

# OZFORD

Registered School Number: 2016  
(CRICOS No. 02427A, ABN 41 102 265 225)

## 2023 Annual Report

To The School Community

## Our Campus



**STREET VIEW**



**RECEPTION**



**LAUNCH AND LIBRARY ROOM**



**CLASS ROOM**



**BASEMENT**



**COMPUTER ROOM**

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## Message from the Principal and Academic Director

On behalf of the Ozford College Board Executive Management Team (EMT) and staff, I am honoured to present the 21st Annual Report.

In 2023, our staff and students have enjoyed a more vibrant and adventurous learning journey. It has been a pleasure to welcome new students from diverse nationalities into the college and to see them settling into the College community smoothly. It is always delightful to see the classrooms alive with attentive learning and filled with many varieties of real-life and useful activities with the support of mentor groups that support students' overall well-being.



Our well established weekly mentor sessions, continue to help us to identify the challenges and issues affecting our young people especially international students today, and enable us to support our students emotionally and academically. During the mentor sessions, we assist our students to build academic study skills, in addition to mental well-being strategies which included growth mindset activities.

An example includes our students looking into perfectionism and how this can be both a friend and a foe. The students engaged in a task whereby they could only use one hand and then reflected on how perfectionism relates to failure and success, which further deepened their understanding of growth mindset, the importance of teamwork, and making links to improving their studies. There were sessions dedicated to “Dealing with Change” through a simple, yet challenging task, in which teamwork and clear communication was of the essence. Though some students were initially shy to stand up in front of their peers and attempt this challenge, most of them succeeded. This was then tied to the need to revise before exams, long before exams begin.

For 2023 our well experienced teaching staff worked with our students to achieve our student's goals. The emphasis this year has been encouraging all teaching staff to fully utilise the Student Management system, Compass, capabilities and be more effective. We also introduced a new e-library platform and launched the IXL online learning programs in literacy and numeracy. All students completed at least 2 -4 lessons per week on IXL as part of their homework program to build their skills.

A series of workshops and seminars on study skills was conducted by Elevate Education, which benefited our students enormously. Student and staff feedback was positive with student's feedback reflecting that they enjoyed and gained skills from the workshops.

The Connect Global - Youth Forum was held in Term 3, these leadership forums have pushed all our students out of their comfort zone and built their leadership skills. Activities included students connecting with their counterparts in Indonesia. Together, they explored a shared local challenge linked to the United Nations Sustainable Development Goals. This program fostered an understanding of both similarities and differences, inspiring collaborative actions for positive change.

The most popular student activities conducted this year were the O'Brien Icehouse and ArtVo, which is Australia's first immersive, 'trick-art' gallery, with priceless photos. unbelievable interactive scenarios. The students truly enjoyed the way the activities were integrated in their learning.

The most memorable day for the students was the trip to Healesville Sanctuary, where they have the close-up opportunities with animals, especially Australian native animals.

As part of our student Leadership Program, three Year 11 students organised a Cultural Dress up Day. This was a very successful day, in which all students and staff actively participated. Everyone had a lot of fun and learned dances from different cultures.

Thank you to the teachers, guardians/ parents, and students who make this an outstanding year; not only do they create lifelong memories and friendships, but they enrich learning and foster life skills beyond the classroom, and we are grateful for your support.

Wishing all students, parents, and staff a wonderful year ahead, and look forward to your support as we strive towards 2024.

**Rong Liu**

**Principal and Academic Director**



## Ozford College Information

Ozford 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.

Ozford 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 Ozford's success.

Students come from culturally diverse backgrounds and Ozford caters for students that are better suited to a smaller school environment. Ozford 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.

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Phone: +61 3 8663 7188

Website: [www.ozford.edu.au](http://www.ozford.edu.au)

Email: [info@ozford.edu.au](mailto:info@ozford.edu.au)



## School Philosophy

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

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

Ozford 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 Ozford College is the Executive Management Team (EMT), which has the overall responsibility to ensure that Ozford 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 Ozford website.

## **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.

Ozford is committed to the achievement of excellence in education. A student's success is Ozford'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 Ozford community based on openness, fairness and friendship. At Ozford 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 Ozford 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.

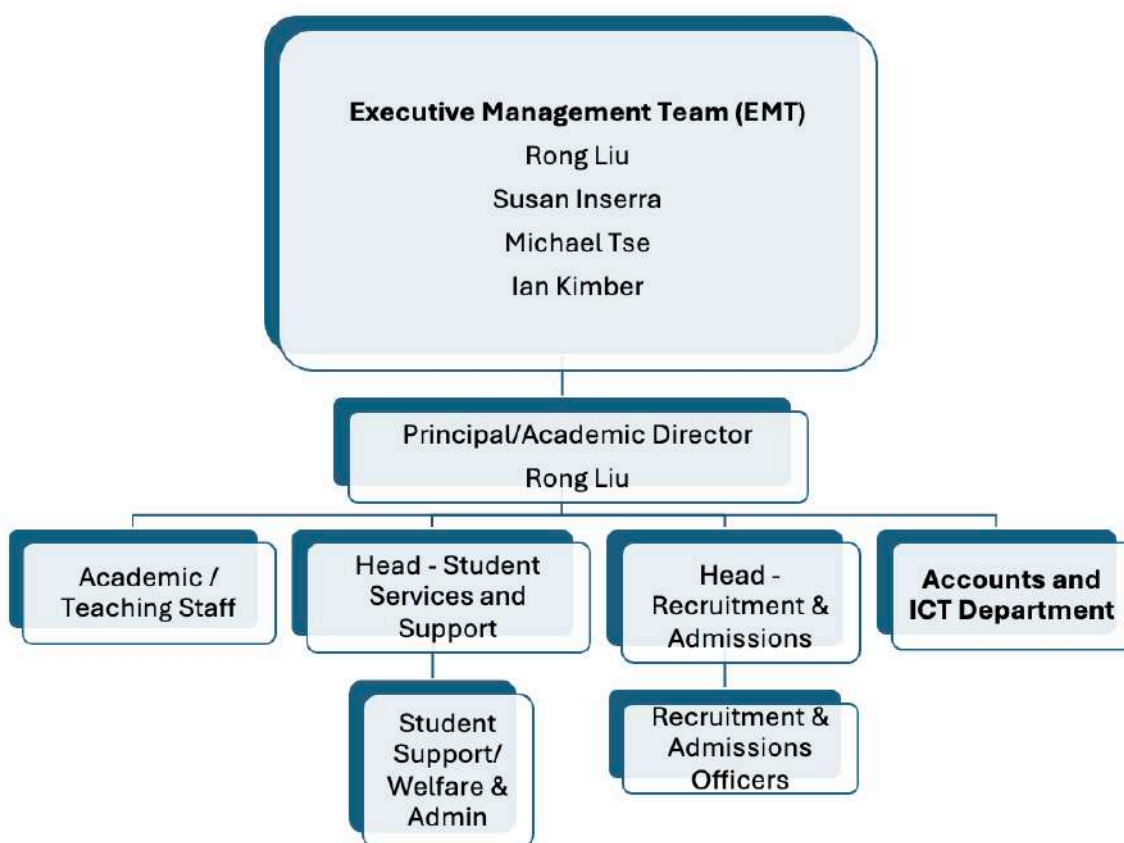


## Our Child Safe Statement

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



## 2023 Staffing

### Workforce Composition

The Ozford 2023 workforce composition consisted of staff from a range of educational and cultural backgrounds.

In 2023, 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 2023.

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Mathematics, Science, Commerce, Information Technology. The attendance rate for staff in 2023 was more than 95%.

### 2023 Workforce Composition:

	<b>No. of staff (Headcount)</b>	<b>FTE of staff</b>
Principal and Academic Director	1	1
Teachers and Coordinator	17	10
Support and Administrative Staff (Welfare, Student Services, IT, Accounts, Marketing)	5	2.5

### PRINCIPAL AND ACADEMIC DIRECTOR



Rong Liu

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

## Academic/Teaching Staff



Marjory Creta

### Subjects Taught:

Year 10 Health and Human Development  
Year 11 Health and Human Development  
Year 10 Mentor  
Year 11 Mentor

### Qualifications:

Bachelor of Arts  
Graduate Diploma in Education (Secondary)



Annie Li

### Subjects Taught:

Year 11 Mathematics Methods  
Year 12 Mathematics Methods  
Year 12 Specialist Mathematics

### Qualifications:

Master of Education  
Postgraduate Diploma in Teaching  
Bachelor of Mathematics Education  
Advanced Diploma of Mathematics



Natalie Kettle

### Subjects Taught:

Year 11 English as an Additional Language

### Qualifications:

Master of Teaching  
Bachelor of Arts Hons  
Bachelor of Social Science



Shiv Kumari Rathore

### Subjects Taught:

Year 10 English as an Additional Language  
Year 10 Business Management  
Year 11 Business Management

### Qualifications:

Master of Commerce  
Bachelor of Education  
Certificate IV in Training and Assessment  
Advanced Diploma of Accounting



Kylie Riggs

### Subjects Taught:

Year 10 English as an Additional Language  
Year 11 English as an Additional Language  
Year 11 English

### Qualifications:

Bachelor of Arts  
Graduate Diploma in Education  
Graduate certificate in child and adolescent mental health



Keith Morgan

### Subjects Taught:

Year 11 General Mathematics  
Year 12 Further Mathematics

### Qualifications:

Graduate Diploma of Education  
Bachelor of Engineering (Hons)



Judith Martin

### Subjects Taught:

Year 12 English as an Additional Language  
Year 10 English

### Qualifications:

Graduate Diploma of Education (Secondary)  
Bachelor of Arts (Japanese)

## Academic/Teaching Staff



NGUYEN, Hung

### Subjects Taught:

Year 11 LOTE – Vietnamese

### Qualifications:

Master of Arts  
Graduate Diploma of Education (Secondary)  
Graduate certificate in Arts



Thuy Chau Dhuong NGUYEN

### Subjects Taught:

Year 11 LOTE – Vietnamese

### Qualifications:

Master of Teaching English to Speakers of Other Languages  
Master of Education



Evangeline Offen

### Subjects Taught:

Year 10 Information technology  
Year 10 Health and Human Development  
Year 10 maths  
Year 11 Health and Human Development

### Qualifications:

Bachelor of Education Studies  
Graduate Diploma of Education (Secondary)  
Certificate IV in Training and Assessment  
Bachelor of Business in Accounting/ Information Systems



Naila Beg

### Subjects Taught:

Year 11 IT Computing  
Year 12 IT Data Analytics  
Year 11 and Year 12 Physics

### Qualifications:

Master of Teaching (Secondary)  
Bachelor of Science



Donna paul

### Subjects Taught:

Year 11 English as an Additional Language

### Qualifications:

Graduate Diploma in Japanese  
Graduate Diploma of Education (Secondary)  
Professional Certificate of Adolescent Counselling



Tina Pham

### Subjects Taught:

Year 11 LOTE – Vietnamese  
Year 11 & 12 – Mentor  
VCE Coordinator

### Qualifications:

Master of Education  
Graduate Diploma of Education  
Bachelor of Arts in Multicultural Studies



Truc Ho

### Subjects Taught:

Year 11 Accounting  
Year 11 Business Management

### Qualifications:

Graduate Diploma of Teaching  
Bachelor of Business (Accounting)

## Academic/Teaching Staff



Judith Martin

**Subjects Taught:**

Year 11 English as an Additional Language

**Qualifications:**

Graduate Diploma of Teaching (Secondary)



Sam Ozluk

**Subjects Taught:**

Year 10 IT

Year 11 Applied Computing

**Qualifications:**

Graduate Diploma in Secondary Education

Bachelor of Applied Science

Bachelor of Arts



Ushadhi Sayuree Hela  
Medawatteggedara

**Subjects Taught:**

Y11 Applied Computing

Y11 Business Management

**Qualifications:**

Master of Teaching

Bachelor of Performing Arts

Bachelor of Science



Nur Abdul Hamid

**Subjects Taught:**

Year 11 English as an Additional Language

**Qualifications:**

Diploma in Early Childhood

Postgraduate Diploma in Education

Bachelor of Arts

## Support and Administrative Staff

**Susan Inserra**

*Head of Student Services and Support*

**Khushboo Arora/Kamal Subedi/ Shriya Srivastava/ Zoe Chambers**

*High School Student Services/Administration Officers*

**Tanya Duggal/David Couttal / Sue Sun / Yuki Xu**

*Account Managers*

**Shah Sarwar**

*ICT Manager*

**Susan Inserra**

*Admission and Marketing Managers*

**Mysa Tran**

*Regional Marketing Manager*

**Kamal Subedi/Enzo Peperkamp/Abhishek Paudel**

*Student Advisors*

## 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 competently in their areas of expertise. Listed below is a summary of the qualifications held by teaching staff members. All staff have undertaken induction and annual training with respect to the Victorian Child Safe Standards.

<b>Qualification</b>	<b>Qualifications held across the teaching staff</b>
Bachelor degrees	15
Post Graduate Diplomas or Certificates	10
Master / PhD Degrees	8

## Staff Participation in Professional Development (PD)

All staff have participated in the professional learning activities organised by Ozford College, 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 2023:***

- 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
- 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 2023 Overview

At the end of 2022, in preparation for Year 11 for 2023, all students were provided with study information and recommended to begin study before the commencement of Term 1. This allowed them to be prepared fully when classes resumed. The students were referred to the 2023 VCAA VCE Study Designs:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

These documents explained the key topics and all students familiarised themselves with them, via textbook, YouTube, or internet searching. Students were also advised to contact the College by mid-January to organise appointments to meet with the teachers. Students were also advised to regularly check emails over the summer holidays for updates from the College.

The 14TH February 2023 marked the beginning of the Oxford High School's 2023 academic year, where we welcomed our new and returning students into year 10 and Year 11 for Semester 1.

On the first day of Term 1 2023, teaching and support staff participated in a series of professional development sessions.

Oxford College commenced in Term 1 with classes returning onsite. From Term 2 onwards, the College operated at the facilities on Lonsdale Street which 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. The students found the move to the new central city location at 123 Lonsdale Street very convenient.

Staff and students utilised learning materials developed for each subject that were provided to students via the school's Student Management System (Compass). The Student Support Team continued to provide onsite support services to students.

Our students continued to thrive, moving forward with their studies and being more creative. Our teaching team was innovative, using technology to engage our students and undertake different teaching styles to continue to provide a high-quality education. Students received ongoing support from staff via various communication channels including Zoom for isolated students, e-mail and phone calls. A blended method of learning continued with the majority of classes being undertaken onsite and some students occasionally participating in online learning.

### The following subjects were offered in 2023:

#### Year 11

- English as an Additional Language
- Accounting
- Business Management
- LOTE – Vietnamese
- Applied Computing
- General Mathematics
- Mathematics (Methods)
- Health and Human Development
- Mentor

#### Year 11

- English as an Additional Language
- Accounting
- Business Management
- LOTE – Vietnamese
- Applied Computing
- General Mathematics
- Mathematics (Methods)
- Health and Human Development
- Mentor

*The following subject was offered in Semester 1 2023 by outsider institutions with the strong support of teachers and staff:*

- LOTE – Chinese

# 2023 Major Events and Highlights

## Admission, Orientation, Induction and Transition Workshops

New students joined Ozford College at the beginning of the school year. Using the website with the support of marketing and admission staff, The College provided prospective students with an informative and personalised admission process. Orientation was conducted for all new students joining our College at the commencement of their study. The aim of the orientation and follow up sessions was to assist and provide important support for students who were transitioning into life and study in Australia.

Due to the low number and withdrawal of year 12 student we did not have Year 12 cohort in semester 2. Our new Year 11 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 College, 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 College key staff and their roles
- A tour of the College facilities and resources
- Relevant Ozford College 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 College'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 ICT induction session that introduces students to the College's computer systems including Compass Student Management System, QuickPrint Photocopying and Scanning system.
- A tour of Melbourne CBD

All of 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 Support and Wellbeing 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 2023, the Ozford 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

Ozford 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 2023, under the guidance of the VCE Coordinator Marjory Creta, students spent their Mentor Group sessions focusing on career group projects e.g. CVs, Occupational Information, Goals, Confronting Change, and the like. It focuses 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 also focused on training students for the General Achievement Test (GAT), responding to the significant changes in the GAT's measurement and structure for the first time in 2023:

As part of the reform of the VCE and VCAL system, Victorian senior secondary students will this year (2023) have their literacy and numeracy skills measured against new standards in a reformed General Achievement Test (GAT). The new standards will 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 during their time here, 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.

## 2023 ELEVATE WORKSHOPS



Elevate Education ran three face-to-face sessions at Ozford College to prepare students in general learning skills, exams and in three specific studies: EAL, Accounting and Business Management.

Students had opportunities to interact with Elevate Staff and discuss questions after each session. Every Elevate workshop came with a complete set of follow-up resources, meaning our teachers embedded the learning in the classroom, and our students could ensure the study skills stuck!



## 2023 IXL for Enhanced Student Learning: Benefits and Impact

The College commenced using the IXL software, an advanced online educational platform that provides personalised learning experiences across various subjects in 2023. IXL has benefited our students in several key ways:

**Personalised Learning:** IXL adapts to each student's individual skill level, offering customized practice and feedback that target specific areas of improvement. This helps students build on their strengths and address their weaknesses effectively.

**Extensive Content Coverage:** With a broad range of interactive exercises in subjects like mathematics, language arts, science, and social studies, IXL ensures that students receive comprehensive practice aligned with their grade level and curriculum requirements.

**Immediate Feedback:** Students receive real-time feedback on their work, enabling them to quickly understand and correct mistakes. This instant response helps reinforce learning and deepen comprehension.

**Progress Monitoring:** The platform tracks student performance through detailed analytics, allowing teachers and parents to monitor progress, identify areas for improvement, and celebrate successes.

**Engaging Practice:** IXL's interactive and gamified approach makes learning enjoyable and motivating, keeping students engaged and eager to tackle new challenges.

**Standards Alignment:** The content on IXL aligns with educational standards, ensuring that practice exercises support our curriculum goals and help students meet academic benchmarks.

By incorporating IXL into the College educational strategy, we provided our students with a dynamic and supportive tool that enhances their learning experience and supports their academic growth.

## 2023 Student Presentation

Throughout the year, students from year 10 to year 11 made various PowerPoint presentations according to their subject requirements and criteria. The presentations touched on topics from different countries and cultures covering Job Market Analysis, Future Job Prospects and growth, industry growth, Trends in the job Market, and Industry to general aspects of life in the countries. Students were given a few week to research, plan, draft and finalise their presentations. Remarkable results were achieved and well received by teachers and fellow classmates. Having the opportunity to present to such a culturally varied audience enhances their speaking, interaction, communication, and overall presentation skills.



## 2023 Student Activities and Events

As part of the College's ongoing commitment to providing a comprehensive and enriching educational experience, we offered a variety of activities and events tailored to support our student's academic growth, personal development, and well-being. The activities included a range of educational, recreational, and developmental activities such as excursions, competitions, orientation programs, wellness initiatives, and more, all aimed at engaging and supporting students in various aspects of their school life and personal development. These activities included:

1. Lord Mayor's Student Welcome Program - Event for welcoming international students.
2. Excursion for Year 10 HHD & PE Students - Field trip related to respectful relationships and teamwork skills.
3. Community Information Webinar on Understanding Sleep Hygiene - Online webinar about sleep hygiene.
4. Easter Egg Hunt Activity - Easter event with hidden eggs and prizes.
5. High School Orientation for New Starters - Orientation event for new Year 10 and Year 11 students.
6. Lunch with Special Speaker - Event featuring a migration lawyer discussing visas and citizenship.
7. General Achievement Test (GAT) - Information about the Year 12 GAT.
8. Tax Super + You Competition - A competition related to tax and superannuation education.
9. Indian Film Festival – Ticket Giveaway & Bollywood Party - Event and ticket giveaway related to the Indian Film Festival of Melbourne.
10. Australian Government and ATO School Leaver Programs - Information on programs for Year 12 graduates.
11. Special Meditation Session - Guided meditation session by a renowned teacher.
12. IceHouse-ArtVo Excursion - A College excursion.
13. High School Celebration Assembly - Assembly event for high school students.
14. Speaking Contest - Information and resources for a student speaking contest.

Here are some highlights of the events provided, offering a glimpse into the diverse opportunities available to students this year:

### 2023 ArtVo Excursion



Figure 1: ArtVo Excursion

All our students had the opportunity to visit ArtVo Docklands, and it was an unforgettable experience! ArtVo, known for its interactive 3D art installations, offered our students a chance to immerse themselves in a world of creativity and imagination. The students explored a series of themed galleries filled with larger-than-life murals, each designed to create optical illusions when viewed from the right angle.

The students enjoyed posing with the art, stepping into scenes that made it look like they were walking on the moon, escaping a jungle, or balancing on a tightrope. Each mural was a canvas for their creativity, allowing them to become a part of the artwork itself. The laughter and excitement were infectious as they captured playful and imaginative photos that will serve as cherished memories.

The visit was not only a fun break from their studies but also a unique way to engage with art in a hands-on manner. It was an experience that sparked joy, curiosity, and a deeper appreciation for the creative arts.

## 2023 ICE skating Excursion



The Ice-Skating Excursion at Docklands provided students with a memorable and exhilarating experience, blending physical activity with the joy of learning a new skill.

For many, it was their first time on the ice, and the day was filled with excitement, laughter, and a few tumbles as they found their footing on the rink.

Students were initially guided by instructors who taught the basics of ice skating, ensuring everyone felt comfortable and confident. As they gained more balance and control, the students began to glide across the ice, enjoying the freedom and thrill that skating offers. The cool atmosphere of the Docklands ice rink, combined with the camaraderie among classmates, made for an unforgettable outing.

Beyond just skating, the excursion was an opportunity for students to bond with their peers outside the classroom, fostering teamwork and mutual support as they helped each other improve their skating skills. The picturesque location of Docklands added to the experience, with stunning waterfront views providing the perfect backdrop for a day of fun and physical activity.

Overall, the Ice Skating Excursion at Docklands was not just a chance for students to learn and enjoy a new sport, but also a day of building friendships, boosting confidence, and creating lasting memories. It was a day that many students described as one of the highlights of their school year.



## 2023 PE Sessions

Our students had PE sessions planned in the parks of Melbourne. Sadly, the weather was inclement. But this did not dampen our students' spirit, who undertook the planned sessions in the classroom instead.

For one session, their task was to work in groups and prepare a 20-minute workout session for the other groups, which included a warm-up, some cardio, some stretching. The students had to produce a formal instruction sheet, easy for their peers to follow. We completed the session with 10 minutes of yoga and 10 minutes of street dance.

This was a highly successful activity, which all students enjoyed. They had fun. The instruction sheets are pinned up on the classroom wall so students could repeat the session at will.



Figure 1. Yoga



Figure 2. Cardio



Figure 3. Jumping Jacks

## 2023 AUSTRALIAN MATHEMATICS COMPETITION (AMC)

On March 9th, our High School students participated in a PE class competition at Alexandra Gardens and Federation Square. The event involved problem-solving tasks that fostered teamwork and enhanced their English language skills. The students learned about the historical significance of the locations and worked together to complete the challenges. The day concluded with a well-deserved break at Federation Square, where students strengthened their bonds and built a sense of camaraderie.



## Year 10 and Year 11 End of Year Celebration Party

Ozford held the High School end of year celebration for year 10 and 11 students at the end of November. It was to recognize the effort and achievement demonstrated by our students this year. It was an honour to award 15 of our student with a certificate for Academic Excellence. Over 20 students received an award for their excellent attendance throughout the year. Some other students received a certificate award for leadership and Endeavour.

The event was led by Highschool Coordinator Marjory Creta. A speech was delivered to express Ozford College's appreciation and gratitude for their hard work and commitment throughout the year.



Students listened with pride and joy as the speech was delivered. Formal congratulations spanned throughout the room during the whole ceremony. Each year, Ozford College awards nominated students for their excellence in both academic and performance aspects. Following the trend from previous years, this year, we extended recognition of achievement to all students by nominating every student for an individual award which best represented their unique efforts and contributions to the College. The graduation ceremony was a huge success. This year we were privileged to have the presence of many parents. We continue to wish our students all the best in their future endeavours no matter academic or professional.

# Teaching and Learning



## 2023 Onsite Learning Classes

Ozford College continued to offer professional development for all of its staff and academic teachers with the continuing opening of Australian borders for overseas students. This led to a better professional welcoming of newly arrived students. Not only this, but professional development of teachers also helped to better equip and enhance students learning experience and journey from the very beginning.

Overall, the opportunities to welcome the influx of overseas students were both exciting and successful for everyone at the College. It was overwhelming for all here to see so many students from various background and cultures taking their first step to academic success in a new environment.

Ozford College continued to display excellence in many areas – as demonstrated in the following Key Learning Area reports.

## Key Learning Area: English and EAL

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 College in 2023, students studied 4 sessions of EAL, equal to 4 hours and 40 minutes per week.

(From VCAA English and EAL Study Design 2023)

## 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. They 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 (2023-2027) 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.

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)

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 2023. While Vietnamese was offered in-house, giving students comfortable and convenient access to their learning, the Chinese was accommodated by the VSL 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. 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.

## Mentor Sessions

Mentor sessions continued in 2023 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.

# 2023 Student Outcome

## Student Enrolments

In 2023, Ozford College provided its students with a fully integrated education pathway model. Both international and domestic students can enrol in the Ozford High School programs. These cover the final three years of secondary school in Australia: Years 10, 11 and 12.

International students remain the College's main student clientele. Ozford College's main focus is to assist international students to integrate their prior overseas-based studies with the Victorian Certificate of Education (VCE). Embedded within the High School program delivery is a strong emphasis on the study of English as both an Additional Language (EAL) and Subject-Specific English.

In recent years, because of the small class sizes and a focus on individual's needs, the College has also attracted a number of domestic students into its High School programs. Current domestic students consist mainly of children of recent business migrants to Australia looking for a supportive school environment to assist in their transition to study and life in Australia. In 2023, Ozford had a total of 64 students across its VCE programs in semester 1, 18 in Year 12 and 46 in Year 11.

## Student Attendance

The College 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 keeping with the Ozford College Attendance Policy and the College's duty of care for the well-being and safety of students, the students who are unable to attend classes are required to inform the school on the same day of their absence. The Student Services staff 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 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.

2023 saw the College face some challenges with student attendance. The global skills shortage and government policy allowing international students to work 40 hours per week that was in place during Semester 2 2022 and Semester One 2023 (prior to July 1st, 2023) resulted in many students taking on a full-time job to meet workforce demand. As a result, there were occurrences of lateness and absences in the Year 11 cohort and the Year 12 cohort. The students were well informed about the attendance requirements and provided with targeted support but did not respond, appropriate action was then taken to address the breach in attendance requirements.

The average attendance for 2023 can be seen in the table below:

<b>Year level</b>	<b>Average Attendance in 2023</b>
<b>Year 10</b>	<b>90%</b>
<b>Year 11</b>	<b>71 %</b>
<b>Year 12 (Semester 1)</b>	<b>89%</b>

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

## **Progress Reports and School Reports**

Progress Reports (PR) were released twice: in Term 1 and in Term 3. Student Services utilised these reports to inform students and families about their progress and further suggested ways for improvement, especially for those students with E's.

The School Report (SR) was released twice: in Term 2 and in Term 4.

## **Academic Achievement**

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

Despite the learning obstacles, cultural barriers and other personal difficulties, from ongoing communication with students and analysis of 2023 outcomes, indicates that the students participated and completed their studies to the best of our students ability in the academic year. We did not have any VCE graduates in 2023 as Year 12 students. We are proud of their achievements. From the student feedback and direct communication with the school, students have clearly stated their satisfaction with their High School learning experience at Ozford College. They were given career counselling and support in subject choices throughout the academic year.

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.



## Stakeholder Engagement and Improvement Strategies

Ozford College has a focus on developing a close working relationship with our parents and other relevant stakeholders. The 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 the College with key insights into student learning, engagement and overall experience and satisfaction at the College.

Feedback received is collated and analysed then presented to the 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.

### Parent 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 College via email and other online communications channels including WeChat, Zoom, Facetime and via Compass. Parents are free to provide feedback to Ozford College 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 indicated that in 2023, they were satisfied with the following:

- Orientation, induction, transition and other support provided to the students who are new to the Australian learning environment
- Academic and other resources provided to students throughout the blended learning process
- Regular updates on Compass Student Management System allowing them timely access to College news, student attendance, progress, performance and other related matters.
- Provision of additional English support sessions to students

Parents have suggested that in 2023-2024, classes to continue with a blended delivery model and recordings on the Compass Lesson Page to accommodate those students who may not be able to attend classes due to illness and isolation needs.

### Staff Feedback

At Ozford College, we recognise that teachers offer a unique and important perspective on the effectiveness of the teaching and learning program. Staff feedback is sought every term and during staff professional development sessions and meetings, where staff have the opportunity to discuss and evaluate collective feedback to improve the College's teaching and learning quality. Based on the collective feedback, the High School Coordinator developed a continuous improvement plan and meeting with teachers individually or as a group regularly to provide an update on the improvement activities implemented from feedback received.

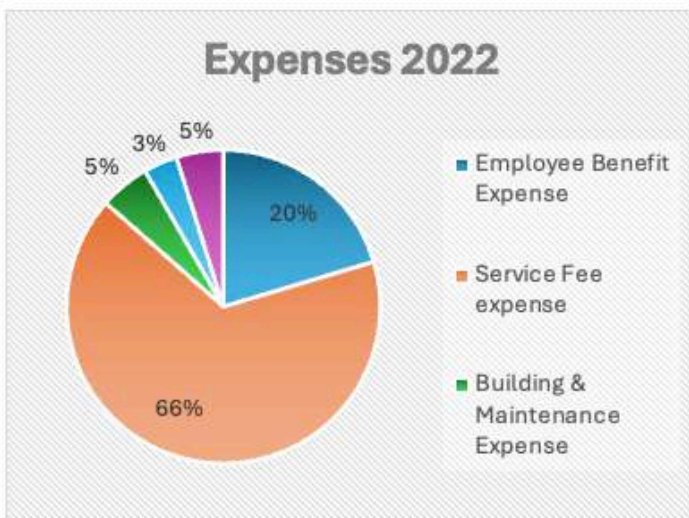
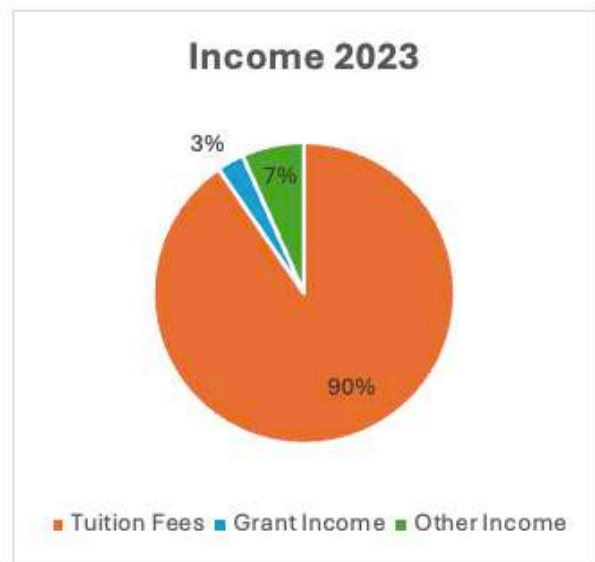
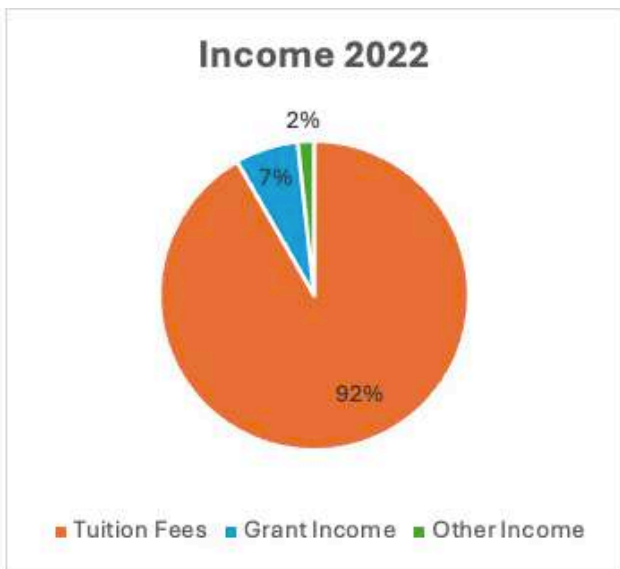
## Staff Farewell

Ozford College acknowledges the great service of staff who have stepped in and stepped out. We used these events to teach students to appreciate and recognise services that they have received to study harder and work better.

Ozford College recognises the service behind the scenes rendered by Khushboo Arora, who will be re-joining the College in 2024.

## 2023 Financial Report

Ozford College’s financial activities continued to be focused on the delivery of senior secondary programs to international and domestic students. The College’s audited financial statements reflect that Ozford College 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