



OZFORD

OZFORD COLLEGE

Registered School Number: 2016

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

2019 Annual Report To The School Community



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Message from the Principal and Academic Director



It is with great pleasure that I present Ozford College's Annual Report for 2019.

Ozford College is a senior secondary college located in Melbourne's CBD that caters for international and domestic students undertaking the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning) from Year 10 to Year 12. We have students from diverse backgrounds and we cater 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.

This annual report outlines what we have achieved in 2019 and our exciting plans for the future. We remain focused on improving our educational delivery and students' experience. Our strong commitment in offering quality teaching and learning, which draws on pedagogical practice and our student-centred approach, has enabled us to helping and supporting our students to attain the knowledge and build the skills they need to thrive in a global world.

Finally, I would like to say I continue to be incredibly proud to be the Principal/Academic Director of this unique and inclusive school and it is my privilege to meet and work with so many wonderful students, staff and community members and thank you for being a part of Ozford community.

Rong Liu
Principal and Academic Director

Ozford College Information

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Ozford College, in the heart of Melbourne, is a senior secondary high school accredited by the Victorian Registration and Qualifications Authority and a member of the Independent Schools of Victoria. Our High School programs for Australian and international students start at Year 10 and leads to either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

We are an innovative school 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.

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 and VCAL (Victorian Certificate of Applied Learning)).

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

Ozford fosters a personalized 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 in 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; Values of Openness and Tolerance.

These concepts underpin the design of our Curriculum and our college policies. This philosophy statement is promoted in the school prospectus, handbook, strategic plan or business plan, and on the school 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

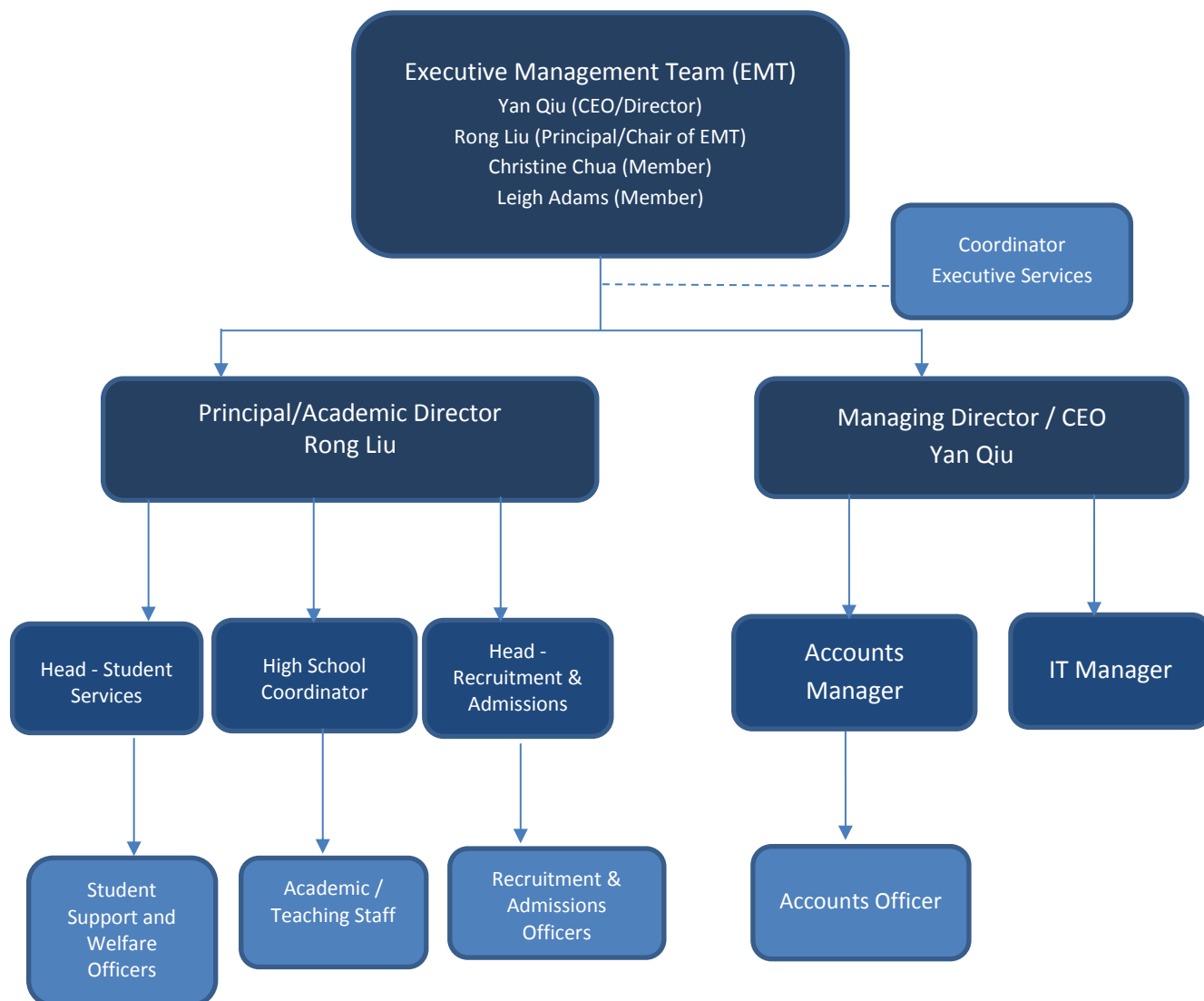
We promise to be true to our Vision, Mission and Values and to provide personalised course offerings and services in a supportive learning environment.

Our Child Safe Statement

Ozford is committed to provide 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 to child abuse.

Ozford's [Child Safe framework and practices](#) provide an overview of how Ozford complies with the Child Safe Standards and Ministerial Order No. 870 including the strategies to prevent or minimise risks to child abuse.

Ozford College Organizational Chart



2019 Staffing

Workforce Composition

The Ozford 2019 workforce composition consists of staff from a range of educational and cultural backgrounds. There was no indigenous staff member in 2019. In 2019 there were 5.4 FTE academic staff and 5.0 FTE support and administration staff employed for a total workforce of 18 staff (including the Principal, 9 teaching staff and 8 support and administrative staff). The workforce composition at Ozford College consisted of:

	Headcount
Principal	1
High School Coordinator	1
Teachers	9
Support Staff (Welfare, Student Services)	5
Administration Staff (IT, Accounts, Marketing)	3

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Maths and Science, Commerce, Information Technology and Vocational areas for VCAL. The attendance rate for staff in 2019 was more than 90%.

Principal










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

High School Coordinator



Leigh Adams
Bachelor Applied Science (Maths, Physics, Chemistry, Computing/Electronics); Diploma of Education (Secondary)

Teaching Staff

Staff Name	Subjects Taught	Qualification
<p>Anh Le</p> 	LOTE	<i>Bachelor of Teaching Bachelor of Arts</i>
<p>Annie Li</p> 	Mathematics	<i>Master of Education Postgraduate Diploma in Teaching, Bachelor of Mathematics Education, Advanced Diploma of Mathematics</i>
<p>John Calsimsek</p> 	Business Management Humanities VCAL PDS VCAL WRS	<i>Master of Education Grad Dip Education (Secondary) Bachelor Social Sciences; TEFL-TESOL Certificate</i>
<p>Keith Morgan</p> 	Mathematics Science	<i>Graduate Diploma of Education Bachelor of Engineering (Hons)</i>
<p>Laura Osztreicher</p> 	English Literacy Health & PE	<i>Master of Teaching Post Grad Dip in Teaching Grad Dip of Literary Studies Bachelor of Arts</i>
<p>Leigh Adams</p> 	Computing Mathematics Physics Chemistry	<i>Bachelor Applied Science (Maths, Physics, Chemistry, Computing /Electronics) Diploma of Education (Secondary)</i>
<p>Pauline Hao</p> 	LOTE	<i>Master of Education Grad DipEd Secondary LOTE (Chinese and SOSE) Post GradDip International and Asian Politics Bachelor of Arts (Chinese Language and Literature)</i>
<p>Susan Isakhan</p> 	English	<i>Grad Diploma of Education Bachelor of Arts Bachelor of Social Work Cert IV TESOL</i>
<p>Truc Ho</p> 	Accounting	<i>Graduate Diploma of Teaching, Bachelor of Business (Accounting)</i>

Support and Administrative Staff

Christine Chua - Head of Student Services

Lillian Zhou - Student Services and Administration Coordinator

Serena LV/Quinn Lim - Student Liaison and Welfare Officers

Sarah Hesketh/Nicole Zhou and Jessica Lau – HS Student Services and Admin Officers

Minh Tran Ho - Accounts Manager

Kevin Lay – Accounts Officer

Shah Sarwar– IT Support

Staff Qualification and Standards

All teachers 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 staff members. All staff have undertaken induction and training in respect to the Victorian Child Safe Standards.

Qualification	Qualifications held across the teaching staff
Bachelor degrees	9
Post Graduate Diplomas or Certificates	8
Master / PhD Degrees	4
Other Diplomas/Certificates	2

Staff Participation in Professional Development (PD)

All staff have participated in the professional learning activities organised by Ozford College, including 4 days of Staff Internal PD Day. Other professional development has been organised on an as-needed basis, including subject or course specific update.

Below is a snapshot of PD activities staff have participated in 2019:

- Seminars on VCAA regulations, changes, reviews, procedures
- Online webcast with VCAA subject expert, covering mainly assessment guidelines for Unit 3/4 Software
- Victorian Child Safe Standards, mandatory reporting update, Child Protection requirements and discussion of strategies to manage child safe risks
- International Education ESOS Framework
- Student Management System Compass tutorial
- Class room management issues including Managing Challenging Behaviours and difficult students in Secondary Schools
- VCE English Units of work – Persuasive Language Themes/Text types/Kind of Writing
- VCAL Quality Assurance Program
- VSL General Information Curriculum and Planning
- CPR, First Aid and Anaphylaxis Training and Briefing

- ACMI – Comparative analysis – Yr 12 ‘Tracks’ and ‘Charlie’s Country’
- Workshops on Year 11 and 12 EAL Study design/texts/outcomes
- Resources for working with special needs learners
- Maintaining professional teaching standards

High School 2019 Overview

The Ozford High School 2019 academic year started on 4th February 2019 and we welcomed our new and returning students into Years 10, 11 and 12. Teaching and support staff participated in a series of professional development in-service sessions on the first day of Term 1, 2019.

In 2019 Ozford College continued to utilise the modern and accessible facilities at 310 King St Melbourne. Students enjoy the central and convenient city location and the generous space provided by the building including a spacious student common area, well designed library with academic and social spaces, computer labs and free Wireless internet access throughout the building. The building is in close proximity to Flagstaff Gardens for sport and recreational activities and to numerous cafes and shops.

The following subjects were offered in 2019:

Year 10

- English
- Mathematics
- Science
- Commerce
- Health & Physical Education
- Information Technology
- Mentor

Year 11

- English as an Additional Language
- Accounting
- Business Management
- LOTE - Chinese
- LOTE – Vietnamese
- Computing
- General Mathematics
- Mathematics Methods
- Physics
- Chemistry
- Mentor

Year 12

- English as Additional Language
- Business Management
- Accounting
- LOTE - Chinese as a First Language
- Informatics
- Further Mathematics
- Specialist Mathematics
- Mathematics Methods
- LOTE - Vietnamese as a First Language
- Mentor

VCAL Senior Certificate Units

- Literacy
- Numeracy
- Work Related Skills 1
- Work Related Skills 2
- Personal Development Skills
- VET Units from Certificate II Business

2019 Major Events and Highlights

Admission, Orientation, Induction and Transition Workshops

New students join Ozford at the beginning of the school year and each term. We pride ourselves upon our informative and personalised admission and orientation process we conduct for all new students starting at the College. We ensure the orientation sessions are age and culturally appropriate to better support student transition into life and study in Australia.

More than 30 new students commenced at Ozford College in Semester 1 2019 and approximately another 30 new students joined in Semester 2. We were delighted to welcome the student body which had a strong cultural mix including international students from Vietnam, China, Thailand, Cambodia, Indonesia, Nepal and India.

During the induction workshop, beginning with a series of short ice break activities, students introduced themselves and interacted with one another in English. They were provided with information about life in Melbourne and study at Ozford, learned about their rights and responsibilities, met and heard from the student services and the teaching staff members.

Some sample of information provided to students include:

- Welcome and introduction to Ozford key staff and associated responsibilities
- 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 into 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;
- Library induction session
- IT induction session which introduces students to Ozford computer systems including Compass Student Management System, QuickPrint Photocopying and Scanning system.
- All of orientation materials have been developed and made available on Compass. All students are given the opportunity to access this information and materials on Compass at the completion of the orientation week.

Discussion on the different education pathways and a subject selection process was held during the Induction Week. Students received advice and support to make decisions on the type of subjects to select, subject requirements for future year levels, careers, university or vocational courses and employment.

Subject and course outcomes and assessment methods were explained to students and there was understanding that academic results would be based on the learning objectives of each subject; that assessment might include submitted work, tests, practical reports, projects or assignments, oral presentations and, for Year 12, Examinations and School Assessed Coursework. Students' courses and subject selection were confirmed and finalised by the end of Induction Week.



Academic Awards and Scholarships

Ozford knows that encouraging students through recognising and rewarding student achievement provides the motivation to continue to achieve and succeed. We celebrated student achievement at ceremonies at the end of both Semester 1 and Semester 2 across two categories, Excellence and Enterprise. There was an award for each year level – Year 10, Year 11, Year 12 and VCAL.

Students who received an Excellence Award were the highest academic achievers in the subject class. Enterprise Award recipients were students who displayed an outstanding commitment to their studies in a subject class. It was wonderful to assemble as a High School Community to celebrate the exceptional achievements of many students

Year 11 and 12 Ozford High School Scholarships were awarded for academic achievement, commitment to achieving their VCE learning goals and for contribution to the Ozford community.

We congratulated Enzo Peter Charly PEPERKAMP who was the Dux of the Year and had received an Ozford Student Scholarship in 2019. This prestigious award is given to students who have demonstrated and continue to demonstrate remarkable academic results, involvement in the wider Ozford community and by example, leadership for our other students. The award offers a substantial financial benefit together with recognition and invitation to participate in a wide range of school activities.



Mentor Class and Future Pathways

All students are required to participate in a weekly mentor group. During 2019, students spent some of their Mentor Group sessions focusing on developing general study and life skills. Topics covered include stress management and good study skills.

As part of the Mentor health and wellbeing program, Ozford held a special ‘Careers and Future Studies’ session presented by industry representatives and experts which provide current and up to date insights on working in a variety of careers and jobs.

In Term 3, 2019 a major focus of the Year 12 Mentor Classes was on discussing and exploring different educational options and pathways upon High School completion. A range of courses offered by various higher education institutions were discussed as part of career counselling, including entry requirements, course content and course outcomes. A presentations were held with representatives of the Victoria University and students attended multiple sessions allowing them to go online and register their VTAC preferences.



Year 12 Revision Practice and Tests

Ozford College held the formal mid-year exams and Trial Examinations in mid-October and, as part of our Year 12 Revision Program, students also participated in subject workshops run by their teachers in the term 3 holidays. These workshops enabled students to examine the finer points of the final examination in each subject and also allowed students to revise concepts and build on their knowledge base in areas of difficulty. The workshops gave students the opportunity to have one-to-one assistance from their subject teacher for personalised guidance in specific course areas.

School Field Trip to Canberra

In October 2019, some of our Year 10 and 11 students participated in a 4-day excursion to our nation's capital, Canberra, led by some staff members. A chartered bus was organised to take them from Melbourne to Canberra and many students commented it was their first time travelling out of Melbourne.

Whilst at Canberra, they visited the Parliament Building, National War Memorial, National Art Galleries and many more distinguished national institutions as well as the beautiful lake that surrounds the city.

Staff and students stayed at the Eaglehawk Holiday Park, a wonderful accommodation setting about 15 minutes outside of Canberra city centre in a country setting with kangaroos, rabbits and possums running freely. The Year 11 students stayed in the Brumby Dorm, with 5 to 6 students per room with their own ensuite bathroom facilities.

All our dinner meals were also provided by the holiday camp and everyone enjoyed the food on offer.

The students commented they greatly enjoyed the opportunity to tour the national sights and gained a deeper understanding of the civic institutions that make up Australia. Overall, it was an educational and thought-provoking trip that was as much about fun and comradeship.





Student Wellbeing and Support Workshops

At Ozford, we believe that students tend to perform best when they have a sense of belonging and positive engagement with their peers, teachers and family. This is the reason student wellbeing and support is the core which underpins all that we do at Ozford College. Weekly mentor sessions are conducted to provide students at once with academic learning as well as life skills.

In 2019, the Student Support and Welfare Team organised regular individual meetings and a number of group workshops with younger and students with special needs aiming to foster and enhance student learning experience and helping them in managing things that happening in their lives.

Some themes covered in the workshops include:

- Student Safety including promotion of child safety
- Living Away From Home
- Time and Money Management
- Physical Health and Mental Health Wellbeing

Some home visits were also conducted where students' parents/legal guardians/carers are provided with update on Child Protection and the Ozford child safe practices. They are informed that at any time they have queries or concern about the child's safety, wellbeing, or academic issues, they are welcome to contact the school to discuss the matter.

The Student Support and Wellbeing Team are proud of the remarkable progress the students in 2019. We have observed that many of the students have developed physically, mentally and socially and many other aspects. Some of the have displayed strong resilience and problem-solving skills considering the many challenges they have faces living and studying in a new country. This is a result of their hard work and commitment to achieving their full potential.

Snapshots of Special Cultural Events

Ozford is proud to have students and staff from diverse cultural backgrounds. We take the opportunities to host cultural celebrations to foster inclusion and diversity. Some events we celebrated in 2019 include Australia Day, Lunar New Year, Harmony Day, Halloween, and Christmas.



Teaching and Learning

Subject Area: English and EAL

Learning to how to confidently present to a group of people is a skill that all students require and something that Ozford takes very seriously and embeds in its teaching and learning. The English classes, as well as many of the other subjects, encourage individual presentations on topics related to the curriculum. Students present and are asked questions, learning the skills and requirements for successful engagement which is an important skill for their future success.

The Term 1 major assessment for both Year 11 and Year 12 EAL is the persuasive oral presentation. Students select an issue that has been debated in the Australian media recently. They are required to research the issue, analyse relevant media documents and present a persuasive speech to the class. In 2019, the presentations covered a range of topics including “The Use of Performance Enhancing Drugs in Sports”, “Placing of Asylum Seekers at Offshore Detention Centres” and “Compulsory Vaccination of Children”.

Subject Area: Science, Physics, Chemistry and Technology

A highlight is always the practical classes in the Science Labs that are delivered by Ozford staff at the Holmesglen TAFE science facility. Students learn how to dress appropriately for a science laboratory, to understand how to use equipment safely and how to think like real scientists! They will be learning about chemical properties of metals through practical experiments and understanding of the theory. Students study the main concepts of Chemistry and Physics giving them valuable knowledge of the world around us and preparing them for future learnings in these areas of science.

Digital Technology students enjoyed learning how to use PCs and create websites, databases and how using technology creates issues that need to be addressed (Ergonomics, Security etc.), making it very useful for future projects across all areas of the curriculum.



Subject Area: Commerce, Business Management and Accounting

Using laptops for their projects, students undertake assignments to build their financial literacy skills, understand systems and processes, and learn the basic knowledge to enable them to make sound financial judgments.

Business Management students investigated non-verbal communication as part of developing and understanding this form of communication – vital for management students and for forming solid negotiating skills which are fundamental aspects of business life. They discovered the key elements of communication: 7% is what we say; 38% how we say it and 55% is that a message is conveyed by body language (facial expressions, hand gestures and body language). Students used Emojis to illustrate their learning.

They also undertook an activity where they created their own new product based on market research. Students created their own unique products, designed its packaging, named it, decided on its cost, and created an advertising campaign to promote their product.

Subject Area: Mathematics

General Maths

In this unit students study Computation and Practical Arithmetic, Data Distributions, Linear Functions and Equations, Financial Arithmetic, Matrices and Linear Graphs. Assessment is by a combination of assignments, topic tests and problem-solving exercises.

Maths Methods

Mathematical Methods involves the study of polynomial functions and graphs, exponential and logarithmic functions, algebra, function and relations and calculus. It provides a thorough preparation for Mathematical Methods (CAS) Units 4 and external assessment.

Further Maths

In the Core section of Further Maths students study Data Analysis and Recursion and Financial Modelling. Assessment is by SACs. Data Analysis is worth 40 marks, while Recursion and Financial Modelling is worth 20 marks. SACs account for 34% of a student's final VCE score. Regular chapter tests are also given to monitor student progress.

Specialist Maths

Specialist Mathematics provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

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

The hard work by our Year 10 Languages class students on translation paid off with good results all around in this subject. The students learned to identify ways in which intentions and ideas are expressed differently in different languages. They realised that words and concepts from English may not have a direct equivalent in their native languages. The students certainly experienced some challenges while doing translation due to the differences in word order between languages. Students learned to adjust the English word order when translating into other languages and vice versa.

Subject Area: VCAL

VCAL literacy includes working on projects in digital literacy which students enjoy. The literacy skills are improved through substantial projects using online research into organisations and people to successfully complete the tasks.

The VCAL Personal Development Skills students had a wonderful time collaborating and problem solving while attempting to build the highest paper tower with the minimum amount of paper and tape. Students had 15 minutes to complete the task.

Staying safe at work: VCAL students completed the Safe@Work module and received an Award of Attainment from the Victorian Government Department of Education and Training. The learning module is designed to improve students' knowledge and understanding of occupational health and safety matters and it offers practical solutions to some common health and safety problems. In their Numeracy unit VCAL students learned more about measurement and, as part of their course, researched different bridges in the world and then constructed their own using spaghetti and a hot glue gun.

The students measured the length, width and height of their bridge and then tested how much weight their bridges could hold before they broke.

Subject Area: Health and Physical Education

Our Year 10 students were very happy to participate in a health and sports program, which included external sports such as soccer or badminton. As part of their program, students also learned and played the traditional Australian summer sport of Cricket and had walking excursions to places of general interest such as Brighton beach and other surrounding parks and recreational places.



Excursions and Extra-curricular activities

We believe school is about more than classroom learning. Ozford College encourages students to participate in other activities that will develop students social and community skills and improve learning outcome.

Excursions form an integral part of the Ozford College curriculum and all classes participate in enjoyable, practical and relevant excursions that dovetail into their learning areas. Some of the 2019 excursions include a trip to the Rod Laver Arena at Melbourne Park, Shrine of Remembrance at St Kilda, State Library of Victoria and the National Gallery of Victoria. Students also had a chance to participate in a volunteer program with Conversation Australia.



2019 Key Student Outcome

Student Enrolments

Ozford College provides 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: Year 10, 11 and 12.

International students remain the College's main student clientele. The main focus here is to assist international students to integrate their prior overseas based studies with the Victorian Certificate of Education (VCE) or the senior Victorian Certificate of Applied Learning (VCAL). 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 the individual's needs, Ozford has also attracted a number of domestic students into its High School programs. Domestic students consist mainly of children of recent business migrants to Australia looking for a supportive school environment in their transition to study and life in Australia.

In 2019, Ozford had approximately 110 students across its Year 10, VCE and VCAL programs.

Student Attendance and Engagement

Ozford College encourages full attendance at school and requires all students to maintain a minimum of 80% attendance for each semester. A student who attends all classes fully engages with the class activities and tends to perform better than a student who does not attend regularly. We encourage all students to pursue their full potential.

The average attendance for 2019 can be seen in the table below:

Year Level	Average attendance in 2019
Year 10	88%
Year 11	86%
Year 12	95%
VCAL	90%
Overall	89%

In accordance 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 absence. The Student Services staff will follow up with the student on the same day to enquire if they are unwell or 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 encouraged to seek medical advice from a professional. The classroom teachers are informed and assist to ensure the student is able to catch up on their study.

Ozford would like to take this opportunity to thank parents, legal guardians, homestay families and carers for working with Ozford in encouraging the students to maintain good attendance.

Academic Achievement

We are always delighted with our students who make the effort, show their commitment and the independence required to succeed. In 2019, 85% of our Year 12 students successfully completed High School studies and attained VCE certificates.

The 2019 VCE results improved from the previous year. We had a relatively small Year 12 VCE cohort and the students achieved their study ambitions with acceptance into university courses or a vocational education and training pathway in Victoria.

Approximately 30% of students achieved ATAR score of 70 and above. The VCE Dux was Enzo Peperkamp with an ATAR score of 95.25, the highest score we have had at the College in the past 3 years.

Our VCAL students were also pleasingly successful and achieved an 80% pass rate. Many of them have transitioned into further studies.

Our knowledge of the students and our analysis of the 2019 outcomes indicate that the students fully participated and successfully completed their studies to the best of their ability at this stage of their lives. The students advised that they enjoyed the learning experiences and the support offered by Ozford which assisted them during their education journey, including the selection of an appropriate vocational education and training pathway.

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 and Head of High School Mr. Leigh Adams congratulate our hardworking students on their achievements and the dedicated teaching staff for their tireless encouragement and support. We are proud of the graduating class of 2019 for their collective achievements and academic results.



2019 Graduates

At the heart of Ozford College lies the philosophy that Ozford is committed to providing quality educational programs for students to achieve their educational and personal goals. We are proud with the Year 12 students who received entry into their chosen post-secondary courses from universities and other higher and further education institutions.

The Institutions and courses some of the Ozford alumni are attending in 2020 include:

La Trobe University – Bachelor of Bio Science and Health Science

Victoria University – Bachelor of Accounting

Swinburne University – Bachelor of Information and Communication Technology

RMIT – Diploma of Engineering

Deakin University – Bachelor of Business

Swinburne University – Bachelor of Electrical Engineering and Computer Science (Cyber Security) (Honours)

Ozford Institute of Higher Education – Bachelor of Business (Accounting)

TAFE South Australia – Diploma of Nursing

Stakeholder Engagement and Improvement Strategies

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

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.

Student Feedback and Survey

Students completed satisfaction surveys in Semester 1 and Semester 2, 2019. In 2019 student feedback showed that majority of the students surveyed felt that they have a positive learning experience at Ozford College. Students responded positively to questions about their teaching and learning, the various well-being, mentor programs and other community events, and the transition and regular support they are provided. They were generally very satisfied with their teachers and support they received in the development of their personal learning, passions and interests.

The Year 10 students were particularly positive, with their learning experience and this has resulted in a 100% pass rate for 2019 Year 10 students.

The Year 11 and VCAL students were very pleased with the opportunity to explore Canberra during their annual field trip. They felt it has improved the student/teacher relations and they felt a stronger connection to the College after the trip.

Some comments on the facilities were noted and in response some capital improvements were made including an upgrade to the student common area facilities.

Parents Feedback and Surveys

Since the majority of our 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 and Compass. Parents are free to provide feedback to Ozford at any other time using the channels above. 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 2019, they were satisfied with the following:

- Implementation of Compass Student Management System allowing them timely access to school news, student progress, performance and other related matters.
- Provision of additional subject support sessions to students

Parents have requested that in 2020, the support sessions are made compulsory for students to improve their academic performance especially those who are identified as at risk of not passing a subject.



Staff Feedback and Survey

Staff provide feedback to the college through regular meetings and where there is a specific matter via a Staff Feedback form. The regular staff briefings provide all staff with the opportunity to discuss student support needs and provide feedback for continuous improvement.

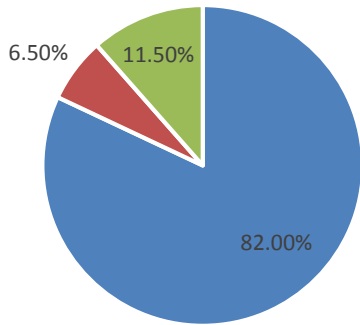
Staff and teacher feedback has led to or supported a number of activities and improvements in 2019 including:

- Splitting of classes to reduce class sizes – this further enhanced their ability to provide personalised classroom learning
- Introduction of Tutorials for each subject
- Implementation of Online Student Management System
- Professional development activities
- Student Support strategies

2019 Financial Report

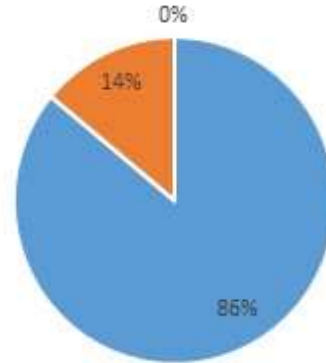
Ozford's financial activities continued to be focussed on delivery of senior secondary programs to international and domestic students. Ozford's audited financial statements reflect that the school continues to be financially viable and the Business Plan and financial projections reflect moderate growth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

INCOME 2019



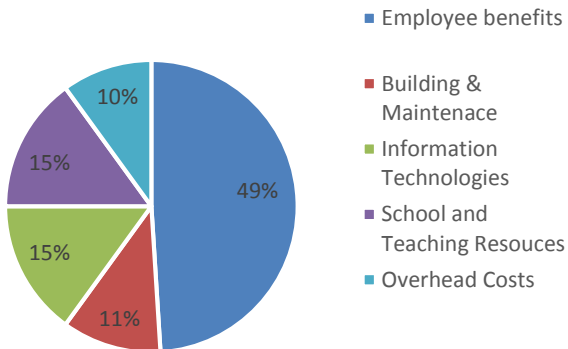
■ Tuition Fee ■ Grant Income ■ Other Income

INCOME 2018



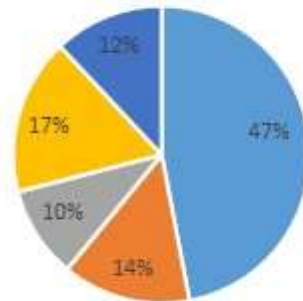
■ Tuition Fee ■ Other Income ■ Grant Income

EXPENSES 2019



■ Employee benefits
 ■ Building & Maintenance
 ■ Information Technologies
 ■ School and Teaching Resources
 ■ Overhead Costs

EXPENSES 2018



■ Employee benefits
 ■ Building & Maintenance
 ■ Information Technologies
 ■ School and Teaching Resources
 ■ Overhead Costs