

OZFORD

Registered School Number: 2016

(CRICOS No. 02427A, ABN 41 102 265 225)

2024 Annual Report

To The School Community

OUR CAMPUS



CAMPUS BUILDING



RECEPTION



CLASS ROOM



HALLWAY



OFFICE



EXAM HALL



KITCHEN



SITTING AREA



LUNCH AREA



LIBRARY



STUDENTS



WASHROOM

Table of Contents

OUR CAMPUS	2
Message from the Principal and Academic Director	3
Oxford College Information	6
School Philosophy	6
Our Purpose	7
Our Vision.....	7
Our Values.....	7
Our Promise	7
Our Child Safe Statement.....	8
Oxford College Organisational Chart	8
2024 Staffing	9
Workforce Composition	9
Staff Qualification and Standards.....	12
Staff Participation in Professional Development (PD).....	12
High School 2024 Overview	13
2024 Major Events and Highlights	15
Admission, Orientation, Induction and Transition Workshops	15
Academic Awards and Scholarships.....	16
Mentor Class and Future Pathways	17
2024 ELEVATE WORKSHOPS.....	18
2024 IXL for Enhanced Student Learning: Benefits and Impact	18
2024 Student Activities and Events.....	19
Albert Park Sports Day	19
Beyond Blue- Fundraising	20
Art Gallery.....	21
Halloween Art Competition	21
Well-being and You: A Mental Health Conversation	23
Teaching and Learning	23
Key Learning Area: English and EAL	24
Key Learning Area: Business Management and Accounting.....	24
Key Learning Area: Science and Technology	24
Key Learning Area: Applied Computing	25
Key Learning Area: Mathematics	25
Key Learning Area: Languages Other Than English (LOTE) – Vietnamese and Chinese	25
Learning Skills.....	26
Student Attendance and Engagement	26
2024 Student Outcome	27
Progress Reports and School Reports.....	27
Staff Feedback.....	28
Staff Farewell.....	28
2024 Financial Report	29
ABBREVIATIONS	30

Message from the Principal and Academic Director

Oxford College Pty. Ltd trading as Oxford College (CRICOS No. 02427A, Registered School No. 2016, ABN 41 102 265 225)



Dear Ozford Community,

On behalf of the Executive Management Team and staff, I am pleased to present the 2024 Annual Report for Ozford College.

This year has been one of growth, engagement, and continued excellence. We welcomed students from a wide range of cultural backgrounds, creating a rich, inclusive learning environment that celebrates diversity and fosters mutual respect. The spirit of collaboration and global citizenship continues to shape the unique character of our school.

Student Wellbeing and Support

Our weekly mentor sessions remained an integral part of student life, focusing on personal development, academic success, and emotional resilience. Topics such as growth mindset, managing perfectionism, dealing with change, and building effective study habits were explored through practical, hands-on activities. These sessions provided students with strategies to overcome challenges and build essential life skills in communication, confidence, and teamwork.

We proudly celebrated Mental Health Week, featuring a series of wellbeing activities designed to promote open dialogue around mental health. In partnership with Beyond Blue, students led a successful fundraising campaign to support mental health initiatives, reinforcing our school-wide commitment to compassion, awareness, and community care.

Academic Enrichment

Academic excellence remained a core focus throughout 2024. We were pleased to host Elevate Education, who delivered a series of highly impactful study skills workshops. These sessions covered critical areas including time management, exam preparation, note-taking, and maintaining focus. Feedback from students was overwhelmingly positive, with many reporting improved motivation and study techniques as a result.

To further support student learning, we continued our use of the IXL online platform for literacy and numeracy, and launched a new e-library, providing students with broader access to digital learning resources. The Compass Student Management System remained a vital communication tool for families, allowing parents and guardians to stay engaged with their child's academic progress and school life.

Learning Beyond the Classroom

In 2024, we expanded opportunities for experiential learning through a range of excursions linked directly to our curriculum:

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Immigration Museum and Melbourne Museum – History and Humanities

SEA LIFE Melbourne Aquarium – Science (Marine Biology)

ACMI, NGV, and Hosier Lane – Arts and Culture Week

MSAC (Melbourne Sports and Aquatic Centre) – Physical Education: Basketball, soccer, and team-building activities

A particularly memorable highlight was a live performance by Melbourne magician Mr Jordy Doust, whose interactive magic show captivated students and brought joy and wonder to the school community.

We also celebrated creativity and school spirit with our annual Halloween Art and Costume Competition. Students demonstrated exceptional imagination and artistry, making this event one of the most engaging and fun-filled of the year.

Dedicated Staff and Looking Ahead

We are proud to have retained our highly skilled and dedicated teaching team in 2024. Their professionalism, care, and unwavering commitment to student success are the foundation of our school's strong academic and pastoral outcomes. We are delighted that most of the staff will continue with us into 2025.

I extend my sincere thanks to our students, families, staff, and wider Ozford community. Your collective efforts and support have made 2024 a successful and memorable year. Together, we are building a learning environment where students are not only academically equipped but also prepared to be confident, compassionate, and capable global citizens.

As we look forward to 2025, we remain committed to continuous improvement, innovation in teaching, and nurturing every student's potential.

Warm regards,

Rong Liu

Principal and Academic Director

Ozford College

Oxford College Information

Address: 123 Lonsdale St, Melbourne VIC 3000

Phone: +61 3 8663 7188

Website: www.oxford.edu.au

Email: info@oxford.edu.au

Oxford College, in the heart of Melbourne, is a senior secondary high school accredited by the Victorian Registration and Qualifications Authority (VRQA) and a member of the Independent Schools of Victoria (ISV). The High School program starts at Year 10 and leads to the Victorian Certificate of Education (VCE). The courses are offered to both Australian and international students.

Oxford is an innovative College offering our students the best possible opportunities to maximise their potential and excel academically. Success is our goal and a student's success is Oxford's success.

Students come from culturally diverse backgrounds and Oxford caters for students that are better suited to a smaller school environment. Oxford provides a safe, supportive and engaging learning environment where students are supported in a way that enables them to take responsibility for their own learning and behaviour.



School Philosophy

Oxford College (Oxford) is proud of the superior education that we deliver in Years 10, 11 and 12 (VCE - Victorian Certificate of Education).

Oxford is committed to providing quality educational programs for students to achieve their educational and personal goals and embrace lifelong learning.

Oxford fosters a personalised environment where students can develop skills and values to enable them to participate effectively in their chosen career field and the wider community.

The governing body for Oxford College is the Executive Management Team (EMT), which has the overall responsibility to ensure that Oxford teaching programs enact this philosophy, including supporting and promoting the Principles and Practice of Australian Democracy.

The College Principal and the High School Coordinator are responsible for ensuring the implementation of these Principles and the communication of these to its stakeholders (staff, students, parents and its community), to ensure that the teaching programs include: an understanding of the meaning of Elected Government; Rule of Law; Equal rights for all before the Law; Freedom of Religion; Freedom of Speech and Association; and Values of Openness and Tolerance.

These concepts underpin the design of our Curriculum and our College policies. This Philosophy Statement is promoted in the College prospectus, Handbook, Strategic Plan or Business Plan, and on the Oxford website.

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Our Purpose

Our purpose is to create an innovative educational institution in the heart of Melbourne with the best possible opportunities offered to students to excel academically and maximise their potential.

Our Vision

Our vision is to provide every student with the opportunity to practise skills attained by undertaking real-life learning based on global needs and values. Our dedicated staff provide a student-focused approach to ensure a supportive, individualised and innovative learning experience.

Oxford is committed to the achievement of excellence in education. A student's success is Oxford's success.

Our Values

Unity

We work together to achieve our vision, mission and objectives.

Passion

We are passionately committed to delivering quality educational experiences and expanding all learners' horizons.

Excellence

We strive for the highest quality in every aspect of our work.

Respect

We respect all our clients and stakeholders by providing a caring Oxford community based on openness, fairness and friendship. At Oxford we recognise that with rights come responsibilities to ourselves, our clients and our stakeholders.

Integrity

We act responsibly and honestly in all we do.

Diversity

We promote intercultural awareness and understanding through authentic experiences both within the Oxford community and the broader Australian and global community.

Our Promise

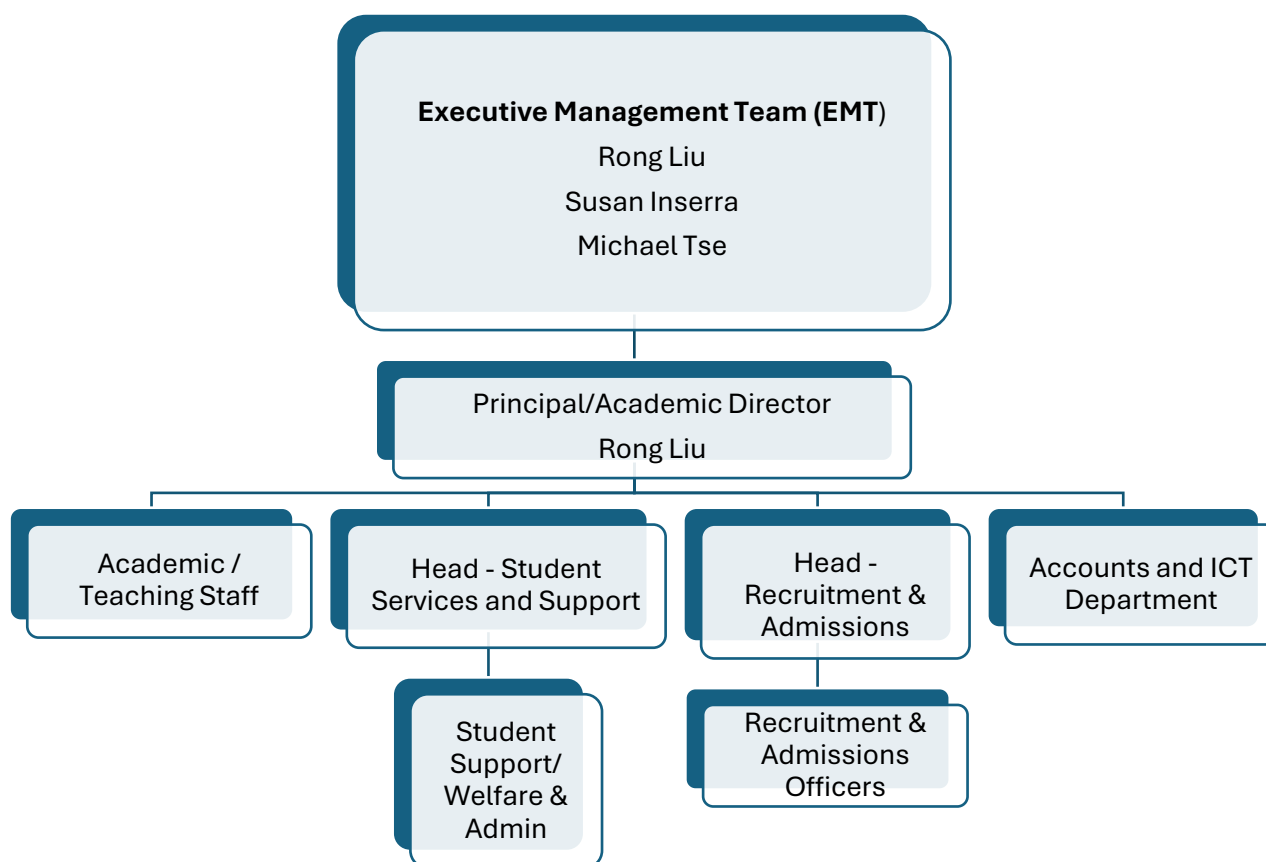
We promise to be true to our Vision, Mission and Values and to provide personalised course offerings and services in a supportive learning environment.

Our Child Safe Statement

Ozford is committed to providing a child-safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Ozford has zero tolerance for child abuse.

The College's [Child Safe framework and practices](#) available on the College's website provides an overview of how Ozford complies with the Child Safe Standards and Ministerial Order No. 1359 including the strategies to prevent or minimise risks to child abuse.

Ozford College Organisational Chart



2024 Staffing

Workforce Composition

The Ozford workforce consists of staff from a range of educational and cultural backgrounds.

In 2024, the College had a total workforce of 22 staff, including the Principal and Academic Director, the High School Coordinator, 17 teaching staff and 5 support and administrative staff. There were 10 Full-Time Equivalent (FTE) academic staff and 2.5 FTE support and administration staff. There was no indigenous staff member nor student in 2024.

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Mathematics, Science, Commerce, Information Technology. The attendance rate for staff was more than 95%.

2024 Workforce Composition:

	No. of staff (Headcount)	FTE of staff
Principal and Academic Director	1	1
Teachers and Coordinator	12	6
Support and Administrative Staff (Welfare, Student Services, IT, Accounts, Marketing)	6	6







Principal and Academic Director










Rong Liu

B.Ed., P Grad Ed Studies (TESOL)

Academic/Teaching Staff

Staff Name	Subjects Taught	Qualification
Dennis Kelly 	Year 12 Mentor Year 11 History Year 11 Mentor Year 10 Art	Master of Arts in International Studies; Bachelor of Arts; Postgraduate Diploma in Education
Annie Li 	Year 11 Mathematics Methods Year 12 Mathematics Methods Year 12 Specialist Mathematics	Master of Education Postgraduate Diploma in Teaching, Bachelor of Mathematics Education, Advanced Diploma of Mathematics
Ngoc Tran 	Year 10 Information technology Year 10 Health and Human Development Year 10 maths Year 11 Health and Human Development	Master of Teaching; Bachelor of Business Administration
Shiv Kumari Rathore 	Year 10 English as an Additional Language Year 10 Business Management Year 11 Business Management	Master of Commerce Bachelor of Education Certificate IV in Training and Assessment Advanced Diploma of Accounting
Kylie Riggs 	Year 10 English as an Additional Language Year 11 English as an Additional Language Year 11 English	Bachelor of Arts Graduate Diploma in Education Graduate Certificate in Child and Adolescent Mental Health
Michelle Royal-Hebblewhite 	Year 10 Information technology Year 10 Health and Human Development Year 10 maths Year 11 Health and Human Development	Bachelor of Education Studies; Graduate Diploma of Education (Secondary)

Staff Name	Subjects Taught	Qualification
Antonio Valdes Antosquera 	Year 11 Health and Human Development Year 10 Science Year 10 Maths Year 11 General Maths Year 10 Health and Physical Education	Master of Engineering; Bachelor's Degree in Science (Physics) and Education
Sheema Pasha-Bouzas 	Year 11 English as an Additional Language Year 11 History Year 11 Mentor	Bachelor of Teaching; Graduate Diploma in Educational Studies
Thuy Chau Dhuong NGUYEN 	Year 11 LOTE – Vietnamese	Master of Teaching English to Speakers of Other Languages Master of Education
Evangeline Offen 	Year 10 Information technology Year 10 Health and Human Development Year 10 maths Year 11 Health and Human Development	Bachelor of Education Studies Graduate Diploma of Education (Secondary) Certificate IV in Training and Assessment Bachelor of Business in Accounting/Information Systems
Donna paul 	Year 11 English as an Additional Language	Graduate Diploma in Japanese Graduate Diploma of Education (Secondary) Professional Certificate of Adolescent Counselling
Charlie Macarena Ojeda Caipillan 	Year 10- Spanish	Bachelor of Education; Graduate Certificate of Primary and Secondary Education
Truc Ho 	Year 11 Accounting Year 11 Business Management	Graduate Diploma of Teaching, Bachelor of Business (Accounting)

Staff Name	Subjects Taught	Qualification
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Support and Administrative Staff

Susan Inserra – **Head of Marketing and Student Experience**

Khushboo Arora/Kamal Subedi/ Shriya Srivastava/ Salman Ahmed– **HS Student Experience Team**

Tanya Duggal/ Sue Sun / Yuki Xu/ Vivian Zhou– **Accounts Team**

Shah Sarwar/ Zachariah Wu– **ITS Team**

Staff Qualification and Standards

All teaching staff at Ozford College are appropriately qualified and registered with the Victorian Institute of Teaching (VIT). All non-teaching staff members hold current Working with Children Checks and are qualified and experienced in carrying out their duties in their areas of expertise. Listed below is a summary of the qualifications held by teaching staff members.

Qualification	Qualifications held across the teaching staff
Bachelor degrees	5
Post Graduate Diplomas or Certificates	2
Master / PhD Degrees	6

Staff Participation in Professional Development (PD)

All staff undertake an induction and annual training with respect to the Victorian Child Safe Standards and Mandatory Reporting obligations.

Ozford staff participated in the professional learning activities including a total of four days of in-house Staff Internal Professional Development. Other professional development events were on an as-needed basis, including subject or course-specific updates.

Below is a snapshot of PD activities staff have participated in:

- Seminars on VCAA regulations, changes, reviews, procedures
- Online webinars organised by VCAA subject experts, covering VCE assessment guidelines
- VSL General Information Curriculum and Planning
- Workshops on Year 11 and 12 Study design/texts/outcomes
- Maintaining professional teaching standards
- Transition to Remote Learning Workshop
- Victorian Child Safe Standards, mandatory reporting update, Child Protection requirements and discussion of strategies to manage child-safe risks, including online safety
- International Education ESOS Framework
- Student Management System Compass Workshop
- Classroom management issues including Managing Challenging Behaviours and difficult students in Secondary Schools

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- CPR, First Aid and Anaphylaxis Training and Briefing
- Resources for working learners with special needs
- VCE VM & VPC workshops
- Workshops: mindset, time management and exam preparation, which empowers high school students to aim higher.
- New VCE Study Designs workshops.

High School 2024 Overview

At the end of 2023, in preparation for Year 11 & 12 for 2024, all students were recommended to begin focusing on studying before the commencement of Term 1.

Students were referred to the official 2024 VCE Study Designs available at: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

These documents outlined the key learning outcomes and topics, which students were encouraged to review using textbooks, YouTube resources, or online research. The students were also advised to contact the school by mid-January to arrange meetings with subject teachers and to check their emails regularly during the summer holidays for important updates from Ozford College.

The 2024 academic year officially commenced on **12 February 2024**, with Ozford College welcoming both new and returning students across Years 10, 11, and 12 for Semester 1.

Students found the new central city campus location at 123 Lonsdale Street very convenient. The Lonsdale Street campus included a spacious student common area located in the building's basement which was structured as a library, a computer lab, and a lunchroom with a piano for students to play at their leisure and access to the free wireless Internet throughout the building.



Teaching and Learning resources for each subject were made available through the school's Student Management System, Compass. The Student Experience Team provided onsite support services to the students.

In 2024, the Ozford team and our students continued to thrive, progressing confidently in their studies and demonstrating increased creativity. Our dedicated teaching staff embraced innovation, incorporating technology and diverse teaching strategies to ensure the delivery of a high-quality education. Students received ongoing support through various communication channels, including in-person consultations, email, and phone.

Ozford College commenced Term 1 with all classes returning to onsite delivery. Unlike previous years, all students were required to attend classes onsite, and no blended learning was offered. This return to full in-person learning further strengthened student engagement, collaboration, and overall academic outcomes.

The following subjects were offered:

	Year 10	Year 11 (Unit 1/2)*	Year 12 (Unit 3/4)*
English as an Additional Language	Compulsory		
Maths		Compulsory	Compulsory
Maths	Compulsory		
General Mathematics		Elective	
Specialist Mathematics		Elective	Elective
Maths Method		Elective	Elective
Further Mathematics			Elective
Accounting		Elective	Elective
Business Management		Elective	Elective
Applied Computing	Compulsory	Elective	Elective
Vietnamese as first Language	Compulsory	Elective	Elective
Chinese as First Language		Elective	Elective
Science	Compulsory		
Humanities	Compulsory		
Health and Human Development	Compulsory		
ART	Compulsory	Elective	Elective
History		Elective	Elective

 Compulsory
  Elective

In 2024, the following subject was delivered by the Victorian College of Languages with the strong support and coordination of Ozford's teaching staff and administration:

- **Languages Other Than English (LOTE) – Chinese**

2024 Major Events and Highlights

Admission, Orientation, Induction and Transition Workshops

The majority of new students began their studies at Ozford at the start of the academic year, with further enrolments occurring throughout the year. With the support of the Student Experience team, Ozford utilised its website to offer prospective students a personalised and informative admissions experience. Comprehensive orientation sessions were conducted for all new students at the commencement of their studies. These sessions, along with ongoing follow-up support, were designed to assist students in successfully transitioning to life and study in Australia, ensuring they felt welcomed, informed, and supported from the outset.

Our High School student cohort reflected a mix of cultures of international students from Vietnam, China, India, Pakistan, Thailand, Cambodia, Bangladesh, and Hong Kong.

An induction program was conducted for all new and continuing students. It began with a series of short ice-breaker activities, allowing students to introduce themselves and interact with one another in English. They were provided with abundant information about life in Melbourne, studying at Ozford, their rights, and responsibilities, and were introduced to the student services and teaching staff members.

Information provided to students during orientation included:

- Welcome and introduction to Ozford key staff and their roles
- A tour of Ozford facilities and resources
- Relevant Ozford policies and processes
- Academic information – preparation and expectation
- Academic Support session and Introduction to Compass
- Support services available to assist in the transition to life in Melbourne and High School study and promotion of Ozford's Child Safety practices
- Legal services, emergency and health services available including the support available in the case of a critical incident
- Information on visa conditions relating to course progress, attendance and completion within duration for international students;
- A Library induction session
- An IT induction session that introduces students to Ozford computer systems including Compass Student Management System, QuickPrint Photocopying and Scanning system.

All the orientation materials were made available on Compass, the College's student information system. All students were given the opportunity to access this information and materials on Compass at the completion of the orientation week.



The Subject Selection process was also held during the orientation week, where options for different education pathways were discussed with students. Students received advice and support on the types of subjects to select based on subject requirements for future year levels, careers, university or vocational courses and employment.

Course and subject outcomes and VCE Assessment Methods were explained to students, creating a general understanding that academic results would be based on the learning objectives of each subject. The students understood that assessments may include submitted work, tests, practical reports, projects or assignments, oral presentations. Student's courses and subjects were selected and confirmed and subsequently finalised by the end of the orientation week.

The Student Experience Team also conducted regular well-being support workshops on various topics including Health and Hygiene post Pandemic, Coping with Change, Online Learning and Guide to Online Safety, Wellbeing Check, and individual meetings were held with younger students.

In 2024, the Student Experience Team continued to maintain regular and consistent contact with parents and carers of all High School students. As part of our student services and welfare arrangements, online Parent/Teacher sessions for parents were conducted so that they had an opportunity to discuss the continuing progress of the students with our staff.

Academic Awards and Scholarships

Oxford understands that our students' motivation can fluctuate throughout the year. To encourage our students to continue to achieve and succeed in their studies, we recognise and reward student achievements.

Student achievements are celebrated at ceremonies at the end of both Semesters 1 and 2. These achievements consist of two categories: Excellence and Enterprise. However, due to small cohorts, no Scholarships were awarded at the beginning of this year. Fortunately, at the end, we were proud to announce Academic Awards, recognising outstanding students for attitude, performance, attendance, leadership, and contribution to the school.



Mentor Class and Future Pathways

All students are required to participate in a weekly mentor group. In 2024, under the guidance of the High School Coordinator Mr Dennis Kelly, students spent their Mentor Group sessions focusing on career group projects e.g. CVs, Occupational Information, Goals, Confronting Change, and the like. The Mentor Class focusses on exam preparation and study strategies, starting with diagnosing study methods and creating an action plan. It progresses through studying smarter, quick memorization, and effective scheduling, leading up to cramming and various exam question types. The final week is for refining exam strategies. Prior sessions covered career planning, project management, and personal growth, emphasizing skill-building and effective learning techniques. Students are advised to use strategic highlighting, active learning, and practice exams to enhance their preparation.

Mentor classes this year were focused on training students for the new General Achievement Test (GAT) requirement:

As part of the reform of the VCE system, Victorian Senior Secondary students had their literacy and numeracy skills measured against new standards in a reformed General Achievement Test (GAT). The new standards were expected to indicate whether students have demonstrated the **literacy and numeracy skills** typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

Teachers and students constantly worked in Mentor Groups as well as in EAL and Maths classes to prepare for these significant changes.

To ensure our students were fully supported, all students were registered for a trial run for IXL Maths and English. Mentor sessions were used to provide students with updated news on this new exam structure, emphasising Numeracy skills training using IXL materials. Ms Annie Li and Mr Keith Morgan constantly gave advice on Numeracy skills in their classrooms to support the GAT Numeracy sessions. The GAT Literacy component trainings were supported by EAL teacher Ms Judith Martin who also utilised IXL materials. These activities also served as workshops which prepared our students for future learning and the workplace.

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2024 ELEVATE WORKSHOPS



Elevate Education conducted three in-person workshops at Ozford College, focusing on essential study skills, exam preparation, and support in EAL, Accounting, and Business Management. These sessions offered students the opportunity to engage with Elevate's presenters, ask questions, and deepen their understanding. Each workshop was accompanied by a full set of follow-up resources, allowing teachers to reinforce the strategies in class and ensuring students could apply the skills independently. The program was highly beneficial in enhancing both student performance and classroom teaching, making it a valuable addition to our academic support initiatives at Ozford College.

2024 IXL for Enhanced Student Learning: Benefits and Impact

Our school is actively integrating IXL, a powerful online educational platform designed to deliver personalized learning experiences across a wide range of subjects. IXL supports student learning in several impactful ways:

Personalized Learning Pathways: IXL intelligently adapts to each student's individual level, offering tailored practice and feedback to help strengthen their skills and address specific learning gaps.

Comprehensive Subject Coverage: Covering mathematics, language arts, science, and social studies, IXL provides a wide array of interactive exercises aligned with curriculum standards and grade-level expectations.

Real-Time Feedback: Students benefit from immediate feedback on every question, helping them quickly correct mistakes, reinforce understanding, and build confidence.

Performance Tracking: IXL offers robust analytics that allow teachers and parents to monitor student progress, identify learning trends, and celebrate achievements.

Engaging and Motivating: The platform's interactive, game-like format keeps students engaged and motivated to learn.

Curriculum Alignment: IXL content is fully aligned with academic standards, supporting our school's curriculum goals.

By incorporating IXL into our teaching practices, we empowered our students with a dynamic, personalised tool that enhanced engagement, supports academic growth, and strengthened learning outcomes.

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2024 Student Activities and Events

As part of Ozford's continued commitment to providing a holistic and enriching educational experience, a diverse range of activities and events were offered throughout 2024. These initiatives supported students' academic development, personal growth, cultural understanding, and overall well-being. The 2024 student activity calendar was filled with engaging and meaningful experiences, including the Albert Park Sports Day, Games Day, and the Graduation Ceremony, which celebrated student achievement. Students participated in enriching excursions to the Art Gallery, Aquarium, and Immigration Museum, while interactive and creative events such as the Halloween Art Competition and Magic Show fostered joy and school spirit. Promoting mental health and awareness remained a priority through sessions such as Beyond Blue and general Mental Health Workshops. Cultural events like the Art Cultural Awareness Event enhanced inclusivity and global awareness. Additionally, the General Achievement Test (GAT) and ongoing Staff Professional Development (PD) sessions underscored Ozford's dedication to academic excellence and continuous improvement.

Albert Park Sports Day

Albert Park Sports Day was a joyful and energetic event that brought the Ozford community together for a day of fun, fitness, and friendship. Set in the beautiful surroundings of Albert Park, students participated in a variety of games and activities including relay races, sack races, and team challenges. The day was filled with laughter, friendly competition, and enthusiastic cheering. Students and staff alike enjoyed the relaxed outdoor atmosphere, strengthening bonds and building school spirit. It was a memorable experience that promoted teamwork, well-being, and lasting connections beyond the classroom. A truly fun and uplifting day for all!



Beyond Blue- Fundraising

On 16 October 2024, Ozford hosted a special Beyond Blue Awareness Session focused on promoting mental health, emotional resilience, and well-being among students. The session aimed to raise awareness about anxiety, depression, and the importance of seeking help, while also reducing the stigma surrounding mental health challenges. Delivered by a trained facilitator, the interactive session encouraged open discussion and shared practical strategies for managing stress, building emotional strength, and supporting peers. Students were engaged throughout, asking thoughtful questions and reflecting on their own experiences. The session also introduced key mental health resources available through Beyond Blue and within the school, ensuring students knew where and how to access support when needed. This event was a vital part of Ozford's ongoing commitment to student welfare. It helped create a safe and supportive environment, reminding students that mental health matters, and that they are never alone in their journey.



Art Gallery

In September 2024, High School students at Ozford enjoyed an enriching excursion to a local art gallery as part of their English language and cultural learning. The experience provided a dynamic, real-world context for students to practice their language skills while exploring diverse forms of artistic expression. Students viewed a wide range of artworks, from traditional to contemporary pieces, including Indigenous art and modern installations. They participated in guided discussions, shared observations, and engaged in group activities that encouraged the use of descriptive language and critical thinking. Teachers facilitated interactive exercises such as vocabulary building, creative writing, and art interpretation tasks. The excursion not only strengthened students' English communication skills but also expanded their cultural awareness and appreciation for the arts. It was a vibrant and inspiring day that brought classroom learning to life, fostered creativity, and encouraged students to express themselves confidently in a supportive and stimulating environment.



Halloween Art Competition

On 31 October 2024, Ozford celebrated Halloween with a fun and festive Halloween Art Competition that encouraged creativity and student participation. Students were invited to showcase their artistic talents by creating Halloween-themed artworks, ranging from spooky drawings and paintings to creative crafts and designs. The competition created a lively and colourful atmosphere across the campus, with students excitedly sharing their work and appreciating each other's creativity. Winners were announced during a special prize distribution, where students received awards and certificates for their outstanding efforts. In the spirit of Halloween, all participating students were also treated to sweets, snacks, and fun surprises, making the event both enjoyable and memorable. It was a wonderful opportunity for students to engage in a light-hearted activity, express themselves artistically, and celebrate as a community. The event was a great success and added a festive touch to student life at Ozford.



Magic Show



Oxford hosted a delightful Magic Show that brought joy, laughter, and amazement to students across all levels. The event featured a talented solo magician who captivated the audience with an engaging and interactive performance. The magician performed a variety of entertaining tricks, including card magic, sleight of hand, and clever illusions that sparked curiosity and excitement. What made the show truly special was the involvement of the audience—students were invited to participate in several acts, making the experience more personal and memorable. Laughter echoed through the room as students watched the seemingly impossible unfold before their eyes. The relaxed and cheerful atmosphere offered a welcome break from academic routines, allowing students to unwind and enjoy something magical together. This one-of-a-kind performance not only entertained but also strengthened the sense of community on campus, creating lasting memories and plenty of smiles.

Well-being and You: A Mental Health Conversation

On 9 October 2024, Ozford hosted a meaningful Mental Health Session aimed at supporting student well-being and promoting mental health awareness. The session provided a safe space for students to learn about emotional wellness, stress management, and the importance of seeking support when needed. One of our dedicated teachers, Ms Michelle Royal, led the session and spoke sincerely about the importance of mental health and the support systems available at Ozford. She shared valuable insights on maintaining balance during studies, recognising when to seek help, and ways students can care for their emotional and psychological well-being. Students actively participated in the discussion and were encouraged to reflect on their own mental health. Practical tips, mindfulness strategies, and helpful resources were shared to empower students in managing daily stress and building resilience. The session was well-received and highlighted Ozford's ongoing commitment to creating a supportive, compassionate, and student-focused learning environment.



Teaching and Learning

Ozford In 2024, with the continued reopening of Australian borders to international students, Ozford maintained its commitment to professional development for all staff and academic teachers. This initiative strengthened the College's ability to warmly and effectively welcome newly arrived students. The ongoing

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training not only enhanced staff preparedness but also enriched the overall learning experience for students from the outset of their academic journey.

The opportunity to support an increasing number of international students was both exciting and rewarding for the entire Ozford community. It was truly inspiring to witness students from diverse cultural backgrounds take their first steps toward academic success in a new environment.

Ozford College continued to demonstrate excellence across multiple domains, as highlighted in the Key Learning Area reports that follow.

Key Learning Area: English and EAL

English and EAL is designed for those students for whom English is not their first language. This subject closely follows the same study design as the main English subject (Creative Response, Text Response, Comparative Text Response, Analysing Argument, Comparative Analysing Argument, and Presenting Argument). The curriculum follows the VCAA Study Design closely and students were given necessary guidance and support in completing the required unit outcomes. EAL is a key and compulsory subject to counts toward a student's ATAR score. For international students, EAL equips them with the skills to become lifelong learners, critical thinkers, and active and informed citizens. At Ozford in 2024, students studied 4 sessions of EAL, equal to 4 hours and 40 minutes per week.

(From VCAA English and EAL Study Design 2024)

Key Learning Area: Business Management and Accounting

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. The students collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

(From VCAA Business management (2024-2027) and Accounting (2019-2024) Study Design)

Key Learning Area: Science and Technology

By the end of year 10 students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems.

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They apply relationship between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

(From ACARA- Year 10 Science achievement standard)

Key Learning Area: Applied Computing

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

(From VCAA Applied Computing (2020-2024) Study Design)

Key Learning Area: Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

(From VCAA Mathematics (2023-2027) Study Design)

Key Learning Area: Languages Other Than English (LOTE) – Vietnamese and Chinese

Four LOTE subjects were offered this year, either continued or established, and were popular with our international students from Vietnam and China in 2024. While Vietnamese was offered in-house, giving students comfortable and convenient access to their learning, the Chinese was accommodated by the Victorian School of Languages which operated on Saturdays, displaying students' commitment, self-regulation and self-motivational skills. The classes are an opportunity for them to further develop their native language proficiency and at the same time, provide them with a platform to meet and socialise with students from their home country. All LOTE students were required to provide an oral presentation (without script) on their personal response to a chosen fictional text as part of their end of year VCE LOTE exam.

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Students were reminded about this oral exam every week and participated in mock oral exams. Students found the experience helpful in building their confidence for their communication skills

Learning Skills

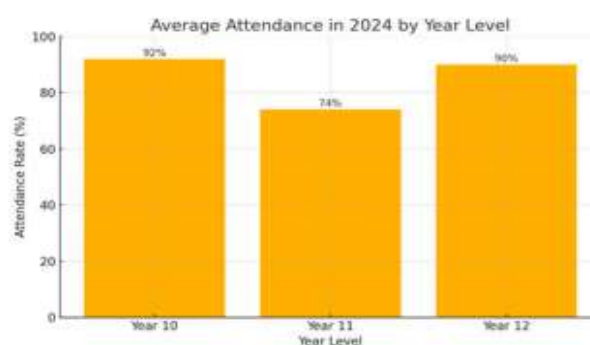
Mentor sessions continued in 2024 for both our Year 10 and Year 11 cohorts. These sessions were designed to assist students to become more aware and deal with the many aspects that may affect them living in Australia, including attending our education system and working with multi-cultural colleagues and people from diverse backgrounds. This year, mentor sessions took a particular focus on maintaining the mental health and wellbeing of students and helping them to cope with the challenges of learning in a new environment and new subjects. Students have also looked at developing their study skills, building effective time management and sharing personal experiences of their time in Australia. All these activities helped build a safer and more effective learning environment for all students. Next year, we plan to continue mentor sessions as well as bring back excursions and external activities for students to participate in and to increase collaboration and social skills between students.

Student Attendance and Engagement

In 2024, Ozford College provides its students with a fully integrated education program that encourages full attendance at school and requires that all students to maintain a minimum of 80% attendance for each semester. Students who attend all classes fully engage with the class activities and tend to perform better than students who do not attend regularly. Ozford encourages all students to attend and pursue their full potential.

In 2024, the College faced some challenges with student attendance. A significant factor was the increased level of academic demands, which led to heightened stress and burnout among students. Additionally, ongoing transitions back to structured, in-person learning routines impacted student engagement and consistency. These attendance concerns were particularly evident within the Year 11 cohort. The average attendance for 2024 is presented in the table below.

Year Level	Average attendance in 2024
Year 10	92%
Year 11	74%
Year 12(Semester 1)	90%



In keeping with the Ozford Attendance Policy and our duty of care for the well-being and safety of students, students who are unable to attend classes are required to inform the school on the same day of their absence. The Student Experience team will then follow up with the students on the same day to enquire if they are unwell or not to determine the reason for their absence.

All relevant communication with students is recorded on the Ozford College Compass Student Management System. Students are offered support from Student Services if there is a problem or, if they are unwell. They are also encouraged to seek appropriate medical treatment accordingly. The classroom
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teachers are then informed so that they can provide the necessary assistance to ensure the student is able to catch up on any missed study.

Ozford would like to take this opportunity to thank our parents, legal guardians, homestay families and carers who work in partnership with Ozford to encourage our students to maintain good attendance.

2024 Student Outcome

Progress Reports and School Reports

Student Progress Reports (PR) were released twice: in Term 1 and in Term 3. The Student Experience Team utilised these reports to inform students and families about their progress and further suggested ways for improvement, especially for those students with low marks.

The Student School Report was issued twice during the year — once in Term 2 and again in Term 4.

Academic Achievement

We are always delighted with our students who make the effort, show their commitment and their independence to succeed.

Overcoming the learning obstacles, cultural barriers and other personal difficulties, from ongoing communication with students and analysis of 2024 outcomes the Ozford students participated and completed their studies to the best of their ability in the academic year. From student feedback and direct communication with the school, students have clearly stated their satisfaction with their High School learning experience at Ozford. The students considered the career counselling and support with subject choices throughout the academic year helped them to achieve their learning goals.

We pride ourselves on our inclusive, safe, innovative and personalised education experience for our diverse range of students. Ozford College Principal and Academic Director Ms Rong Liu congratulated all of our hardworking students on their achievements and the dedicated teaching staff for their professional and ongoing encouragement and support. We are proud of all the students who have shown commitment, dedication and passion towards their learning and academic achievements.

Year 12 2024

In 2024, a total of 41 students commenced Year 12 studies. The majority of these students progressed from Year 11 at the college, while a few joined through school transfers. Of the overall cohort, 42% (18 students) successfully completed the year with scored study results, while 40% (16 students) followed an unscored pathway. A further 17% (7 students) withdrew during the academic year. It is also noted that 2 students did not sit the General Achievement Test (GAT). These figures highlight a strong transition from Year 11 to Year 12, while also indicating the importance of continued academic support and engagement strategies to improve completion rates and assessment participation.

Stakeholder Engagement and Improvement Strategies:

Ozford College has a focus on developing a close working relationship with our parents and other relevant stakeholders. Ozford College collects feedback from staff, students and their families about school performance, and the delivery of academic and personal support services on an annual basis. This feedback provides Ozford with key insights into student learning, engagement and overall experience and satisfaction at the College.

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Feedback received is collated and analysed then presented to Management and the Executive Management Team members. Improvements are then planned and implemented to ensure Ozford College delivers education services that support our students in achieving their desired education pathways. Parents Feedback Since the majority of the students' parents reside overseas, feedback from parents is gathered when semester reports are sent. Parents are encouraged to keep regular contact with Ozford via email and other online communications channels including Wechat, Zoom, Facetime and via Compass. Parents are free to provide feedback to Ozford at any other time using these channels. Where appropriate, meetings are arranged for parents, legal guardians or carers to update them on student progress and gather or provide feedback.

Parents have expressed satisfaction with the following areas of support provided to students in 2024:

- Orientation, induction, and transition programs that assist students new to the Australian learning environment.
- Access to academic and other essential resources throughout the blended learning model.
- Timely and regular updates via the Compass Student Management System, including school announcements, attendance, academic progress, performance, and other important information.
- Provision of additional English support sessions to assist students with language development.

Staff Feedback

At Ozford, we value the unique and vital insights that teachers bring to the evaluation of our teaching and learning programs. Staff feedback is actively sought each term, as well as during professional development sessions and regular staff meetings. These forums provide opportunities for open discussion and collaborative evaluation aimed at enhancing the quality of teaching and learning across the College.

In response to this collective feedback, the College Coordinator, Mr Dennis Kelly, has developed a Continuous Improvement Plan. The College Coordinator meets regularly with individual teachers or groups to provide updates on the actions taken and improvements implemented as a direct result of the feedback received. This ongoing process ensures that staff contributions are not only heard but translated into meaningful enhancements that benefit the entire school community.

Staff Farewell

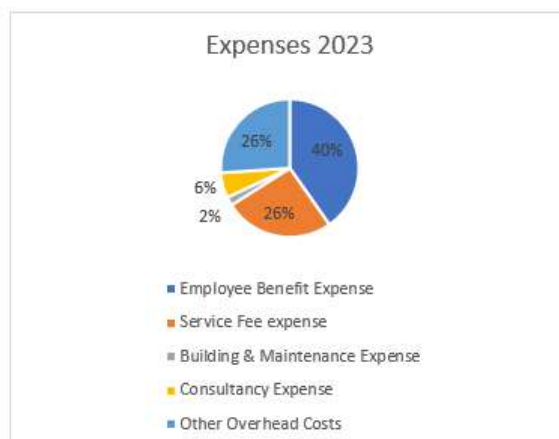
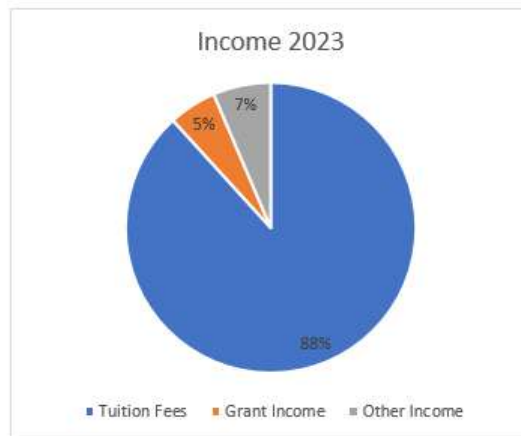
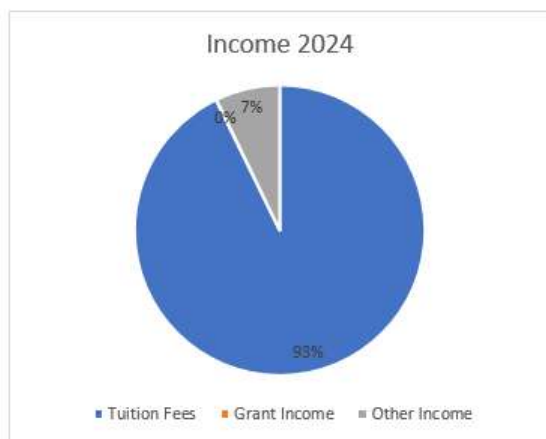
Ozford takes great pride in recognising the dedication and hard work of staff members who have contributed meaningfully during their time with us. As they move on to new opportunities, we come together to express our gratitude and celebrate the positive impact they have made on the institution and their colleagues.

To mark these farewells, a special dinner was held in their honour, offering a warm and heartfelt setting for staff to share memories, express appreciation, and enjoy time together outside the workplace. It was an evening filled with thoughtful conversations, laughter, and reflection on shared achievements.

These occasions serve as a reminder of the strength of our professional community and the value of acknowledging one another's contributions. Ozford remains grateful for the service and commitment of all departing staff and wishes them every success in their future endeavours.

2024 Financial Report

Oxford's financial activities continued to be focussed on delivery of senior secondary programs to international and domestic students. Oxford's audited financial statements reflect that the school continues to be financially viable and the Business Plan and financial projections reflect moderate growth prospects for the future. The following charts provide a summary of financial outcomes.



ABBREVIATIONS

AMC: Australian Mathematics Competition

ATAR: Australian Tertiary Admission Rank

CCAFL: Collaborative Curriculum and Assessment Framework for Languages

CBD: Central Business District

CPR: Cardiopulmonary Resuscitation

EAL: English as an Additional Languages

ELICOS: English Language Intensive Courses for Overseas Students

FL: First Language

EMT: Executive Management Team

ESOS: Education Services for Overseas Students

FTE: Full-Time Equivalent

GAT: General Achievement Test

HITS: High Impact Teaching Strategies

HS: High School

ISV: Independent Schools of Victoria

IT: Information Technology

LOTE: Language Other than English

PD: Professional Development

PR: Progress Report

SAC: School Assessment Coursework

SR: School Report

VCAL: Victorian Certificate of Applied Learning

VCE: Victorian Certificate of Education

VCE VM & VPC: VCE Vocational Major and Victorian Pathways Certificate

VIT: Victorian Institute of Teaching

VRQA: Victorian Registration Qualifications Authority

VSL: Victorian School of Languages

VTAC: Victorian Tertiary Admissions Centre