



OZFORD

OZFORD COLLEGE

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

2020 Annual Report To The School Community



Ozford College Pty. Ltd trading as Ozford College (CRICOS No. 02427A, Registered School No. 2016, ABN 41 102 265 225)
Ozford College Annual Report 2020

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Message from the Principal and Academic Director



On behalf of the School Board and Staff, I am delighted to present the Ozford College 2020 Annual Report.

The year 2020 was a year of significant change. Across the globe and in our country, unexpected events such as the bushfires and the pandemic dominated our lives for a substantial proportion of 2020. Schools in Australia and other parts of the world became one of the frontline institutions in the pandemic response. Despite the uncertainty and disruption of COVID-19, Ozford College continued its commitment to delivering quality education – with all the personal, social and well-being benefits and opportunities that learning brings.

We could not have achieved this without the commitment and efforts of our staff members. The school staff worked tirelessly to provide the best education possible for the students, adopting and utilising a blended delivery approach – with some students attending onsite classes and others through an online mode. My special thanks to everyone for your substantial and highly valued contributions to providing the best education for the students in this unusual and challenging year.

I hope this report offers the readers a glimpse of insight into the other numerous achievements and highlights of Ozford College in 2020 and helps to build an ever-growing knowledge of the progress and education experiences offered by the College.

Finally, I would like to mention that I continue to be incredibly proud to be the Principal and Academic Director of this unique and inclusive school. It is my privilege to meet and work with so many wonderful students, staff and community members.

Thank you for being a part of the 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. The High School program starts at Year 10 and leads to either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). The courses are offered to both Australian and international students

Ozford is 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.

Students come from 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.

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 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; 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

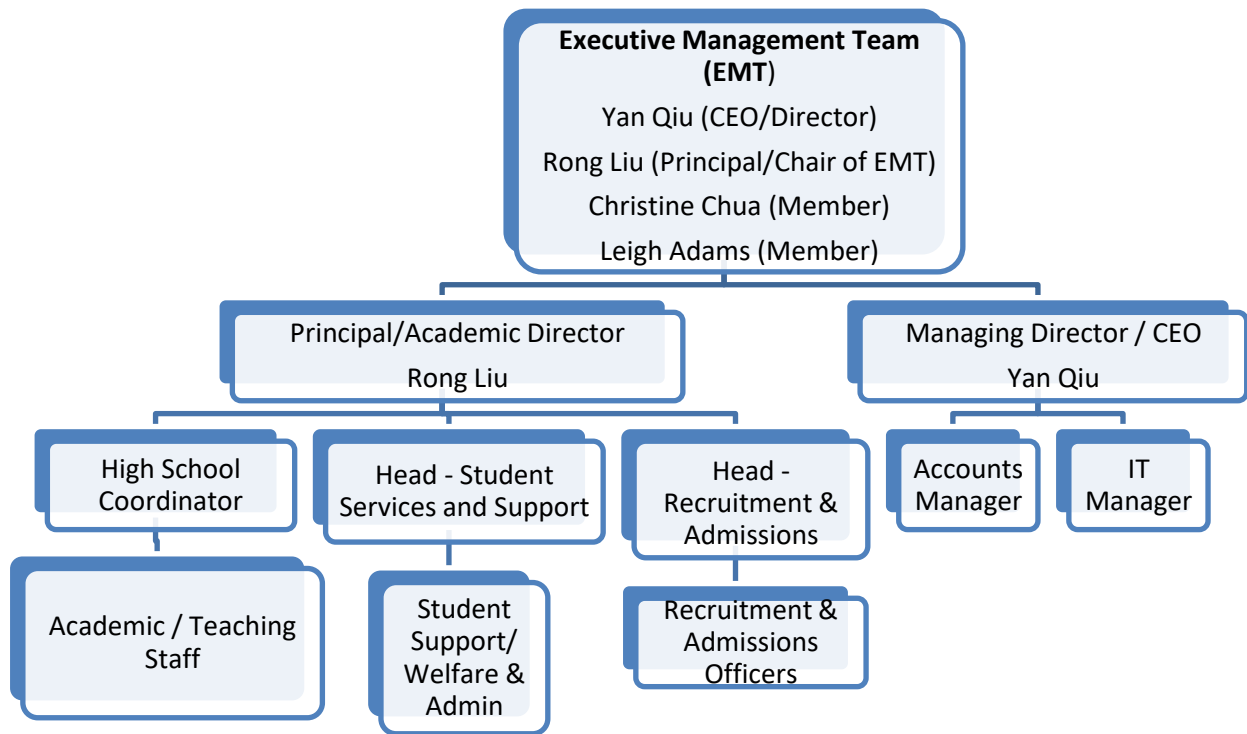
We promise to be true to our Vision, Mission and Values and to provide personalised course offerings and services in a supportive learning environment.

Our Child Safe Statement

Ozford is committed to 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. 870 including the strategies to prevent or minimise risks to child abuse.

Ozford College Organizational Chart



2020 Staffing

Workforce Composition

The Ozford 2020 workforce composition consisted of staff from a range of educational and cultural backgrounds.

In 2020, the school had a total workforce of 16 staff, including the Principal and Academic Director, the High School Coordinator, 8 teaching staff and 6 support and administrative staff. There were 5.2 Full-Time Equivalent (FTE) academic staff and 4.0 FTE support and administration staff. There was no indigenous staff member in 2020.

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Maths and Science, Commerce, Information Technology. The attendance rate for staff in 2020 was more than 96%.

2020 Workforce Composition:

	No. of staff (Headcount)	FTE of staff
Principal and Academic Director	1	1
High School Coordinator	1	1
Teachers	8	3.2
Support Staff (Welfare, Student Services)	3	1.5
Administration Staff (IT, Accounts, Marketing)	3	2.5

Principal and Academic Director









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)

Academic/Teaching Staff

Staff Name	Subjects Taught	Qualification
Annie Li 	Year 11 Mathematics Methods Year 12 Mathematics Methods	<i>Master of Education Postgraduate Diploma in Teaching, Bachelor of Mathematics Education, Advanced Diploma of Mathematics</i>
Keith Morgan 	Year 10 Mathematics Year 10 Science Year 11 General Mathematics Year 12 Further Mathematics	<i>Graduate Diploma of Education Bachelor of Engineering (Hons)</i>
Laura Osztreicher 	Year 10 English Year 10 Health & PE	<i>Master of Teaching Post Grad Dip in Teaching Grad Dip of Literary Studies Bachelor of Arts</i>
Leigh Adams 	Year 10 IT Year 11 Computing Year 12 Data Analytics Year 11 Physics Year 11 Chemistry	<i>Bachelor Applied Science (Maths, Physics, Chemistry, Computing /Electronics) Diploma of Education (Secondary)</i>
Le Wu	Year 11 LOTE (Chinese)	<i>Master of Teaching in Secondary Education Bachelor of Economics</i>
Sun Chen 	Year 11 Business Management Year 12 Business Management Year 10 Humanities	<i>Master of Teaching (Secondary) Bachelor of Commerce</i>
Tina Pham 	Year 11 LOTE – Vietnamese Year 12 LOTE – Vietnamese Year 10 LOTE	<i>Master of Education Graduate Diploma of Education Bachelor of Arts in Multicultural Studies</i>

 <p>Truc Ho</p>	<p>Year 11 Accounting Year 12 Accounting</p>	<p><i>Graduate Diploma of Teaching, Bachelor of Business (Accounting)</i></p>
 <p>Samantha Baryla</p>	<p>Year 11 English Year 12 English as Additional Language</p>	<p><i>Bachelor of Arts Bachelor of Secondary Teaching</i></p>

Support and Administrative Staff

Christine Chua – Head of Student Services and Support
 Quinn Lim – Student Liaison and Welfare Officers
 Jessica Lau – HS Student Services and Admin Officer
 Minh Tran Ho – Accounts Manager
 Shah Sarwar – IT Manager
 Susan Inserra – Admission and Marketing Manager

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.

Qualification	Qualifications held across the teaching staff
Bachelor degrees	9
Post Graduate Diplomas or Certificates	6
Master / PhD Degrees	5

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 2020:

- 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 EAL 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



High School 2020 Overview

The 3rd of February marked the beginning of the Ozford High School's 2020 academic year, where we welcomed our new and returning students into Years 10, 11 and 12. On the first day of Term 1 2020, teaching and support staff participated in a series of professional development in-service sessions.

Ozford College commenced Term 1 delivering onsite classes, utilising the modern and accessible facilities at 310 King Street, Melbourne. Students continued to enjoy the central and convenient city location, and the generous space provided by the building when classes were allowed to be held onsite. This includes a spacious student common area, a well-designed library with academic and social spaces, computer labs and free wireless internet access throughout the building.

Life at school changed drastically in March. Students were required to stay at home due to the COVID-19 restrictions, whilst making use of online material and resources to continue their learning. Using Zoom as the communication platform, staff moved swiftly to develop learning materials for each subject that were provided to students via the school's Student Management System (Compass). In addition, our Student support team moved from onsite to online support services. The stay home notice was in place for two periods, from March to May 2020 and then from July to September 2020.

Whilst the year had challenges, the Ozford team and our students thrived, moving forward with their studies and being more creative. Our 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, e-mail and phone calls. A blended method of learning continued for the rest of the year, with some students learning

onsite and others participating in online learning.

The following subjects were offered in 2020:

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



2020 Major Events and Highlights

Admission, Orientation, Induction and Transition Workshops

New students join Ozford at the beginning of the school year and throughout the terms. We pride ourselves upon our informative and personalised admission and orientation process, conducted for all new students joining our College. To assist and provide important support for students who are transitioning into life and study in Australia, we ensure all students attend our orientation sessions that are age and culturally appropriate.

44 new students commenced at Ozford College in Semester 1, 2020 and another 15 new students joined in Semester 2. We were delighted to welcome the student body, reflecting an inclusive space with a strong cultural mix including international students from Vietnam, China, Thailand, Cambodia, Indonesia, and India.

The orientation 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 an abundance of

information about life in Melbourne, studying at Ozford, their rights and responsibilities and were introduced to the student services and teaching staff members.

Information provided to students during orientation included:

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

All of the orientation materials have been developed and are 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.

The Subject Selection process was also held during the orientation week, where discussions of different education pathways were communicated. 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 and, for Year 12, examinations and school assessment coursework (SAC). Student's courses and subjects were selected and confirmed, and subsequently finalised by the end of the orientation week.



A Melbourne CBD tour for new students during Induction Week.

COVID-19 Pandemic Disruption and Student Wellbeing Workshops

As students began to settle into Ozford, they were required to brave a 'new normal' of the virtual world of learning due to the COVID-19 pandemic. Academic and support staff worked swiftly to provide information and support on how to effectively learn remotely through Zoom and other channels. Regular updates including exposure sites were posted on Compass and the Zoom student chat group.

Using the chat group as a social platform, students were encouraged to interact with each other positively and constructively in the Zoom chat group under the supervision of staff members who are the administrators of the chat group.

The Student Support and Wellbeing Team also conducted weekly wellbeing support zoom workshops on various topics including Health and Hygiene during Pandemic, Coping with Change, Online Learning and Guide to Online Safety, Wellbeing Check and Individual Meeting with younger students, and ideas on lockdown activities that are fun and good for mental health. Apart from internal activities, events and support provided by external stakeholders were also shared with the students including the free meals provided by the Study Melbourne - International Student Centre.

A special focus in 2020 was to maintain regular and consistent contact with our parents and carers of all High School students, both those in Melbourne and in their home countries. As part of our student services and welfare arrangement, 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.

The Student Support and Wellbeing Team is proud of the remarkable progress students made in 2020. Many of them commented how the pandemic turned out to be a life-changing event and how they learned to remain focus during this challenging year. Many of them became very creative in using the technology to keep in touch with their loved ones especially those who have family and friends overseas. Their progress and development were also noted by their parents, with many of them commented on the positive and pleasant behavioural changes they observed in 2020.

Academic Awards and Scholarships

Ozford understands that our student's 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.

Students are recognised and rewarded in each year level – Year 10, Year 11, and Year 12. We are proud to announce the Academic Scholarship program continued in 2020, recognizing outstanding students for attitude, performance and contribution to the school, and scholarships were awarded to the following VCE students for 2021:

Gia Linh (Alice) DAM was awarded the 2021 Academic Excellence Scholarship for her outstanding academic performance in 2020.

Xuan Yen (Jinny) HUYNH & La Tra My (Sophia) MAI were awarded the 2021 Endeavour Scholarships for their exceptional efforts in 2020.

Mentor Class and Future Pathways

All students are required to participate in a weekly mentor group. In 2020, students spent some of their Mentor Group sessions focusing on adjusting to study and life during the Pandemic. Topics covered included understanding aspects of living and studying within Australia, numerous sessions addressing the COVID-19 restrictions and how to stay safe while living as an international student in Melbourne together with numerous sessions on how to use the online classes effectively. All of these activities helped to build a more effective learning environment for all students.

Annually, a major focus of the Year 12 Mentor Classes is on discussing and exploring different educational options and pathways upon High School completion. A range of courses offered by various higher education institutions was discussed as part of career counselling, including entry requirements, course content and course outcomes.

As part of the Mentor program, Ozford held a series of 'Careers and Future Pathway' sessions presented by Higher Education Institution representatives and industry experts which provide current and up to date insights on studying and working in a variety of careers and jobs.

Exam and Year 12 Revision Program

Due to the pandemic, Ozford College held the formal mid-year exams online. Students were able to return to school to sit for the Trial Examinations in mid-October and participate in the Year 12 Revision Workshops onsite. The program 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 also gave students the opportunity to have one-to-one assistance from their subject teacher for personalised guidance in specific course areas.

Special Student and Community 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 participated in the year 2020 include a Fundraising Event for the Bushfire, Lunar New Year Celebration, Clean up Australia Day, and a Year 12 Farewell Party.

Bushfire Fundraising Event

From late 2019 to the early months of 2020, Australia experienced a challenging and devastating event, where dozens of fires erupted. Across Australia, over 12 million hectares of land were burned, more than a billion animal lives lost and many Australians fearing for their safety. In light of hearing this devastating event spread throughout Australia, students and staff at Ozford participated in raising funds for communities that were heavily impacted by the bushfires. In particular, Ozford anticipated making donations towards the Salvation Army, which was offering a range of services and support for individuals who were heavily impacted. Donations were collected from staff and students who participated in Crazy Hair Day. Students also prepared some beautiful THANK-YOU cards for the Emergency Services workers.

This allowed for our school community to reflect upon the importance of assisting the community, whilst continually developing our gratitude for one another.

Through generous donations, Ozford College managed to raise funds of \$544, which was subsequently donated to the Salvation Army.



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Clean-up Australia Day

On 1st March, students took action and made videos about littering to help raise awareness about the effects of waste and rubbish in our environment in response to Clean Up Australia day. By contributing to small acts such as collecting waste, recycling and cleaning up students felt that they were able to make a difference in helping to conserve the environment.

Lunar New Year Celebration



In early February, Ozford staff and students celebrated the start of the Lunar New Year with a party, sharing traditional foods and gifts. Students made decorative Chinese Lanterns for the party and told their own stories about what Lunar New Year means to them.

Year 12 Farewell Party

On the final day of the Year 12 classes, students held a special Last Day Get-Together. The Year 12 students organised a lunch Farewell Party in the school and all teachers were invited to attend the Party. Teachers and students used the opportunity to congratulate one another on their achievements this year and give each other their best wishes for the future. There was no doubt during the farewell party that the friendly bonds that were shared amongst each other in this special year are forever going to remain in all our hearts.



Online Incursions and Extra-curricular activities

Although excursions were not possible in 2020, students continued to participate in online events and incursions such as an Online Mental Health Awareness Week. We are proud to announce that some of our students also volunteered with various Food Bank initiatives organised by their local community.

Teaching and Learning

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

Key Learning Area: English and EAL

In Year 10 English, students were introduced to the set texts including the books “Looking for Alibrandi” by Melina Marchetta and “Refuge” by Jackie French. In class, students read part of the books aloud, completed reciprocal reading strategies for each chapter, exploring and analysing the story plot, characters, themes, text structure and writing style, which the writers used to narrate the story.

For each set text, students were required to complete a range of activities including preparing a character map with information about each character in their relevant squares. Students also worked on a creative short story in order to understand how authors develop characters, themes and plot development

In Year 11 and Year 12, the curriculum follows the VCAA Study Design closely and students were given necessary guidance and support in completing the required unit outcomes.

Key Learning Area: Commerce, Business Management and Accounting

In 2020, in Accounting classes, students continued to look at what makes up a business, how businesses are owned and operated and the loan options available, reporting on cash and profit. The students learned about the Double Entry System of accounting and how when a business makes a

transaction it affects its Financial Position. Students practised the major skills of Reporting on Assets, Liabilities, Revenues and Expenses in preparation for their future Accounting studies.

Business Management students investigated non-verbal communication, developing and understanding this form of communication which is vital to development of management and negotiating skills which are fundamental aspects of business life. They also undertook an activity where they created a new product based on market research, designed the packaging, named the product, decided on its cost, and created an advertising campaign to promote the product.

Key Learning Area: Humanities

In Year 10 Humanities, students learned about social issues such as history, environment, geography and society. The subject content was divided into two equal areas of study and taught in the first semester of the year. Each area of study is an introduction to Year 11 unit 1 & 2 and then followed on by Year 12 unit 3 & 4 VCE topics (Business Studies – Accounting – Economics and Legal Studies).

Key Learning Area: Science, Physics, Chemistry and Technology

2020 was the first year Ozford College delivered the VCE Applied Computing using the newly revised Study Design. Applied Computing students in Years 11 enjoyed learning how to use PCs to create websites and databases. The students also learned 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.

In Year 12 Unites 3 and 4 Data Analytics, students used a range of database, spreadsheet and data visualisation software to complete the requirements of the unit. During the lockdown, Ozford College provided some loan laptops to students who did not own a laptop to enable them to complete the requirements of the unit.

The Year 10 Science course covered a wide range of topics include: Investigating Reactions, Road Science, Space Engineering, Using Electricity, Evolution of Life and the Earth Systems.

Key Learning Area: Mathematics

The Mathematics subjects offered by Ozford in 2020 included Year 10 Mathematics, Year 11 General Maths and Maths Methods, Year 12 Further Maths and Maths Methods.

In General Maths, students studied Computation and Practical Arithmetic, Data Distributions, Linear Functions and Equations, Financial Arithmetic, Matrices and Linear Graphs. Assessment was by a combination of assignments, topic tests and problem-solving exercises.

In Maths Methods, students studied polynomial functions and graphs, exponential and logarithmic functions, algebra, function and relations and calculus. This provided the students with a thorough preparation for Mathematical Methods (CAS) Units 4 and the external assessment.

In Further Maths, students studied Data Analysis and Recursion and Financial Modelling. Assessment was by SACs. Data Analysis was worth 40 marks, while Recursion and Financial Modelling were worth 20 marks. SACs accounted for 34% of the student's final VCE score. Regular chapter tests were also given to assess and monitor student progress.

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

The two LOTE subjects continued to be very popular with our international students from Vietnam and China in 2020. 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. The highlight of the year was for all LOTE students to provide an online presentation (without script) on their personal response to a chosen fictional text. Students found the experience helpful in building their confidence for the end of year VCE LOTE oral exam.

Key Learning Area: Health and Physical Education (HPE)

The HPE program continued in 2020 with a mix of outdoor activities and games (when permitted) and online classes during the lockdown. During the lockdown, using Zoom as a platform, students and the teacher continued to participate in general fitness activities from home. Online classes also covered the concepts of positive conflict resolution, effective communication and drug and alcohol awareness, together with health and understanding of the human body.

In Term 4 when lockdown restrictions ended, some outdoor activities directly associated with building team spirit and co-operation were organised, with students experiencing Basketball, Ten Pin Bowling and general team-building exercises.

2020 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. Ozford's main focus is to assist international students 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. 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 2020, Ozford had a total of 94 students across its Year 10 and VCE programs, 20 in Year 12, 52 in Year 11 and 22 in Year 10.

Student Attendance and Engagement

Ozford 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.

The average attendance for 2020 (including attendance to online classes during quarantine) can be seen in the table below:

Year Level	Average attendance in 2020
Year 10	88%
Year 11	86%
Year 12	95%
Overall	89%

In keeping with the Ozford Attendance Policy and our duty of care for the well-being and safety of students, students who are unable to attend classes are required to inform the school on the same day of 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 also encouraged to seek appropriate medical treatment. 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.

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

Academic Achievement

We are always delighted with our students who make the effort, show their commitment and the independence required to succeed. At the end of 2020, 96% of our Year 12 students successfully completed their High School studies and attained VCE certificates.

The overall 2020 VCE results were consistent with previous year's results. We had a relatively small Year 12 VCE cohort and the students all achieved their study ambitions with acceptance into further education courses, some here in Australia and some overseas.

The VCE Dux was Tracy Nguyen with an ATAR score of 83.75. Remarkably, she also achieved a study score of 43 for her Year 12 LOTE result.

Despite the disruption from the Covid-19 pandemic, our knowledge of the students and analysis of the 2020 outcomes indicates that the students participated and completed their studies to the best of their ability for this stage of their lives. The students advised that they enjoyed the learning experiences and the support offered by Ozford during their High School 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 all 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 2020 for their collective achievements and academic results.

2020 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 of our 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 2021 include:

La Trobe University – Bachelor of Bio-Science and Health Science

Victoria University – Bachelor of Accounting

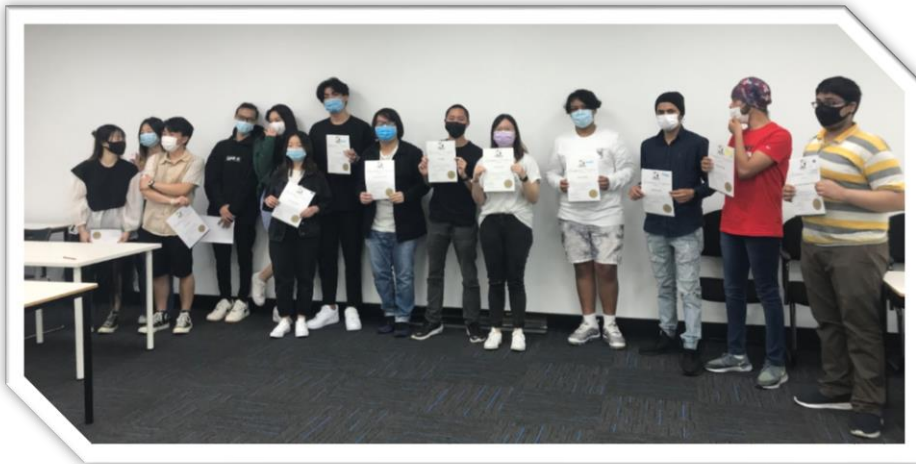
Swinburne University – Bachelor of Information and Communication Technology

Deakin University – Bachelor of Business

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

RMIT – Bachelor of Business (Accounting)

TAFE South Australia – Diploma of Nursing



Stakeholder Engagement and Improvement Strategies

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

Students completed an online survey in Semester 2, 2020. In 2020 student feedback showed that the majority of the students surveyed felt that the COVID-19 pandemic disruptions had been a challenging experience. Students responded positively to online teaching and learning and stated the transition to using Zoom classes was relatively easy. More than 95% were satisfied or very satisfied with the online learning transition support they were received.

The Year 12 students were particularly positive, focussed on their studies and gained technology skills from the online learning experience and this has resulted in a 96% pass rate for the 2020 Year 12 students.

Parents Feedback

Since the majority of the students' parents reside overseas, feedback from parents is gathered when semester reports are sent. Parents are encouraged to keep regular contact with Ozford via email and other online communications channels including Wechat, Zoom and via Compass. Parents are free to provide feedback to Ozford at any other time using these channels. Where appropriate, meetings are arranged for parents, legal guardians or carers to update them on student progress and gather or provide feedback.

Parents have indicated that in 2020, they were satisfied with the following:

- Implementation of Compass Student Management System allowing them timely access to school news, student attendance, progress, performance and other related matters.
- Transition and other support provided to students throughout the online learning process
- Provision of additional English support sessions to students

Parents have requested that in 2021, classes continue with a blended delivery model and records on Compass Lesson Page to accommodate for both onsite offsite students who may not be able to attend classes due to illness, the Australian border closure or quarantine requirements.

Staff Feedback

At Ozford, we recognise that the 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 meetings, staff have the opportunity to discuss and evaluate collective feedback to improve the College's teaching and learning quality. On the basis of the collective feedback, the High School Coordinator develops a continuous improvement plan and meets with teachers individually or as a group regularly to provide an update on the improvement activities implemented from feedback received.

2020 Financial Report

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

