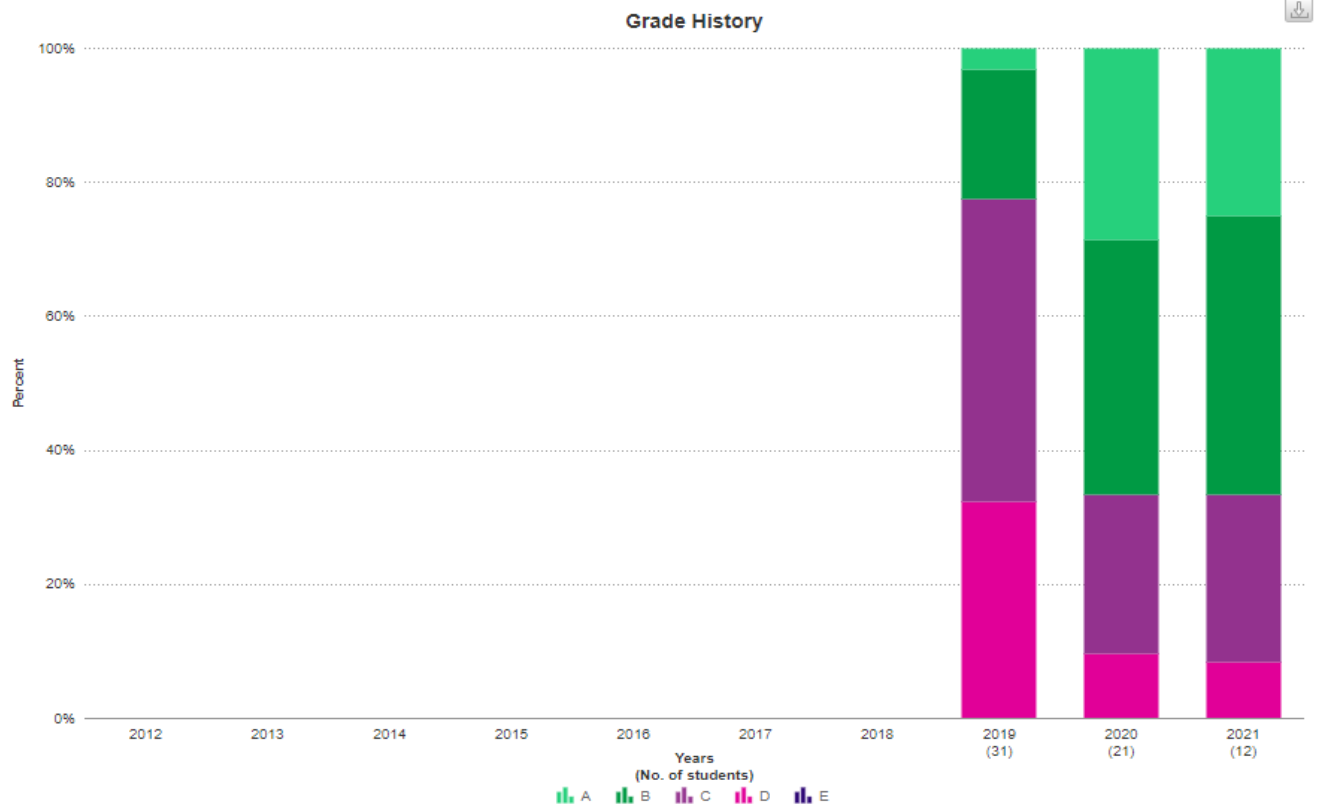
Stage 6 Mathematics Advanced HSC Bands
There were no Bands 1-3 achieved in 2021. HSC Bands 4-6 were achieved in Year 12. We are continuing to build suitable candidates for Mathematics Advanced due to streamed classes in Stage 5.

Stage 6 – Mathematics Standard 1 HSC Bands
The course is aimed at lower ability students in Year 12. The HSC examination is optional. 2-3 students sat the HSC Examination in 2021 achieving HSC Bands 4-6.

Promoting Respect and Responsibility

Student Well-being

Student well-being continues to be a focus in 2021 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.

OneSchool Global NSW continues to provide a professional counselling service for students and families in partnership with the Resilience Centre. In 2021 we expanded this from a one day a week service to a three day a week service. The Resilience Centre counsellors work closely with our Director of Student Services and Heads of Campus.

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.

YEARS 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.

Initiatives Promoting Respect and Responsibility

Albury Campus

- Fundraising | The SLT were active in campus fundraising such as The Biggest Moring Tea and Jump Rope for Heart. Leadership fundraisers also included special Friday lunches which raised money for the much-needed sporting equipment and the school herb and vegetable garden. The herbs and vegetables grown in the school garden were used for Food Technology classes using the 'paddock to plate' concept.

- Wonder Years | In Primary, the staff supported the Wonder Years reading program for community toddlers and their parents, holding Story Time sessions every Thursday. The objective of the program was to share the joy of reading at a young age and allow this to flow into the early years of education.

- Team Building | To ensure our students were taking care of their wellbeing, the Essential Skills program ensured students took some time away from their busy timetables to reflect on their SMART goals and enjoy team building activities.

Armidale Campus

- Launch of the Armidale Campus Wildly Important Goal (WIG) | The WIG survey is a weekly questionnaire completed by students and teachers to gain a feel of the whole campus culture. The current WIG is: "To improve our campus culture score from 5.98 to 7.86 by Term 3, Week 8 so that everyone feels consistently respected, understood and productive." the survey Involves five questions, the campus culture score, score summary, wins

of the week, learns and lessons, and campus kudos.

- Campus to Campus Activity Day | Armidale met Toowoomba Campus at Federation Park in Tenterfield on 19th March. The day involved two combined campus games of Touch Football and Oz Tag, wheelchair basketball, regular basketball and a State of Origin game.

- Incursion with Australian Parliament House in Canberra | Primary spent an insightful hour learning more about how decisions are made at the federal level. The workshop took us from before Federation to how Bills are made.

Condobolin Campus

- COVID Zoom Calls | In order to reach out to others to provide connection and support during COVID lockdown, students and staff participated in Zoom calls with OSG students in Argentina and Victoria. These experiences were thoroughly enjoyed by all participants and involved games, jokes and great conversations. They helped to remind us that we are "all in this together."

- Fundraisers | The SLT participated in a range of fundraising Initiatives throughout the year to raise enough money to git the school new basketball rings for the covered playground area.
- Buddies | During our Primary Orientation Day, nominated Year 8 students functioned as "buddies" for our incoming Year 3 students. They checked in with our new students at recess and lunch, showed them around the school, answered any questions that they had and presented them with a hat as a gift.

Goulburn Campus

- Year 11 & 12 Brain Day | Year 11 students met at Goulburn Campus on Friday 22nd April. They attended a 'Mind your Brain' session with John Joseph and learnt about the function of the brain. There were many motivating speakers, panel discussions and goal setting time with mentors. The students enjoyed a 'Meet and Greet' sessions with their teachers, getting time to be face to face developing a greater repour with their teacher and classmates.

- World Teacher's Day | The 2022 Student Leaders coordinated cupcakes for all and messages for the staff to go up on an appreciation board to express the student appreciation. Thank you to all students for making this day special for all.


- National Tree Planting Day | Goulburn Mulwaree Council kindly dontated a tree to the school for the National Tree Day. Primary students assisted the Head of Campus in planting the tree to enjoy for many years to come.

Illawarra Campus

- Value & Leadership Programs | Students worked extensively on engagement, values and leadership programs. Multiple online assemblies were conducted, with students engaging with business leaders globally to discuss the challenges of operating in a constrained environment due to the pandemic lockdowns. These messages were cultivated to inspire students to continue to strive for high achievement and maintain their commitment to studies.
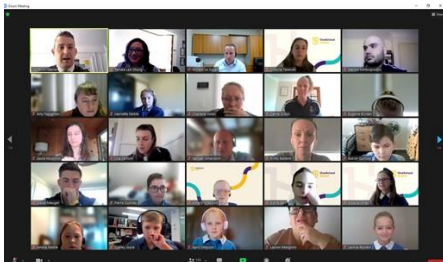
- T150 Program | All senior students participated in the T150 in 2021 program, working with professional and community coaches on developing study and work habit goals which would inspire their successful achievement in the HSC.

- Fundraisers | On return to the campus, students identified a need for engaging activities that students could complete while sporting restrictions were in place and collectively, they fundraised to purchase ping pong tables

which could be used by students during study and recess/lunch breaks. This was in addition to their fundraising for multiple charitable events during the year.

Leeton Campus

- Term 2 Assembly | Primary students presented their artwork, bronze awards were given out, Mr Kelvin Lindsay (Lead CA) spoke to the students about the importance of goal setting and students competed in a house challenge.

- Australia's Biggest Morning Tea | The SLT did a great job in organising the fundraiser and we especially thank all our families who donated something for the morning tea and visited the campus for our Primary Open Day. The lolly guessing competition was quite competitive and added some more funds to The Cancer Council. Primary parents enjoyed spending time in the classroom helping students design a zoo, and the Information Session gave them the opportunity to ask questions about things like homework and Canvas.

- Campus Pride - Christmas Hampers | Students were involved in a MasterChef style teams cook-off during Term 3. Students were organised into teams, preparing dishes to be judged.

Maitland Campus

- Harmony Week | Keeping with the theme of inclusiveness, respect and belonging, Mrs Devlin had the students outside participating in a team building exercise called the Human Knot. The students were in 3 different groups that formed themselves into a circle. They stepped forward then reached out their arms so all hands were jumbled and intertwined. They then had to use teamwork to untangle themselves into one circle without letting go of their hands. It is a great communication exercise.

- National Simultaneous Storytime From Space | For the first time ever, the official story for National Simultaneous Storytime was read to over 1 MILLION kids across Australia and New Zealand on Wednesday 19th May 2021. More excitingly, it was read by an astronaut from the International Space Station! This year's book was 'Give Me Some Space' by Philip Bunting.

- Multicultural Day | Each year group was tasked with representing a different culture or country. Dress, food, and activities from each country were recognised, promoting awareness and understanding of diverse cultural backgrounds.

Mt Victoria Campus
- The campus has continued with the All Hands on Deck program, with the students in the SLT taking ownership in 2021. This is an initiative aimed at holding students accountable for the facilities with peer groups being responsible for keeping the area neat and tidy. Each day the students take responsibility for their area with a final check at the end of the day.
- SLT also met with primary to ensure our campus playground was being shared between primary and secondary with allocated days and times for areas. The SLT took responsibility to ensure our primary students felt respected.
- Term 1 participation in Harmony Day showing respect for diversity and inclusion. This included a walk-a-thon, rotational games, wearing orange, a BBQ and morning tea.

Orange Campus
- 2021 Kids Cancer Project | The cake auction was held on the last day of term 1, raising almost $1200 for the Kids Cancer Project.
- Blue Shield Activity Day Games | This was held in Young with other campuses. Students were eager to get on the fields and courts and they had great interaction with the other schools. There were happy and tired faces by 3 pm but everyone had a fantastic day!

- Indigenous Cooking Classes | We were visited by Gerald Power from Indigenous Cultural Adventures. Gerald took students through a presentation on Indigenous foods and then students were able to cook dishes such as crocodile, kangaroo skewers and finger lime with ice cream. Yr 7 and 8 took part in the experience as part of Mandatory Technology and Yr 9/10 Food Technology took part with visiting students from Condobolin and Mt Victoria campuses.

Sydney Campus

- Peer Support | This term, Year 6 students at OneSchool Global, primary campus, will be participating in Peer Support. Year 6 students participated in two days of Peer Leaders' Training in order to prepare them for their role as Peer Support Leaders. This training is part of the school's comprehensive plan and commitment to create a safe school. It provides students with the opportunity to develop and practise leadership skills within a supportive environment.

- Fundraising - Crazy Hair & Footy Day | A fantastic effort fundraising for St Vinnies Sleepout to help support those who are homeless. A total of $333.50 will go towards this great cause.

- Harmony Day Report | The day started off with an assembly which then led onto a whole school 'Fun Run' with both Primary and Secondary students. Next, Sydney enjoyed a bake sale for recess and proceeded with our mixed activities, including sports, the Rapid Relief Relay for Life and other challenges throughout the rest of the day. For lunch, Sydney's inner talent shone out, with Years 9-12 serving multicultural foods for the whole school to enjoy. With a colourful day of orange, Harmony Day was thoroughly loved by all, and we would definitely be

keen to have it again!

Wagga Wagga Campus

- Biggest Morning Tea | In 2021, a year that brought great challenges, Wagga Campus continued to find ways to uphold the School Values. In particular, and in awareness of those impacted by health problems in a Covid-19 environment, the campus raised a total of $1352 for the Biggest Morning Tea, this was almost triple the donations total over the previous year.

- Friendship Course | In April our Primary students undertook the Ninja Friendships Program. This course fosters in its participants a desire to respect each other and all who they have contact with.

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 2021 School Goals

The areas below were identified as priority areas for improvement for 2021. 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

In 2021, our focus was on ensuring high quality Canvas courses for all Secondary courses and to commence work on Primary Canvas courses. A quality assurance tool was developed to assist Heads of Department with this process and all new courses are assessed and feedback offered to course designers. The school acknowledges the support of our OneSchool Global partners Carolyn Rhodes OSG Teacher Academy Director) and Digital Learning Lead Jeff Lloyd In Implementing this process.

Additional training was offered to parents in accessing their children's Canvas courses 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 again the key 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.

Attendance

Student Attendance at School

Student attendance rates for each Year level and the Whole School

3	4	5	6	7	8	9	10	11	12	TOTAL
96	95	96	96	96	95	94	94	95	95	95

Percentages are rounded

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
a) Early intervention – Heads of Campus and OneSchool Global NSW staff actively monitor attendance data to check for absenteeism
b) 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
(Including Aboriginal and/or Torres Strait Islander staff)

Teaching staff	147
Full-time equivalent teaching staff	131.5
Non-teaching staff	42
Full-time equivalent non-teaching staff	36.8

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

Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS 2020	NUMBER OF TEACHERS 2021
Conditional	7	9
Provisional	14	12
Proficient Teacher	126	127
Total number of teachers *(should be the same as reported on MySchool)*	147	148

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	148
(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 NESA 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 additional 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 2021 students, staff and parents were surveyed In May and November. All surveys are anonymous and used the scale below. For comparison purposes, the data is presented in relation to 2020 data using the end of year scores.

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.

	Nov-20	Nov-21
When at school I feel:	3.74	3.78
When thinking about how safe and supported I am at my school I feel:	4.12	4.04
When thinking of communications regarding news and events, I feel the school communicates:	3.73	3.72
My School upholds the OneSchool values:	3.77	3.84
How do you think a visitor would feel about the culture at your Campus?	3.98	3.96
I feel that I have ownership of my learning:	4.05	4.04
I feel my work allows me to learn in many different ways:	4.14	3.99
I feel my understanding of the OneSchool Language of Learning is:	3.86	3.97
I can easily see what I will be learning and can access extra resources to support my learning:	3.86	3.9
I get regular and prompt feedback and the feedback I get on my school work allows me to improve:	3.78	3.74
In general, how would you rate the technology you use for learning?	3.87	3.83
The technology is reliable and usually works.	3.66	3.58
Overall, my teachers' Canvas page helps my learning.	3.65	3.79
Overall, my Zoom/VC lessons are engaging and help my learning.	3.67	3.75
In general, how would you rate the spaces you use for learning?	3.76	3.62

I enjoy being in the Learning Centre.	4.16	4.01
There are enough different learning spaces for me to be self-directed.	3.6	3.48
I can be productive when working in the Learning Centre.	3.9	3.85

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.

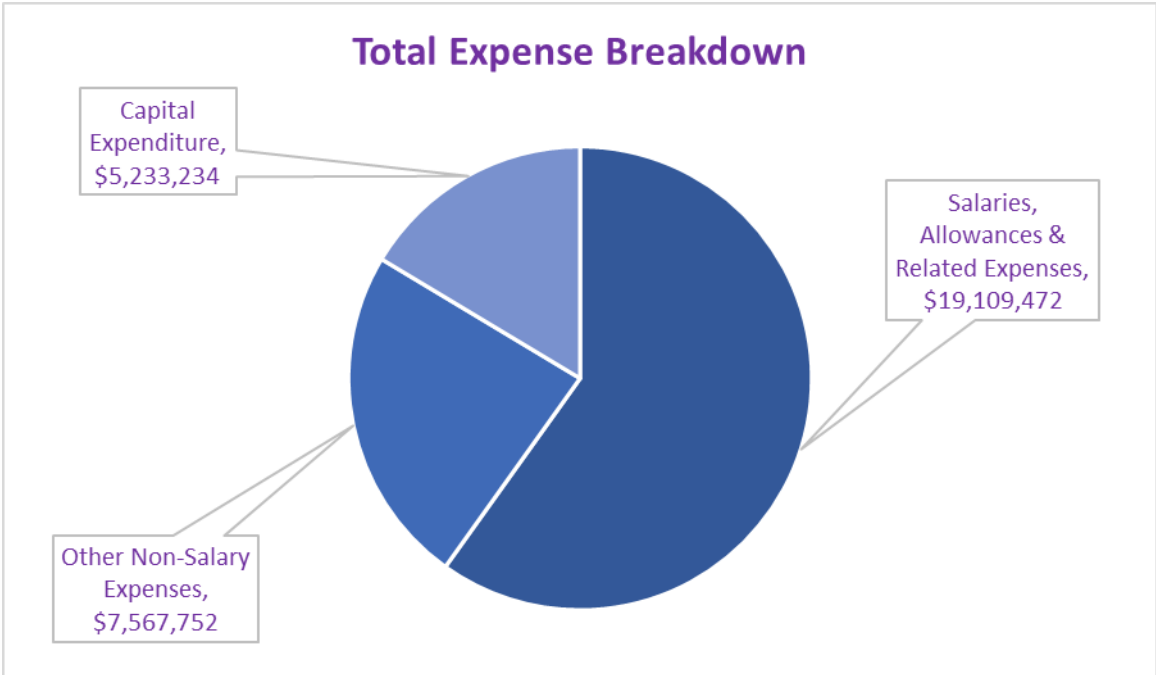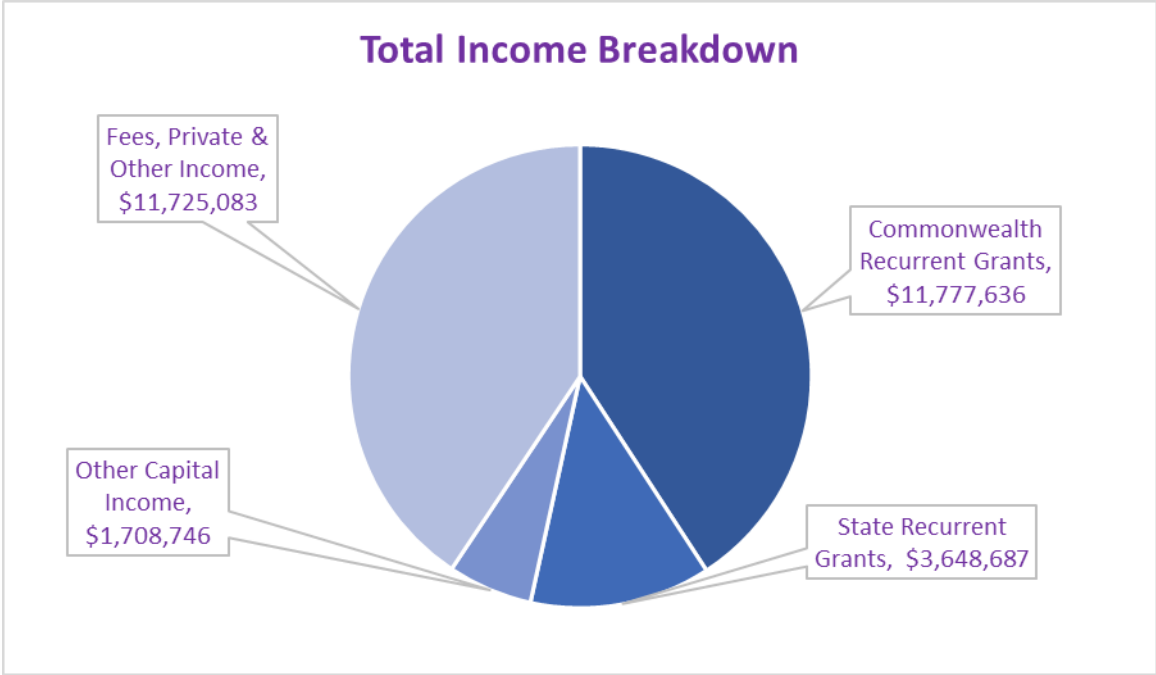|	Nov-20	Nov-21
I feel my school environment for my child that is:	4.07	4.03
My school contributes in a positive way to the happiness and resilience of my child(ren)	4.04	3.97
Communication at Campus:	4.07	3.95
OneSchool values upheld at the Campus Level:	4.09	4.0
The overall vibe, or feeling, at my Campus is:	4.01	3.91
I feel my child has ownership of their learning and takes responsibility for their learning:	3.91	3.86
Learn in many different ways e.g. on their own, with their friends, or with their teacher:	4.09	3.97
My child can access support and feedback relating to their learning promptly and easily:	3.86	3.79
I feel my understanding of the OneSchool Language of Learning is:	3.88	3.78
My child's education is enhanced by the physical spaces available at school:	4	4

Teacher Survey

Survey results indicate a positive improvement in almost all areas.

Question	Nov-20	Nov-21
Given the opportunity, I tell others great things about working here.	4.41	4.38
I rarely think about leaving this organisation to work somewhere else.	3.89	3.86
This organisation inspires me to do my best work everyday.	4.28	4.2
I am proud to be part of this organisation.	4.46	4.43
This organisation's vision and goals provide meaningful direction to me.	4.26	4.03
The organisation's values are aligned with my personal values.	4.84	4.87
This organisation provides me with a range of development opportunities.	3.93	3.92
I know what career and developmental opportunities are available to me.	3.85	3.75
My future career opportunities here look good.	3.68	3.81
The pay and benefits associated with my job are fair and reasonable.	3.89	4.11
I feel that I have long term job security at this organisation.	3.63	4.14
My colleagues share best practice and job knowledge with each other.	4.45	4.57
My colleagues work together to achieve our goals.	4.52	4.59
Communication within this organisation is timely-At the Campus Level	4.2	4.3
Communication within this organisation is timely-NSW	3.71	3.76
Overall, communication at this organisation is effective-At the Campus Level	4.19	4.32
Overall, communication at this organisation is effective-NSW	3.74	3.88
Senior leadership in this organisation provides clear direction for the future-At the Campus Level	4.11	4.2
Senior leadership in this organisation provides clear direction for the future-NSW	3.88	4.03
Senior leadership is open and honest in communication-At the Campus Level	4.25	4.3
Senior leadership is open and honest in communication-NSW	3.88	4.03
Senior leadership treats employees as this organisation's most valued asset-At the Campus Level	4.19	4.24
Senior leadership treats employees as this organisation's most valued asset-NSW	3.75	3.95
I am comfortable to manage my workload.	3.9	4.05
The balance between my work and personal commitments is right for me.	3.77	3.93
PERMA Wellbeing Section		
I often experience positive emotions at work	3.84	3.82

I am able to track my achievements by either sharing it with others or writing it down myself	3.77	3.93
I frequently give positive feedback to staff and/or students to recognise effort and achievements	4.25	4.24
I am able to receive positive feedback from others when they notice I have done a good job.	3.96	4.1
I have the ability to manage my emotions and obtain support in times of stress using specific strategies.	4.06	4.2
I am aware of, and have identified, my strengths as a staff member.	4.17	4.26
I frequently plan ways to use my strengths in my work.	4.2	4.26
I am able to spot the strengths in others and help them use them.	4.02	3.99
I feel engaged in my workplace at various times throughout the week.	4.3	4.26
I frequently use language that promotes a growth mindset.	4.15	4.1
I feel strongly supported by at least 2 other staff members.	4.52	4.67
I feel supported with a strong sense of belonging.	4.16	4.46
I am able to connect well with other staff/students/parents to form great working relationships.	4.34	4.4
I offer support to others with care, concern and compassion	4.57	4.63
I am able to ask for help or support when I need it most.	4.08	4.17
I feel my job has meaning and purpose.	4.37	4.3
I remind myself why I work in schools and what I love about it to stay motivated.	3.94	4
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	4.53
I am aware of my core values as a staff member and put them into practice.	4.65	4.56
I set myself small goals each day or week and set about achieving them.	4.17	4.01
I celebrate my achievements with small rewards and share them with others.	2.94	3.38
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	3.28
I have a clear vision of the type of teacher/staff member I want to be and how to be it.	4.28	4.21
I understand I am working as part of a larger team and strive to support the school vision.	4.63	4.63
Overall, I am positive about my job and enjoy coming to work.	4.3	4.28
Overall, I know I am good at my job and do it well.	4.31	4.27
Overall, I feel supported by my workplace community.	4.22	4.28
Overall, I know I am making some valuable contributions to others.	4.32	4.18
Overall, I have contributed to some great achievements in my role.	4.18	4.08

Summary Financial Information

Total Income Breakdown

Fees, Private & Other Income, $11,725,083

Commonwealth Recurrent Grants, $11,777,636

Other Capital Income, $1,708,746

State Recurrent Grants, $3,648,687

Total Expense Breakdown

Capital Expenditure, $5,233,234

Salaries, Allowances & Related Expenses, $19,109,472

Other Non-Salary Expenses, $7,567,752

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