



OneSchool
Global



OneSchool Annual Report

2024

Victoria

www.oneschoolglobal.com/regions/australia/victoria/



“The 2024 school year was highlighted by the establishment of regional courses for students in Years 3 to 10 to commence in 2025. As Regional Principal I want to recognize the work done by our staff in completing such a significant achievement.”

Contents



Messages From Key School Bodies	5
Regional Principal	5
RTL – OneSchool Victoria	7
Campus Reports	8
Contextual Information About The School	16
School Ethos	16
Values Statement	16
Learning to Learn Statement	17
OneSchool Graduate Attributes	17
Administration	17
Curriculum Information	18
Primary Curriculum 2024	18
Secondary Curriculum 2024	22
Student Attendance at School	24
Student Support 2024	27
Business Education Program	28
WHS Report	29
Meetings	30
Professional Learning	31
Financial Summary	32
Academic Performance	33
School Surveys	35
Staff List 2024	37





Mr Simon Beaumont

Regional Principal

2024 was a very exciting year for OneSchool Global Victoria. We kicked off the 2024 school year with our first ever gathering of every single staff member in Australia at the one location – Sydney Olympic Stadium. Our keynote speaker was Craig McRae – Collingwood Football Club Premiership Coach, a former school teacher, who spoke of the importance of team culture driving success. This was an awesome conference that helped us launch into a year where OSG focused upon regional alignment and team excellence.



courses on Canvas and ensure resources were appropriate for our students.

Like most schools we experienced challenges related to staffing brought on by the teacher shortage across Australia. Several of our classes had periods without permanent teachers in front of the students, and we were forced to cover these with short-term replacement teachers. Thankfully, our 'learning to learn' framework helped students self-direct their learning and cover course content during these periods.

Throughout 2024 the leadership landscape changed as we evolved to a regional structure. Mr Patrick Coleman was Regional Principal for the first half of the year before I returned in the second half of 2024 after spending eighteen months as Australia Regional Principal. This opportunity gave me the chance to visit every one of our thirty-one campuses across Australia and work with the staff and community teams at each campus. Ms Caitlin Burman commenced as Director of Student Support and quickly established herself as our expert in this field, working with students and families to manage the needs of all students. Miss Katina Hawken finished as our Head of Primary and resumed teaching duties at Bendigo campus where she is now the primary lead teacher. I want to recognize and thank Katina for her excellent



Across Australia our staff worked tirelessly on primary and secondary curriculum to produce regional courses that were mapped to the ACARAv9 curriculum for years 3-10. This was a massive task for our teachers and I want to recognize all of them for being willing to continue teaching whilst also putting in the time required to meet with colleagues, map curriculum, finalise

"The fact that we have now managed to improve the school's overall 'Better Education' ranking four years in a row is testament to the efforts of us all."

SIMON
BEAUMONT

leadership over many years in shaping primary curriculum, staffing and excellence. Mr Gavin Grace remained our Regional Team Leader and continues to provide excellent guidance and support for all our education team. Mrs Melissa Wright continued in her role as State Administration Manager and I want to recognize the immense contribution Melissa makes every year in the field of school compliance. Mr Ammar Khan continued as our IT Manager and spent time ensuring that all campuses continue to provide excellence in all things technological, internet, laptops and zoom systems that help us teach the way we do. Our CFO, Mr Darren Anderson, continued to provide sound financial management of the school throughout 2024.

During 2024 we underwent a full school review from the Victorian Registration and Qualifications Authority – known in schools as VRQA. This is a complex audit of everything the school does to ensure it is compliant with government requirements. The finalization of this school review, that takes place every five years, was managed by Melissa Wright and I want to publicly thank her for all the work involved in pulling the review together for submission to the auditors. Our school strategic development focused around three pillars in 2024:

1. The Learning to Learn framework
2. High performing teams
3. Campus modernization program

The L2L framework continues to be the foundation of everything we do in providing students with the skills to be life-ready when they graduate. Our focus on lesson / study / tutorial and assignments linked to Canvas courses have ensured that our school stays at the forefront of educational innovation. In 2024 we continued to have visitors from other schools and educational leadership personnel keen to know more about how we make this work in our schools.

Several years ago OSG also commenced using the NWEA MAP testing system to help evaluate student development and performance over time. This testing system continues to provide invaluable data for our students, staff and parents, about how students are progressing. Our

Victorian results were once again excellent in 2024 and we anticipate this continuing into the future.

The incredible financial and professional commitment made by the community to manage the CMP in 2024 resulted in many of our campuses being upgraded. Students and staff were the beneficiaries of this program and we have seen beautiful new spaces created in all areas of school life across Victoria in 2024. On behalf of the students and staff I want to thank the community for their strategic vision in making this program come to fruition across the school year.

As Regional Principal I still receive 5-10 enrolment enquiries every week from families outside of the community wanting to bring their children to our school because they have done their research and know our results are great and our students are well taught, polite and respectful. This is one of the things I continue to be most proud of, that our school has a reputation for excellence not only in results for your children, but also in the way the students behaviour is perceived so positively by those who visit and spread the word. Many schools are challenging places to work in the modern world, and thankfully our school continues to be a great place to come and work if you want to be able to focus on teaching children without the distraction and pressure of poor attitude and behaviour from students. I always like to take the time in the annual report to acknowledge and thank all the people who help make this a great school and once again this year I will do so.

Thank you to all of our staff. A school is always only as good as the staff and students, and we are very lucky to have an excellent team of teachers, support staff and administrative staff across all Victorian campuses. To our Campus Principals, a special thank you for the way you manage every campus day-to-day, with professionalism and expertise. Our school is very well run, and the work you do as CPs every day helps to ensure this remains the case.

Secondly, I want to thank all of the community members who volunteer their time to help out in our campuses. Without the help of bus drivers, canteen staff, classroom support, community campus support, CA teams, Board members and the regional team leadership staff, we could not run our school as we do.



Mr Gavin Grace

RTL - OneSchool Victoria

OSG Victoria continued to thrive throughout 2024, and we extend our heartfelt thanks to our incredible educators, administrative staff, volunteers, parents, and students for their unwavering commitment and contribution to the OSG community.

The ongoing success of our school is driven by the dedication of our team and our shared focus on three strategic pillars:

- Building a High-Performance Team (HPT)
Fostering a strong and unified OSG culture across students, staff, and families.
- Campus Modernisation Project (CMP)
Upgrading and enhancing our campuses to align with global standards and provide consistent, high-quality learning environments.
- Fully Embedding the Learning to Learn Framework (L2L)
Ensuring our signature pedagogy is fully understood, embraced, and delivered with consistency across all campuses.

These pillars remain at the heart of our vision, and we are proud of the progress made in each area. Looking ahead, we

Thank you to all of you who manage to find the time to give back to the school. As we close out another school year, I want to once again thank everyone for allowing me the privilege of continuing to be the Principal of your great school.

Simon Beaumont—RP

remain committed to growing stronger together and reaching new milestones.



A huge thank you to our dedicated staff for continuing this journey with us. Your passion and professionalism are what make OSG a place where students truly learn how to learn — and become life-ready. We look forward to progressing through 2025 and beyond.

Gavin Grace—RTL

Campus Reports



Bairnsdale Campus Report

The Bairnsdale Campus was involved in various initiatives in 2024 to further improve our thriving Campus. The Campus Strategic Plan identified specific goals to be accomplished and with the support of the whole Campus Community 2024 was a very successful year.

The Student Leadership Team was instrumental in driving various initiatives to foster academic and personal growth. The SLT ran a very informative assembly promoting the Learning 2 Learn framework. This provided parents the opportunity to increase their understanding of an operational day on Campus and how the L2L pedagogy is incorporated daily.

The SLT launched the Positive Persona Award, which enabled students to be recognised by their peers for their exemplary adherence to the criteria of the student persona and the introduction of team building activities on a Friday morning, during homeroom time, provided the opportunity for secondary and primary students to work collaboratively.

As always, the Student Leadership Team were proactive in various fundraising events. Most notably, the Campus raised \$2,616.00 for the Royal Children's Hospital and \$1,027.25 for the Heart Foundation. The creativity and organisation of the various fundraisers was outstanding.

The Campus goal of improving communication was assisted by the regular use of a Signal App to provide information to parents, as well as the bi-weekly Campus Communique and identified parent assemblies. Homeroom staff were proactive in liaising with offsite teachers and a few of our senior students visited other OneSchool Campuses to spend time with their teachers prior to excursions or VCE assessments.

As a small regional Campus, the role of

community helpers must never be underestimated. Without their continued goodwill, the Bairnsdale Campus would be unable to operate as effectively as it does. The partnership between staff, students, and parents is paramount in the development of students' academic and personal growth.. Throughout the year, the Campus had the pleasure of hosting various visitors, many of whom have previously attended the Campus. However, it was most exciting to host two prestigious Regional OneSchool guests for the first time, Mr Ben Sivewright, Regional Managing Director, and Mr Paul Maher, Regional Director of Education. Their time and positive feedback were most appreciated.

The Bairnsdale Campus were delighted to welcome two new staff members in 2024. Mrs Sharon Capon joined us in the capacity of English / Business teacher and Mrs Christine McGuinn as Student Support Assistant. In addition, we managed to secure the permanent services of Mrs Lechappe as French teacher for 2025.



As we look forward to 2025, we are all excited about the physical improvements planned for the Campus as part of the Campus Modernisation Project. Whilst some adjustments may be required due to the building process, the finished product will most certainly be worth any inconvenience. The future is most certainly looking bright for 2025.

Andy Manicom – Bairnsdale Campus Principal

Bendigo Campus Report

2024 was a momentous year for the Bendigo Campus, with a number of exciting changes and some outstanding achievements. Our Campus Modernisation Program (CMP) finalised plans, which included the design of our new Senior Learning Centre and refurbishment of the entire school. With demolition and construction beginning in Term 4 and the aim to be in the new LC for day one, 2025, it has made the end of year incredibly exciting as we see it all take shape and get an idea of what our Campus will look like in the future. While the work continues into 2025 we thank our students and staff for their adaptability as they navigate the changing environment.

In Term 1 of 2024 our SLT put all efforts into the Royal Children's Hospital Fundraiser that took place on the last day of term. It was a Festival of fun with a huge variety of market stalls including lucky dips, digging for treasure, hit the target challenge, face painting and several performances from our school band throughout the day. Culminating with an ice bucket dunking and cream pie to the face for the CP and CA whose donation jars had collected the most money during the day, all for a worthy cause! We raised an outstanding \$14,000 for RCH and made a memorable day!

Our SLT also worked closely with the CP on our Campus Culture and made some immediate impact with significant improvements in wellbeing and academic performance. Our Term 1 MAP results ranking in the top 4 for both Growth and Achievement, which was a fantastic result and highlighted the dedication staff and students had shown. Our weekly assemblies celebrated our students and staff for demonstrating and living our school values and we also joined with the Tasmania Campuses for a Reward assembly twice a term to draw our donut reward winners. With our SLT driving and celebrating school values and academic achievement it has made for a very positive and productive campus environment and I commend them for their efforts.

Our Primary welcomed 7 new Grade 3 students who settled into the calm and productive environment extremely well. Our Primary students enjoyed their weekly swimming lessons in Term 2, Excursions to the Science Discovery

Centre, Werribee Zoo and Central Deborah Goldmines. It was with heavy hearts however that we said goodbye to Ms. Schmidt at the end of Term 3 as she would be sorely missed. Her replacement however Mr. Gane has been a fantastic addition to the Primary team and we look forward to having Ms. Hawken as a full time Primary Teacher at the Bendigo Campus in 2025.

In August our SLT were rewarded for their terrific leadership with a trip to Tasmania along with the Berwick Year 12 students. The trip was a chance to discuss Campus Culture and explore ideas on how to continue to improve academic results. The Launceston Campus made sure that the days goals were met and that the some fun was had as well. Always appreciate the chance to learn from other Campuses and to be able to collaborate on initiatives to improve performance.

Our end of year Recognition of Excellence was held at the beautiful Capital Theatre in the center of Bendigo and was a great venue to celebrate the years achievements. Our school band again performed brilliantly and created a great atmosphere. We said goodbye and thankyou to Ms. Hanson and Ms.



O'Mahoney. We appreciate their time with us at OSG and wish them all the best for the future.

With some new additions to the staff at Bendigo and a big group of Year 3 students joining us on 2025 we look forward to another exciting year! Thanks to Time Eagle for his dedication and commitment to the role of CA this year and for the Board for all their support, it is much appreciated! Thanks also to all our students, staff, parents and volunteers for your contribution in 2024!

- Mr Chris Sanders

Berwick Campus Report

2024 has been a year of remarkable progress at Berwick. The dedication and resilience shown by our staff, students, and the broader community have been truly commendable as they navigated and embraced change.

Our students have continued to excel across all levels, guided by the outstanding leadership of our Student Leadership Team. These leaders have worked tirelessly to leave a lasting legacy of dedication and service, and their efforts throughout their time at the School, especially in Year 12, deserve our heartfelt gratitude.

Notable student achievements across the year included;

VCE ATAR scores in the top 10 for the Region; Freddie Williams, Ketsia Grace, Boyd Greenfield

- Kirby Grace – VET Business (45)
- Amelia King – VET Business (42)
- Anya Sangster – VET Business (42)
- Tyler McAlpin – VET Business (41)
- Morrison Williams – VET Business (40)
- Ketsia Grace – Food Studies (41)

40+ VCE results in VCE VET Business: Ketsia Grace, Boyd Greenfield, Fredrick Williams, Kirby Grace, Amelia King, Anya Sangster, Tyler McAlpin, Morrison Williams

Top Student in the Region Awards 2024;

- Year 7 English – Summer Grace
- Year 9 English – Vivian Grace
- Year 11 PDT – Calder McAlpin
- Year 11 VCD – Amelia King
- Year 11 Legal Studies – Shenae Dunlop

Year 11 English, VET Business, Economics and Math Methods – Kirby Grace

ADF Long Tan Awards: Year 12: Freddie Williams Year 10: George Williams

Our Campus Administrators for 2024 included Lester Raikes and Simon Garrett. Lester completed his tenure as Lead-CA at the end of 2024 and is to be thanked for his passion, drive and commitment. The vision to constantly improve the Berwick Campus and OSG more broadly is shared by the entire Board and Lester's role is setting the

Campus on this path is not to be underestimated. Incoming Cas, Simon Garrett and Roy Greenfield have an opportunity to continue to drive the growth and improvement of the campus and we look forward to their contribution.

Across the course of 2024 we underwent significant staffing change, and have now bedded down a full, high performing team. Arrivals in 2024 included; Thomas Anderson (Health and PE teacher), Carolyn Bennett (Assistant Campus Principal & English teacher), Stuart Campbell (Music), Janine Press (Primary), Louie Zhang (Maths), Floria Zhang (Accounting), Learning Support staff, Angela Nunan and Rhiannon Butler and Administrative staff Olivia Corrigan and Ellie Doncovio. Departing staff including Liz Watson, Rebecca Hyland, Eugenie Oule, George Katsoulis, Andrew Hirst, Christina Matthews, Bobby Constable and Sue Komac. All are wished well in their future endeavors.



Importantly, while some aspects evolve, our core values remain steadfast. The School is unwavering in its commitment to providing the highest quality education to our students. In turn, our students continue to embrace the learning opportunities available to them, progressing towards becoming well-rounded individuals who are prepared for life's challenges and equipped with the skills to learn and succeed.

Peter Shepard
Campus Principal 2024

Hamilton Campus Report

I Hamilton Campus Annual Report I want to start by congratulating the Hamilton Campus students on their outstanding efforts this year. They have consistently displayed the OneSchool Student Personas – Living the Values, Self Directed, Team Players, Diligent, Problem Solvers, Taking Ownership, and having a Positive Attitude. They have maintained a high level of academic excellence and collegiality and have also taken the challenge to extend their understanding of the Learning to Learn Framework seriously and, as a group, made significant gains in their academic outcomes. We wish our Year 12 graduates all the best as they move into the workforce.

- Hudson Scott
- Zac Smith
- Mitchell LeSouef
- Denver Cox
- Kylie Cox
- Tia Arkcoll
- Casey Thomas
- Rhiannon McWhirter

I would also like to acknowledge the extraordinary support from families and community members and the way they contribute to learning culture at Hamilton campus and I would also like to congratulate all stakeholders on their example as Quality OSG Parents – Living the Values, Encouraging, Showing an Interest, Involved, Responsible, Committed to the School and Respecting the System. Your example serves to motivate, inspire, encourage, and support the students in their learning. We would especially like to recognize those families who have had a long connection to the school and this year see their last child graduate from OneSchool Global:

- Emily Thomas
- Terry and Deb Arkcoll
- Owen and Alice Scott
- Daniel and Cindy Cox

The Student Leadership Team - Tia Arkcoll, Casey Thomas, Mitchell LeSouef, and Hudson Scott have led a range of events, as well as organizing various appreciation days throughout the year. And, more importantly, they have led initiatives to increase student

engagement with the Learning to Learn Framework and improving the campus culture.



The Community Campus Support (CCS) program, which invites dads onto the campus to spend the day interacting with the students and involving themselves in the day to day business of the campus. The program has been an important element in continuing to form the culture on the campus and I want to express my appreciation to all of the dads who have given their time to be part of the program.

This year we farewell Mr Bostock, Mrs DeJager, and earlier in the year Miss Kelly. I want to thank each of them for their contribution to the campus and wish them well in their future endeavours.

Thank you to Ms Gray, Mrs Huff, Mrs Rentsch, Mrs White, and Miss Latta for their excellent work throughout the year. Special congratulations to Miss Latta on gaining her permission to teach in this last week and we look forward to her moving into the Primary Lead Teacher role next year. Thanks also to our CRT team – Mr Bottrall, Mrs Jarrad, and Mr King for their willingness to support the Hamilton Campus throughout the year. Their investment in the campus is not insignificant.

2024 has been a challenging year with staffing challenges and the logistics of the CMP. Hamilton Campus is fortunate to have a cohort of staff who consistently model best practice and exemplify professional collegiality and commitment to the students.

I am grateful for the support and leadership from the Campus Board – Terry McWhirter, Rhys Young, David Henderson, Ben Cox, Dwayne Earl, and CA Jason Thomas. The CMP has been a massive undertaking and Stages 1 & 2 have certainly delivered facilities that are state of the art and support the Learning to Learn framework. Special mention to Rhys Young and Ben McLerie for their efforts coordinating the project.

As mentioned before, 2024 has been a tough year in many respects, and it has



also been a year where the whole campus has been willing to endure some temporary discomfort for the sake of future gains. For my part, it has been a pleasure to work with everyone involved.

Nigel O'Reilley
Campus Principal 2024



Melton Campus Report

During 2024, the Melton Campus continued to build on the strong foundations set the previous year, ensuring sustained gains and steady progress across all areas of our strategic vision. From nurturing a positive and inclusive school culture to driving academic achievement and advancing campus improvements, our focus remained clear: to stay on track and deliver meaningful outcomes for every student. This year's journey was marked by higher levels of stakeholder collaboration and a shared commitment to excellence, with staff, students, and families working together to shape a thriving and future-focused learning environment at the Melton campus.

A cornerstone of our success has been the strong and collaborative governance across the campus. The partnership between the Campus Principal, Campus Administrator's, teaching staff, and the Campus Board remained focused, transparent, and deeply aligned with our shared goals. By working closely together, we have been able to proactively address campus challenges, make informed decisions, and implement

initiatives that directly benefit our students and working environments across the campus. This cohesive approach to leadership ensures every voice is heard and that our collective efforts continue to drive meaningful and lasting improvements across all areas of the Melton campus.

We sincerely thank Mr. Steve Strange, our outgoing Campus Administrator, for his unwavering dedication, vision, and tireless volunteering, all of which have been crucial in driving campus success and improving our campus rating. We warmly welcome Mr. Mark Chirnside and Mr. Dean Cooke as the incoming Campus Administrators, who will continue Steve's impactful work and leadership.

In preparation for the year, we focused on ensuring that the launch of the new primary program at OneSchool was effectively supported by the thoughtful refurbishment of the Melton Campus primary area. These upgrades were strategically designed to align with our Learning to Learn framework, creating dynamic and flexible learning zones that support One School's unique pedagogy and maximised student learning opportunities. The revitalised spaces not

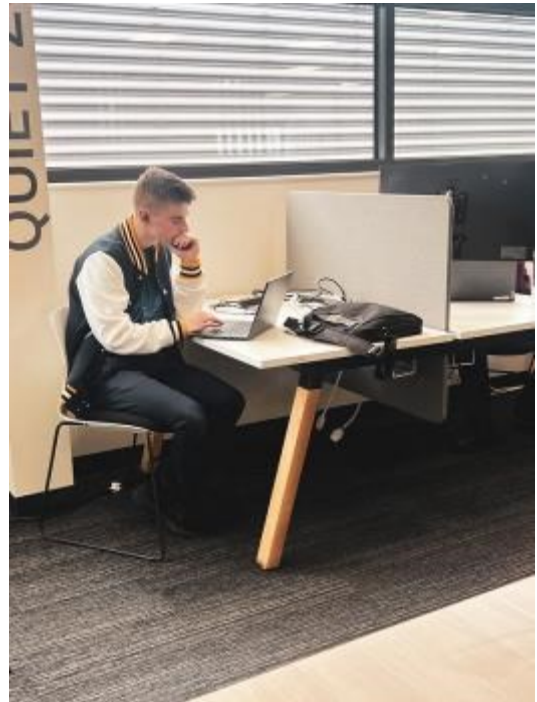
and maximised student learning opportunities. The revitalised spaces not only enhance the learning experience for our youngest students but also reflect our commitment to the OneSchool 2030 strategic plan by providing optimal campus environments that support student-centred teaching and learning.

At the Melton campus, developing a high-performance culture with a strong focus on continuous improvement has been a key priority. We are committed to creating a professional environment where staff are supported to reflect on their practice, grow in their roles, and strive for excellence. This has been achieved through targeted professional learning, regular feedback via the staff Persona Performance program, collaborative planning, and the use of data to inform teaching. These strategies have helped build a culture that values both individual development and team impact. Our ongoing focus on continuous improvement not only enhances teaching and learning but also strengthens a shared sense of purpose among staff in delivering the best outcomes for our students.



This year, we have focused on strengthening the impact and organisation of our student leadership team by providing clear roles and responsibilities. Through regular training and mentorship, we have empowered student voice and leaders to take an

active role in decision-making and contribute to driving cultural change on campus.



As we move into 2025, our emphasis will be on strengthening connections with parents, students, and staff as a key driver in elevating campus culture, performance, and our standing on the global stage. We recognise that genuine partnerships and open communication are essential to creating a united and thriving campus community.

Strengthening these connections will remain central to our 2025 strategic campus plan. By fostering partnerships with students, staff, and parents, we will create a supportive and inclusive environment where all stakeholders can contribute to the ongoing growth and improvement of our campus.

Creating a campus that is both the best place to learn and the best place to work is central to the Melton Campus goals and future strategic plan. By fostering a culture of respect, high expectations, and continuous improvement, we aim to ensure that every member of our school community feels a strong sense of belonging and purpose each and every day they drive through the Melton Campus gates.

Leanne Little
Campus Principal 2024

Nathalia Campus Report

Nathalia Campus was an exciting place to be in 2024. Together, we upheld high standards and achieved remarkable outcomes, thanks to the invaluable support of our extended school community. It was truly a collective effort that enabled us to foster such a positive learning environment. Special recognition goes to Ben Mathews and Brad Caldwell from the College Administration, whose exemplary leadership set the tone for success. Their efforts, alongside the enhanced presence of the College Board, ensured continuity of OSG Values among stakeholders. Additionally, the Senior Leadership Team (SLT) demonstrated outstanding leadership, inspiring younger students through their enthusiastic embrace of the Learning to Learn framework and active involvement in school activities.



Our campus continued to evolve as a remarkable space for education. Key modifications to the primary area and adjustments to the secondary learning centre enhanced opportunities for both individual and collaborative learning. While unforeseen challenges delayed new building projects slated for 2024, these plans are firmly on track for 2025—something we can all anticipate with excitement. The efforts and dedication of those working tirelessly behind the scenes are deeply appreciated, and we eagerly await seeing these plans materialize.

Volunteers remain the backbone of school life, and we were fortunate to have a dedicated team ready to step in whenever needed. Their contributions are invaluable and deeply appreciated. Students had the opportunity to engage in a variety of enriching activities throughout the year. Highlights included a sports day in Melton, where mixed teams from different campuses competed in an array of sports, and the end-of-year activities at Hanging Rock in collaboration with Melton Campus.

Additionally, smaller events brought us together with students from Bendigo and Swan Hill Campuses. Once again, our fundraising efforts for the Royal Children's Hospital were truly extraordinary, a testament to the generosity and commitment of our small school community.

Staffing always brings change, but the Nathalia team consistently rises to the



occasion with dedication and resilience. We bid farewell to Mrs. Pelaez at the end of Term 3 and extend heartfelt thanks for her contributions during her time with us. Our remaining staff ensured seamless operations, exemplifying teamwork and exceptional support for both colleagues and students. The outcomes we achieved as a campus are a direct result of their unwavering commitment.

On a personal note, 2024 marked my final year as Campus Principal at Nathalia. I can genuinely say that I have never worked at a school where the entire community united so effectively around the shared goal of delivering the best possible education. Over my six years here, I have been privileged to witness remarkable progress and am grateful to those who provided practical support, guidance, and encouragement along the way. While I step back, I will continue to watch with pride as Nathalia Campus goes from strength to strength. Looking ahead, the future is bright. While the physical developments will undoubtedly enhance the school environment, it is the enduring commitment to delivering quality education that will leave a lasting impact on our students. We approach 2025 with optimism and resolve, striving to be the very best we can.

With best wishes, - Mr Greg Mullins

Swan Hill Campus Report

I am delighted to present the annual report for OneSchool Global Swan Hill Campus for the 2024 school year. It has been a year of good achievements and milestones, made possible through the collective efforts of our dedicated community, committed staff, and enthusiastic students.

We are pleased to report improved results in MAP assessments and units completed for CAP assignments. We would like to congratulate the Year 12 students for successfully completing their school journey and wish them continued success in their future endeavours. Throughout the year, our students participated in a variety of events and excursions, organised by the 2024 Student Leadership Team (SLT) and our dedicated staff:

- **SLT Events:** The Biggest Morning Tea, Footy Colours Day, and Mother's & Father's Day Morning tea and breakfast. It brought our school community together and allowed parents, staff and students to enjoy some good food and great company.
- **Campus Excursions:** From the cluster Sports & Athletics Day to our EOY activities day at Billabong Ranch where students had a fabulous day in the outdoors enjoying various activities. Students also had opportunities to learn and explore beyond the classroom, attending staff arranged excursions and incursions such as Geography, Physics, Food Studies which enriched their learning experiences and knowledge.
- **Primary Events:** Primary students enjoyed swimming, aerobics as well as educational visits to the Bendigo Discovery Centre, Disc Golf, promoting physical activity. A visit from Reptile Encounters was an amazing and exciting learning experience for students and parents who attended.
- **Campus Events:** OSG Aware sessions, the end-of-year Recognition of Excellence ceremony, and the RCH Car Wash Fundraiser were just a few of our

campus events which proves to be valuable learning experiences, a celebration of their peers' achievements and opportunities for personal growth.

We were excited to announce that the campus modernisation project had commenced, with the primary and assembly section completed for the beginning of 2024. This project, scheduled for completion in 2025, reflects our commitment to providing modern, safe, and conducive learning environments for all students.

We extend our word of thanks to parents for their ongoing involvement with excursions and campus activities, which enrich the educational experiences of our students. We recognise our dedicated teachers for their hard work and tireless efforts that made this year a success. We also appreciate the support of our CA team, whose contributions are invaluable to the running of our school community.



As we look ahead to the future, we remain committed to our mission of providing a self-directed environment that nurtures the intellectual, emotional, and social development of each student. We are excited about the opportunities that lie ahead and are dedicated to continued growth, innovation, and excellence. In conclusion, I would like to express my gratitude to our entire school community for their unwavering support and dedication throughout the year. Together, we have achieved great things, and I am confident that we will continue to thrive as we embark on the next chapter of our educational journey.

Mrs Rebekka Miles
Campus Office Admin

Contextual Information About the School



OneSchool Global Victoria is an independent, co-educational school which operates in a network of Brethren schools nationally and globally. OneSchool Global Victoria has an enrolment of **550 students** across 7 campuses in Victoria which are located in Bairnsdale, Bendigo, Berwick, Hamilton, Melton, Nathalia and Swan Hill.

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

School Ethos

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

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

Values Statement



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



Responsibility
for our actions, progress and the environment;



Care & Compassion
kindness, consideration and generosity to all;



Commitment
to self-discipline and the pursuit of excellence



Respect
for all people, property, opinions and authority;

Learning to Learn Statement

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

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

OneSchool Graduate Attributes

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

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

Administration

The Victorian Management Team managed OneSchool Global Victoria in 2024. Members of the VMT are:

- The Regional Principal of the school is Mr Simon Beaumont.
- The RTL (Regional Team Leader) of OSG VIC is Mr Gavin Grace

Regional Principal	Mr Simon Beaumont
RTL - VIC	Mr Gavin Grace
Director of Studies	Mr Chris Sacco
Primary Coordinator	Miss Katina Hawken
Student Support Manager	Mrs Caitlin Burnman
Administration Manager	Mrs Melissa Wright
HR Senior Partner	Mrs Anisa Kirkham
Executive Assistant	Miss Mikayla Firth
IT	Mr Ammar Khan

Curriculum Information



Primary Curriculum 2024

OneSchool Global offers a high-quality curriculum that aligns with the Australian Curriculum. Our teaching and learning program is guided by the principle 'Learning to Learn', emphasizing the development of essential skills to be lifelong learners.

In 2024, our classrooms continued to embrace and implement the Learning to Learn Framework, cultivating students who truly embody the ethos of being 'learners who learn how to learn.' Throughout the year, we strengthened our collaboration as a dynamic Victorian team at the sub-regional level. As the year unfolded, we expanded our focus regionally, deepened our connections, and eventually broadened our horizons by sharing our achievements and innovations on a global scale—setting the stage for 2025 and beyond.

A key highlight of 2024 was the integration of thought-provoking Big Questions, designed to inspire and challenge students to deepen their learning journey. Each term featured a unique question:

- Term 1: How does geographical location influence our choices?
- Term 2: How does our past influence our future?
- Term 3: Why is communication important in developing relationships?
- Term 4: How can we effect change?

This structured approach fueled curiosity, encouraged critical thinking, and facilitated meaningful dialogue across the different campuses.

Overall, 2024 was a year of growth, collaboration, and achievement. Working closely with the Head of Australia brought renewed focus and alignment to our vision, fostering excitement for the journey ahead. Moving beyond sub-regional collaborations and broad global initiatives, we are now poised to embrace a unified approach at the national level. The dedication of our remarkable staff, the enthusiasm of our exceptional students, and the steadfast support of our families have made this year truly inspiring and laid a strong foundation for a promising future at OneSchool Global.

Katina Hawken – Head of Primary (Victoria)

Years 3-6

In 2024, students at OSG enthusiastically participated in a wide array of National Competitions, complemented by numerous Victorian-focused, regional, and global excursions, incursions, activities, and targeted learning opportunities. A standout event, Book Week, remained a beloved tradition among students and staff alike. The festivities included the vibrant Book Week Parade, engaging sessions with Cartoonist Brett from Cardytoons, and a host of exciting reading activities, all celebrating the 2024 theme, "Reading is Magic."

Students in Years 3-6 continued their journey in French, our Language Other Than English (LOTE), introduced in 2022. Each week, they connected via Zoom for French lessons alongside peers from across Victoria, creating a dynamic and collaborative learning experience. This year we also held our first Bastille Day celebration with French food, drinks and activities, while welcoming families in to our campuses. We look forward to seeing their language skills flourish in the years ahead.

Music has also been a vital addition to our curriculum, with some classes engaging in Zoom-based lessons that brought creativity and energy to our primary classrooms.

Our primary years program is dedicated to laying the scaffolding that supports students from Year 3 onward, ensuring a seamless transition into the secondary years. By cultivating foundational skills and fostering positive learning behaviours, we empower students to actively reflect on both what they are learning and how they learn. This approach is delivered through structured programs, including explicit teaching sessions, cooperative learning in both small and large groups, and individual study lessons working on students' self-direction. These strategies collectively equip students with the essential skills and mindset required to thrive in their educational journey and beyond.

Key Learning Areas 3-6

The 7 General Capabilities along with the 3 Cross Curriculum Priorities offer opportunities to add depth and richness to student learning experiences.

Primary education within OneSchool Victoria delivers a curriculum which supports continuous learning growth for students. The quality of primary teaching staff, enhanced by their dedication and commitment, supports sustained and continuous teaching and learning for students.

Curriculum Development

Focus is on supporting students in becoming successful learners, by developing the foundational knowledge, skills and positive behaviours which underpin all future learning. Teaching and learning is aligned to the Australian Curriculum. Structured programs, explicit, focused teaching and self-directed learning experiences support students in developing the essential learning to Learn skills required for the Secondary years. Curriculum Development for 2024 followed the Australian Curriculum framework in the following areas:

	Level 3, Grades 3 & 4	Level 4, Grades 5 & 6
English	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.</p>	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.</p>

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry
- fluency includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions
- problem-solving includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns
- reasoning includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
- fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
- problem-solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

HASS

History

Geography

Civics and Citizenship

Economics

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Australian communities – their past, present and possible futures
The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Science / STEM

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

Health and Physical Education

The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing. The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity. The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Focus areas to be addressed in Years 3 and 4 include:

- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- safety (S)
- Active play and minor games (AP)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Focus areas to be addressed in Years 5 and 6 include:

- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- safety (S)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

The Arts

In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers. As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists. Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks. In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.

In Visual Arts, students:

- extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms
- explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter
- explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts
- consider how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.

As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.

Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.

In Visual Arts, students:

- develop understanding of use and application of visual conventions as they develop conceptual and representational skills
- test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation.
- explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences
- draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times
- extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

LOTE (French)

In Years 3 and 4, French language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use French to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore French-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating French language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed French language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.

In Years 5 and 6, French language learning builds on each student's prior learning and experiences with language.

Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in French to exchange information and ideas relating to their interests, school and local environment, and engage with French-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.

Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify French language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

Interdisciplinary Learning	Communication
	Design, Creativity and Technology Information and Commucation Technology Thinking Processes
	Digital Technologies
	Aboriginal and Torres Strait Islander perspectives
	Asia and Australia's Engagement with Asia
	Sustainability

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

Time Allocations

Nationally, as we move towards more of an Interdisciplinary Approach the need for ‘stand-alone’ subjects being timetabled so rigidly will decrease.

However, we must ensure we are incorporating all subjects listed above as they are reportable, with enough time to ensure the content is delivered effectively and differentiated where needed to students.

Subject	Minimum minutes per week	Minimum lessons per week
Literacy	600	12
Numeracy	300	6
PE	100	2
LOTE - French	50	1
ART	50	1
STEM / Science	50 x 2	2
HASS/INQUIRY	100	2
Health	50	1
Morning Academic Care (MAC)	75	Each Morning 8:40 – 8:55
Staff PD	Early finish for students Wednesday 2:05 for allocated staff PD.	
Unallocated time	100	2
Totals	1500	30

Secondary Curriculum 2024

OneSchool Victoria provides students with a planned and structured curriculum in all key learning areas of English, Mathematics, Sciences, Humanities, the Arts, Languages, Health and Physical education, and Design and Technology. Business is represented by Commerce in Year 9 and VCE VET Business in Year 10 which is developed further into the senior years. Some students will study with the assistance of an Individual Education Plan (IEP) which describes the adjustments, goals, and strategies to meet the student’s individual educational needs so they can reach their full potential.

Our curriculum is developed according to the Australian Curriculum for Years 7-10 and accredited VCE study design for Years 11 and 12, including VET Business qualifications.

At Years 11 and 12, most students undertake a full VCE program with the action of VET Business units. Our OneSchool specific ‘Certificate of Applied Learning – Work Ready’ program continues to empower students who would otherwise be disengaged and not attain a Victorian Certificate of Education (VCE). Students enrolled in this modified VCE program completed Vocational Studies and engaged in Literacy and Numeracy subjects to develop academic and work-related skills, knowledge, and confidence, while also participating in work experience once a week. Students attended most lessons alongside their peers.

In 2024, our Learning to Learn (L2L) framework continued to be embedded across our secondary years. Regional Assignments were in use by all teachers across Australia in the key learning areas of English Years 7-9, Mathematics Years 7-10, Science Years 7-10, and Humanities Years 7 and 8.

High-quality assignment design continues to be a top priority. Students are encouraged to take an independent and self-directed approach to their learning, while our teachers act as facilitators in the process. We make a clear distinction between The Study, The Lesson, and The Assignment, including the availability of the Tutorial, to individualise our approach for student and their learning journey.

A key focus was the intentional use of surface, deep, and transfer learning strategies embedded into Assignment design to support student progress. The AU Education Team continues to work in partnership with teachers to build their capacity in actively modeling and applying these strategies to guide students through foundational knowledge (surface learning), deeper understanding (deep learning), and the application of knowledge in new contexts (transfer learning).

A notable enhancement to our assignments was the integration of Kami within the Canvas LMS, which significantly improved the learning experience. This tool focuses on interactive document annotation and real-time feedback, fostering deeper engagement and collaboration between students and teachers while supporting the varied stages of learning.

At One School Global VIC (OSGV), all secondary programs have a range of assessments built into the curriculum. Summative subject assessments are scheduled for all secondary levels at the end of each semester and results are formally reported to parents using the Canvas Speed Grader system. In 2024, formal mid-year written examinations continued from Years 7 through to Year 12. VCE teams are able to moderate and give students feedback specific to an exam situation.

Diagnostic tools continue to be used to help us better understand our learners. MAP testing conducted throughout the year continues to be an integral part of our program. Students are being tested using an online platform in Literacy and Numeracy (Language, Reading and Mathematics). Data collated from the extensive reports fosters transparent communication through MAP Learning Conversations where staff and students have conversation about the data together, make decisions about areas requiring attention and how student growth and strengths can be used advantageously. The key focus for all students undertaking MAP tests is that they set concrete learning goals that are SMART. This data is also used to help differentiate content across all faculties and to modify key assessment tasks for those students requiring further support.

The NAPLAN testing that occurs at Years 7 and 9 is also a part of the dataset from which we draw. Ordinarily, the results of these assessments are compiled and analysed by each campus as well as the whole school. This also allows us to review our programs each year and to identify individual students that may benefit from more personalised learning support or extension.

All our students can also participate in several external subject specific competitions including National Mathematics, Science and Geography competitions. Subject specific data from these results is also used to further inform the development and the direction of our specific programs.



Our Teaching and Learning programs are enhanced by the use of Dyknow—an online monitoring system to support authentication of student work and Turnitin—a program embedded as part of the LMS to ensure student work is their own. Panopto enables staff and students to record and upload work that is both authentic and

accessible by a variety of student abilities. Canva is now fully available through Canvas and enhances the way students can present their work. OneNote is used well by staff and students. Teachers can view in real time their students' work habits remotely and give real time feedback. Our improved course template system incorporating a system of 'Blueprints' across all subject areas supported our goal towards a consistent approach in course and content delivery, in assessment and in reporting. This has helped provide a more professional 'look' to our LMS and to cement our goal and vision of truly being one school.

We continue to look for ways to challenge our learners to help support our pedagogy in ensuring they can be lifelong learners and so have the skillset to help them when they need help.

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

At One School Global VIC (OSGV), all secondary programs have a range of assessments built into the curriculum. Summative subject assessments are scheduled for all secondary levels at the end of each semester and results are formally reported to parents using the Canvas Speed Grader system. In 2023, formal mid-year written examinations continued from Years 7 through to Year 12. VCE teams are able to moderate and give students feedback specific to an exam situation.

Diagnostic tools continue to be used to help us better understand our learners. MAP testing three times a year continues to be an integral part of our program. Students are being tested using an online platform in Literacy and Numeracy (Language, Reading and Mathematics). Data collated from the extensive reports fosters transparent communication through MAP Learning Conversations where staff and students have conversation about the data together, make decisions about areas requiring attention and how student growth and strengths can be used advantageously. The key focus for all students undertaking MAP tests is that they set concrete learning goals that are SMART. This data is also used to help differentiate content across all faculties and to modify key assessment tasks for those students requiring further support.

The NAPLAN testing at Years 7 and 9 is also a part of the dataset from which we draw. Ordinarily, the results of these assessments are compiled and analysed by each campus as well as the whole school. This also allows us to review our programs each year and to identify individual students that may benefit from more personalised learning support or extension. At both Year 7 and Year 9, several of our students were recognised for academic growth surpassing more than the expected 2 years of growth.

All our students can also participate in several external subject specific competitions including National Mathematics, Science and Geography competitions. Subject specific data from these results is also used to further inform the development and the direction of our specific programs.

Chris Sacco—Director of Studies

Time Allocation - Subject Program

YEAR 7 & 8

Subject	Pds / Wk
English	3+1*
Maths	3+1*
Science	3+1*
Humanities (History/Geography)	3+1*
Physical Education	2
Health	1
Technology (Food)	1+1*
Technologies (Design/Digital)	1+1*
LOTE (French)	1+1*
Visual Art	1+1*
Music (Year 7 & 8 ONLY)	1+1*
Sport	
Assembly/Pastoral Care Period	
Total Periods Allocation	= 29

* = Number of periods dedicated to SDL = 9

YEAR 11

Subject	Pds /Wk
VCE English 1 / 2	3+2*
Workplace English	3+2*
Studies of Mathematics	3+2*
VCE General Maths 1/2 OR VCE Maths Methods 1/2	
Studies of Business	3 + 2*
VCE VET Business 3/4 AND VET Business Cert III - Business Ops	
Students also study 2 of:	2 x (3+2*)
VCE Economics 1/2	
VCE Legal Studies 1/2	
VCE Product Design & Technology 1/2	
VCE Food Studies 1/2	
VCE Geography 1/2	
VCE History 1/2	
VCE Physics 1/2	
VCE Visual Communication Design 1/2	
Sport	2
Assembly/Pastoral Care Period	1
Total Periods Allocation	= 30

YEAR 9 & 10

Subject	Pds / Wk
English	3+2*
Maths	3+2*
Science	2+2*
Humanities (History/Geography)	2+2*
Studies of Business	
Commerce (Yr 9)	1+1*
VCE Business Units 1/2 (Yr 10)	
Phys Ed	2
Health	1
Visual Art	1+1*
Technology (Food)	1+1*
Technologies (Digital)	1+1*
LOTE (French)	1+1*
Sport	
Assembly/Pastoral Care Period	
Total Periods Allocation	= 29

* = Number of periods dedicated to SDL = 12

YEAR 12

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

Professional Learning

OneSchool Global Victoria is committed to providing all staff members with access to high quality professional learning that focuses on making positive changes to the classroom for our students and their learning. OSG provides a generous budget for professional learning for all staff, who are encouraged to take advantage of the opportunity to improve their skills, in whatever area is identified as part of their annual review process. The Teacher Academy was highly successful once again in 2023 with courses run both online and face to face with great success. Teams in Victoria focused on using Microsoft Tools for learning, engagement and self-direction, coaching, and student wellbeing.

In 2023, Professional Learning Groups continued to run and these enabled staff to work on the development of their professional practice one day a week in organised sessions while students were dismissed one lesson early. The emphasis was on teachers learning together across a range of areas including using Digital Tools for Effective Feedback and Continuous Reporting, High Potential and Gifted Learners, Growing as an Educator and MAP Analysis. The greatest focus was given to teachers using a globally developed professional learning Assignment on the Tutorial. The course explored the role of the Tutorial in the Learning to Learn framework and strategies for implementing small group tuition.

VCE staff were encouraged to attend VCAA professional learning opportunities to help support their understanding of new Study Designs. Our staff continue to attend subject-based programs presented by Faculty associations, Independent Schools Victoria, and other external providers.

Professional learning included, but were not limited to:

All staff day - Secondary	Disability Inclusion Training	VATE & ACHPER State Confer-
Autism awareness training	First Aid and CPR	VCAA Assessors Program and data
Australian HOD Conference	Food Safety Practices	VCAA Study Designs
Canvas (Learning Management	Jacaranda PLUS	Wellbeing courses and strategies
Child Safety	Mandatory Reporting	Zoom department meetings
Cidilabs Training	MAP Learning Conversations & Data Analy-	
Cyber Awareness	Neurodiversity in the classroom	

Student Attendance at School

SEMESTER ONE 2024

	Overall attendance	Proportion of students attending at least 90% of the time
BAIRNSDALE	93.43%	76%
BENDIGO	91.02%	61%
BERWICK	90.52%	67%
HAMILTON	91.98%	79%
MELTON	92.28%	73%
NATHALIA	93.00%	74%
SWAN HILL	92.45%	74%
Overall Average	93%	

TERM THREE 2024

	Overall attendance	Proportion of students attending at least 90% of the time
BAIRNSDALE	93.58%	71%
BENDIGO	93.02%	76%
BERWICK	90.73%	72%
HAMILTON	93.51%	71%
MELTON	93.57%	78%
NATHALIA	95.57%	84%
SWAN HILL	94.06%	87%
Average	93%	

Student Support 2024

The Student Support department has had an excellent year providing consistent and equitable support for all students. Students have thrived and have been afforded many opportunities to succeed academically and socially.

As the Sub-regional Director of Student Support for Victoria and Tasmania, it is with great pride that I present the annual report for the Student Support Faculty across our campuses in both states. This year has been marked by significant achievements, ongoing collaboration, and the continued dedication of our staff to providing high-quality support for all students. From early intervention for our youngest students to the development of comprehensive Individual Education Plans (IEPs) and Differentiated Learning Plans (DLPs), the efforts of our Student Support team have been truly inspiring. I am grateful for the opportunity to work alongside such dedicated professionals, whose work has made a profound impact on our students and their families.

Work Ready Program

Another key initiative this year has been the continued development and success of our Work Ready Program. This program provides targeted support for students as they prepare for life beyond school, equipping them with the skills and experiences needed to thrive in the workforce. Through a combination of practical learning, industry partnerships, and tailored support, we are helping our students gain the confidence and skills they need to succeed in a variety of careers.

The Work Ready Program stands out as an exceptional initiative due to its holistic approach. Not only does it focus on vocational skills, but it also emphasises the development of soft skills, such as communication, problem-solving, teamwork, and adaptability. These skills are invaluable in the modern workforce, and our students are benefitting greatly from this integrated approach. By providing tailored career pathways and ongoing support, we ensure that our students are prepared for a seamless transition into the world of work.

Intervention Programs

Our intervention programs across both literacy, numeracy, and social/emotional development have made a significant difference in the learning experiences of our students. At all levels—Tier 1 (whole class), Tier 2 (small group), and Tier 3 (individual support)—we continue to offer a diverse range of programs that cater to the varied needs of our students.

Literacy:

- MiniLit, MacqLit, Reading Tutor, and Spelling Mastery programs have been essential in supporting students who require additional literacy support. These programs are evidence-based and have been adapted to suit the individual needs of our students.
- We have seen excellent progress in students' reading fluency, comprehension, and spelling, and I am incredibly proud of the results achieved through these programs. The commitment of our staff to delivering these programs consistently, with a focus on individual progress, has been remarkable.

Numeracy:

- The Math Mastery program has been a pivotal part of our numeracy intervention. By focusing on foundational skills, the program ensures that students develop a solid understanding of mathematical concepts. The collaborative approach to teaching, where small groups of students receive tailored support, has been especially effective in bridging gaps in learning and building student confidence.

Social/Emotional Development:

- The implementation of Zones of Regulation and Positive Education programs has been an essential part of our social and emotional learning (SEL) efforts. These programs equip students with the tools to regulate their emotions, build resilience, and develop positive relationships with peers and teachers. The benefits of

These intervention programs are crucial in ensuring that all students receive the support they need to reach their full potential. They reflect our commitment to providing inclusive, accessible education for all students, regardless of their individual needs.

Grade Prep Screeners for the Incoming 2027 Cohort

One of the highlights of this year was the implementation of our grade prep screeners for the incoming 2027 cohort. The screeners were conducted in a comprehensive, systematic manner, allowing us to identify early learning needs and provide the necessary interventions. This early identification ensures that we can tailor our support to each child's individual needs from the very beginning of their learning journey. The data collected through these screeners is invaluable in shaping our educational strategies and planning for the future.

Individual Education Plans (IEPs) and Differentiated Learning Plans (DLPs)

The process of writing IEPs and DLPs has continued to be a collaborative effort between staff, students, and families. I am pleased to report that this year, we have seen a significant increase in the engagement of both students and families in this process. Through regular communication, reflection, and feedback, we have worked together to develop plans that are tailored to the specific needs and aspirations of each student.

The engagement of families has been particularly notable, as parents and caregivers have been active partners in the development of their child's learning plan. This collaborative approach has ensured that the plans are not only reflective of the student's academic needs but also their social, emotional, and personal goals. It is through this holistic approach that we can truly support the whole child, fostering a sense of ownership and pride in their learning journey.

Campus Visits and Collaboration

As part of my role, I have had the privilege of visiting each of the nine campuses under my leadership. These visits have been incredibly valuable in strengthening relationships, identifying areas for growth, and providing on-the-ground support to both staff and students. The feedback I have received during these visits has been instrumental in shaping the direction of our student support initiatives.

I am deeply appreciative of the dedication and professionalism demonstrated by all of our staff across Victoria and Tasmania. Their tireless efforts to support students and create a positive learning environment have been a driving force behind our success this year. The Student Support Team is truly a cohesive, collaborative unit, and I am proud to work alongside such a talented group of educators.

I would like to take this opportunity to express my sincere gratitude to all of the staff members in the Student Support Faculty. The commitment, passion, and professionalism you bring to your work are evident in the success of our programs and the positive impact they have on our students. Whether you are directly supporting students in the classroom, working behind the scenes to coordinate interventions, or collaborating with families to ensure the best outcomes, your contributions are valued and appreciated.

In particular, I would like to extend my thanks to our teachers, education support staff, and campus leaders, whose hard work and unwavering dedication have ensured that our student support programs are delivered effectively and with care. Your efforts do not go unnoticed, and I am genuinely grateful for the difference you make in the lives of our students every day.

2024 has been/ was one of growth, achievement, and collaboration. The Student Support Faculty continues to make a significant impact across both Victoria and Tasmania, and I am incredibly proud of the work we have accomplished together. As we look to the future, I am confident that we will continue to build on these successes, further enhancing the support we provide to our students.

Caitlin Burman—Student Support Manager

Business Education Program



Business Education Program

To promote this mission, OneSchool Victoria, through each campus, provides all students with the opportunity to accelerate their studies in Business.

At Year 10, all Students complete a Certificate III in VET Business. This enables them to complete the VCE/VET Business course at Year 11 as an Advanced subject; this allows our Year 11 students to have exposure to the expectations of the VCE a year ahead. Our students perform well above the state average in VCE/VET.

The school assists students in achieving their own potential of work skills and personal development in preparation for the transition from full time school to full time work and/or further training. This is through the development of a bespoke Career's Advantage program (CAP). Students are enrolled in a variety of on-line Business modules managed through an RTO. Over 2 years, students will complete these modules and attend some workplaces to focus on and practice the skills developed through the CAP program. While this course is completed generally outside of school hours, students are supported by teachers as required and workplace visits are managed in short stints during the school term breaks.



WHS Report



During 2024, it was very pleasing to see OSG Victoria campuses proactively managing work health & safety through reporting of safety hazards and incidents, injuries and near misses. Reported hazards and incidents were investigated with a view to understanding the root causes and preventing reoccurrence.

The WHS Dashboard was maintained well in all Campuses. The respective Campus Risk and WHS Committees reviewed progress of any corrective actions identified. A number of these corrective actions related to property maintenance or campuses requiring refurbishment. This is reflected in the number of campuses with CMP Projects (Campus Modernization Project) in progress throughout 2024.

Most of the incidents and injuries reported were either medium or low risk rating. The highest percentage of incidents and injuries occurred in the Outdoors (38%) followed by Playground (28%) and Gymnasium (14%). The root cause was mainly determined as human error (accidental). These statistics are similar to previous year and to other campuses outside of Victoria. The Campuses continue to maintain required level of supervision and planning of school activities.

The Campus Risk & WHS Committee maintained ongoing review of the Risk Register and overall Control Effectiveness of recommended controls. Any new or emerging Risks were reviewed and escalated as required.

Each campus went through a series of 4 Emergency Management Drills throughout the year, conducting 1 drill per term. The emergency drills conducted cover Fire, Lockdown, Evacuation on campus and Evacuation to a Secondary location (off campus). All drills are scheduled on the school calendar and are managed by each campus on the same day / time to minimize disruptions to learning. Checklists are completed with a focus on continuous improvement of safety.

Work has commenced to implement an online WHS System called Donesafe which has the capability for greater data analysis (e.g. trend reports, root cause analysis), dashboard reporting as well as QR Code reporting for hazards and incidents. We believe that safety is everyone's responsibility. Donesafe will facilitate greater communication and consultation with our workers. This is a key requirement under ISO 45001.



Meetings



CA/CP Meetings

These meetings occur four times per year and are an excellent way for the combined CA/CP team to meet and share ideas, discuss innovation and drive consistency across all campuses. We physically hold these meetings at each campus on a rotating basis across the course of two years.

In 2024 these meetings focused on embedding the Learning to Learn framework. We also focused on using MAP data in relation to student performance, as well as staffing and campus issues. In addition, professional learning sessions were also conducted during these meetings.

CP Team Meetings

The CP team met every week in 2024 via Zoom, and these meetings were essential in driving change, managing issues and establishing consistency across all OneSchool Victoria campuses. The meetings are managed by the Regional Principal, and the 'Chair' is rotated amongst the members of the CP team. Minutes are kept and all information is shared with the OneSchool Victoria Board.

HOD Team Meetings

The Heads of Department (HODs) team met regularly throughout 2024 to manage the overall curriculum program within OneSchool Victoria. This team was led by Mrs Mary Baxter – Director of Studies, and information developed and shared in these meetings were then fed down to the departmental members via Department Meetings which operated on a rotational basis throughout the year to ensure staff were able to attend their various subject faculty meetings.

Professional Learning

OneSchool Global Victoria is committed to providing all staff members with access to high quality professional learning that focuses on making positive changes to the classroom for our students and their learning. OSG provides a generous budget for professional learning for all staff, who are encouraged to take advantage of the opportunity to improve their skills, in whatever area is identified as part of their annual review process. The Teacher Academy continued to be a core method of professional learning for staff throughout the year with courses run both online and face to face.

Professional Learning Groups (PLG) continued weekly, providing our teachers with protected time for professional learning. This year, the focus was on enhancing teacher practices and student outcomes through four key courses. In Designing the Assignment, teachers learned to create impactful assignments by developing Big Questions, aligning learning intentions with success criteria, and utilising digital tools. The Teaching the Assignment course helped educators promote student agency, foster a positive learning climate, and track individual progress. MAP Growth focused on assessing numeracy and literacy skills through MAP testing, integrating data into assignments, and supporting students in achieving their learning goals. In the Digital Ecosystem course, teachers explored how to effectively use tools like Canvas, Zoom, OneNote, and Turnitin to enhance teaching, improve student engagement, and foster digital literacy. Together, these courses fostered continuous improvement and innovation, supporting teacher in meeting the diverse needs of students and improving overall learning outcomes.

VCE staff were encouraged to attend VCAA professional learning opportunities to help support their understanding of new Study Designs. Our staff continue to attend subject-based programs presented by Faculty associations, Independent Schools Victoria, and other external providers.

Professional learning included, but were not limited to:

All staff day - Secondary	Disability Inclusion Training	HOD Workshops
Autism awareness training	First Aid and CPR	VCAA Assessors Program and data analysis
Regional Assignment Writing	OSG Academic Campaign	VCAA Study Designs
Canvas (Learning Management	Jacaranda PLUS	Wellbeing courses and strate-
Child Safety	Mandatory Reporting	Zoom department meetings
MAP Growth	MAP Learning Conversations & Data	Teaching the Assignment
Cyber Awareness	Designing the Assignment	OSG Digital Ecosystem

Financial Summary



Consolidated school income:

1. Commonwealth & State Grants	44%
2. School Fees & Private Income	24%
3. Commonwealth Capital Grants	0%
4. Private Capital Income	32%
<hr/>	
	100%



■ 1 ■ 2 ■ 3 ■ 4

Consolidated school expenditure:

1. Teaching & Administration Expenses	13%
2. Buildings & Grounds	6%
3. Depreciation & Other Expenses	9%
4. Capital Expenditure	18%
5. Salary Related Expenses	54%
<hr/>	
	100%



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Academic Performance



The OSG Academic Performance Summary provides an overview of the school's academic achievement. Comprehensive data using the MAP Global testing system provided by the NWEA company was used extensively to help inform our Teaching and Learning programs.

VCE Results

VCE results for 2024 display an impressive performance by students across various campuses, with notable achievements across campuses reflecting academic excellence.

Key highlights include:

An outstanding 93.63% of students achieved an ATAR highlighting our consistent academic performance.

The mean ATAR for students in Victoria was 67.80, reflecting a good distribution of academic achievement across the 2024 cohort.

The median ATAR is slightly higher at 68.58, indicating a strong middle-band of achievers across our state.

Notable Achievements:

Dux of the Year: The top-performing student was Sienna Phillips, who achieved an exceptional ATAR of 97.55.

Special Achievement: Isla Campion achieved a maximum study score of 50.

NAPLAN Results Data

In 2024, our NAPLAN participation rate was 100% for students in Years 3, 5, 7, and 9. Reading showed significant growth across all year levels, particularly in Year 7 and Year 9. Writing and Grammar improved across most year levels, however performance in Writing continues to be a key area for growth. Numeracy demonstrated steady progress from 2023, with notable improvement in Year 7 and Year 9. Spelling, which has been a continued focus, showed consistent improvement for 2024.

Year 3

There is a steady improvement across most domains reflected in the 2024 NAPLAN data. Year 3 students achieved their strongest results in Reading, Grammar, and Numeracy, with scores well above the national average. While Writing, Spelling, and Grammar have shown growth, they continue to represent areas for ongoing improvement, particularly Writing and Spelling, which remain a continued focus.

Year 5

Year 5 data shows a slight decrease in performance for Reading and Numeracy compared to 2023. However, student performance in Reading remains well above the national average. Writing, Spelling, and Grammar saw modest improvements, with Spelling showing good progress, bringing results closer to the national average.

Year 7

Year 7 students performed exceptionally well in the domains of Reading and Grammar, with a significant jump in achievement from Year 5, particularly in Reading and Writing. Student performance in Numeracy was also strong, exceeding the national average.

Year 9

Year 9 students performed well above the national average in Reading, Writing, Grammar, and Numeracy. Reading showed the biggest increase, followed by Grammar, with Spelling also seeing improvement. Numeracy remained unchanged but continued to perform strongly compared to the other domains.

School Surveys



All our staff, students and parents were surveyed twice during the 2024 school year. The data was overwhelmingly positive and as a school we ensure we respond to every person who seeks a response via the surveys. Annually, each campus analyses the survey data to inform the strategic plan and drive improvement based on the survey feedback.

Staff List 2024

F = Full time, P = Part time

Victorian Management Team

Simon Beaumont	F	B App Sci, Grad Dip Ed Sec, M Ed
Mary Baxter	F	Dip Ed, M Ed Admin, BA (Crim) Hons
Mikayla Firth	P	Executive Assistant
Caitlin Burman	F	Student Support Manager
Katrina Hawken	F	B Ed Primary, Cert II First Aid+CPR
Ammar Khan	F	B Computer Science, M Computer Networks
Gavin Grace	P	Regional Team Leader (RTL)
Melissa Wright	F	Administration Manager

Bairnsdale Campus

Andy Manicom (CP)	F	B Ed Hons
Katherine Hart	P	
Virginia Knight	P	
Sharon Capon	P	
Diana Grumley	F	Secretarial/Administration
Dawn Jeffries	F	Prof. Grad Cert Ed, Post Grad Cert Maths Ed, B Eng
Jobi Laybourne	P	Grad Dip Ed Sec, BA, Dip Vis Arts
Juanita Mauger	P	Office Assistant
Belinda Pendergast	P	Integration Aide
Kerryn Tucker	F	Dip Teaching (Primary), B Ed, Post Grad Dip Ed Studies, M Ed Advanced Teaching
Michaela Ward	F	
Will Hocking	P	Campus Administrator

Bendigo Campus

Chris Saunders (CP)	P	BA Soc Sci, Dip Ed
Amanda Moran	L	
Carlee Frankel	L	
Kylie Bernstein	F	
Siobhan Hams	F	
Harrison Gane	F	
Christine Johnston	F	
Sarah Kippen	F	
Kathryn Schmidt	P	
Michael Grant	F	B Sci, Dip Teaching
Debra Hansen	F	Administration
Katrina Hawken	F	B Ed Primary, Cert II First Aid+CPR
Nadia Kemp	F	B Ed Prim & Sec, Cert II First Aid+CPR
Michelle O'Mahoney	P	Integration Aide
Emma Rice	P	Dip Sec Ed, BA, Cert IV WTA
Fafa Rasoarahona	P	Dip TESOL, M Deg English Studies
Joe Way	P	Campus Administrator

Berwick Campus

Peter Sheperd (CP)	F	B Arts, Dip Ed
Sean Alste	F	
Priscilla Edwards	P	
Gemma Fleming	P	
Andrew Hirst	F	
Stefanie Krikis	F	
Thomas Anderson	F	
Carolyn Bennett	F	
Rohini Bhatia	F	

Rhiannon Butler	F	Student support Aide
Stuart Campbell	F	
Olivia Corrigan	F	
Elle Doncovio	F	
Brandon Fuga	F	
Heather Harkin	F	
Rebecca Hyland	F	
Stephanie Jansz	F	
George Katsoulis	F	
Jason Kay	P	
Christina Matthews	F	
Belinda Mott	F	
Nadia Mudssir	F	
Janine Press	P	
Eugenie Qule	F	
Rachel Stephens	F	Student Support Assistant
Kirralee Sunderland	P	
Luoyi Zhang	F	
Floria Zhou	F	
Tim O'Meara	F	
Ryley Patford	F	
Jess Allison	F	B Ed Primary
Melanie Clarke	F	B Teach (Sec), B App Sci (Human Movement), Cert IV Training & Assessment
Bobbi-Jane Constable	F	Integration Aide
David Dobric	F	Dip Theology, B Ed (Math), Dip Ed, B Science Hons
Veer Fowdar	F	B Com, Dip Ed, Cert IV WTA
Stacey Goulding	F	D Childrens Services
Heather Grace	F	Administration
Sue Komac	F	Administration
Jonathan Terrington	F	B Ed,Sec/Arts
Pauline Wakefield	P	Integration Aide
Liz Watson	P	B Arts Distinction, Dip Sec Ed
Lu Yang	F	B Com Acc & Fin, M Teaching (Sec)
Lester Raikes	P	Campus Administrator

Hamilton Campus

Nigel O'Reilley (CP)	F	B App Sc, Grad Dip Soc Sc, Grad Dip Ed
Greg Bostock	F	B Ed, Maths/Physics
Trish Gray	P	
Kailin Latta	F	
Natolie De Jager	F	Administration
Karen Finch Huf	F	B Ed, Dip Fitness
Julie Jarrad	F	B Ed, Dip Ed
Christine Kelly	F	B Arts, B Tech, M Ed
Joanne Rentsch	F	Integration Aide
Kellie White	F	Administration
Jason Thomas	P	Campus Administrator

Melton Campus

Leanne Little (CP)	F	M Ed, Cert IV Training and Assessment, Dip Ed, B Science
Rosie Abbate	F	B Sec Ed, B Business, Dip Accounting
Smitha Ajay	F	M Sc, B Ed
Caroline Anson	F	Integration Aide
Melanie Bailey	P	BA (VC), Grad Dip Ed
Dianne Baldacchino	F	Integration Aide
Nathan Bricknell	F	B App Sci, Cert IV WTA
Eloise Crick	F	Administration/ Level 3 First Aid Officer
Loris Daly	P	
Honee Decastro	P	

Denise Earl	P	
Navdeep Dhaliwal	F	
Lucy Edwards	F	
Kate Elliot	P	
Hannah Twigg	F	
Justin Kanzamar	F	
Garth Preddy	P	Facilities manager
Cassandra Ellis	F	BA, B Ed
Margo Fergusson	F	Integration Aide
Laura Hewish	F	Administration
Alison Jackel	P	BA - Urban Studies, Dip Ed
Nga Huynh	F	B Industrial Design Hons, M Teach (Sec)
Nathanael Kelly	F	
Brittany Kennedy	F	
Faith MacGregor	F	B Exercise Science , B Teach
Alexandra Manago	F	Integration Aide
Arlene Mcauley	F	B Pharmacy, Dip Creative Ministries (Drama), B Ed (English, Linguistics), Cert IV Training and Assessment
Daniel Muscat	F	
Gill McMillan	F	Integration Aide
Anita Naidu	F	
Shane Price	F	B Social Sciences (Geography), Grad Dip Teaching (Primary)
Shubhi Sharma	F	Cert IV Education Support, Cert IV Training and Assessment, Dip Children's Services, B Arts
Yogeen Sharma	F	B Ed
Ria Sluice	F	B Ed, M Special Ed
Kelly Strover	P	BA Hons, Post Grad Cert Ed
Norsuziana Sulaiman	F	
Glenn Todd	F	Grad Dip Education, Dip Graphic Design
Sophie Vaillant	F	
Steve Strange	P	Campus Administrator
Dean Cook	P	Campus Administrator
Nathalia Campus		
Greg Mullins (CP)	F	B Ed Env Sci
Darren Burn	F	B Ed
Nermina Fetahovic	F	Administration
Ledion Gjokola	F	
Louise Johns	F	Student Support
Joanne Osmand	F	Integration Aide
Marissa Pelaez	F	B Sec Ed, M Arts
Brad Caldwell	P	Campus Administrator
Swan Hill Campus		
Francois de Koker (CP)	F	B Com, Dip Ed (Hons)
Tonya Arnett	P	
Erin Jenkins	P	
Annie Wang	F	
Emma Wilkins	F	Student Support
Amy Astall	P	
Jim Graham	P	
Carlie Brady	P	Student Support
Ashlin Callaghan	F	Integration Aide
Amy Evans	F	B Ed
Annalie Gilmour	F	B Ed, P-12 Health & PE, Minor Social Welfare, Dip Primary
Rebekka Miles	F	Administration
Annie Wang	F	M Teaching, B Ed Science
Daniel Steele	P	Campus Administrator



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

admin.vic@au.oneschoolglobal.com

www.oneschoolglobal.com