



OneSchool Global Annual Report 2025

Victoria

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Mr Frank Vetere

Regional Principal

This Annual Report stands as clear evidence of OneSchool Global Victoria's commitment and action in developing life-ready students—young people who are equipped not only with academic knowledge, but with the skills, confidence, and learning capacity required to thrive in an increasingly complex world. I feel honoured to be part of OSG.

It is a privilege to contribute to the OneSchool Global Victoria 2025 Annual Report. Having been in the role for just over a month, I am very conscious that the achievements outlined here reflect the continued leadership, strategic direction, and collective effort of many people throughout the entire organisation. I would like to sincerely thank campus leaders, staff, and regional team members and leaders for both their work across 2025 and for the care taken in producing such a thorough overview of this wonderful region.

From my earliest visits and conversations, I have felt genuinely welcomed by staff, students, boards, and families. What has stood out most is the professionalism and shared sense of purpose evident across our campuses. These are strong indicators of a healthy system with solid foundations.

Early Focus and Transition

As I begin my tenure as Regional Principal, my early focus has been deliberately centred on listening, observing, and building relationships. This has involved gaining a clear understanding of what is working well across the region, the consistency already in place, and where further support for campus leaders and teams may add the greatest value. Taking this approach respects the work already completed and allows future priorities to be shaped collaboratively, informed by data, evidence, and lived experience. Throughout this period, alignment with Global and Australian priorities has remained central.

I would like to formally acknowledge Mr Simon Beaumont and thank him for his many years of committed leadership as Regional Principal. Simon's contribution has been significant, particularly in strengthening regional cohesion and embedding the Learning to Learn framework across Victoria. I also extend my thanks to Mr Lincoln Barrett and Mr Paul Maher, whose leadership during the transition period ensured continuity and stability for the region. I also acknowledge the professionalism and support provided by Mrs. Louise Johns as I transition into this role.

System Strength and Consistency

One of the defining strengths of OneSchool Global Victoria is the level of consistency that has been achieved across geographically dispersed campuses. Serving more than 550 students across seven Victorian campuses, the region continues to operate as one school, supported by shared pedagogy, common curriculum design, extra-curricular activities and aligned leadership structures.

The Learning to Learn (L2L) Framework remains central to this work. It provides a shared language for teaching and learning and supports students to take increasing responsibility for their own progress. During my visits, I have seen clear examples of students engaging with this framework in meaningful and authentic ways.

The completion of curriculum regionalisation through to Year 10 in 2025 marked an important milestone. This work ensures all students, regardless of campus location, access a consistent, high-quality curriculum and assessment framework. The appointment of Regional Heads of Department has further strengthened collaboration, professional dialogue, and consistency across faculties.

Academic Performance and Student Growth

Academic outcomes across the region remain strong and stable. MAP testing, conducted two times each year, continues to support data-informed teaching and purposeful conversations about learning.

At a regional level, the data shows sustained growth in Literacy and Numeracy, with increasingly close alignment between assessment insights and classroom practice.

NAPLAN results support this overall picture, with strong performance across year levels. Reading and Grammar results at Years 7 and 9 were particularly positive, and performance across several domains continues to sit above national averages.

While Writing remains an identified area for improvement, the system-wide focus on structured teaching and moderation demonstrates a thoughtful and responsive approach to improvement.

Senior secondary outcomes were also very pleasing. More than 93% of Victorian students achieved an ATAR, with solid mean and median results alongside a number of outstanding individual achievements.

These outcomes reflect both student capability and the strength of the teaching, mentoring, and Learning to Learn structures that support independence and goalsetting.

Attendance, Wellbeing, and Engagement

Attendance across the region remained consistently high, with an overall rate of approximately 93%, and a large proportion of students attending more than 90% of school days. This is a strong indicator of engagement, positive campus culture, and effective partnerships with families.

Wellbeing continues to be supported through consistent regional frameworks, including Social and Emotional Learning approaches such as the Zones of Regulation. Ongoing emphasis on student voice, leadership opportunities, and positive recognition is evident across

campuses.

There is a clear and growing alignment between wellbeing, behaviour, and learning.

Staff Capability and Professional Learning

The strength of the region is closely tied to the quality and commitment of its staff.

In 2025, teachers and support staff engaged in a wide range of professional learning opportunities through the Global Teacher Academy, Professional Learning Groups, and targeted development aligned to regional priorities.

Focus areas included data literacy, differentiation, tutorial practice, and the effective use of digital tools to support learning.

The continued use of Microsoft platforms, Canvas, MAP analytics, and collaborative online tools has strengthened professional connection across campuses, ensuring access to shared learning and resources regardless of location.

Safe and Sustainable Operations

From an operational perspective, the region continues to demonstrate a strong commitment to safety, compliance, and sustainability.

Campus modernisation works, ongoing WHS processes, and the introduction of systems such as Donesafe reflect a proactive approach to risk management.

Emergency management procedures and safety reporting processes are well established and consistently applied across campus.

Strategic Alignment: 2025–2030

In 2025, OneSchool Global reframed the 2025–2030 Strategic Plan to provide greater clarity and alignment as the organisation moves into its next phase.

This reframing recognises progress already made, while offering a clearer structure to support implementation and focus.

The underlying strategy remains unchanged. The core pillars of Learning to Learn (L2L), High-Performing Teams (HPT), and Ways of Working (WoW) continue to guide our work.

These are now viewed through three strategic horizons:

- Horizon 1 – One ‘OneSchool’: strengthening alignment and consistency across the system
- Horizon 2 – High Performance and Excellence: deepening quality and continuous improvement
- Horizon 3 – Life-Readiness: preparing students for a complex and increasingly AI-enabled world

Work currently underway across Victoria aligns strongly with these horizons. The consistent application of L2L, curriculum regionalisation, collaborative professional structures, and data-informed improvement support both Horizon 1 and Horizon 2 priorities.

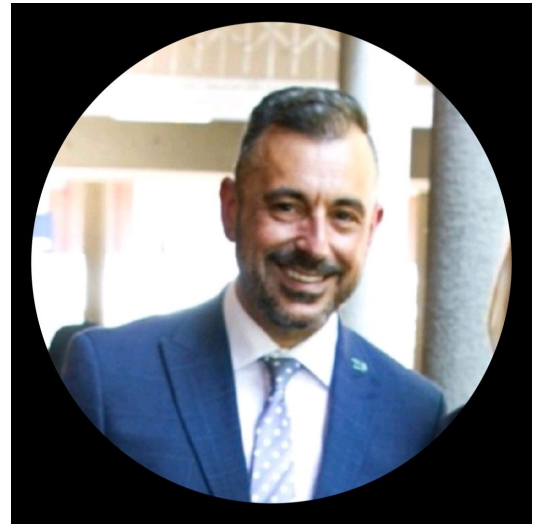
At the same time, the region’s focus on metacognition, wellbeing, self-directed learning, and student voice positions it well to contribute to Horizon 3.

Looking Ahead

As I continue to listen and learn across the region, it is clear that OneSchool Global Victoria is well positioned, with strong foundations and a clear sense of direction.

I am grateful for the warm welcome I have received and for the professionalism and commitment demonstrated across all campuses.

I look forward to working alongside campus leaders, boards, staff, students, and families as we continue to strengthen outcomes, deepen consistency, and support every student to grow, achieve, and thrive within our Learning to Learn environment.



Frank Vetere – Regional Principal,
OneSchool Global Victoria

Mr Gavin Grace & Mr Bill Murray

RTLs - OneSchool Victoria



OSG Victoria has continued to thrive throughout 2025, and we extend our sincere thanks to our dedicated educators, administrative staff, volunteers, parents, and students for their ongoing commitment and contribution to the OSG community.

Our ongoing progress is underpinned by a clear focus on three strategic priorities:

- Building a High-Performance Team (HPT)
Fostering a strong, unified OSG culture across students, staff, and families.
- Campus Modernisation Project (CMP)
Progressing key upgrades to ensure our learning environments remain modern, consistent, and aligned with global best practices.
- The Learning to Learn Framework (L2L)
Driving consistency in our approach to teaching and learning, ensuring our core methodology is deeply understood and effectively delivered across all campuses.

These priorities continue to guide our direction, and we are pleased with the meaningful progress made throughout the year. As we move forward, we remain focused on building capability, enhancing our environments, and delivering an exceptional learning experience for every student. .

Thank you to our committed team for your continued dedication and

professionalism. Your efforts are what enable OSG to empower students with the skills and mindset to thrive. We are excited to carry this momentum into 2026 and beyond.



Gavin Grace & Bill Murray — Regional Team Leaders

Campus Reports



Bairnsdale Campus Report

The Bairnsdale Campus continued to thrive throughout 2025, with students, staff, and the wider community contributing to a vibrant and purposeful school year. The proactive Student Leadership Team (SLT), together with dedicated staff and the Campus leadership team, ensured that academic progress, personal growth, and co-curricular experiences remained in balanced focus.

The year began with momentum as the newly appointed SLT initiated a range of events designed to strengthen community spirit while supporting meaningful causes.

During Term 1, the Student Leadership Team (SLT) coordinated a Pizza Lunch fundraiser, with all proceeds directed towards the Year 12 Legacy initiative. This was subsequently followed by a highly successful International Market Day, which further enhanced community participation and engagement. In Term 2, the primary students hosted a Mother's Day morning tea as well as a Biggest Morning Tea event, both of which were well attended by students, staff, and families. The school community also demonstrated strong support for charitable causes through participation in the Beanies for Brain Cancer Day. The term concluded with a whole school Tenpin Bowling excursion, providing an inclusive and enjoyable experience for all participants. In Term 3, the Student Leadership Team (SLT) coordinated an Anti-Bullying Day, reinforcing the school's commitment to student wellbeing and respectful relationships. Primary students participated enthusiastically in Book Week celebrations. Students and their families also enjoyed a Father's Day BBQ. The term concluded with two highly successful events: the Primary Big Business initiative and the Secondary carwash, both showcasing student leadership, teamwork, and entrepreneurial skills.

In addition to on-campus initiatives, the SLT played an important role in charity fundraising. Students raised significant funds for the Royal Children's Hospital Good Friday Appeal, Mark Hughes Foundation and the Cancer Council demonstrating the compassion and civic responsibility of the Bairnsdale cohort.

A highlight of Term 4 was the school's Grandparents Day, which was exceptionally well attended. We concluded the year on a high note by recognising and celebrating our outstanding students and their academic achievements at the ROE Ceremony, highlighting excellence across all year levels.

Academic learning in 2025 was enriched through incursions and excursions that complemented classroom programs across all learning areas. Sporting Schools grants once again enabled specialist coaching clinics in Soccer, Volleyball, Softball, Athletics, and Tennis. A new partnership with a regional sports academy allowed students to participate in workshops on performance, nutrition, and resilience training.

Curriculum-based excursions supported hands-on learning in Science, Humanities, Economics, Health & PE, Art, and Food Technology, giving students opportunities to make real-world connections to their studies.

The year also saw the continuation of MAP learning conversations, supported by consistent staff review of MAP and NAPLAN achievement data. These conversations helped students refine academic goals, reflect on progress, and build confidence in their learning pathways. Many students demonstrated remarkable resilience throughout the year, embracing challenges with maturity and reflecting positively on their growth.

Bairnsdale Campus Report—continued

Staff Changes & Contributions

2025 also marked significant transitions in staffing. Several long-serving staff members embarked on new professional journeys or entered retirement, while new educators joined the Bairnsdale team, bringing fresh ideas, diverse experiences, and strong commitment to student learning. The collaborative culture across teams ensured smooth transitions, with new staff fully integrated into Campus programs and student support systems.

Throughout the year, staff continued to contribute extraordinary time and expertise to ensure the effective running of the Campus. Their dedication—alongside the support of parents, carers, and community helpers—remained essential to every initiative, event, and learning opportunity offered.

Campus Priorities & Strategic Progress

The Campus set four overarching priorities for 2025:

- Strengthening data-informed teaching to promote student academic growth.
- Embedding wellbeing practices that support resilience and strong campus culture.
- Enhancing communication with families and community stakeholders.
- Deepening the implementation of the Learning to Learn Framework.

Significant progress was made in each area.

Data-Informed Practice

Staff continued to engage in collaborative data review using MAP, NAPLAN, and classroom assessments.

Students requiring additional support were provided with teacher and Student Support Officer assistance, while high-achieving students accessed targeted extension through new enrichment pathways.

Wellbeing & Culture

Feedback from the 2024 OSG Global Survey informed several wellbeing initiatives introduced in 2025. All students participated in OSG Aware workshops, and the SLT expanded the Tri-Weekly Award Program, celebrating

those who

consistently demonstrated dedication, positive peer interactions, and commitment to Campus values.

The ongoing focus on the Personas initiative provided a common language for students, staff, parents, and the Campus leadership team, strengthening clarity and consistency across the school community.

Learning to Learn Framework

A continued emphasis on effective use of terminology during lessons, tutorials, and study periods reinforced the Learning to Learn Framework across the Campus. The SLT supported this by helping redesign learning spaces to promote purposeful study, collaboration, and independence.

Looking Ahead

The achievements of 2025 have laid strong foundations for the years ahead. While some outcomes of the Campus priorities will continue to develop over time, the initiatives introduced this year—along with the commitment of students, staff, and families—ensure a positive trajectory for academic excellence, personal growth, and community connection at the Bairnsdale Campus.



Brett Maxwell – Bairnsdale Campus Principal

Bendigo Campus Report

The Bendigo Campus experienced a highly successful and memorable year in 2025, marked by significant developments in facilities, outstanding academic achievement, rich extracurricular opportunities, and strong community engagement.

A major highlight of the year was the completion of the Campus Modernisation Program (CMP). This transformational project delivered a new Senior Learning Centre, a Science and Art Wing, and an impressive new playground and recreation field. These spaces have already made a visible impact on student engagement, with high levels of use during both recess and lunchtime, enhancing learning, wellbeing, and social interaction across the campus.

Bendigo Campus proudly hosted the Cluster Athletics Day at La Birpa Athletics Track. Despite early rain, the event was a resounding success and provided a wonderful opportunity for students from Bendigo, Nathalia, and Swan Hill to come together in a spirit of sportsmanship and community.

Students and staff alike benefited from the generous Legacy gifts of a table tennis table and foosball table. These have been enthusiastically embraced, with table tennis proving especially popular and contributing positively to student connection and wellbeing during breaks.

Academic excellence remained a defining feature of the campus in 2025. Bendigo achieved the outstanding distinction of being ranked Number 1 in Australia for MAP Growth and Achievement, reflecting the dedication of students and staff to high-quality, personalised learning. Staff achievements were also recognised, with Ms Johnston receiving the highest number of Kudos across OneSchool Global Australia for October—a testament to her exceptional contribution and commitment.

Student voice and creativity were celebrated through Vibe 25, our vibrant talent show extravaganza, which showcased the diversity of talents within the student body and created an unforgettable shared experience with the Hamilton Campus.

Learning beyond the classroom was a

strong focus throughout the year. Year 10 students participated in a memorable Geography excursion to Eastern Beach in Geelong, while secondary students engaged in a wide range of off-campus sporting activities, including squash, tennis, baseball, and rugby at various Bendigo venues. Primary students also thoroughly enjoyed their swimming program, building confidence and essential life skills.

A standout academic highlight occurred late in the year when Year 7 students represented Bendigo Campus in a national French competition. Competing against schools from across Australia, including a strong team from Perth, our students demonstrated exceptional knowledge and determination to emerge victorious. Special recognition goes to Banjo Napier, who answered the highest number of questions across all participating campuses. This achievement is a source of great pride for the entire school community.

We extend our sincere thanks to the entire community for their support throughout 2025, especially our dedicated Board members and Campus Administrator, whose ongoing commitment continues to drive our campus toward excellence.



Overall, 2025 was a year of growth, achievement, and celebration for the Bendigo Campus. The campus community can be incredibly proud of what has been accomplished, as we continue to build strong foundations for future success.

Bendigo Campus Principal - Mr Chris Sanders

Berwick Campus Report

2025 has been another year of strong progress at Berwick.

The campus has steadily progressed, as measured by OSGs Campus Quality Rubric, and, at the end of 2025 sits in the top 5 campuses in the country. While pleased with progress, we will continue to seek to improve in all areas. During 2025, the dedication and resilience shown by our staff, students, and the broader community have been commendable as they navigated and embraced change.

The deeper application of the Learning to Learn framework has begun to bear fruit at Berwick. Right from Year 3 to Year 12 the students have a strong understanding of what is required to be their best as a learner in One School. While there are a number of individual highlights, the increased use of individual study plans and the openness to booking Tutorials has seen a richer academic culture develop on campus across the year.

Notable student achievements at the end of 2025 included;

4th highest VCE ATAR score for the Sub-Region;
Kirby Grace

40+ VCE results;

- in Visual Communication & Design; Amelia King
- VET Business; Jemillah Way, Romney King, George Williams, Jairus Grace, Corrie Beer, Ferne McAlpin

Top VCE score for the subject in Sub-Region;

- Visual Communication & Design: Amelia King,
- Product Design & Technology: Calder McAlpin & Sebastian Sangster
- Maths Methods: Kirby Grace

Top Student in the Region Awards 2025;

- Year 8 English, Science, Arts, Languages – Summer Grace
- Year 10 English, Mathematics, Arts – Vivian Grace
- Year 10 Science – Jaide Sangster
- Year 11 Food Studies – Romney

King

- Year 11 Foundation Maths – Dante Earl
- Year 11 Legal Studies – George Williams
- Year 11 Product Design & Technology – Weston Voss
- Year 12 Product Design & Technology – Calder McAlpin
- Year 12 Visual Communication & Design – Amelia King
- Year 12 Accounting – Kirby Grace

ADF Long Tan Awards:

- Year 12: Morrison Williams Year 10: Jaide Sangster

Our Campus Board continued to provide excellent support. Campus Administrators for 2025 Simon Garrett and Roy Greenfield worked tirelessly to support the students and staff. At the end of 2025 Simon completed his tenure as Lead-CA is to be thanked for his passion, commitment and desire for improvement. Roy steps into the Lead CA role for 2026 with support from the in-coming Jeremy Parker.

One feature of the Board's work in 2025 was the Campus Modernization Program at Berwick and the upgrade of the Administration Building. While staff were squashed into a Studio for 6 months, moving into the renovation Admin Building in Semester 2 brought a fresh sense of professionalism and sets the Campus for on-going success.

Staff change was a regular part of 2025 as we continued to source and build a full, high performing team. Arrivals in 2025 included Aparna Arora, Nicola Bailey, Danielle Mentor, Rosemary Russo, Maddison Sheridan, and Rhonda Shamoail. Departing staff include Luoyi Zhang, Ellie Doncovio, Mark Harrington, Katie North and Stacy Best. We also farewelled 3 staff onto maternity leave at the end of 2025, or very early in 2026, and we wish them well with the new additions to their families: Maddison Sheridan, Bree Whitworth and Jess Allison

As we look ahead, we do so with confidence in the values that continue to define our School. While the world around us evolves, our commitment to delivering an exceptional education remains constant. Our students, in turn, continue to seize the opportunities before them—growing as learners, developing character, and preparing to meet life’s challenges with resilience and purpose. Their progress reflects the strength of our community and reaffirms our shared belief in the transformative power of education.

Peter Shepard
Campus Principal 2025



Hamilton Campus Report

2025 has been an outstanding year for Hamilton Campus. In Term 1, Gretchen Urquhart was part of the winning team in the global Perfect Pitch competition, and in Term 4, our campus claimed victory in the Regional Mannequin Challenge. Beyond these achievements, we exceeded targets on key OSG metrics, including Staff & CP personas and Campus Quality. Congratulations to our students, staff, board, and parents on a truly successful year at Hamilton Campus.

The Class of 2025: Curtis Gooden, Murray LeSouef, Gina Richardson, Zoe Urquhart, and Gretchen Urquhart have been exceptional role models and have left a legacy through their positive impact on campus culture. We wish them every success in their future endeavours. One of the key reasons Hamilton continues to thrive is the incredible support from parents and volunteers. Whether running the canteen, driving buses, supporting campus programs such as CCS, or contributing in countless unseen ways. Their efforts make a real difference and are greatly appreciated.

Our Student Leadership Team members, Gretchen Urquhart and Murray Earl, have led admirably this year, championing a renewed focus on the Learning to Learn Framework. Rikkia Butcher, Zari Earl, Ricardo Smith, and Tameka McWhirter have been elected as the 2026 SLT and are already making strides with a five-point plan to raise our Campus Quality Rubric score. Once again, Hamilton Campus staff have demonstrated excellence in delivering high-quality education through the Learning to Learn Framework. Mrs Laura Carter joined the Primary teaching team in May. We also said farewell Mr. Warrick Bottrall, and Miss Emma McCallum. Both have made significant contributions, and we wish them all the best.

Our campus board has continued to pursue excellence. A special thank you to Board Chair Terry McWhirter, who has just completed 20 years with OSG—his leadership and passion have been invaluable. Thanks also to Dwayne Earl, Rhys Young, Ben Cox, and David

Henderson for their ongoing support, and to Jason Thomas, whose work as Lead CA has been instrumental in our success, particularly his enthusiasm for learning support.

In the OSG Accelerate course, students learn about Synergy—Habit 6 of the 7 Habits of Highly Effective Teens. Synergy reminds us that true effectiveness comes from staying positive, recognizing our own strengths and limitations, and respecting the strengths... and limitations of others. Reflecting on Hamilton Campus's achievements in 2025, synergy is the word that best describes our journey. Every stakeholder has contributed to our success and can be proud of what has been accomplished together.



Nigel O'Reilley—Campus Principal
Hamilton

Melton Campus Report

It is a privilege to reflect on a year of sustained achievement and growth at the OneSchool Melton Campus. As always, the heartbeat of our school is found in the daily experiences of our students, the commitment of our staff, and the support of our families, and 2025 was no exception.

Throughout the year, the school adopted the 2025 theme “Better Together” to reinforce the importance of collective responsibility in achieving student-centred outcomes and advancing the priorities outlined in the Melton Campus’s Strategic Plan. The theme emphasised that educating the whole child requires alignment across all levels of the organisation, including leadership, teaching teams, support staff, students, and families. By strengthening collaboration and ensuring greater coherence in practice, key initiatives progressed with consistency and collective accountability. “Better Together” served as a unifying message that supported improved communication, stronger relationships, and a more coordinated approach to school improvement. This commitment was visually demonstrated through a whole campus photograph that brought together students, staff, the Melton Board, and leadership, symbolising shared purpose and partnership.

ACADEMIC ACHIEVEMENT

We continue to strengthen academic performance by valuing growth and progress for every student, recognising diverse learning pathways. Through this focus, we support students to build confidence, capability, and the skills needed to contribute positively to their community.

Melton campus is performing strongly, with student achievement well above national norms and continuing to improve over time. Nearly four in ten students are achieving in the top national quartile, while fewer than one in ten are in the lowest quartile, indicating a positive and relatively equitable achievement profile. Of particular note was Melton Campus student performance in the National Geography Competition, where three students achieved High Distinction, eight achieved Distinction, and three received Credits, reflecting strong achievement against national benchmarks.

Overall academic growth remains

positive, though a slight softening in Semester two coincided with the regionalisation of the examination process. This has identified a need to strengthen targeted learning acceleration ahead of examinations, especially for middle and higher-performing students during the next examination preparation period.

VCE RESULTS

Melton Campus achieved strong VCE outcomes last year, demonstrating both top-end excellence and depth of achievement. Of particular note, Isla Champion received a Perfect Study Score of 50, earning recognition through the Victorian Premier’s Awards, a significant state level distinction. Melton students also performed strongly across high scoring subjects, with Sienna Phillips achieving scores of 90 in both Accounting and Economics, and Twyla Smith achieving an 86 in Legal Studies. High ATAR outcomes further highlighted the campus’s success, with Sienna Phillips achieving an ATAR of 97.55 and Twyla Smith an ATAR of 94.75, placing Melton students competitively among OneSchool Global AU campuses. These results reflect a strong academic culture and effective support for high achievement at the campus level.

NAPLAN RESULTS

Overall NAPLAN results show a varied performance profile across the school, with notable strengths in Year 5 where strong growth is evident across all domains, particularly in Writing and Spelling, highlighting effective curriculum delivery and instructional practice at this level. Opportunities for further improvement are most apparent in Year 9 Grammar, where a performance gap suggests the need for more targeted support. Results in Year 3 indicate that strengthening early literacy and numeracy foundations will be important to ensure students are wellpositioned for continued growth in later years.



MAP RESULTS

Melton campus continues to demonstrate strong academic performance, with a median MAP achievement percentile of 68, positioning students well above national norms. Achievement has improved over time, with a 2% increase in the median percentile, reflecting positive overall progress. The distribution of achievement is particularly strong, with 37.98% of students performing in the top quartile nationally and only 8.19% in the bottom quartile, indicating low levels of academic risk. Growth outcomes are satisfactory, with 58.26% of students meeting or exceeding their expected growth targets. While results confirm a high-achieving and relatively equitable profile, the data suggests a strategic opportunity for 2026 to strengthen growth outcomes further, particularly through targeted extension for middle and high-performing students to sustain improvement and avoid performance plateauing.

LEARNING SUPPORT

A strong focus at Melton Campus this year has been the strengthening of student support through targeted initiatives, including the introduction of a new intervention program focused on supporting students with Dyslexia, the installation of Phonak Roger technology in primary classrooms to support students with hearing impairment. The introduction of a Learning Support Teacher and a Learning Support Lead has strengthened the campus' capacity to support diverse learners, with both roles contributing to improved staff capability and more targeted, effective student support. Central to this work is the campus strategic focus on lifting the middle band of student achievement, recognising that improving outcomes for this cohort statistically drives overall academic achievement while continuing to support students performing below and above expected levels.

Further priorities included improving the quality of Individual Education Plans (IEPs), increasing student support meetings with parents and expanding pathway planning for students with disabilities. A targeted lunchtime program was established to support the development of social skills for our neurodiverse learners, providing a structured and inclusive environment that fosters positive peer interactions and

builds student confidence. By recognising diverse learning needs and maintaining a diverse pathway focus, the campus has proactively explored post-school options this year through teacher and CP visits to community workplaces. These visits have strengthened partnerships between the school and community businesses, providing valuable workplace exposure for students and staff. This engagement supports students in developing the skills required to be life-ready and ensures staff have a deeper understanding of the business environment's students will transition into beyond school.

2025 STUDENT LEADERSHIP TEAM

In 2025, the Student Leadership Team (SLT) at Melton Campus adopted a renewed focus on strengthening student academic culture, learning outcomes, and a further understanding of the Learning to Learn framework. This included an increased emphasis on student wellbeing and bullying prevention, highlighted by a whole school No-Way Bullying initiative captured in a campus-wide drone photograph. The SLT initiated student led fortnightly campus assemblies using feedback data to showcase academic progress, tutorial bookings, wellbeing initiatives, and positive behaviour, while also collaborating with staff to promote effective study habits and goal setting. Statewide, there was purposeful collaboration across Victorian campuses who collectively raised \$79,000 for the Royal Children's Hospital, reflecting strong collective leadership and social responsibility.



CAMPUS STAFFING

In the context of an ongoing teacher shortage impacting schools nationally, the Melton campus has prioritised the retention, retraining, and upskilling of high-performing staff to sustain continuity, stability, and ongoing improvement. Recognising the critical role workforce development plays in this demographic, a deliberate emphasis has been placed on building internal capacity rather than relying solely on recruitment. Staffing decisions continue to be guided by capability, alignment with school priorities, and impact on student learning, supported by a strengthened staff persona appraisal process with a clear emphasis on goal setting, professional growth, and peer observation. Staffing changes in 2025 included the resignation of long-serving administration team members Miss Eloise Crick and Mrs Laura Hewish, whose dedicated service to OneSchool is sincerely acknowledged and appreciated. In response to workforce pressures, Mrs Sophie Vaillante and Mr Cain Siddon undertook retraining in Mathematics to address subject-specific shortages. Mrs Margo Ferguson further enhanced campus capability by completing her TAE qualification in VET Workplace Assessment and Training and, in her role within the Campus Student Support realm, undertook additional training to deliver a new OneSchool VCE subject, Certificate I and II in VET Life Skills. The Melton Campus partnership with Victoria University has continued to support workforce sustainability, leading to the employment of Joshua Key following his undergraduate primary placement at Melton; notably, he is among the small number of male primary teachers graduating across Victorian Universities in 2025. Mrs Ria Sluice has been selected for PhD studies and has commendably chosen to focus her graduate research on the Learning to Learn framework. The campus also welcomed Jack Brunner as a Campus Student Support Assistant, noting his unique contribution as one of the few male learning support staff members within OneSchool and the broader regional context. Effective onboarding and consistency of practice continue to be strengthened through the leadership of Mrs Mel Bailey, who has provided mentoring support across multiple campuses to assist the induction and development of new staff at and beyond the Melton campus.

ATTENDANCE

A targeted focus on attendance at Melton resulted in a substantial improvement, with rates increasing from an average 79.59% in 2024 to 93.57% in 2025. This improvement was supported by strengthened attendance monitoring, improved follow-up with families, and the introduction of parent progress meetings for students with persistent low attendance. Research consistently shows that students who attend school regularly achieve stronger academic outcomes, while even small amounts of missed learning accumulate into significant achievement gaps over time. Continued partnership with parents has been essential, with regular student attendance remaining a shared priority to sustain academic progress and positive long-term outcomes for students.

GOVERNANCE AND LEADERSHIP

The continued success of the Melton Campus is underpinned by the strong dedication of staff and the invaluable voluntary support provided by the Board and Executive Leadership, whose governance and strategic guidance are sincerely acknowledged and appreciated. A deliberate focus has been placed on building leadership capacity and executive skill development, with a clear intent to identify and nurture emerging talent. This has included targeted leadership development for Deputy Campus Principal Mr Nat Kelly, Assistant Campus Principal Mr Nathan Bricknell, and Primary Lead Miss Nga Hugh, strengthening succession planning and leadership sustainability. The campus also acknowledges the service of outgoing Campus Administrator Mr Dean Cook and recognises the ongoing leadership and operational support provided by current Campus Administrators Mr Mark Chirnside and Mr Tim Millott. Developing the next generation of leaders, both staff and students, remains paramount to achieving strong educational outcomes and ensuring the continued growth and success of the campus and school.



CAMPUS FACILITIES

A campus-wide focus was placed on refreshing the Primary Learning Centre at the start of the year, to better align with the Learning to Learn framework and reflect the structured focus zones evident in secondary settings. As a result, students returned from the summer break to new furniture, a new layout and clearly defined learning zones designed to enhance engagement, support self-regulation, and improve learning focus. The campus has maintained a strong focus on preparing for the impending CMP building project, with careful planning undertaken to minimise disruption to learning and day-to-day operations. Alongside this work, there has been growing excitement across the campus community regarding the planned extensions and improvements. The campus building program will deliver an additional 400 sqm of primary learning space, including new studios and flexible learning areas, along with a further 500 sqm across two levels in secondary to expand the Senior Learning Centre and enhance technology facilities aligned with updated curriculum offerings. The program also includes significant improvements to outdoor environments, with an enlarged primary play area and the addition of a secondary oval featuring a perimeter walking track. The recent renovation of the campus and former Campus and Co Supermarket area into two fully functioning studios will enhance teaching and learning spaces and provide flexible space during the CMP building phase. The introduction of four new sound booths in the Senior Learning Centre has further enhanced student focus and engagement by providing quiet, dedicated spaces for Zoom classes and independent work for both students and staff. In response to the addition of an extra Year 3 class planned for 2026, as campus student numbers grown, the campus PDT room has been renovated into a new primary learning area capable of accommodating two classes. This proactive approach has strengthened learning continuity and mitigated potential disruption associated with the upcoming CMP building works planned for September 2026.

MAKING EXTERNAL CONNECTIONS

The campus continued to strengthen educational connections beyond OneSchool Global Melton, through purposeful engagement with key sector

and educational stakeholders. The CEO of Independent Schools Victoria, Racheal Holthouse, toured the campus and commended the strength of the Learning-to-Learn framework and the micro-credentialing potential of OSG Accelerate as a standout innovation supporting senior students. This external validation was complemented by further professional visits from Westbourne Grammar School and delegates from Swinburne University and Victoria University. These engagements have strengthened OneSchool's reputation as providing innovative learning environments, with external validation affirming the quality of practice, educational forward thinking, and strategic focus.

Independent Schools Victoria CEO Rachel Holthouse visits the Melton Campus



CQR AND CAMPUS PERFORMANCE INDICATORS

Melton Campus demonstrated measurable improvement in CQR performance between Round 1 and Round 2, with scores increasing from 4.25 to 4.88. This represents a positive improvement of 0.63 points, lifting the campus above the AU campus average of 4.25. The upward movement reflects strengthening practice and increased consistency and positions the campus well for continued improvement in subsequent rounds.

The CCR Cycle 2 results for Melton Campus reflect strong overall performance, with the majority of indicators rated at 5 or 6 out of a possible 6, demonstrating well-embedded practice across leadership, governance, student support, digital learning, and learning environments. These results highlight consistent alignment with the Learning to Learn framework, positive student dispositions, and effective campus-wide systems and structures. Several areas, including student discipline, child protection, and CGR risk management, are functioning effectively but present opportunities for further refinement and consistency. Priority improvement areas have been clearly identified in feedback and performance appraisal processes and facilities, providing a focused direction for the next phase of improvement. Overall, the results indicate a campus with strong foundations, clear strengths, and a targeted improvement agenda to continue progressing student and organisational outcomes.

improvement, OneSchool Global Melton Campus remains focused on supporting students to grow academically and develop the skills, values, and character needed to thrive as compassionate, ethical contributors in an ever changing and evolving world.



Leanne Little
Campus Principal
OneSchool Global Melton Campus

Our progress at Melton Campus is guided by the Campus's Strategic Plan, which is anchored in three OneSchool Global key pillars: Learning to Learn, developing high-performing teams, and effective ways of working. Looking ahead, the campus will maintain a deliberate focus on identifying and closing gaps in learning, engagement, and access to ensure all students continue to progress from their individual starting points. Building on the strong foundations established in student support, attendance improvement, staff capability, and community partnerships, the Melton campus is well positioned to use evidence informed practice and targeted interventions to move further forward. Through collaboration, accountability, and continuous

Nathalia Campus Report

2025 was a year of strong growth, achievement, and renewal for Nathalia Campus. With new leadership, outstanding student success, and significant infrastructure development, the campus has continued to strengthen its reputation for excellence in education and community engagement.

Staffing

The campus welcomed Lincoln Barrett as the new Campus Principal in 2025, providing clear direction, routine and process and strong leadership for the school community. He joined the existing staff of Nathalia, as did Louise Johns (student support, then Executive Assistant to the Regional Principal)



Peter Farrell (teacher)
Ebony James (student support)
The Nathalia team worked collaboratively to maintain high standards of teaching and learning while fostering a supportive environment for all students.

Student Performance and Achievement

Student achievement at Nathalia Campus in 2025 was exceptional, highlighted by several recognitions: Kalarni Phillips was awarded OSG Dux of Victoria, an outstanding accomplishment reflecting academic excellence at the highest level.

Multiple students received Recognition of Excellence Awards, with several recognised at both state and national levels for their academic performance. Nathalia Campus was ranked 3rd in Australia in the Campus Quality Rubric Review, a significant achievement that reflects the strength of teaching practices, student outcomes, and overall campus quality.

These results demonstrate the campus's commitment to high expectations and continuous improvement.

Campus Modernisation Program (CMP)

2025 marked major progress in the Campus Modernisation Program, enhancing facilities for both students and staff:

Construction of a new gymnasium, providing expanded opportunities for physical education, sport, and whole-school events.



Extension of the Learning Centre, creating modern, flexible learning spaces designed to support student needs. These developments will have a lasting impact on student engagement, wellbeing, and learning outcomes

Student Leadership Team (SLT)

The Student Leadership Team played an important role in shaping campus culture and student voice throughout the year. Their contributions included:

Organising and leading Activity Days, promoting engagement, teamwork, and school spirit.

Coordinating the Royal Children's Hospital (RCH) fundraiser, demonstrating a strong commitment to making a positive difference beyond the campus. Nathalia Campus has had an outstanding year in 2025, defined by strong leadership, exceptional student achievement, and meaningful campus improvements.

Darren Burn
Acting Nathalia Campus Principal
OneSchool Global Nathalia Campus

Swan Hill Campus Report

In 2025, OneSchool Global Swan Hill Campus operated as a small, connected learning community serving 43 students supported by 10 staff. This scale enabled a highly personalised approach to learning, strong pastoral care, and close alignment between teaching practices, student needs, and campus priorities. The campus continued to embed the OneSchool Global educational model, emphasising clarity of expectations, consistency of practice, and a culture of high support aligned with high expectations.

Strategic Direction

Throughout 2025, the Swan Hill Campus focused on strengthening the core conditions for student success. Strategic priorities emphasised:

- A positive, safe, and orderly learning culture
- Consistent implementation of Learning to Learn (L2L) practices
- Improved academic clarity and consistency
- Strong governance, compliance, and quality assurance

These priorities guided campus planning and decision-making and provided a clear focus for continuous improvement.

Teaching and learning practices across the campus were characterised by:

- Explicit instruction aligned to the OneSchool Global curriculum framework
- Intentional use of digital platforms to support continuity, structure, and engagement
- Differentiated learning to meet a diverse range of student needs
- Clear routines that supported organisation, independence, and accountability

Middle-years cohorts demonstrated particularly strong engagement and progress, reflecting the effectiveness of consistent expectations and structured learning environments.

The Swan Hill Campus benefited from a cohesive and experienced staff team who worked collaboratively throughout 2025 to support student learning and wellbeing. Staff demonstrated strong professional commitment, adaptability, and shared responsibility for student outcomes. This was challenging at times with difficulty

finding quality staffing from the local area.

Key strengths evident during the year included:

- A high level of collegiality and teamwork
- Strong alignment with OneSchool Global expectations and practices
- Consistent dedication to student support and engagement
- Willingness to reflect on practice and contribute to continuous improvement with staff from other campuses also.

The collective experience and commitment of staff were central to maintaining stability, consistency, and a positive learning environment across the campus.

Student Achievement – Senior Secondary Pathway Strengths

- A balanced approach to senior pathways was maintained, with ATAR and non-ATAR options supporting diverse post-school aspirations.
- Applied and vocational pathways demonstrated strong outcomes, highlighting effective alignment between student strengths and pathway selection.

Achievement Insights

- Examination performance compared favourably with coursework outcomes, indicating students are able to demonstrate learning under structured conditions.
- Study score distributions included several strong median and upper-range performances across subjects, consistent with expected benchmarks.

These outcomes reinforce the importance of sustained routines, explicit assessment expectations, and continued focus on independent learning skills in the senior years.

Academic Progress and Growth

GPA and Cohort Trends

- Primary cohorts demonstrated consistency and stability, indicating strong foundations in core skills.

Swan Hill Campus Report continued

- Secondary cohorts showed greater variation, typical of small-cohort settings, with middle-years performance emerging as a relative strength.
- Targeted support structures contributed to positive progress for a number of students across the year.

Growth Measures

- Over half of students achieved expected growth on MAP assessments, aligning with national expectations.
- Improvements were evident across reading, language usage, and mathematics, with many students moving into higher achievement bands.

These results indicate the campus is supporting measurable academic growth, with opportunities to further consolidate gains over time.

Literacy and Numeracy (NAPLAN)

NAPLAN results reflected a mixed but encouraging picture:

- Several cohorts performed at or above national and state averages in key learning areas.
- Literacy strengths were evident in grammar and punctuation, with solid achievement in reading in selected year levels.
- Variability across cohorts highlighted the importance of targeted intervention at key transition points.

Overall, the data supports continued emphasis on foundational literacy and numeracy, building on existing strengths.

Student Engagement and Learning Dispositions

Student surveys and learning persona data indicated:

- A generally positive sense of belonging and engagement with campus life
- Strong personal qualities such as cooperation and respect
- Growing capacity for self-management and learning independence

Learning to Learn (L2L) structures provided a strong platform for students to develop organisational and study skills,

with consistent implementation supporting improved engagement and readiness to learn.

The Student Leadership Team played a valuable role in strengthening campus culture throughout 2025. Through active participation in campus activities and modelling positive behaviours, student leaders contributed to a growing sense of pride, responsibility, and belonging across the campus.

Leadership initiatives supported:

- Greater student ownership of the learning environment
- Visible promotion of positive values and respectful conduct
- Enhanced student voice in campus life and events

These contributions enriched the overall student experience and reinforced a culture where students are encouraged to take responsibility for themselves and their community.

Learning Programs and Enrichment

- High levels of participation in OSG Accelerate reflected strong commitment to extended learning and capability development.
- Collaborative learning spaces supported peer interaction, independence, and responsibility.
- Real-world learning connections and local partnerships enriched student experience and engagement.

These programs contributed positively to the overall learning culture of the campus.

Wellbeing and Pastoral Care

The small campus environment enabled:

- Strong relationships between students and staff
- Early identification and support for wellbeing needs
- A calm, respectful learning environment
- Celebration of achievements and finding individual strengths and pathways

Student wellbeing was embedded into daily practice and supported the campus's focus on engagement, attendance, and learning readiness.

Quality Assurance and Governance

The campus demonstrated strong performance against Campus Quality Rubrics (CQR):

Swan Hill Campus Report continued

- End-of-year results exceeded target benchmarks
- Strengths were evident in governance, safety, compliance, and learning environments
- Systems and processes supported consistency, accountability, and continuous improvement

This reflects a mature and well-embedded operational framework.

Governance and oversight remained a clear strength in 2025. The campus benefited from the active participation and support of the School Board and Campus Administrator, who worked closely with campus leadership to ensure strong accountability, compliance, and strategic alignment.

Key governance strengths included:

- Regular engagement with campus performance and priorities
- Strong oversight of policy, safety, and operational requirements
- Supportive challenge that strengthened decision-making and direction

This collaborative governance approach contributed positively to campus stability and sustained improvement.

Community Engagement

The campus maintained constructive partnerships with families and the local community through:

- Clear and open communication
- Support for student pathways and transitions
- Engagement with local businesses to enhance work-readiness opportunities



Community trust and collaboration continued to strengthen throughout the year.

The Swan Hill Campus community demonstrated strong pride in the school environment throughout 2025. Learning spaces were well maintained, welcoming, and reflective of the campus's orderly and respectful culture.

Pride in the campus environs and sporting program supported:

- Positive student attitudes toward learning
- A calm and purposeful atmosphere across the school day
- A strong sense of shared responsibility among students, staff, and community

The physical environment reinforced expectations for behaviour, care, and respect, contributing meaningfully to student engagement and wellbeing.

Looking Forward

Building on the strong foundations established in 2025, being 'The Change'—including positive student leadership, dedicated staff collaboration, active governance, and pride in the campus environment—the Swan Hill Campus is well positioned to continue strengthening academic consistency and student outcomes. The campus will leverage its strong culture and collective commitment to further embed high-quality learning practices aligned with OneSchool Global priorities.

- Further strengthening academic consistency across all year levels
- Embedding strong study routines and self-regulation skills
- Leveraging the positive learning culture to lift achievement outcomes
- Ensuring smooth transitions into senior secondary learning

The campus is well positioned to continue improving outcomes while maintaining a supportive, personalised learning environment aligned to OneSchool Global principles.

Gabriele Hogg
Campus Principal
OneSchool Global Swan Hill Campus

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 **559 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 Frank Vetere
- The RTLs (Regional Team Leaders) of OSG VIC are Mr Gavin Grace & Mr Bill Murray

Regional Principal	Mr Frank Vetere
RTL - VIC	Mr Gavin Grace & Mr Bill Murray
Director of Studies	Mrs Mary Baxter
Primary Coordinator	Mrs Julie Murray
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 2025

OneSchool Global continues to deliver a high-quality curriculum aligned with the Australian Curriculum. Our teaching and learning programs are underpinned by the principle of 'Learning to Learn', our signature pedagogy, with a strong focus on developing the essential skills, dispositions, and mindsets required for lifelong learning.

In 2025, our classrooms continued to embed and refine the Learning to Learn Framework, nurturing students who genuinely embody the ethos of being learners who know how to learn. Building on strong foundations, collaborative practice across Victoria remained a priority, strengthening consistency, shared expertise, and collective efficacy. These connections extended nationally, with ongoing opportunities to contribute to and learn from broader global practices within OneSchool Global. In 2025 we also saw the first complete year of fully aligned National Assignments delivered across AU.

A continued highlight in 2025 was the use of Big Questions to provoke curiosity, deepen understanding, and support cross-curricular learning. Each term was structured around a Big Question with guiding questions designed to challenge thinking, encourage reflection, and promote meaningful dialogue across campuses. This approach supported deep learning, student voice, and authentic connections to real world contexts.

The Assignments where Big Questions featured were:

Term 1

- What makes a successful OSG Learner? (Health & Technology)
- What lies beneath our Feet? (Science)
- How does our knowledge and development of English and Literacy skills support us in our daily lives? (English)
- How can I use the OSG Student Personas to be the best mathematician I can be? (Mathematics)
- What does Paris look like to me? (French)
- How do computers work together to help us solve problems and make our lives easier? (Technology)
- How can my perspective influence my landscape artworks? (Visual Arts)

Term 2

- What does it mean to be significant? (History)
- How can better food choices promote healthy and sustainable lifestyle? (Science & Health)
- What makes each zoo animal special? (French)
- How do digital devices and tools help us learn? (Technology)
- How can we write a graphic narrative to teach a moral? (English)
- How can we use Mathematics to undercover the mysteries of real-world events? (Mathematics)
- How can art show a connection between Indigenous culture, the land, and Australian plants and animals? (Visual Arts)

Term 3

- How can we solve mysteries using Mathematical clues? (Mathematics)
- How do businesses create products that support the wider community? (Humanities, Technology, English, Mathematics)
- What does it truly mean to be free, and why is freedom important for all living things? (English)
- What does my experience at the French market look like? (French)
- What are digital tools and how can they help us plan and share our ideas? How can we use PowerPoint or Excel to help others understand our ideas? (2 mini-Technology Assignments)
- In what ways can you use papier-mâché and recycled materials to build a creative sculpture that reflects a chosen theme or purpose? (Visual Arts)

Term 4

- How do Forces affect our lives on Earth & beyond? (Science)
- What is the purpose of poetry and how can we use literary devices with confidence? (English)
- Is there another way? (Mathematics)
- Creating with code: How do I turn an idea into a program with clear steps? (Technologies)
- What activities do you do during the week? (French)
- Designing a digital Logo & Advertisement (Creative & Media Arts)

Overall, 2025 represents a year of purposeful growth, regional alignment, and innovation. With a strong national focus and continued global collaboration, OneSchool Global Primary remains well positioned to deliver high-impact learning. The commitment of our dedicated staff, the enthusiasm of our students, and the ongoing support of our families continue to shape a vibrant and future focused learning community.

Years 3–6

In 2025, students in Years 3–6 continued to engage enthusiastically in a broad range of learning opportunities, including National Competitions, Victorianbased initiatives, regional incursions, and targeted enrichment activities.

Signature events continued to play an important role in enriching the curriculum. Book Week remained a highlight, featuring the muchloved Book Week Parade, author and illustrator experiences, and a variety of engaging literacy activities. In addition, Science Week and Geography Week were explicitly embedded across the year, providing authentic opportunities for inquiry, experimentation, and the exploration of global and environmental perspectives aligned with the Australian Curriculum.

Students in Years 3–6 continued their learning in French as our Language Other Than English (LOTE). Weekly Zoom lessons with peers across Victoria supported collaboration and language immersion.

Music education became an integral component of the primary curriculum across years 3–6. Choir for Years 3–6, was introduced providing students with opportunities to develop vocal skills, teamwork, confidence, and a shared sense of community through performance and collaboration.

The primary years program remains focused on building the scaffolding required for a seamless transition into the secondary years. Through the development of strong foundational skills and positive learning behaviours, students are supported to reflect deeply on both what they are learning and how they learn. This is achieved through explicit teaching, cooperative learning in small and large groups, and individual study lessons that promote selfdirection and independence.

Key Learning Areas – Years 3–6

The Seven General Capabilities, together with the Three CrossCurriculum Priorities, continue to be embedded across all learning areas to add depth, relevance, and richness to student learning experiences.

Primary education within OneSchool Global Victoria delivers a comprehensive curriculum aligned to the Australian Curriculum (Version 9.0), supporting continuous learning growth for students in Years 3–6. Highquality teaching practice, underpinned by consistency and collaboration, ensures sustained and purposeful teaching and learning.

In 2025, we saw the full implementation of Structured Literacy across OSG AU Primary. Structured Literacy represents excellence in primary education because it is grounded in decades of robust cognitive and educational research on how children learn to read. This approach delivers explicit, systematic instruction in phonology, phonics, morphology, syntax, and semantics, ensuring that no element of reading development is left to chance. Teaching is carefully sequenced, cumulative, and responsive to student data, allowing educators to identify and address learning needs early. By integrating evidence-based practices with clearly defined instructional routines, Structured Literacy supports all learners—including those at risk of reading difficulties—to become confident, accurate, and fluent readers with a strong foundation for lifelong learning.

Australian Curriculum Learning Areas (Years 3–6)

Curriculum delivery in 2025 aligned with the Australian Curriculum across the following learning areas:

- **English:** Focused on the development of literacy skills through Structured Literacy; reading, writing, speaking, listening, and viewing. Book Week provided an authentic and celebratory context for strengthening reading engagement, author studies, and literary appreciation.
- **Mathematics:** Developing students' understanding of number, algebra, measurement, space, statistics, and probability through explicit teaching, problemsolving, and realworld application.
- **Science:** Delivered through inquirybased learning that builds scientific knowledge, skills, and understanding. Science Week provides opportunities for experimentation, investigation, and crosscampus collaboration aligned to the Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour strands.
- **Humanities and Social Sciences (HASS):** Including Geography, History, Civics and Citizenship, and Economics and Business. Geography Week strengthens students' understanding of place, space, environment, and interconnection, supporting inquiry into local, national, and global contexts.
- **The Arts:** Encompassing Music, Visual Arts, Drama, Dance, and Media Arts. Music education is enhanced through performancebased learning, including Choir for Years 3–6, supporting creative expression, collaboration, and confidence.
- **Technologies:** Incorporating Digital Technologies and Design and Technologies, with a focus on problemsolving, computational thinking, creativity, and the responsible use of digital tools.
- **Health and Physical Education (HPE):** Promoting physical activity, wellbeing, personal development, and social skills through structured physical education and health learning experiences.
- **Languages (LOTE – French):** Students continue to develop communication skills and cultural understanding through weekly French lessons delivered collaboratively across Victorian campuses.

Curriculum Development

Curriculum development in Years 3–6 during 2025 remained focused on supporting students to become confident, capable, and independent learners. Teaching and learning were aligned with the Australian Curriculum and delivered through explicit instruction, collaborative learning, individual study, and enriched experiences such as Book Week, Science Week, Geography Week, and Choir. All delivered under the framework of Learning to Learn the OSG signature pedagogy!

These structured and integrated approaches strengthen students' Learning to Learn skills, ensuring they are well prepared for the academic, social, and organisational demands of the secondary years.

2025 Timetable & Time Allocations

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Attendance Registration	Weekly Target Setting	Typing Club	Physical Activity	Physical Activity	Review of Targets
Period 1 50 MINS	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
Period 2 50 MINS	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
RECESS					
Period 3 50 MINS	MATHS	MATHS	MATHS	MATHS	MATHS RICH TASK
Period 4 50 MINS	LANGUAGES (LOTE)	HEALTH (HPE)	HASS	HASS	MATHS RICH TASK
LUNCH					
Period 5 50 MINS	SCIENCE	SCIENCE	STUDY	MUSIC (THE ARTS)	STUDY
Period 6 50 MINS	VISUAL ARTS	STUDY 5/6 (Typing Club 3/4)	PLG	TECHNOLOGIES	PHYSICAL EDUCATION (HPE)

Notional KLA Hours OSG Primary

SUBJECT	OSG AU
English	500 mins per week (10 periods)
Mathematics	300 mins per week (6 periods per week)
HASS/HSIE	100 mins per week (2 periods)
Science & Tech	100 mins per week (2 periods)
The Arts	100 mins per week (2 periods)
Languages	50 mins per week (1 period)
Health & PE	100 - 150 mins per week (2 periods + 30mins Homeroom)
Technologies (Stand-alone)	50 mins per week (1 periods)
Study	2 -3 Periods 100 -150 mins Year 3/4 – 2 Year 5/6 – 3
NOTES	29 Periods Total

Nationally, we are increasingly moving towards a cross-curricular approach. This approach allows learning to be integrated across curriculum areas, providing students with authentic, real-life experiences that meaningfully connect learning areas. While this shift supports flexibility and deeper learning, it remains essential that all curriculum subjects are explicitly incorporated, as they are reportable requirements. Agreed time allocations will be adhered to, ensuring that each subject is provided with sufficient opportunity for effective content delivery, which is echoed in the above timetable and the Notional hours adherence (in the column to the left. Through cross-curricular planning, subjects will benefit from extended and purposeful learning time, allowing for differentiation and ensuring all students can engage deeply and successfully with the curriculum.

Julie Murray, Regional Director of Teaching & Learning Primary AU – April 2026

Secondary Curriculum 2025

OneSchool Global 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.

In 2025, the final restructure of the Regionalisation of curriculum to Year 10 was completed and as a result, students across Australia were able to enjoy the same excellent standard of curriculum development regardless of their geographical location. Regional Heads of Departments were appointed to oversee the development and accurate mapping of the content delivered and ensured consistency in Assessments, delivery and resourcing around the Region. Full alignment in areas such as Curriculum ensured that extra courses were added to the offerings and so in 2025, for the first time in Victoria, students in Years 9 & 10 were able to select electives on offer to suit their areas of interest. The new offerings included:

- Languages (French)
- Art (Visual)
- Technologies (Design)
- Technologies (Food)
- Technologies (Digital)

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 inclusion 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. Engaging a new RTO to deliver the essential VCE VET program in 2025 has enabled students to access a new and engaging platform to continue their studies in VET.

The Learning to Learn (L2L) framework continues to be embedded across our secondary years. Regionally developed Assignments were in use by all teachers across Australia in the key learning areas of English Years 7-10, Mathematics Years 7-10, Science Years 7-10, and Humanities Years 7-10 including Year 9 Commerce.

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 modelling 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. Further to this, students at Years 7-10 have tools such as: IXL, Encyclopaedia Britannica, online educational resources from Jacaranda Plus and Canva to support and enhance engagement with learning and provide support for independent research opportunities.

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 throughout each Semester and results are formally reported to parents using the Mark Book features in both Sentral and on Canvas where teachers can annotate student tasks and provide detailed feedback.

In 2025, formal mid-year written examinations continued from Years 7 through to Year 12. VCE teams moderate and give students feedback specific to an exam situation. A process for moderating student tasks at Years 9/10 English was trialled ready for roll out in 2026.

Diagnostic assessment tools continue to be used to help us better understand our learners. MAP testing conducted three times within an academic year continues to be an integral part of our program. Students are being tested using an online platform (NWEA) 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.

In 2025, IXL was trialed as a means to align alongside MAP data and student RIT scores to create practice type activities for students based entirely on the outcomes of their individualised Growth scores. To date, we are seeing great results and student growth in the fundamentals of Literacy and Numeracy.

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.

In 2025 our students participated 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.

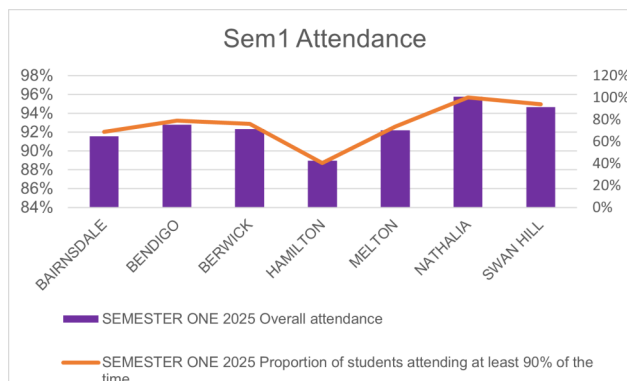
Our improved course template system incorporating a system of 'Blueprints' across all subject areas supported our goal towards a consistent approach in course and content delivery, in assessment and in reporting. This has helped provide a more professional 'look' to our LMS and to cement our goal and vision of truly being one school.

Enhancements to the Zoom platform incorporating use of AI and transcribing capabilities has further enhanced the experiences of our students who undertake courses using Zoom. Newer technologies and improved cameras in student laptops and teaching studios (purpose-built rooms for delivering/learning through VC) continued to support our students, regardless of geographical location to select electives to support their interests from Year 9 through to Year 12 and to have access to specialist teachers who can support them with specialised learning opportunities.

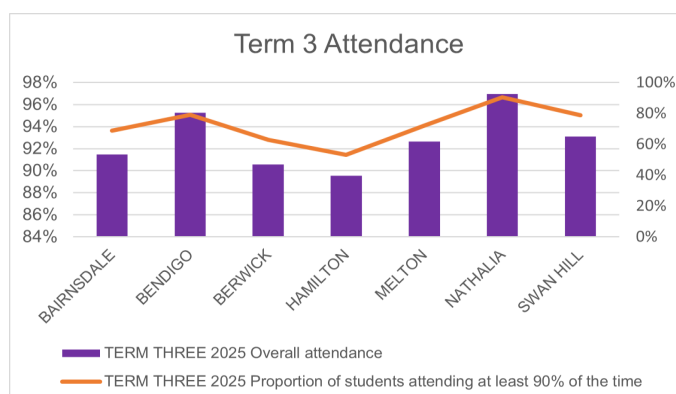
We continue to look for ways to challenge our learners to help support our pedagogy in ensuring they can be lifelong learners and so have the skillset to help them when they need help. In so doing, in 2025, the role of the Homeroom and in return the Homeroom teacher ensured our students had a regular 1:1 point of contact each day and were supported to be accountable for their daily/weekly/monthly planning and Goal Setting by their Homeroom teachers. It became more than just an opportunity to take attendance. It supported teachers and students with pastoral programs and goal setting sessions while providing opportunities for students to engage in cross campus activities. Students continued to book 1:1 Tutorials using an online Booking Platform and Zoom where their teachers were not on Campus.

Student Attendance at School

SEMESTER ONE 2025		
	Overall attendance	Proportion of students attending at least 90% of the time
BAIRNSDALE	91.58%	69%
BENDIGO	92.79%	79%
BERWICK	92.34%	76%
HAMILTON	88.98%	41%
MELTON	92.22%	74%
NATHALIA	95.79%	100%
SWAN HILL	94.67%	94%
Overall Average	93%	



TERM THREE 2025		
	Overall attendance	Proportion of students attending at least 90% of the time
BAIRNSDALE	91.49%	69%
BENDIGO	95.26%	79%
BERWICK	90.57%	63%
HAMILTON	89.56%	53%
MELTON	92.63%	72%
NATHALIA	96.96%	90%
SWAN HILL	93.10%	79%
Average	93%	



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 2025 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 2025, 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 teaches 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.

Further to this, understanding the importance of Differentiation and what that looks like within our context was a key inclusion of the PL on offer. Staff completed a selection of tasks and online course content while feedback was provided by the Global Teacher Academy team (GTA)

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:

- Student Attendance at School 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 Support 2025

As Sub-Regional Director of Student Support across Victoria, I am pleased to present the 2025 Annual Report for Student Support. This year has been characterised by growth, strengthened collaboration, and a continued commitment to inclusive, evidence-informed practice across our campuses.

From early transition planning to the ongoing development of Individual Education Plans (IEPs) and Differentiated Learning Plans (DLPs), our Student Support teams have worked with professionalism and dedication to ensure every student is supported to achieve growth. The collective efforts of teachers, education support staff, and campus leaders have strengthened consistency of practice and deepened our shared understanding of inclusive education. It remains a privilege to lead such committed professionals whose work makes a meaningful difference in the lives of students and their families.

Work Ready Program

The continued development of the Work Ready Program has been a significant focus in 2025. This initiative provides structured preparation for life beyond school, equipping students with practical experience, employability skills, and individualized pathway planning.

A defining strength of the program is its holistic approach. While students develop vocational competencies aligned with their interests and post-school goals, there is also a deliberate emphasis on essential workplace capabilities such as communication, teamwork, problem-solving, initiative, reliability, and adaptability. Throughout the year, I had the opportunity to visit students in their workplaces and meet directly with managers and supervisors. These conversations provided valuable feedback regarding student performance, strengths, and areas for continued development. Workplace visits strengthened partnerships with employers and ensured that the support structures within school align closely with real-world expectations. Feedback has consistently reflected positively on our students' preparedness, attitude, and work ethic — affirming the strength of the program and the support provided by campus teams.

Intervention Framework

Our tiered intervention framework remains central to delivering equitable access to learning. Across Tier 1 (whole-class), Tier 2 (small-group), and Tier 3 (individualised support), campuses continue to implement structured programs in literacy, numeracy, and social-emotional development.

Literacy

Evidence-based programs including MiniLit, MacqLit, Reading Tutor, and Spelling Mastery have been delivered consistently and with fidelity across campuses. These interventions have supported measurable improvements in reading fluency, decoding accuracy, comprehension, and spelling.

Ongoing progress monitoring and targeted adjustments have ensured that instruction remains responsive to individual student need. The dedication of staff in implementing these programs has resulted in encouraging growth for students requiring additional literacy support.

Numeracy

Numeracy intervention continues to be strengthened through both the Math Mastery and Learning Through Doing programs.

The Math Mastery program supports foundational conceptual understanding through explicit instruction, structured practice, and scaffolded skill development. Small-group delivery has been particularly effective in addressing learning gaps and building student confidence.

In addition, the Learning Through Doing mathematics program has provided students with hands-on, experiential learning opportunities. This approach allows students to engage with mathematical concepts through practical application, strengthening understanding through active participation. For many learners, particularly those requiring differentiated support, this practical model has enhanced engagement, retention, and confidence in applying mathematical thinking in real-world contexts.

Social and Emotional Development

The continued implementation of the Zones of Regulation framework has strengthened our whole-school approach to social and emotional learning. Students are supported to identify, understand, and regulate their emotions, enabling improved self-management and readiness for learning. Explicit teaching of emotional vocabulary and regulation strategies has assisted students in navigating challenges both within the classroom and in social settings. Staff have reported improved self-regulation, increased classroom engagement, and greater student capacity to manage interpersonal situations constructively. This structured and consistent approach continues to contribute positively to student wellbeing and overall learning outcomes.

Transition Process: Students Moving from Year 2 into Year 3 at OneSchool Global

In 2025, we strengthened transition processes for students moving from Year 2 in their current primary school settings into Year 3 at OneSchool Global.

This included conducting classroom observations within students' existing learning environments to gain a deeper understanding of their academic profile, engagement patterns, behavioural presentation, and support needs. Observing students within their familiar context provided valuable insights that informed proactive planning. We also liaised closely with allied health professionals — including speech pathologists, occupational therapists, psychologists, and other specialists — to ensure continuity of strategies and alignment of supports. These collaborative discussions enabled comprehensive transition planning, ensuring that adjustments, documentation, staffing considerations, and intervention supports were in place prior to commencement.

This proactive and relational approach reflects our commitment to reducing transition anxiety, strengthening early intervention, and ensuring students begin Year 3 with confidence and stability.

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

The development and review of IEPs and DLPs has remained a collaborative process involving staff, students, and families.

In 2025, we observed increased engagement of both families and students within planning meetings. Student voice has become increasingly central, with learners contributing to goal setting and reflecting on their progress. Families have continued to demonstrate strong partnership with campuses, contributing valuable insight into strengths, aspirations, and support needs.

This collaborative and holistic planning approach ensures that educational plans address not only academic growth, but also social and emotional development. Through shared ownership of learning goals, students are empowered to take pride in their progress and develop increasing independence.

Campus Visits and Cross-Campus Collaboration

Throughout the year, I visited each of the campuses within the sub-region. These visits provided opportunities to strengthen relationships, observe intervention delivery, support problem-solving, and ensure alignment of practices across campuses.

On-the-ground engagement has been instrumental in identifying areas of strength and opportunities for refinement. It has also reinforced the professionalism, adaptability, and commitment demonstrated by staff across Victoria.

Cross-campus collaboration continues to be a defining strength of our region, fostering consistency of approach while allowing responsiveness to individual campus contexts.

Acknowledgement and Reflection

I extend my sincere appreciation to all members of our Student Support teams — teachers, education support staff, and campus leaders — whose commitment, compassion, and expertise underpin the success of our work.

Whether delivering targeted intervention, coordinating adjustments, engaging with families, facilitating transitions, or mentoring colleagues, your dedication directly impacts student growth and wellbeing. Your professionalism ensures that inclusive education is not merely a framework, but a lived reality within our campuses.

2025 has been a year of strengthened systems, refined processes, and deepened collaboration. As we look ahead, we remain committed to enhancing transition pathways, strengthening intervention fidelity, supporting post-school readiness, and continuing to build inclusive environments in which every student is known, supported, and empowered to thrive.

I am confident that together we will continue to advance the quality and impact of Student Support across Victoria.

Caitlin Burman
Sub-Regional Director of Student Support
OneSchool Global VIC

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.

OSGAccelerate

Developed from the insights of over 600 community business owners, the OSGAccelerate became a launchpad for life beyond school. Over two transformative years, students take charge of their own growth in a self-directed program that builds the essential skills every graduate needs to thrive in the real world. In 2025, Year 1 was launched and we partnered with Franklin Covey to develop a course focused on the 7 Habits of Highly Effective Teams. The Program also provides students with essential skills in Microsoft Office, Business Strategy and Financial Life Skills.

OSGAccelerate empowers students to step confidently into their future, equipped with the mindset, skills, and resilience to succeed.

Students in Years 11/12 completed the following modules in the first year of the course:

- Four online, self-directed modules focused on personal leadership and communication: 7 Habits of Highly Effective Teens, Find Your Voice, Inspire Others and Take Charge
- Emphasis on critical thinking, priority setting, and building a culture of trust and effectiveness
- Culminates in Microsoft Office Specialist (MOS) Excel certification

WHS Report



Throughout 2025, it was encouraging to see OSG Victoria campuses taking a proactive approach to work health and safety by consistently reporting hazards, incidents, and injuries. Reported issues were thoroughly investigated to identify root causes and implement measures to prevent recurrence.

The year marked the full rollout of the Workplace Health & Safety Management System, DoneSafe, across all campus locations

Staff were provided with relevant system user training and supporting documentation to ensure they could effectively navigate and use the platform effectively.

Compliance audits for ISO 45001 OH&S Global Standard certification were conducted on site at all campuses throughout 2025. Any resulting action items were communicated to campuses and recorded in DoneSafe for ongoing management and follow-up. Quarterly workplace inspections were completed at each campus (1 per term), alongside a review of the risk register and the active management of high-risk items to ensure appropriate controls were in place.

Most school incidents and injuries reported were low & medium risk rating. The highest percentage of incidents and injuries occurred in the Outdoors, followed by Playground and Gymnasium.

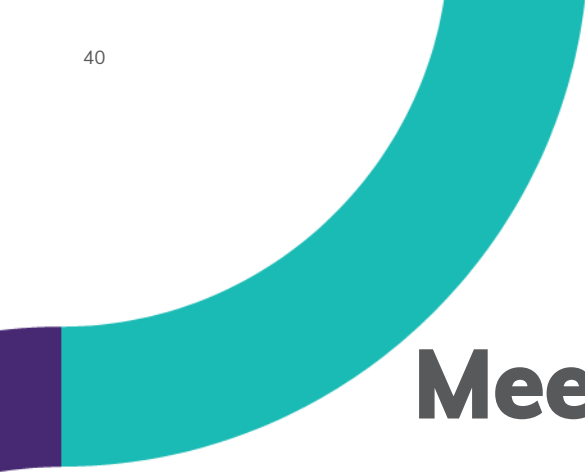
The root cause was determined as human error (accidental). This is a similar trend in previous years and to other campuses outside of Victoria. The Campuses continue to maintain required level of supervision and planning of school activities.

Risk management strategies for Child Safe Standards are embedded within WHS planning processes, ensuring that potential risks to children are identified, assessed, and controlled alongside broader workplace hazards. This integrated approach supports consistent monitoring, reporting, and continuous improvement of child safety measures across all campus operations.

People & Culture delivered staff training on Work Health and Safety modules through Canvas ensuring employees (including casual staff) had accessible, structured learning to support safe work practices. The training supported consistent understanding of WHS responsibilities and compliance requirements across all campuses and covered modules including Psychosocial Hazards, Workplace Mental Health, Workplace Bullying, Discrimination and Harassment, Diversify & inclusions and Drug & Alcohol.

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 minimise disruptions to learning. Emergency drill records are completed during the drills with a focus on continuous improvement of safety.

Melissa Wright
School Administration Manager



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 2025 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 2025 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 2025 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.

Financial Summary



Consolidated school income:

1. Commonwealth & State Grants	36%
2. School Fees & Private Income	44%
3. Commonwealth Capital Grants	0%
4. Private Capital Income	19%

100%

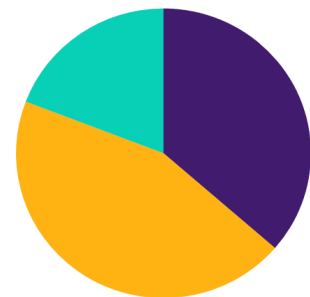
Consolidated school expenditure:

1. Teaching & Administration Expenses	11%
2. Buildings & Grounds	4%
3. Depreciation & Other Expenses	7%
4. Capital Expenditure	36%

5. Salary Related Expenses	42%
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100%

Data



- 1. Commonwealth & State Grants
- 2. School Fees & Private Income
- 3. Commonwealth Capital Grants
- 4. Private Capital Income

Data



- 1. Teaching & Administration Expenses
- 2. Buildings & Grounds
- 3. Depreciation & Other Expenses
- 4. Capital Expenditure
- 5. Salary Related Expenses

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

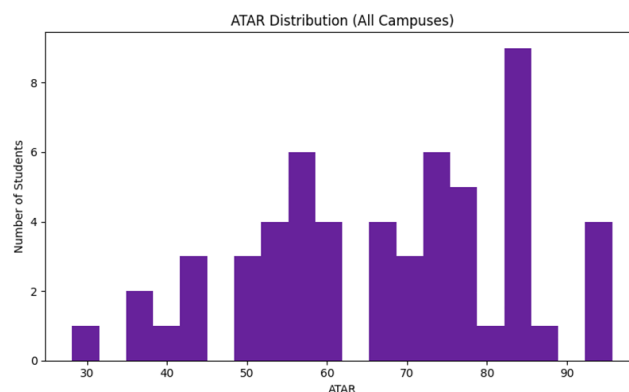
Overview

The 2025 VCE and GAT results indicate strong overall performance across all campuses, with outcomes sitting close to agreed improvement targets. Median ATAR and median study scores are narrowly below benchmark, positioning the school well for targeted refinement. This report analyses whole-cohort performance, subject-level outcomes, individual achievement, and priority areas for improvement.

Overall Student Performance

Overall performance across all campuses reflects a stable academic profile.

The median ATAR for the cohort was 70.40, slightly below the target of 73, while the median study score was 30.39, just below the benchmark of 33. The distribution of results indicates a strong middle cohort and clear evidence of high-end achievement. Small shifts in outcomes for students clustered just below key performance thresholds have the potential to deliver meaningful improvement in median results, as targeted interventions for this group can lift a significant proportion of students into higher performance bands and positively influence overall cohort measures. Overall performance is strong, with the greatest opportunity for growth lying in lifting outcomes for students in the middle performance band.



Individual Achievement – Top 10 ATAR

Several students achieved outstanding individual outcomes, including very high ATARs and study scores of 40 or above. These results reflect sustained effort by students and effective teaching and learning practices across campuses. High individual achievement continues to provide a strong benchmark for future cohorts.

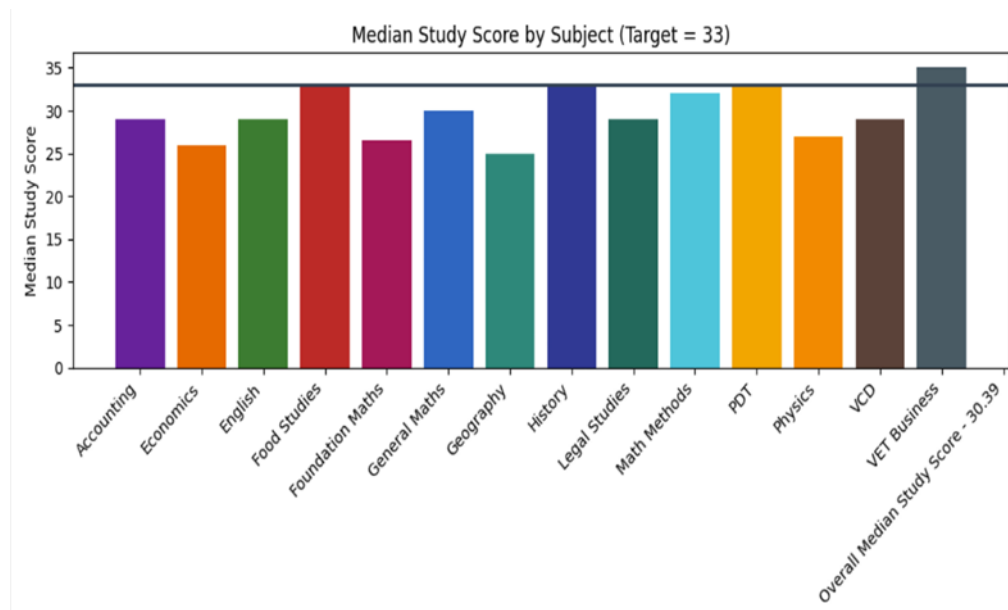
Top 10 OSG VCE Achievers

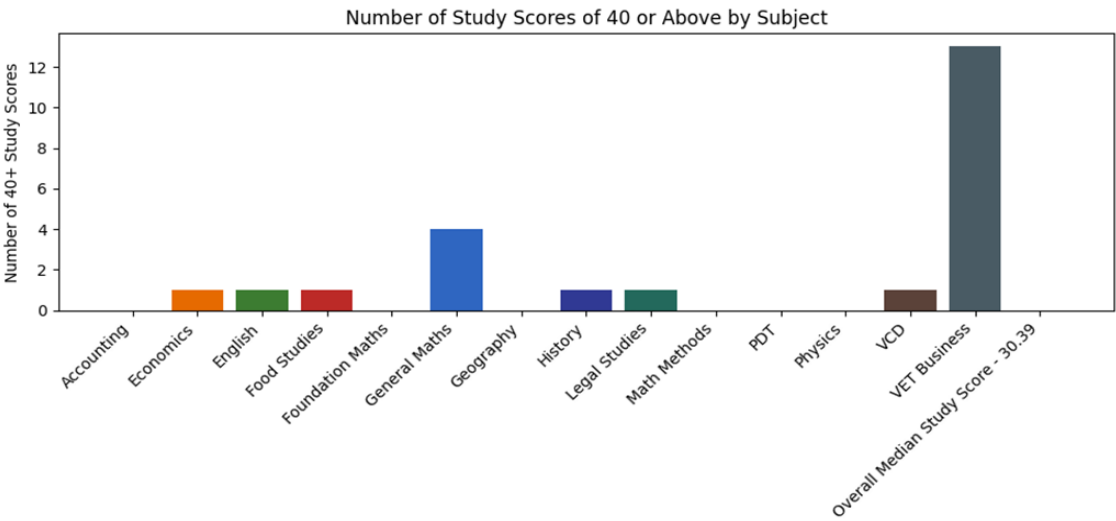
- 95.65 - Kalarni Phillips (Nathalia)
- 95.10 - Annika Bass (Bairnsdale)
- 94.95 - Isla Campion (Melton)
- 92.45 - Kirby Grace (Berwick)
- 88.10 – McKenna Johnson (Melton)
- 85.50 - Amelia King (Berwick)
- 85.35 - Ciaarn Buchner (Nathalia)
- 85.25 - Jordan Edmonds (Bendigo)
- 85.20 - Anais Williams (Melton)
- 85.10 - Tammy Kidd (Melton)

Subject Performance and Achievement

Subject-level analysis highlights a range of outcomes across the curriculum. Several subjects met or exceeded the median study score target of 33, reflecting strong alignment between curriculum, assessment design, and exam preparation. These subjects also contributed disproportionately to the number of study scores of 40 or above.

Other subjects recorded median study scores below the benchmark. These outcomes remain within expected ranges, particularly where cohort sizes are small or subject complexity is high. While not indicative of significant underperformance, these results warrant targeted refinement to improve consistency.



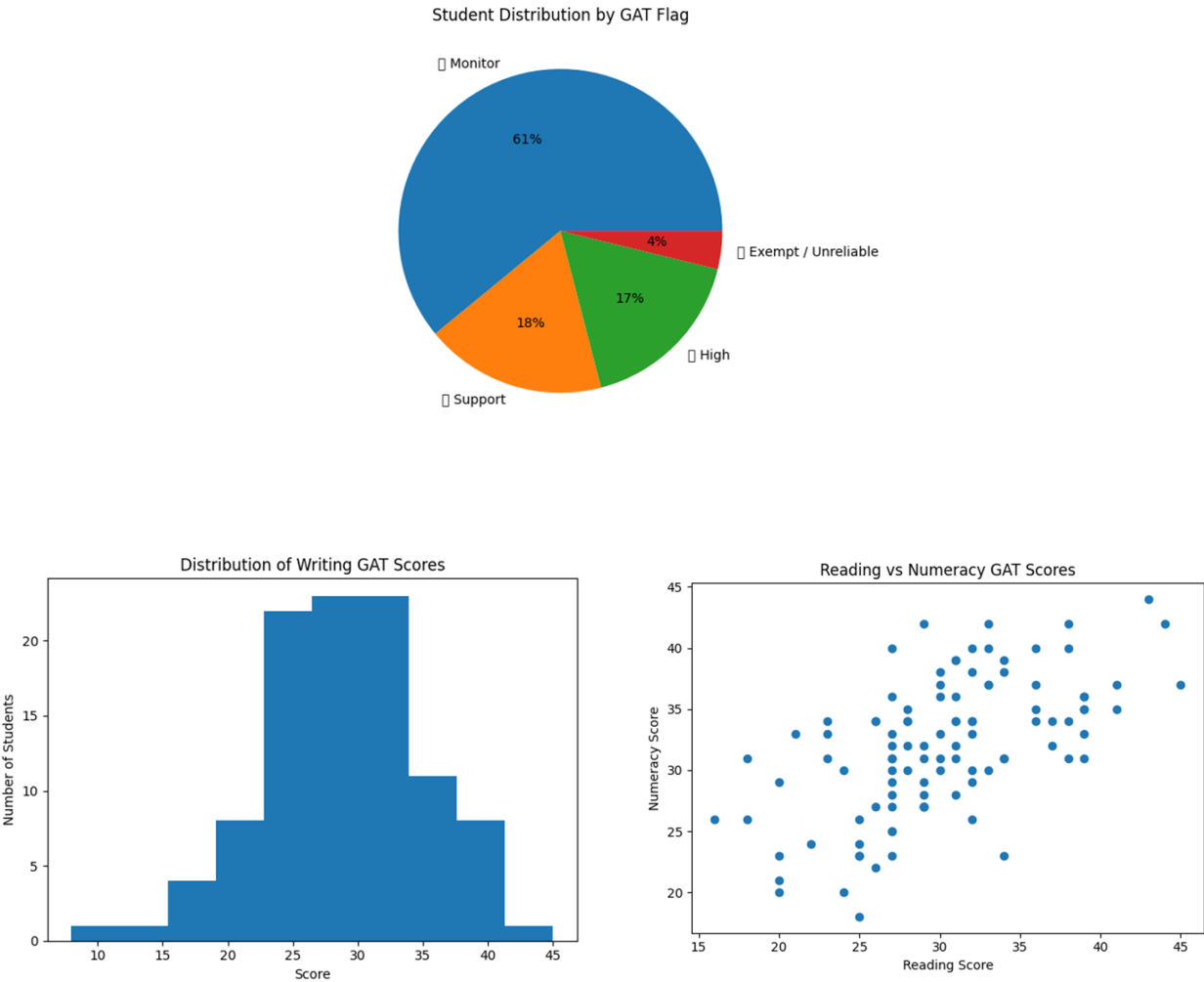


GAT Performance Overview

GAT data provides supporting evidence for literacy and numeracy performance across the cohort. The majority of students fall within the expected performance range, with a smaller, clearly identifiable group requiring targeted support.

Analysis of Writing GAT scores shows greater variability than other domains. This variability reinforces writing as a key improvement priority, given its impact across multiple subjects and assessment types.

Figure 4: Distribution of students by GAT performance flag.



Areas for Improvement

While overall outcomes are strong and close to target benchmarks, the data highlights several priority areas where targeted action is likely to deliver the greatest improvement.

Lifting Middle-Cohort Outcomes

The most significant opportunity for improvement lies within the middle performance band — students achieving solid results but falling just below higher performance thresholds. Targeted strategies for this group should focus on explicit teaching of examination skills, structured revision cycles, and timely, data-informed feedback. Small gains in this cohort are likely to have a notable impact on the median ATAR and study score outcomes.

Strengthening Writing Consistency Across Subjects

Greater variability in Writing GAT performance reinforces writing as a whole-school priority. Improvement will require a consistent approach to teaching extended responses, shared success criteria, explicit modelling, and cross-faculty moderation to align expectations and standards.

Improving Consistency in Subjects Below the Median Benchmark

A small number of subjects recorded median study scores below the benchmark. These results remain within expected ranges, particularly given small cohort sizes and subject complexity, but warrant targeted review. Priority actions include curriculum alignment to study design expectations, refinement of assessment scaffolding, and sharing effective practice from higher-performing subjects.

Extending High-Performing Students and Scaling Effective Practice

Subjects achieving strong median outcomes and producing 40+ study scores provide valuable insight into effective teaching and assessment practices. Sustaining and scaling these approaches across faculties remains an important component of overall improvement.

Key Takeaways

- Overall outcomes are close to agreed improvement targets.
- The middle cohort and writing consistency offer the greatest leverage for improvement.

Conclusion

The 2025 data indicates a strong academic profile across campuses. With targeted, data-informed strategies, OSG is well positioned to lift median outcomes closer to agreed targets.

Amber Galvin

Sub-Regional Compliance Coordinator
OneSchool Global VIC

NAPLAN Results Data

In 2025, our NAPLAN participation rate was 100% for students in Years 3, 5, 7, and 9. In 2025, the NAPLAN tests took place in March at a time when our new year 3 students had only been at the school for a short period of time. The results below, therefore, are indicative of previous schooling before OSG intervention. The year 3 cohorts are stronger than previous years with VIC requiring some support to develop their literacy and spelling skills. We are strong in reading across the board; the integrated introduction of structured literacy is beginning to have the desired impact.

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.

OSG VIC Results and Comparatives v National 2025

The below tables show all state results for the 2025 testing period. In black is where we are at National average. In red is where we have not achieved national average and the green is where we have exceeded. In some cases, we are tracking well above National average, which is pleasing to note.

	READING			WRITING			SPELLING	
	VIC	NAT		VIC	NAT		VIC	NAT
Year 3	415	402	Year 3	407	414	Year 3	370	405
Year 5	542	492	Year 5	499	480	Year 5	504	487
Year 7	567	538	Year 7	564	538	Year 7	552	542
Year 9	590	568	Year 9	587	575	Year 9	559	569

	GRAMMER & PUNCTUATION			NUMERACY	
	VIC	NAT		VIC	NAT
Year 3	432	408	Year 3	405	405
Year 5	517	497	Year 5	531	492
Year 7	553	539	Year 7	585	545
Year 9	599	559	Year 9	588	573

Patterns Across Results:

VIC: Stable, above-NAT performers with steady growth. It is apparent from the data that the year 3 cohorts are coming into OSG at lower than national standards, however, the mandated Structured Literacy that is being develop curriculums, is beginning to have impact. The national average for NAPLAN participation sits at around 95% and OSG has around a 98% participation rate.

School Surveys



All our staff, students and parents were surveyed twice during the 2025 school year. The data was overwhelmingly positive and as a school we ensure we respond to every person who seeks a re-sponse 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 2025

SURNAME	FIRST NAME	Campus	Role
BRYAN	Jessica	Bairnsdale	Classroom Teacher
CAPON	Sharon	Bairnsdale	Classroom Teacher
GRUMLEY	Diana	Bairnsdale	COA
JEFFRIES	Dawn	Bairnsdale	Classroom Teacher
LAYBOURNE	Jobi	Bairnsdale	Classroom Teacher
Lechappe	Celine	Bairnsdale	Classroom Teacher
MANICOM	Andy	Bairnsdale	Classroom Teacher
MAUGER	Juanita	Bairnsdale	Administration
MAXWELL	Brett	Bairnsdale	CP
PENDERGAST	Belinda	Bairnsdale	COA
STRINI	Sarah	Bairnsdale	Classroom Teacher
TUCKER	Kerryn	Bairnsdale	Classroom Teacher
WANG	Jenna	Bairnsdale	Specialist LS Teacher
ARCHER	Genevieve	Bendigo	COA
BERNSTEIN	Kylie	Bendigo	Aide
DRUMMOND	Caitlyn	Bendigo	CSSA
FRANKEL	Carlee	Bendigo	Classroom Teacher
GANE	Harrison	Bendigo	Classroom Teacher
GRANT	Michael	Bendigo	Classroom Teacher
HAWKEN	Katina	Bendigo	Classroom Teacher
JOHNSTON	Christine	Bendigo	Classroom Teacher
KEMP	Nadia	Bendigo	Classroom Teacher
KIPPEN	Sarah	Bendigo	Classroom Teacher
KOVALE	Elina	Bendigo	COA
MAXWELL	Timothy	Bendigo	Classroom Teacher
MORAN	Amanda	Bendigo	Classroom Teacher
O'MAHONEY	Michele	Bendigo	CSSA
PIDOTO	Marnie	Bendigo	CSSA
RASOARAHONA	Fafa (Fanomezana)	Bendigo	Classroom Teacher
RICE	Emma	Bendigo	Classroom Teacher
SANDERS	Christopher	Bendigo	CP
ALLINSON	Jess	Berwick	Classroom Teacher
ALSTE	Sean	Berwick	Classroom Teacher
ANDERSON	Thomas	Berwick	Classroom Teacher
ARORA	Aparna	Berwick	Classroom Teacher
BAILEY	Nicola	Berwick	CSSA
BENNETT	Carolyn	Berwick	Classroom Teacher
BEST	Stacy	Berwick	Classroom Teacher

BHATIA	Rohini	Berwick	Classroom Teacher
BUTLER	Rhiannon	Berwick	CSSA
CAMPBELL	Stuart	Berwick	Classroom Teacher
CLARK	Melanie	Berwick	Classroom Teacher
DONCOVIO	Ellie	Berwick	COA
EDWARDS	Priscilla	Berwick	Aide
FARRELL	Sarah	Berwick	Classroom Teacher
FOWDAR	Veer	Berwick	Classroom Teacher
GOULDING	Stacey	Berwick	Aide
GRACE	Heather	Berwick	COA
HARKIN	Heather	Berwick	Classroom Teacher
HARRINGTON	Mark	Berwick	Classroom Teacher
HIRST	Andrew	Berwick	Classroom Teacher
HYLAND	Rebecca	Berwick	Classroom Teacher
KRIKIS	Stefanie	Berwick	Classroom Teacher
MATTHEWS	Christina	Berwick	Classroom Teacher
MENTOR	Danielle	Berwick	COA
MUDASSIR	Nadia	Berwick	Aide
NORTH	Katie	Berwick	CSSA
NUNAN	Angela	Berwick	LS Teacher
PRESS	Janine	Berwick	Classroom Teacher
RUSSO	Rosemary	Berwick	Classroom Teacher
SHAMOAIL	Rhonda	Berwick	Classroom Teacher
SHEPHARD	Peter	Berwick	CP
SHERIDAN	Maddison	Berwick	Classroom Teacher
SUNDERLAND	Kirralee	Berwick	Classroom Teacher
WAKEFIELD	Pauline	Berwick	Aide
WHITWORTH	Bree	Berwick	COA
ZHANG	Luoyi	Berwick	Classroom Teacher
ZHANG	Luoyi	Berwick	Classroom Teacher
ZHOU	Floria	Berwick	Classroom Teacher
BOSTOCK	Greg	Hamilton	Classroom Teacher
BOTTRALL	Warrick	Hamilton	Classroom Teacher
CARTER	Laura	Hamilton	Classroom Teacher
DIPROSE	Peta	Hamilton	CSSA
FINCH-HUF	Karen	Hamilton	Classroom Teacher
GRAY	Trish	Hamilton	Classroom Teacher
LATTA	Kaitlin	Hamilton	CSSA
MCCALLUM	Emma	Hamilton	CSSA
O'REILLEY	Nigel	Hamilton	CP
RENTSCH	Joanne	Hamilton	Aide
WHITE	Kellie	Hamilton	Aide
ABBATE	Rosie	Melton	Classroom Teacher
AJAY	Smitha	Melton	Classroom Teacher
ANSON	Caroline	Melton	Aide
BAILEY	Melanie	Melton	Classroom Teacher
BALDACCHINO	Dianne	Melton	Aide
BRICKNELL	Nathan	Melton	Classroom Teacher
BRUNNER	Jack	Melton	CSSA
CRICK	Eloise	Melton	COA

DALY	Loris	Melton	Classroom Teacher
DAVIS	Bianca	Melton	COA
DECASTRO	Honee	Melton	Aide
DHALIWAL	Navdeep	Melton	Aide
ECKELS	Yolanda	Melton	CSSA
EDWARDS	Lucy	Melton	Classroom Teacher
ELLIOTT	Kate	Melton	Aide
ELLIS	Cassandra	Melton	Classroom Teacher
FERGUSSON	Margo	Melton	CSSA
HODGES	Kylie	Melton	CSSA
HOGAN	Jihan (Gigi)	Melton	Classroom Teacher
HUYNH	Nga	Melton	Classroom Teacher
JACKEL	Alison	Melton	Classroom Teacher
KANZAMAR	Justin	Melton	Classroom Teacher
KELLY	Nathanael	Melton	Deputy CP
KENNEDY	Brittany	Melton	Classroom Teacher
LEWCENKO	Naomi	Melton	Classroom Teacher
LITTLE	Leanne	Melton	CP
MACGREGOR	Faith	Melton	Classroom Teacher
MANAGO	Alexandra	Melton	Aide
MATINA	Bianca	Melton	COA
MCAULEY	Arlene	Melton	Classroom Teacher
McMILLAN	Gill	Melton	Aide
MEEKIN	Carol	Melton	Classroom Teacher
MUSCAT	Daniel	Melton	Classroom Teacher
NAIDU	Anita	Melton	Classroom Teacher
SAPIEJA	Emillia	Melton	Aide
SHARMA	Yogeen	Melton	Classroom Teacher
SHARMA	Shubhi	Melton	Aide
SIDON	Cain	Melton	Classroom Teacher
SLUICE	Ria	Melton	Classroom Teacher
SNYDER	Breanna	Melton	Classroom Teacher
STROVER	Kelly	Melton	Classroom Teacher
SULAIMAN	Norsuziana (Suzi)	Melton	CSSA
TODD	Glenn	Melton	Classroom Teacher
TWIGG	Hannah	Melton	Classroom Teacher
TWIGG	Hannah	Melton	Classroom Teacher
VAILLANT	Sophie	Melton	Classroom Teacher
KENNEDY	Britt	Melton	Classroom Teacher
BARRETT	Lincoln	Nathalia	CP
BURN	Darren	Nathalia	Classroom Teacher
FARRELL	Peter	Nathalia	Classroom Teacher
GJOKOLA	Ledion	Nathalia	Classroom Teacher
HURFORD	Elizabeth	Nathalia	CSSA
JAMES	Ebony	Nathalia	CSSA
OSMAND	Joanne	Nathalia	Aide
LI	Leigh	QLD/Zoom	Classroom Teacher
BEAUMONT	Simon	SRO	Reg Principal VIC/TAS
BURMAN	Caitlyn	SRO	Sub-Regional Director of Student Support
GALVIN	Amber	SRO	Sub-Regional Compliance Coordinator
HEWISH	Laura	SRO	Admin Officer

JOHNS	Louise	SRO	RP EA
KHAN	Ammar	SRO	IT Service Support Coordinator
SACCO	Chris	SRO	Sub-Regional Director of Teaching & Learning –
WRIGHT	Melissa	SRO	Admin Manager
ARNETT	Tonya	Swan Hill	Aide
ASTALL	Amy	Swan Hill	Classroom Teacher
CULLEN	Rebekka	Swan Hill	COA
ELLINGTON	Trevor	Swan Hill	Classroom Teacher
EVANS	Amy	Swan Hill	Classroom Teacher
GILMOUR	Annalie	Swan Hill	Classroom Teacher
GRAHAM	Jim	Swan Hill	Classroom Teacher
HAGATE	Glenn	Swan Hill	CSSA
HOGG	Gabriele	Swan Hill	CP
JENKINS	Erin	Swan Hill	CSSA
KIEL (CALLAGHAN)	Ashlin	Swan Hill	CSSA
MUSICO	Michaela	Swan Hill	CSSA
WANG	Annie	Swan Hill	Classroom Teacher
WILKINS	Emma	Swan Hill	CSSA

