



OZFORD

College

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

2022 Annual Report To The School Community

OUR CAMPUS

Street View & 360°



**123 Lonsdale Street,
Melbourne 3000**

Recruitment & Adviser Team



Front



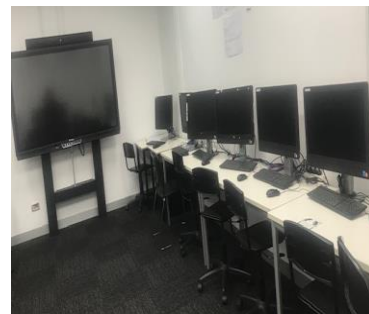
Library & Lunch room



Reception



Computer Lab/Classroom



Computer Lab R08



Basement/Library/Lunch & Function Room



Basement



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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 2022 Annual Report.

In 2022 Ozford College students and staff have enjoyed a more stable environment this year as the effects of the pandemic wane thanks to widespread immunity from vaccines and infections.

We have had many of our knowledgeable long-term teachers continue with us during 2022, and we are pleased to say they will be continuing in 2023.

Keeping parents informed and up to date with their child's academic progress in 2022 has been a focus at Ozford College. Our teachers and other support staff have spoken with parents via Zoom, Skype, phone and email throughout the year to ensure they are aware of upcoming events and important information in relation to their child's studies at Ozford. We continue to recommend that parents use Compass Student Management System to keep up to date with what is going on at the college and to also regularly access their child's academic records and reports.

Ozford looks forward to welcoming the return of more students for the next academic year with Australian borders reopened. Please read on to discover some of the 2022 highlights from the college.

Thank you for being a part of the Ozford community.

Rong Liu
Principal and Academic Director

Oxford College Information

Address: 123 Lonsdale St, Melbourne VIC 3000

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Website: www.ozford.edu.au

Email: info@ozford.edu.au

Oxford College, in the heart of Melbourne, is a senior secondary high school accredited by the Victorian Registration and Qualifications Authority (VRQA) and a member of the Independent Schools of Victoria (ISV). The high school program starts at Year 10 and leads to either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) secondary course qualification. The VCAL qualification is in transition and will be replaced by the VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) from 2023. The high school program is offered to both Australian and international students.

Oxford 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 Oxford's success.

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



School Philosophy

Oxford College (Oxford) is proud of the superior high school education that we deliver in Years 10, 11 and 12.

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

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

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

The College Principal and the High School Coordinator are responsible for ensuring the implementation of these Principles and the communication of these to its stakeholders (staff, students, families and the College 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

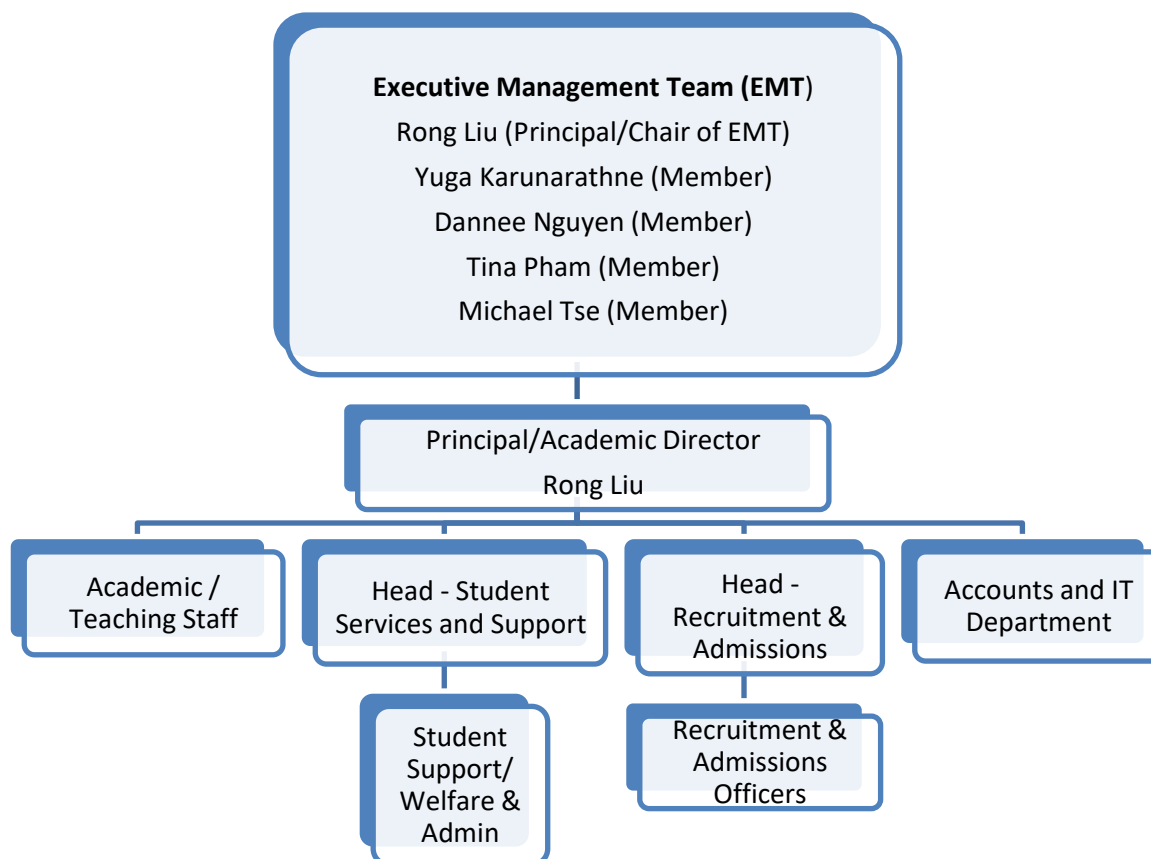
We promise to be true to our Vision, Mission and Values and to provide personalised course offerings and services in a supportive learning environment.

Our Child Safe Statement

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

Ozford'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



2022 Staffing

Workforce Composition

Oxford's 2022 workforce composition consisted of staff from a range of educational and cultural backgrounds.

In 2022, the school had a total workforce of 12 staff, including the Principal and Academic Director, the High School Coordinator, 6 teaching staff and 6 support and administrative staff. There were 2.11 Full-Time Equivalent (FTE) academic staff and 2.5 FTE support and administration staff. There was no indigenous staff member nor student in 2022.

The teaching staff of Oxford College have specialist teaching skills in areas including Languages, Maths and Science, Commerce, Information Technology. The attendance rate for staff in 2022 was more than 95%.

Oxford's workforce composition consists of people with expertise in supporting its student cohort. As most students are currently international students from a range of culturally diverse backgrounds, often the staff are also from culturally diverse backgrounds. No current Oxford staff have identified as being of Aboriginal and Torres Strait Islander backgrounds.

2022 Workforce Composition:







	No. of staff (Headcount)	FTE of staff
Principal and Academic Director	1	1
Teachers and Coordinator	6	2.11
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

Staff Name	Subjects Taught	Qualification
Annie Li 	Year 11 Mathematics Methods Year 12 Mathematics Methods Year 12 Specialist Mathematics	<i>Master of Education Postgraduate Diploma in Teaching, Bachelor of Mathematics Education, Advanced Diploma of Mathematics</i>
Keith Morgan 	Year 11 General Mathematics Year 12 Further Mathematics	<i>Graduate Diploma of Education Bachelor of Engineering (Hons)</i>
Naila Beg 	Year 11 IT Computing Year 12 IT Data Analytics Year 11 and Year 12 Physics	<i>Master of Teaching (Secondary) Bachelor of Science</i>
Tina Pham 	Year 11 LOTE – Vietnamese Year 12 LOTE – Vietnamese Year 11 & 12 – Mentor High School Coordinator	<i>Master of Education Graduate Diploma of Education Bachelor of Arts in Multicultural Studies</i>
Truc Ho 	Year 11 Accounting Year 12 Accounting Year 11 Business Management Year 12 Business Management	<i>Graduate Diploma of Teaching, Bachelor of Business (Accounting)</i>
Judith Martin 	Year 11 English as an Additional Language Year 12 English as Additional Language	<i>Graduate Diploma of Teaching (Secondary)</i>

Support and Administrative Staff

Christine Chua – Head of Student Services and Support
Danne Nguyen – International Student Coordinator
Yuga Karunaratne – Accounts Manager
Shah Sarwar – ICT Services Manager
Susan Inserra – Head of Recruitment and Admission

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	6
Post Graduate Diplomas or Certificates	6
Master / PhD Degrees	3

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 2022:

- 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 2022 Overview

At the end of 2021, in preparation for Year 12, 2022, all students were recommended to begin focusing on study before term 1 commences.

This allowed them to be prepared fully when classes resumed. Students were referred to the official 2022 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 school 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 Ozford College.

The 14TH February 2022 marked the beginning of the Ozford College's 2022 academic year, where we welcomed our new and returning students for Semester 1.

On the first day of Term 1 2022, teaching and support staff participated in a series of professional development in-service sessions.

Ozford College commenced in Term 1 with classes returning onsite. Students continued to enjoy the central and convenient city location at 310 King Street while anticipating the move to a newer, modernised and accessible campus at 123 Lonsdale Street. From Term 2 onwards, school operated at the newly-renovated facilities on Lonsdale Street which included a spacious student common area located in the building's basement, 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.

While most students studied on campus, online classes via Zoom were also made available in the event that a student returned a positive COVID-19 test so that all students could continue with their studies.

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

While life gradually returned to normal, 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 the majority of classes being undertaken onsite and some occasionally participating in online learning.

The following subjects were offered in 2022:

Year 12

- English as an Additional Language
- Accounting
- Business Management
- LOTE – Vietnamese
- Computing: IT Data Analytics
- Further Mathematics
- Mathematics (Methods & Specialist)
- Physics
- Mentor

Year 11

- English as an Additional Language
- Accounting
- Business Management
- LOTE – Vietnamese
- Computing: IT Computing
- General Mathematics
- Mathematics Methods
- Physics

The following subjects were offered in 2022 by outsider institutions with strong support of school teachers and staff:

- LOTE – Chinese
- LOTE – Indonesian
- CCAFL (Collaborative Curriculum and Assessment Framework for Languages) – Khmer
- Mentor
- CCAFL – Khmer

2022 Major Events and Highlights

Admission, Orientation, Induction and Transition Workshops

New students joined Ozford at the beginning of the school year and in Semester 2.

Using the website with the support of marketing and admission staff, Ozford provides prospective students an informative and personalised admission process. Orientation is conducted for all new students joining our College at the commencement of their study. The aim of the orientation and follow up sessions is to assist and provide important support for students who are transitioning into life and study in Australia. In developing the orientation program, we consider the countries that students originate from to ensure our orientation sessions are age and culturally appropriate.

Due to border restrictions in the past years, no Year 10 or 11 cohort commenced at Ozford College in Semester 1 2022. Our continuing Year 12 student cohort reflected an inclusive space with a strong cultural mix including international students from Vietnam, China, Thailand, Cambodia, Bangladesh, and Hong Kong. In the first 2 weeks, we extended the welcome to an Iranian student, and welcomed back an Indonesian student to join Year 12. A Year 11 cohort joined the VCE program from Semester 2 2022.

The orientation 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. The students 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 are made available on Compass, the College's student information system. Our students can access this information and materials on Compass at any time during their study with Ozford when the information may be required.

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 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.

The Student Support and Wellbeing Team also conducted regular wellbeing 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 2022, the Ozford team was accessible to and maintained regular and consistent contact with the families (parents, legal guardians and carers) of all High School students. As part of our student services and welfare arrangements, online Parent/Teacher sessions for families were conducted so that there was an opportunity for families to discuss the continuing progress of the students with our staff.

Ozford also provided opportunities for families to comment on and participate in development of College policies, procedures and practices through our regular discussions with and surveys of the Ozford community.

The Student Support and Wellbeing Team is proud of the remarkable progress students made in 2022. Many of the students have commented on how the pandemic and post-pandemic periods turned out to be life-changing, as they built strong personal resilience and learned to remain focussed during these challenging years. Ozford's students became very creative in using the technology to keep in touch with their loved ones especially those who had family and friends overseas. Our students progress and development were also noted by their families, with many of them commenting on the positive and pleasant behavioural changes observed in 2022.

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, recognizing outstanding students for attitude, performance and contribution to the school. Parham Ardeshiri was awarded the 2022 Academic Excellence Award for his outstanding academic performance, achieving an ATAR of 97.9.



Parham Ardeshiri - ATAR 97.9



Parham Ardeshiri was joined by his parents on the Graduation Day



Parham Ardeshiri has also achieved High Distinction in the AMC & all other subjects

Mentor Class and Future Pathways

All students are required to participate in a weekly mentor group. In 2022, under the guidance of the High School Coordinator Tina Pham, students spent their Mentor Group sessions focusing on adjusting to study and life post COVID-19. 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 in isolation. All of these activities helped to build a more effective learning environment for all students.

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 2022:

*As part of the reform of the VCE and VCAL system, Victorian senior secondary students will this year (2022) 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. The new GAT was split into two sections – Sections A and B – to be conducted in separate sessions on the same day.

We concentrated on helping students for both Sections. Section B is similar to the old GAT. Section A has new standards and indicates whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary education and will appear on their certificates.

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 GAT 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.

Another 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 was discussed as part of career counselling, including entry requirements, course content and course outcomes on VTAC.

Exam and Year 12 Revision Program

The VCE studies are challenging and rigorous and they reflect internationally accepted best practice, providing opportunities for students to develop and achieve their best.

We followed VCAA instructions:

Schools and teachers will use the accredited Victorian Curriculum and Assessment Authority (VCAA) curriculum and assessment documents (including the prescribed VCE study designs) as the source of content to develop their teaching and learning programs for students. The teaching and learning programs developed by the school will provide rich and authentic learning experiences and assessment opportunities for students to genuinely develop and consolidate their learning of the key knowledge and key skills outlined in each area of study for the achievement of the specified outcomes. The teaching and learning programs will provide students with the opportunity for higher order thinking, critical perspectives and analysis, to engage them confidently in the study. Students will be able to authentically demonstrate their achievement of each outcome through classroom and assessment activities that are valid and reasonable, equitable, balanced and efficient, without undue assistance from others. Assessments, whether school-based or external, are an integral part of the VCE experience. They ensure that students are managing the acquisition of skills and knowledge, including managing the challenges of new material and skills and learning how to continue to improve. (VCE and VCAL Administrative Handbook 2022, p. 1)

At Ozford, we taught and set up exam plans to provide opportunities for students to develop and achieve their best, taking into consideration their health, stress, English proficiencies, part-time jobs, financial commitments and homesickness. We reminded students before each internal School Assessed Coursework (SAC) as well as before each VCAA external exam via Compass and emails throughout the year.

In Week 5 Term 3 (Wed 17 August), Year 12 students were given the opportunity to attend pre-exam preparation workshops run by Elevate Education, tailored specifically for three subjects: EAL, Accounting and Business Management.

Elevate Education also came to speak to both Year 11 and Year 12 plus ELICOS students in the Study Skill Program on Week 8 Term 3 (Tue 30 August). Two topics were covered: *Time Management* and *Ace your Exam*. Student feedback was positive, reporting that they learnt a lot and found these workshops useful.



As we moved towards final assessments for the year, it was important for students to stay organised and focused. Ozford provided students with a number of resources to assist them, including the weekly planner and Study Skills course from Atomi.

All students sat for Trial Examinations in mid-October and participated in Year 12 Revision Workshops.

We also utilised a series of videos on exam preparation which were shown in the student relaxation centre on video screens throughout the year. The program enabled students to sharpen their study skills and revise concepts to build on their knowledge base in areas of difficulty.

All students were also offered opportunities to have one-to-one discussions with their subject teacher in Week 3 Term 3 (similar to parent/teacher interviews in local schools) for personalised guidance in specific course areas.

Special Student and Community Events

Ozford is proud to have students, staff and stakeholders from diverse cultural backgrounds. We take the opportunity to host various events to foster inclusion and diversity. Some events hosted in 2022 included:

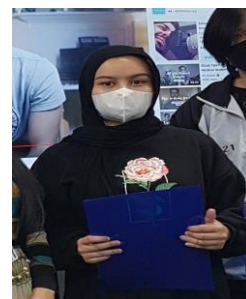
- Victorian School of Languages (VSL) Indonesian SACs: to support VSL to conduct all Indonesian SACs,
- Engage in Elevate Workshops,
- Atomi's trial,
- IXL's trial,
- Birthday celebrations,
- Physics Project,
- Data Analytics Project,
- Australian Mathematics Competition (AMC)
- Excursion to Council of Adult Education, Melbourne (CAE) to familiarise students with their exam venue for the General Aptitude Test (GAT) and VCAA external final examination.

2022 VSL Indonesian SACs at Ozford

One of the strategies to maximise students' learning outcomes was to create opportunities for students to study their first language.

In 2022, Ozford offered four first language courses to students: Chinese, Indonesian, Khmer and Vietnamese. A particular stand-out was Indonesian, run by the Victorian School of Languages (VSL) through Distance Education with all SACs prepared by the VSL teacher Ms Maria Halim, and organised and supervised by Ozford staff Ms Dannee Nguyen, Mr Karunakar Padala and Ms Tina Pham.

Our student, Ira Beddu, demonstrated her high commitment and enthusiasm, with her Indonesian score being among the highest of her VCAA report and results (29 before scaling).



2022 Elevate Workshops

As mentioned above, Elevate Education ran three face-to-face sessions at Ozford 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 could embed the learning in the classroom, and our students could make sure the study skills stick!

2022 Atomi Trial & High Impact Teaching Strategies (HITS)

Atomi is a flexible and easy to use online platform where students can learn in their own time and on any device. Students were able to self-direct their learning with English subtitles readily mapped to the curriculum. Videos for learning and snappy quizzes were provided which helped the students with



Bob & Ms Naila Beg



Rosa, Ares, Jennie & Bob

revision and assessing their knowledge. It made physics concepts easy to learn as it was interactive, student-paced and specific to the VCE Physics Syllabus, including tips for how to score good marks in end of the year examination.

2022 IXL Trial & IXL Package

Oxford trialled the IXL package, a personalised learning platform for numeracy and literacy, in 2022. Following an initial review of the package, our teachers agreed it would be beneficial to trial for Oxford's students because all year levels were available, allowing students to start at a level appropriate to their needs. Some time was allocated in period 5 to allow all students time to use the program on a trial basis.

All students and teachers were provided with registered accounts for the literacy and numeracy practice. For English, students attempted the levels their teacher set for them. However, the students could after an initial period choose whichever level they were comfortable with.

For Maths, the teachers discussed with students what level was appropriate for them and what assistance they might need.

During the trial, our teachers reported that all students responded well to the program and there were improvements in student outcomes. The teachers agreed that Oxford's students had benefited from the IXL package and that its use should be continued to support numeracy and literacy skill building.

2022 Physics & IT Posters Projects

Posters are used by Oxford as a way to encourage and display how young scientists and technicians are integral in shaping the future. As a part of a Physics and Applied Computing SAC, our Physics and IT students were invited to demonstrate their knowledge through visual learning in the form of posters.

Instead of creating a new product and then "selling" it to the public, innovative design is a process of identifying, pinpointing, and understanding the needs of the user or audience. The main theme of the Applied Computing SAC was recognising that once a need has been identified, a solution can then be designed. Students were able to identify and investigate a problem, analyse solution requirements, design an innovative solution, develop and document the innovative solution as a proof-of-concept,



prototype or product, evaluate the innovative solution, and develop project plans.

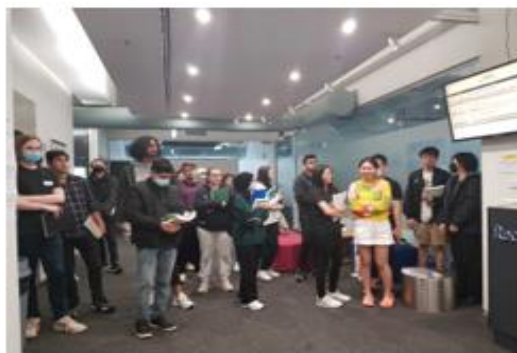
Our students were able to present their research findings succinctly through a combination of text and graphics, in a more detailed and interactive way. The students enjoyed working on their projects which helped them to experience real life issues and problem-solving techniques.

2022 CAE Excursions

GAT was the first VCAA exam, to be held at the CAE on Wed 7 Sept 2022. Students had an excursion to visit CAE on Tue 23 Aug to familiarise them with their exam venue.



Excursion to CAE to familiarise students with their exam venue



Students were confident at their exam venue CAE

2022 Birthday Celebrations

The highlight of 2022 were the Birthday celebration events for students. When students were living afar from their families and home countries, celebrating birthdays is important to them, especially for those turning 18 years old. Ozford held 3 birthday events: Term 1, Term 2 and Semester 2 for Terms 3 and 4 combined. Students had the chance to show their support for their friends, and their organising skills in preparing food and decorating the room for these events. Students even went out to buy the birthday cakes, despite the occasional bad weather!

Students, teachers and staff enjoyed their time of decorating the room, choosing music and partying together.





Birthday students: Setha, turned 19



Jack, turned 17



Parham, turned 18

The last Birthday Celebration was held in the final week of Year 12 to also farewell Y12 Students.



Year 12 Farewell - Week 3 Term 4: Anna, Kenneth, Chi, Ms Tina Pham, Ira, Thu, Helena & Selina

2022 Australian Mathematics Competition (AMC)

Oxford participated in and received awards for the 2022 AMC. The request to participate came from student Parham Ardeshiri, who was aiming for high scores for his ATAR.

All three components: School, Student and Teacher received honours and certificates for their hard work and commitment in Maths.



2022 VCAA's Extra Support Fund for Language other than English (LOTE) at the CAE

Another highlight of 2022 was LOTE. This was the first time we supported students to do four languages. CAE hosted all VCAA language exams this year with extra funding supported by VCAA.

Languages (CCAFL) – Khmer FL written examinations – Wednesday 19 October 2022 @ 2-4.40pm

LOTE Indonesian FL – Thursday 27 Oct 2022 @ 3.00-5.15pm

VCE Careers Expo was Back

All Ozford students discussed their career aspirations in Term 1. Ozford worked with the students to establish each students' aspirations/expected ATAR/dream courses and preferred Universities with the hope to organise both formal and informal sessions about courses and career advice for our students in Term 2.

Thankfully, the VCE Careers Expo returned in 2022! The students were advised about the timing of Open Days at the Universities in Term 2. Due to social distancing and restrictions still being enforced for COVID-19, students were encouraged to organise their own trips to university Open Days and to the Careers Expo.

Ozford held its first ever virtual career fair in 2021. Utilising Ozford's growing online career planning knowledge and skills, the virtual careers fair was held again in 2022 hosted by the Student Career Coach, Jess, and Student Success Coach, Carol.

It was a great opportunity for students to get an insight into things such as:

- How to improve their employability skills
- Resume and cover letter writing
- Preparing for interviews
- Finding out about internships and volunteer opportunities

The career fair session was recorded and is accessible to all students on the Ozford website under Student Success Hub. Ozford hopes to run more events like this in 2023 as Ozford continues to support students in achieving their academic success.

Examinations/Assessments

By the end of November 2022, all Year 11 students completed their end of semester exams for all subjects, which tested their knowledge learned over the semester. The exams also help prepare the Year 11 students for official VCE external exam conditions and prepare them for what is to come next year. The exams were in addition to the range of other assessment activities conducted during class time. These contributed to the allocation of marks on the semester report. All students and their families had access to the Semester 2 Reports by the end of the year via Compass.

The Year 12 students sat the external General Achievement Test assessment (GAT) for the whole day on Wed 7th September: Section A in the morning at 9.30am and Section B in the afternoon at 1.45pm. The students subsequently completed all their final Examinations throughout October and November at the CAE exam centre. Special exam preparation workshops were conducted prior to the exams to ensure our students understood and followed the correct COVID-safe protocols, which were constantly evolving and changing as restrictions were updated by the Government and Department of Health.

The CAE was impressed by the Ozford students punctuality, attendance and behaviour. The students who studied a language attended an Oral component, assessed in a designated venue from Monday 3 October to Tuesday 25 October.



Oral exam in Kew: Thu, Tien Money, Julia Nha & Chi

Year 12 Graduation Ceremony and Year 11 End Year Celebration Party

Ozford held the Year 12 graduation ceremony and Year 11 end of year celebration on Monday 21st November to recognise the effort and achievement demonstrated by our students. It was a celebratory and inspiring end to the school year when our 13 Year 12 students received Graduation Certificates and awards for excellence in academic achievement, best effort and attendance.

The event was led by MC EAL teacher Judith Martin. It started off with emotional speeches from Principal Rong Liu, teacher representative Tina Pham, student representative, Socheta Helena Peou, and parent representative Ms Kim Hoang.



Principal Rong Liu



Teacher Representative Tina Pham



Student Representative Helena Peou Socheta



Parent Representative Ms Kim Hoang

Ozford loves to award students for their excellence and effort and nominates outstanding students for Effort and Achievement awards each year. 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. These awards were given in addition to the Year 12 Ozford College completion certificates. The graduation ceremony for Year 12 was combined with the end of year celebration for Year 11 and was a huge success. This year we were privileged to have the presence of many of the student's families.



Ms Judith Martin and Chi Minh Pham



Ms Judith Martin & Se Monysetha



Mr Truc Ho, Ariyan Kazi Golam & Ms Tina Pham



Mr Truc Ho, Rosa Than & Ms Tina Pham

We took this great opportunity to welcome, thank and present little souvenirs to the families as some had flown from their home countries just to attend this Graduation ceremony.

We wish our Year 12's all the best success in the future.



Ms Judith Martin, Ms Tina Pham & Ms Tam Cao (Sister of Thu Cao)



Ms Judith Martin, Ms Tina Pham & Mr Veas (Partner of Helena)

Teaching and Learning

2022 Onsite and Blended Learning Classes

Ozford's approach to blended on campus and online delivery has resulted in further development of our College's resources, professional development of our staff and teachers, and enhanced communication between our staff, students, and their families.

We were pleased to see Australia's borders opening for the first time in 18 months, which meant we saw the return of many international students from overseas. We did, however understand that the return would not be immediate, with flight prices and capacity being a factor, therefore we planned for and continued to offer blended online delivery, providing students with flexibility and choice.

Overall, the opportunities to welcome back face-to-face learning and offer blended learning in 2022 have been an exciting and successful development at Ozford. Teaching staff continued to develop a range of new and innovative ways to engage students with their learning across a range of academic and practical subjects.

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

Key Learning Area: English and EAL

English as an Additional Language (EAL) is designed for students for whom English is not their first language. This subject follows the same study design as the main English subject (Creative Response, Text Response, Comparative Text Response, Analysing Argument, Comparative Analysing Argument, Presenting Argument).

The College's 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 that counts toward a student's ATAR score. For international students, EAL equips them with the skills to become lifelong learners, critical thinkers and active and informed citizens.

At Ozford in 2022, students studied 5 sessions of EAL, equal to 5 hours and 50 minutes per week. Some of this time was devoted to the Literacy component of the GAT exam. The highlight of the year was that the EAL results stayed among the top of the ATAR report and provided results for many Ozford students.

Key Learning Area: Commerce, Business Management and Accounting

In 2022, in Accounting classes, our students looked 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. The students practised the major skills of Reporting on Assets, Liabilities, Revenues and Expenses in preparation for their future Accounting studies.

The 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. The students 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: Science, Physics, Chemistry and Technology

Oxford delivered VCE Applied Computing using the newly revised Study Design. The Applied Computing students in Year 11 enjoyed learning how to use PCs to create websites and databases. Our 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, Units 3 and 4 Data Analytics, our students used a range of database, spreadsheet and data visualisation software to complete the requirements of the unit.

Key Learning Area: Mathematics

The Mathematics subjects offered by Oxford in 2022 included, Year 11 General Maths and Maths Methods, Year 12 Further Maths, Math Methods and Specialist Maths.

In General Maths, our 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 Math Methods, our 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, our 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. The SACs accounted for 34% of the student's final VCE score. Regular chapter tests were also given to assess and monitor student progress.

In Specialist Maths, our students studied Functions and Graphs, Algebra, Calculus, Vectors, Mechanics, and Probability and statistics.

This year on Wednesday 3 August, we had Parham Ardeshiri from Year 12 participate in the Australian Maths Competition (AMC). The aims of the Competition are three-fold:

- To highlight the importance of mathematics as a curriculum subject;
- To give students an opportunity to discover talent in mathematics; and
- To provide resources for the classroom and general discussion.

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

Four Languages Other Than English (LOTE) subjects were offered this year, either continued or established, and were popular with our students from Vietnam, Cambodia, Indonesia and China in 2022. While Vietnamese was offered in-house by Ozford, giving students comfortable and convenient access to their learning, the rest of the language units were accommodated by the Victorian School of Languages which operated on Saturdays, displaying students' commitment, self-regulation and self-motivational skills. The classes are an opportunity for them to further develop their native language proficiency and at the same time, provide them with a platform to meet and socialise with students from their home country.

All LOTE students were required to provide an oral presentation (without script) on their personal response to a chosen fictional text as part of their end of year VCE LOTE exam. The students were reminded about this oral exam every week and participated in mock oral exams. Our students found the experience helpful in building their confidence for their communication skills. The highlight of the year was that the LOTE results remained at the top of their ATAR report and results for most Ozford students.

Mentor Sessions

Mentor sessions continued in 2022 for both our Year 11 and Year 12 cohorts. All Ozford mentor sessions are focussed on supporting our students' academic success.

The mentor sessions are 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, the mentor sessions took a particular focus on the GAT and VTAC, yet also maintained their traditional role of maintaining the mental health, cultural safety and wellbeing of students and helping them to cope with the challenges of COVID-19 protocols in their learning. The sessions assisted students to develop study skills, effective time management skills and encouraged students to share personal experiences of their time in Australia. All of these activities helped build a safer and more effective learning environment for all students.

The Year 12 students were provided with a range of ongoing support programs that assisted them throughout the year. Mentor sessions for Year 12 were used to help students with their study skill techniques, keeping on top of their workload, preparing for exams, and providing guidance and help for life after Year 12 including college and university applications.

In 2023, we are planning to continue mentor sessions as well as bring back excursion and external activities for students to participate in to increase collaboration and social skills between students.

2022 Student Outcomes

Student Enrolments

In 2022, Ozford continued to provide its students with a fully integrated education pathway model. Ozford has open entry and both international and domestic students can enrol in the Ozford High School program. Ozford's education program covers the final two years of secondary school in Australia: Years 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 2022, Ozford had a total of 28 students across its VCE programs, 14 in Year 12 and 14 in Year 11.

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.

Inspiringly, the Year 11 and Year 12 cohort maintained a high level of attendance as in their previous year.

However, 2022 saw Ozford face some challenges with student attendance. The global skills shortage and relaxed government policy allowing international students to work 40 hours per week resulted in students taking on a full-time job to meet workforce demand. As a result, there were many occurrences of lateness and absence. In response, the Ozford Attendance Policy and Procedure was implemented. Students were informed about their required attendance to meet their visa obligations and to ensure academic success.

To further improve the attendance rate, Ozford College will implement a new attendance protocol in 2023. The new attendance protocol will specify the actions taken by Ozford for students with different numbers of unexplained absences.

Ozford recognises that the government's policy in respect to increased work hours will be in place until July 2023. Ozford will continue to implement a range of strategies to mitigate the impacts of current policy on student attendance.

The average attendance for 2022 (including attendance to online classes during isolation) can be seen in the table below:

Year Level	Average attendance in 2022
Year 11	81%
Year 12	80%
Overall	80%

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 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.

Progress Reports and School Reports

Progress Reports (PR) were released twice: in Term 1 and in Term 3. The Student Services Team utilised these reports to inform students and their families about their progress and further suggest ways for improvement, especially for those students requiring improvement to achieve their desired academic outcomes.

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

Academic Achievement

Ozford is always delighted with our students who make the effort, show their commitment and the independence required to succeed. At the end of 2022, 100% of our Year 12 students who took the VCE external exams successfully completed their High School studies and attained VCE certificates.

The overall 2022 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 Parham Ardeshiri with an ATAR score of 97.9. Remarkably, he also achieved a study score of 48 for his Year 12 Further Mathematics unit and 41 for his Mathematics Methods unit results.

Despite the disruption from the post COVID-19 pandemic, our knowledge of the students and analysis of the 2022 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 Higher education or Vocational education and training pathway. The Ozford team 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 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 2022 for their collective achievements and academic results.

2022 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 2022 include:

Deakin University – Bachelor of Business
La Trobe University – Bachelor of Nursing
RMIT University – Advanced Diploma of Engineering (Mechanical) / Bachelor of Engineering (Mechanical Engineering) (Honours)
Swinburne University of Technology – Bachelor of Information and Communication Technology
Torrens University Australia – Bachelor of Business
University of Melbourne – Bachelor of Commerce / Master of Engineering
Victoria University – Bachelor of Business
La Trobe College – Diploma of Information Technology
Various TAFE and VET Diploma courses

Stakeholder Engagement and Improvement Strategies

Ozford College has a focus on developing a close working relationship with our student's families and other stakeholders. Ozford College collects feedback from staff, students and their families about College policies, 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

In 2022, student feedback showed that the majority of students felt that post-COVID-19 has been a challenging experience, especially with the circumstances of combining two-year levels: Year 11 and Year 12 in many classes. Students felt it was difficult for teachers and their own learning. However, the students persevered to achieve academic success. The students acknowledged their teachers' academic support and were satisfied with the extra welfare support from the Ozford teachers and support staff.

The Year 12 students were particularly positive, resulting in 100% of those who completed Units 3 and 4 receiving their VCE certificates from Ozford and the VCAA.

The student representative speech on Graduation Day was very positive

"Greetings, parents, honoured guests, teachers, friends, and schoolmates. My name is Socheta Helena PEOU, and I am standing here before you as a graduating student of Ozford college. Congratulations to us, YEAR 12, we made it!!!! Year 11 students, you are next.

First and foremost, on behalf of many other students, thank you to our teachers for all of their efforts. We appreciate your support and care for us. Some of us wouldn't have made it this far without you. Along the journey, we may miss some of them; however, most of us could make it. We are grateful to Ozford College for providing many of us with educational opportunities and for sending us so many emails to remind us of our exams and SACs. Although Ozford College is small, the teachers and staff there are quite welcoming.

To my classmates, I am more than proud of you. Together let's say goodbye to waking up early, SACs, GATs, practice exams, our end-of-year exams, and also to our 2 hours train ride, Chi, Kenneth, Setha, and Ariyan. To all my friends, who have tried their best along the way, let's not worry about the ATAR results; we have all done the best we can do. It is not the number that defines you but your goals and efforts. Some of us might be stressed about choosing a degree and university, but one advice I could give you is to follow your heart and thoughts, not other people's opinions or dreams. People have different talents, so let's not compare ourselves to others. Hence, let's not lose faith in ourselves. Trash can, not trash cannot; why would you give up on yourself? Instead of the past or the future, let's emphasise the present. Instead of continually viewing things negatively, let's focus on the positive. Work hard, and try your best whenever you get a chance to do so, or else you will carry the regret for the rest of your life.

To our classmate, Parham thank you for your unconditional help. Setha, thank you for your sponsoring our Starbucks trips and food. Chi, thank you for making me jealous. Kenneth, thank you for annoying us and being a distraction to us sometimes. Ariyan, thank you for making us laugh with your tik tok videos and jokes. Thu, thank you for being the person we can rely on. Thank you, Julia and everyone else, for sharing many sweet and kind words. Thank you, Veas for your support, mostly the mochi waffle and for accompanying me to eat ice cream.

12 years of school went by in the blink of an eye, many tears were shed, and many exams haunted us in our dreams. But the future that awaits us will be worth it. Never would I have thought of standing here today giving this speech. Yet I am sad to say goodbye to everyone; through good and bad times, all those memories will be here. Selina is not here with us today, but I would like to pass on her congratulation and encouragement to everyone. We wish you all the best in your new journey. Together, let's say we did it!

Lastly, thank you for joining us today. We wish you all the best! Thank you!" (By Socheta Helena PEOU)

Family Feedback

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

Families have indicated that in 2022, they were satisfied with the following:

- Orientation, induction, transition and other support provided to the students who are new 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 school news, student attendance, progress, performance and other related matters.
- Provision of additional English support sessions to students

Families have suggested that classes continue with a blended delivery model with recordings on the Compass Lesson Page to accommodate both onsite and offsite students who may not be able to attend classes due to illness and quarantine requirements.

Staff Feedback

At Ozford, we recognise that teachers offer a unique and important perspective on the effectiveness of the teaching and learning program. Staff feedback was sought every term and during staff professional development sessions and meetings, staff had 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 developed a continuous improvement plan and met with teachers individually or as a group regularly to provide an update on the improvement activities implemented from feedback received.

Staff Farewell

Ozford acknowledges the great service of staff who have stepped in and stepped out over the past few years. We used farewell events to teach our students to appreciate and recognise services that they have received from our team in order to help them study and work better.



Students farewellled Ms Dannee Nguyen who left on Wed 8 June 2022. Dannee's contribution was enormous.



In Sept 2022, we sadly farewellled Mr Karunakar Padala who worked tirelessly for the VCE program.

Staff Farewell and Coming back

Ozford recognises the service behind the scenes rendered by Ms Christine Chua our longstanding Head of Student Services who took long service leave in 2022.

Ozford rejoiced when she agreed after a well-earned break to step back in a new role to provide advice and train Ozford staff in making strategic school decisions and in student services.

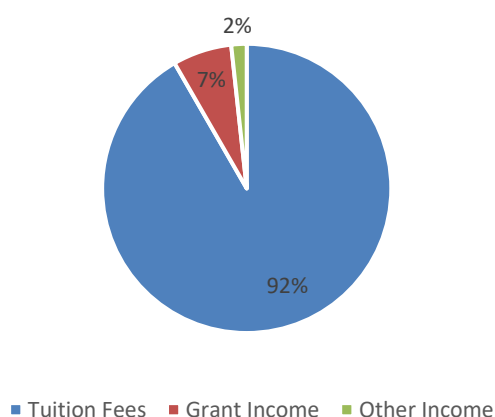


#3081
General Attendance Observation
Recorded by Christine CHUA - CCHUA
Overview:
ss did not attend day 1 of HS - ss explained he woke up late, called & gave him a verbal warning
Attendance
Recorded Feb 15 at 10:50am

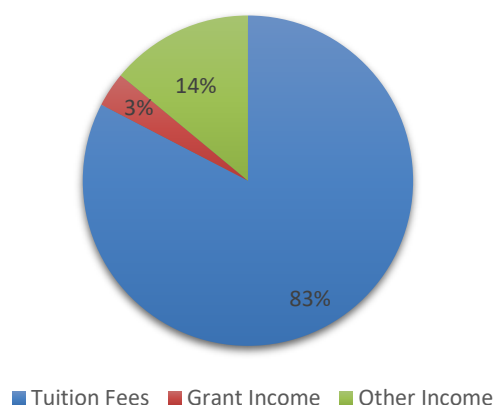
2022 Financial Report

Ozford's financial activities continued to be focused on the delivery of senior high school 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.

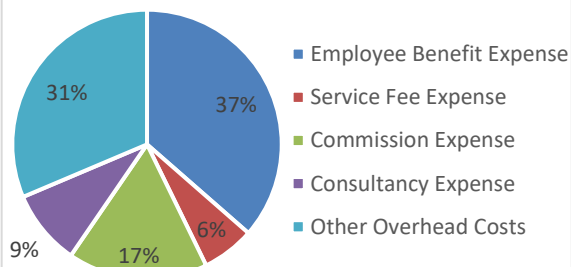
Income 2022



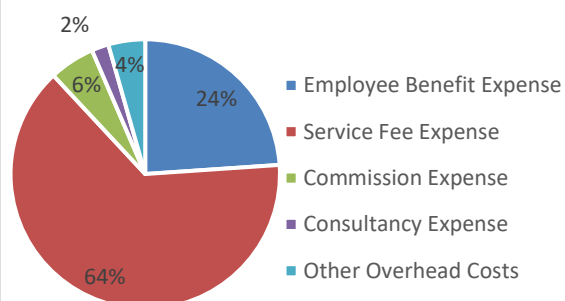
Income 2021



Expenses 2022



Expenses 2021



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