

Annual Report 2025





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

Contents

A message from key school bodies	4
Contextual Information	6
Outcomes and Results	8
Staffing	9
Attendance	10
School Policies	12
Financial Information	13

A Message from Key School Bodies

Mr John Carmody

District Principal

Reflecting on 2025, it has been another year of growth and continuous improvement for OneSchool Global South Australia. Throughout the year, our focus has remained on providing students with a learning environment that challenges, supports and prepares them for success beyond school.

As part of the wider OneSchool Global network, our Adelaide campus continues to benefit from the strength of a truly connected national school. While our campus maintains its own identity and strong community culture, students and staff are increasingly collaborating with colleagues across Australia. These opportunities broaden perspectives, encourage the sharing of ideas and provide experiences that extend well beyond what a single campus could offer.

Developing life-ready learners remains at the heart of everything we do. Throughout 2025, students continued to build their independence, resilience and confidence through our Learning to Learn Framework and Self-Directed Learning approach. These initiatives continue to equip students with the skills required not only for academic success but also for lifelong learning and future employment.

Student leadership remained an important focus throughout the year. Our senior students embraced opportunities to develop their leadership capabilities through regional and national initiatives, including the Year 12 Leadership Day in Perth. These experiences challenged students to think beyond themselves, lead with integrity and positively influence the culture of their campus. We continue to see the impact that strong student leadership has on creating an environment where younger students are encouraged, supported and inspired.

OneSchool Global has always placed great value on authentic learning experiences, and 2025 provided many opportunities for students to apply their learning in meaningful ways. Programs such as the Primary Big Business initiative encouraged creativity, teamwork and problem solving while introducing students to real-world concepts in an engaging and practical way. Experiences like these help students develop the confidence and adaptability that will serve them well throughout their lives.

Collaboration across campuses continued to strengthen throughout the year. Face-to-Face learning opportunities brought together students and staff from South Australia and Queensland, allowing relationships to develop while enhancing learning through shared experiences. These events continue to reinforce the strength of our national school model and demonstrate the benefits of learning within a connected organisation.

Service to others remains an important part of our school culture. Throughout the year, students participated in a range of fundraising and community initiatives that encouraged compassion, teamwork and social responsibility. The car wash fundraiser supporting the Women's and Children's Hospital was a wonderful example of students working together to make a positive contribution to the wider community while developing an appreciation of the importance of service.

Our staff continue to play a critical role in creating positive learning experiences for every student. Throughout 2025 they have remained committed to professional growth, innovation and collaboration while maintaining a strong focus on student wellbeing and academic achievement. Their willingness to embrace new ideas and continually refine their practice ensures our students receive the highest quality education possible.

As another successful year comes to a close, I would like to thank our students for the enthusiasm and commitment they bring to campus each day. Thank you also to our parents and families for your ongoing partnership and support. The strong relationship between home and school continues to be one of our greatest strengths.

I also acknowledge the dedication of our Campus Administration Team, Campus Principal, staff and the OneSchool Global SA Board. Your leadership, professionalism and commitment to continuous improvement have been instrumental in the success of our campus throughout the year.

As we look towards 2026, we do so with confidence. We will continue strengthening the Learning to Learn Framework, expanding opportunities for collaboration and maintaining our focus on preparing students to become capable, confident and life-ready learners. Together, we look forward to building on the successes of 2025 and continuing to provide an exceptional educational experience for every student.

Mr Jerry Seeley

OneSchool Global SA Board Chair

OneSchool Global is one of the most distinctive educational networks in the world. Our school in South Australia is part of a global community comprising more than 120 campuses, united by a shared commitment to providing outstanding opportunities for students and staff. Central to our approach is the development of self-directed learners, strong student agency and the belief that every student should be equipped not only to succeed at school, but also to thrive in life beyond the classroom.

During 2025, we introduced three pillars that will guide our strategy, priorities and decision-making as we move forward:

- **Learning to Learn** – We aim to develop students who are self-directed, lifelong learners and who understand how they learn best. Through the Learning to Learn Framework, students are encouraged to take greater ownership of their education, set meaningful goals, reflect on their progress and build the skills required to meet future challenges. Our focus is on developing capable, confident and life-ready young people.
- **High Performance Team** – A successful school depends on the contribution and ongoing development of every member of its community. This pillar applies to students, parents, staff, school leaders and boards. Clearly defined personas provide a shared understanding of the behaviours, attitudes and standards to which we should aspire, supporting a culture of accountability, growth, collaboration and excellence.
- **Ways of Working** – As part of a global network, we have a significant opportunity to learn from one another and to work more effectively together. This pillar focuses on developing consistent, efficient and practical ways of working across our schools, reducing unnecessary duplication and strengthening collaboration. By sharing knowledge, resources and expertise, we can improve outcomes and realise our collective potential.

Together, these pillars provide a clear and purposeful framework for the next stage of our school's development. They reinforce our commitment to continuous improvement while ensuring that students remain at the centre of every decision we make.

Contextual Information

OneSchool Global SA is an independent, co-educational school which operates in a network of Brethren Schools nationally and globally. OneSchool Global SA has an enrolment of 65 students at our 1 campus in South Australia, located in Aberfoyle Park.

Enrolment at the school is open to the children of all Brethren families and children of families who are willing and able to support the ethos of the School. OneSchool Global SA has a rich academic program which is supported by an extensive ICT blended mode of teaching and learning. OneSchool Global SA also offers a vibrant Co-curricular program which includes sport, music and community involvement.

School Ethos

At OneSchool Global, 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

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



Integrity

Uprightness, honesty, and decorous conduct governed by the Holy Bible.



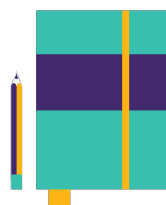
Responsibility

For our actions, progress, and the environment.



Care & Compassion

Kindness, consideration, and generosity to all.



Commitment

To self-discipline and the pursuit of excellence.



Respect

For all people, property, opinions, and authority.

Learning to Learn Framework

The academic undertaking of OneSchool affiliated schools is expressed in our Learning to Learn Statement. Learning to Learn means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfill their true potential.

In the Learning to Learn Framework, knowledge, skills, and understandings are developed through the interlinking elements of The Assignment, The Lesson, and The Study.

OneSchool Graduate Attributes

1. Positive Attitude
2. Self-Motivated
3. Team Player
4. Diligent
5. Problem Solver

Further information about the school is available from OneSchool Global's website www.oneschoolglobal.com and our listing on the My School website <http://www.myschool.edu.au>



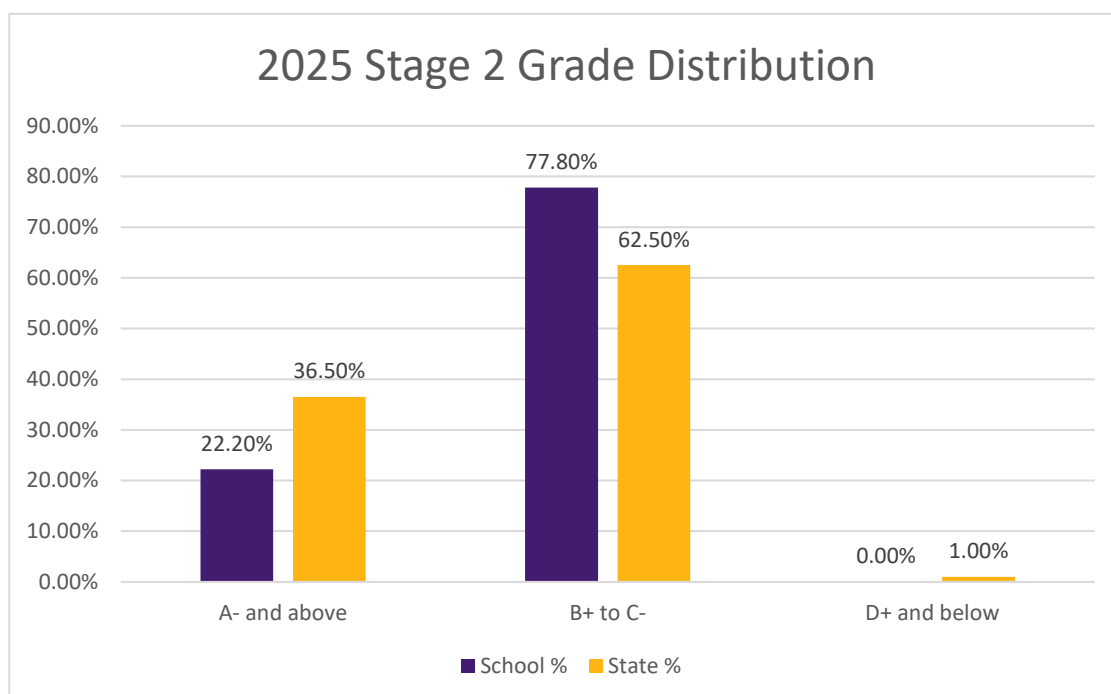
Outcomes and Results

Student Outcomes in NAPLAN Testing

Year Level	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	OSG SA	National	OSG SA	National	OSG SA	National	OSG SA	National	OSG SA	National
3	384	402	387	413	380	405	417	408	401	405
5	554	491	491	479	531	487	543	497	542	491
7	517	538	496	538	508	541	505	538	542	544
9	588	567	627	575	604	569	595	559	611	572

SACE

The results obtained by the Class of 2025 demonstrate strong achievement across Stage 2 subjects. While 22.2% of results were awarded at A- and above, 77.8% were achieved within the B+ to C- band, compared with the statewide figure of 62.5%. No results were recorded in the D+ and below band, compared with the statewide average of 1.0%.



Vocational Education and Training

In 2025 six students completed their Certificate III in Accounts Administration.

Staffing

Teacher Standards & Qualifications

All staff are registered to teach in South Australia and in addition are trained in Mandatory Reporting. Many of the staff have obtained two or more qualifications. The following table is a summary of our 2025 staff qualifications:

Qualifications	Number of Staff
Certificates	9
Diplomas	6
Degrees	11
Double Degrees	1
Masters	4
PHD	1

Workforce Compositions

Along with course specific teachers, specialist staff are engaged to assist with Learning Support, curriculum development, Technologies (Digital, Design and Foods), Accounting, Art, Health & Physical Education, and Music.

There were no indigenous staff in 2025.

Attendance

Student Attendance at School

Year Group	Attendance Percentage
Year 3	94.2%
Year 4	93.0%
Year 5	92.8%
Year 6	96.0%
Year 7	91.0%
Year 8	88.7%
Year 9	93.6%
Year 10	93.1%
Year 11	90.6%
Year 12	95.0%
Whole School	92.7%

Management of Non-Attendance

OneSchool Global SA Attendance Policy meets legislative requirements, with a record of enrolment and daily attendance of all students at the school. Students are expected to attend 100% of their classes.

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

OneSchool Global SA strategy guidelines for good attendance and improving unsatisfactory attendance are summarised below.

Proactive Strategies for Good Attendance

- Early intervention – actively monitor attendance data to check for absenteeism.
- Messaging to parents/guardians - messages about attendance are strongly and regularly conveyed to students and families.
- Attendance data to be displayed on screens around schools.
- Proactive approach to absenteeism due to alleged bullying.
- Provision of family counselling services to families where family dynamics appear the cause of poor absenteeism.
- Provision of transport to and from school for all students.
- A community liaison person who will contact the family and engage with them on addressing any issues that are leading to poor attendance.
- Provision of Zoom and Canvas platforms to allow students who cannot access classes and learning materials for valid reasons.
- Senior students and students travelling long distances or who cannot access school due to poor weather/bushfires/floods etc may also access classes via Zoom.
- Senior students who demonstrate self-directed learning traits can study from home if permitted may also access classes via Zoom under the Flexible Learning Program Policy.
- Learning spaces adhere to global aesthetic standards so that they are well lit, airy, and spacious.
- Provision of an engaging curriculum and pedagogy using OSG guidelines.
- Every school has an “activity day” once per semester where students organise a diverse day of social interaction and learning. This reinforces the importance of planning, contributing to school culture and working with all school community members.
- Provision of a system whereby students who achieve (including attendance) are rewarded via the OneSchool Global Merit Scheme.
- Provision of sanctions to deter poor attendance.

Strategies for Improving Unsatisfactory Attendance

- Principal and Campus Administrator to provide counselling and support to families by community members.
- If unresolved, Principal must escalate matters of unexplained absence or chronic non-attendance to the District Principal.
- Formal meetings with OneSchool Global SA support personnel to develop strategies and assist students and families towards improved attendance. Referrals to external professional support may occur.
- Where an unsatisfactory pattern or rate of attendance is noted, teachers must refer on to the relevant person, usually the Principal.
- Administration staff responsible for sick bay are also to report high rates of admission to sick bay to the relevant person, usually the Principal.
- Contact with parents and any notes of meetings or documentation must be kept and included in the student's file. Concerns with attendance are to be raised at Principal meetings under the agenda item “Welfare”. If the Principal is not satisfied with the student's attendance, a meeting will be called where the school expresses its concern about attendance, with the parents.
- If the Principal remains concerned, contact will be made with the Regional Principal. Ongoing issues with attendance may involve a report to the AISSA Director: Student Services who will advise on further action. The Regional Principal will also make a report to the SA Online Mandatory Reporter.

School Policies

OneSchool Global SA cyclically reviews all policies. Changes are made as required and published accordingly. Each policy purpose, scope, statement, and details remain the standard of all OneSchool Global SA schools.

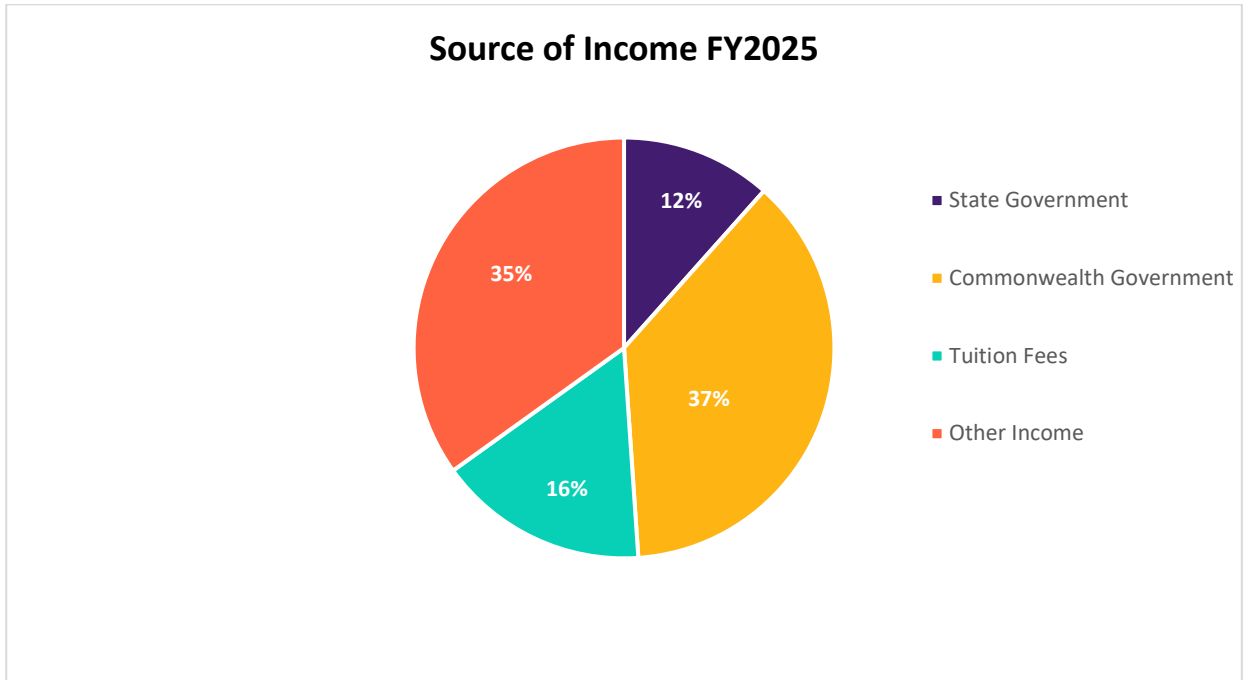
The full text of all policies can be accessed by request from the Principal, from the school website and intranet, student and parent information booklet and parent support site.

Published policies include:

- Enrolment policy
- Child Protection policy
- Anti-bullying policy
- Discipline policy
- Complaints policy

Financial Information

Total Income Breakdown



Total Expense Breakdown

