2014 Annual Report
To The School Community
# 2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY

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I am pleased to present to you the Ozford College Annual Report 2014. We are proud of the achievements of our students and staff and proud to tell the story of our striving for continuous improvement in supporting the success and development of our future Australian and global citizens.

Ozford College is a senior secondary college in Melbourne’s CBD that caters for Year 10 to 12 international and Australian students undertaking the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning). The College has evolved enormously since it first opened 14 years ago in the belief that Ozford could support students to achieve their preferred educational pathway. Over the 2014 year we experienced a pleasing growth in student numbers, and we successfully introduced Year 10 classes. At Ozford, our small class numbers offer an inclusive and more personalised education for students. We have students from diverse backgrounds and can cater for students that are better suited to a smaller school environment. Our teachers and support services staff provide a student-focused approach to encourage an individualised and innovative learning experience. Ozford provides a safe and positive learning environment where students are supported in a way that enables them to take responsibility for their own learning and behaviour.

Our teachers and student services and welfare officers collaborate to ensure a holistic approach to supporting students to succeed in their studies. Students learn on their own through enquiry, discovery and creativity and at their own pace. They are also encouraged to assess and evaluate their learning. Teachers act as a learning resource in a consultative role, encouraging students to discover their own learning style. Ozford also offers mentoring sessions which provide students with the resources to establish and pursue their desired education pathway. Students can pursue a range of options including the Ozford Business College and the articulation arrangement with the University of Canberra, Bond University, Victoria University and other prestigious Australian universities.

We are pleased that the 2014 Annual Report confirms that Ozford continues to be an innovative educational institution providing an environment and opportunity for students to excel and realise their academic and personal goals.

Rong Liu
Principal and Academic Director
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Phone: +61 3 8663 7188
Fax: +61 3 9662 9223
Website: www.ozford.edu.au
Email: info@ozford.edu.au

2014 STAFF AND SUPPORT OFFICERS

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

Academic Manager
Ms Ruth Ramone Rosen B.A. (Hons), MA (History), Grad Dip Ed (English & History), Grad Cert Business

High School Coordinator
Ms Fiona Sayner B.Ed; B.E.d (Inservice)

Teaching Staff
• Mr Ahmed Al-Hissnawey
• Ms Susan Isakhan
• Mr Pradeep Jayawardene
• Mr Hung Nguyen
• Ms Evangeline Offen
• Ms Vicky Papaioannou
• Mr David Stevenson
• Mr Walter Warsito
• Mr Michael Williams
• Ms Fiona Sayner
• Ms Georgina Solano
• Ms Meredith Thomas
• Ms Pan Zampogna

Support Staff
• Head of Student Services – Ms Christine Chua
• High School Administration – Ms Janelle Zhang
• Student Liaison and Welfare Officer – Ms Jun Young
• Librarian - Ms Annie Ng
• Accounts Manager – Mr Minh Tran Ho
• IT Support Manager – Mr Daniel Ryan
2014 High School Staff and Senior Management

Principal / Academic Director
Rong Liu
B.Ed; PGrad Ed Studies (TESOL)

Academic Manager
Ruth Rosen
B.A (Hons); PGrad Dip Ed (History & English); M.A (History); Grad Cert Management

Teaching Staff 2014

High School Coordinator
Fiona Sayner
Bachelor of Education, Bachelor of Education (Inservice)

Vicky Papaioannou  Bachelor of Education (Art)
Susan Isakhan    Bachelor of Arts; Grad Dip Ed; Cert IV TESOL; Bachelor Social Work
Georgina Solano  Bachelor of Applied Science Computer Science, Bach Applied Science Mathematics, Grad Dip Ed
Meredith Thomas  Bachelor of Arts; Master of International Politics; Post Grad Dip Teaching
David Stevenson  Bachelor of Education
Michael Williams  Bachelor of Education; Grad Dip Internet and Web; Ass Dip Science
Evangeline Offen  Bachelor of Business (Accounting and IT); Grad Dip Teaching Secondary; Cert IV TAE
Pan Zamogna      Bachelor of Education
Walter Warsito    Bachelor of Engineering; Grad Dip Education
Hung Nguyen      Bachelor Arts, Master of Arts (Philosophy), Grad Cert in Arts (Humanities), Grad Dip Ed
Ahmed Al-Hissnawey Bachelor of Engineering; Master of Computer Science; PG Dip Teaching
Pradeep Jayawardene  Master of Business Management; Diploma in Management; PG Cert in Business;
Chartered Institute of Management Accountants (CIMA); Cert IV TAE

Support Staff

Christine Chua
Manager Student Services/Administration

Jun Young
Student Liaison and Welfare Officer

Janelle Zhang
High School Administrator

Annie Ng
Librarian
SCHOOL PHILOSOPHY

Ozford is proud of the Superior Education that we aim to 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 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 governance body for Ozford College is the Executive Team which has the overall responsibility to ensure that Ozford Teaching Programs support and promote the Principles and Practice of Australian Democracy.

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

These concepts underpin the design of our Curriculum and our college policies.

Our Strategic Objectives

Learning and Teaching: To deliver excellence in learning and teaching, and practical graduate outcomes.

Student Experience: To be recognised as a quality provider that nurtures students through their learning journey.

Engagement: To establish, cultivate and advance relationships with industry, professional bodies, government, and universities.

Reputation: To be recognised as a reputable private education provider.

Sustainable Future: To pursue a future that delivers economic, cultural, and environmental sustainability.

The school philosophy is reviewed in consultation with its stakeholders annually, including brainstorming at staff professional development sessions, Management and Executive Team meetings.

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, individualized and innovative learning experience.

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

Our Values

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

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

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

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

Integrity
We act responsibly and honestly in all we do.

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

All teachers at Ozford College are appropriately qualified and registered with the Victorian Institute of Teaching. All non-teaching staff members hold current ‘Working with Children’ checks and are qualified and experienced to fulfil their duties competently in their areas of expertise. Below is a summary of the qualifications held by teaching staff.

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>QUALIFICATIONS HELD ACROSS THE TEACHING STAFF</th>
</tr>
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<tbody>
<tr>
<td>Bachelor of Education degree</td>
<td>6</td>
</tr>
<tr>
<td>Other Bachelor degrees</td>
<td>9</td>
</tr>
<tr>
<td>Post Graduate Diploma in Education</td>
<td>7</td>
</tr>
<tr>
<td>Master and PhD Degrees</td>
<td>4</td>
</tr>
<tr>
<td>Other Diplomas/Certificates</td>
<td>7</td>
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</tbody>
</table>

Workforce Composition

The Ozford workforce composition consists of staff from a range of cultural backgrounds including Chinese, Vietnamese, Sri Lankan, Thai, Indonesian, Iraqi, South American, Filipino and British. There are currently no indigenous staff members. In 2014 there were 4.05 FTE teaching staff and 4.3 FTE support and administration staff employed for a total workforce of 16 people. The workforce composition at Ozford College consisted of:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>% OF WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1 7%</td>
</tr>
<tr>
<td>Academic Manager</td>
<td>1 7%</td>
</tr>
<tr>
<td>High School Coordinator</td>
<td>1 7%</td>
</tr>
<tr>
<td>Teachers</td>
<td>12 46%</td>
</tr>
<tr>
<td>Support Staff (Welfare, Student Services</td>
<td>2 13%</td>
</tr>
<tr>
<td>Administration Staff (Admin, Accounts, Maintenance &amp; Cleaning)</td>
<td>4 27%</td>
</tr>
</tbody>
</table>

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Studio Art, Information Technology and Vocational areas for VCAL. Teaching staff retention in 2014 was 75%. School support and administration staff – four fulltime and two part-time – experienced a 100% retention rate.
High School Overview

Oxford High School’s 2014 academic year started on 3rd February and we welcomed our Year 11 and Year 12 students as well as the new addition to the school – the first Year 10 cohort who have provided an extra dimension to our learning activities. The Year 10 curriculum has broadened our study offerings with Science classes as well as Humanities, Languages, Health and Physical Education.

Students came to 2014 excited to talk about their holiday experiences. Some had travelled back to their home country to spend some time with family members and others took the opportunity to gain some work experience in Australia. We were delighted to welcome the student body which had a strong cultural mix including students from different parts of China, Vietnam, Thailand, Cambodia, Korea, Lebanon, Pakistan and India, as well as local Australian students.

Discussion on the different pathways and subject selection process was held during Induction Week. Students met with their teachers and the High School Coordinator – Ms Fiona Sayner – in order to receive advice and support to make decisions on what subjects are required for future year levels, careers, university / vocational courses and employment. Outcomes and assessment methods were explained to students and they understood that their academic results would be based on the learning objectives of each subject; that assessment might include submitted work, tests, practical reports, projects or assignments, oral presentations and, for Year 12, Examinations and School Assessed Coursework. Students’ courses and subject selection were confirmed and finalised by the end of Induction Week. Based on student’s selections, the following subjects were offered in 2014:

**Year 10**
- English as Additional Language (EAL)
- Maths
- Science
- Humanities
- Languages
- Art
- Health and Physical Education
- Homegroup
- Mentor

**Year 11**
- English as Additional Language
- Chinese First Language
- Vietnamese
- General Maths
- Maths Methods
- Studio Art
- Business Management
- Accounting
- Information Technology/ Applications
- Mentor

**Year 12**
- English First Language
- English as Additional Language
- Chinese First Language
- Vietnamese
- Further Maths
- Specialist Maths
- Maths Methods
- Studio Art
- Business Management
- Accounting
- Information Technology/ Applications

**VCAL Senior Certificate**
- VET Units Certificate II Business
- Literacy and Numeracy
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills
Ozford College encourages full attendance and requires all students to maintain a minimum of 80% attendance. A student who gives themselves the opportunity to do well by attending all classes will naturally maintain a better grade average than a student who does not attend regularly. We encourage all students to pursue their full potential.

If a student is absent, Ozford contacts the student on the same day to enquire if they are unwell or to determine the reason for their absence. All calls are logged on the Ozford College Student database. Students are offered support from Student Services if there is a problem or, if they are unwell, they are encouraged to seek medical advice from a professional. The classroom teachers are informed and assist to ensure the student is able to catch up on their study.

The average attendance for 2014 can be seen in the table below:

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>AVERAGE ATTENDANCE IN 2014</th>
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<tbody>
<tr>
<td>Year 10</td>
<td>89%</td>
</tr>
<tr>
<td>Year 11</td>
<td>82%</td>
</tr>
<tr>
<td>Year 12</td>
<td>83%</td>
</tr>
<tr>
<td>VCAL</td>
<td>76%</td>
</tr>
<tr>
<td>Overall</td>
<td>81%</td>
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Ozford would like to take this opportunity to thank parents, guardians, homestay families and carers for encouraging the students to maintain good attendance*.

* Ozford notes that in 2014, student attendance at VCAL (12 students) was not at the expected attendance rate. In 2014, some of the small cohort did not maintain satisfactory attendance for a number of personal reasons. The students were identified at risk and intervention strategies put in place.
Oxford Highlights

Term 1 – New Students Welcome
The following pictures depict the enthusiasm and vitality of the staff and new students at Oxford. Each student from this new group has come from a different country. Students gave explanations about their home country in English during orientation and the concept of “globalisation” was discussed.
High School Excursion – International Day March 2014

International students from all around Victoria are invited every year to enjoy a welcome reception at Government House. One of the Governor’s main tasks is to promote the attitudes that support democracy and create a strong community. Ozford High School students were pleased to participate in the reception hosted by Governor and Mrs Chernov.
International Students’ Forum

In April 2014, a number of Ozford students were invited to participate in the international students’ forum organised by the Victorian Government for high school students to learn more about Melbourne and Victoria and provide their opinions and feedback about what it’s like to study here.

Former Ozford student presentation

Ozford maintains strong relations with its alumni and it was a privilege to welcome our former students, now studying at RMIT University, to be our guest speakers and address the current 2014 students. The presentations focused on university life, on the difference between high school and university, on the sort of academic and social preparation that students are receiving at Ozford and how it supports their transition to university life.
Term 2 Outside the Classroom

Our Year 10 students were very happy to participate in a sports program which included Badminton at the University of Melbourne’s Sports Centre. Apart from fitness and good exercise, the program gave the students an enjoyable opportunity to compete with and against one another.

Ozford students also learned how to rock-climb at the Hard Rock city rock-climbing centre. They were taught how to safely traverse different heights and levels of difficulty and had to use their individual and team skills to successfully achieve their goals. An enjoyable and challenging experience for all.
To ensure self-awareness and safety, an important lesson in self-defence at a special session for girls and boys.
And fitness and ball practice with VCAL teacher David Stevenson who challenged the students to a game of soccer in the nearby park.

Art students visited the NGV and enjoyed the curated exhibition talk. They also visited the art precinct around Fitzroy, enjoying the small gallery and art spaces for less well-known artists.
A wonderful visit to the State Library inspired the students to look at the dome and building architecture, the facilities, the historical art and books on display and the knowledge that can come from being in this learned environment. They even had a photo with important historical literary figures!
In the Classrooms

Using the lecture room, the computer labs, art room and the regular classrooms, teachers and students enjoyed the benefits of the modern facilities and equipment and the varied sizes of classes to suit the subject.
Art Room Mural

Completed! What a wonderful project for the Art students. Teacher Vicky Papaioannou supported the students in their project to decorate the Art Room wall with an amazing mural.
The Science Labs
One of the key highlights for Year 10 was the practical classes with their teacher Ms Georgina Solano in the Science Labs, held at Holmesglen TAFE. Students travelled with their teacher to Chadstone and back every two weeks from Term 2. They learned how to dress appropriately, to understand how to use equipment safely and how to think like real scientists!
**Term 3 – High School – Mentoring Students and Future Pathways**

During Term 3, Year 12 students spent some of their Mentor Group sessions focusing on an important life skill through author Sean Covey’s *The 7 Habits of Highly Effective Teenagers*. As part of our Mentor health and wellbeing program, Ozford invited the Betterman Foundation to present the Who’s the Man seminar, held especially for the Ozford boys across the High School and English Language Centre. This was a particularly important activity to encourage our young men to be more self-aware, to build their self-esteem and resilience and explore the influences that affect them and their identity. The interactive session encouraged students to understand that being a man is about being positive and learning to support themselves and others.

Post Year-12 options and pathways to different higher education institutions and courses were discussed as part of career counselling, including the entry requirements and course content and course outcomes. A special session was held with representatives of the University of Canberra and students were also able to go online and register their VTAC preferences. They were aware that the choices they made now were preliminary and they are still able to make changes to their preferences after VCE results were published in mid-December.

**Term 4 – High School – Focus on Assessment and More Excursions**

Term 4 was a time for studying hard and for some special excursions. The VCAL students visited the Melbourne Aquarium and discovered many unfamiliar and beautiful underwater species that excited and entertained them. Other VCAL excursions were part of Literacy and Numeracy assessments – students visited Federation Square and had to complete tasks around maps, measurements, museums and exhibitions.
and another one to RMIT University where they learned about courses and options available as well as calculating distances and directions.

The delightful Seahorse (Hippocampus histrix) at the Melbourne Aquarium

Students had to complete their tasks and tick off as they went.

Students particularly loved the penguins!

Instructions for maps and measurements, places of interest and exhibitions – all part of the excursion.
Year 12 Graduation lunch

What a wonderful experience it was! The VCE Year 12 students decided that they would like to have a special lunch with their teachers to celebrate the end of their studies at Ozford College. They chose the menu items and the Ozford Business College Hospitality students prepared and served the three courses. All the teachers and students thoroughly enjoyed sitting together at a formal lunch, with a beautifully presented table and wonderful food to eat. Coordinator Ms Fiona Sayner presented each of the Year 12 students with their Certificates and we all shared stories, laughter and enjoyment throughout the meal and ceremony. The photos highlight the delightful setting, spread and people at the lunch.
Parent, student and teacher satisfaction with the school

Ozford conducts regular student surveys to gather student feedback and satisfaction levels. Survey results are gathered and analysed and presented to management and governance members. 2014 Student feedback showed that around 85% of the students surveyed feel that their education experience at Ozford College is good or very good. They were very satisfied with their teachers, the student services provided and the convenient city location. Students actively participate in well-being, social justice programs and community events, and express their pride in the school and their learning.

Since the majority of our students’ parents reside overseas, feedback is gathered when reports are sent to them. Regular phone calls and email communication are provided to parents. Where appropriate, meetings are arranged for parents, guardians or carers to update them on student progress.

Staff are welcome to provide feedback to the college via Staff Feedback form. Staff briefings also provide the opportunity for staff to discuss issues and provide feedback for continuous improvement.

Teacher satisfaction was demonstrated through the following:

- Low staff turnover and low levels of absenteeism
- Strong support and involvement in the College’s excursions and well-being activities
- Participation in professional development activities
- Quality of the relationship between Management, Coordinator and teaching and support staff

Academic Achievement

Congratulations to Yamei Chan Ozford College 2014 top VCE student who successfully achieved the score required for entrance to her first choice for university in 2015, an Honours Degree in Property and Real Estate at RMIT University. Two VCE students, Saba Zamir and Afreen Ajeshkumar successfully gained entry to their their study choices in vocational education and training courses.

We are always delighted with our students who make the effort, show their commitment and the independence required to succeed. Others will find their way through alternative pathways. We have an open enrolment policy at Ozford College and, in 2014, some of the small cohort were unable to achieve a high academic standard for a number of personal reasons. One student returned home with plans to study in the USA and others will continue their studies in their home countries. Our VCE study scores and ATAR results (graphed below from VASS Report Data) reflect this.

We are proud of the graduating class of 2014 for their collective achievements and to Yamei Chan for her academic results.

Student Outcomes

In 2014, all eight of the Year 12 students successfully completed High School studies and attained Year 12 VCE certificates. Our VCAL students were also pleasingly successful in their transition to further studies:

- RMIT University – Yamei Chan Bachelor of Property and Valuation (Honours)
- Chisholm TAFE – Saba Zamir Certificate IV in Pathology
- Baxter Institute – Afreen Ajeshkumar Advanced Diploma in Business
- Victorian Institute of Technology – LIN Xinfeng Danny Certificate III in Commercial Cookery
- Victorian Institute of Technology – Chen Zhen Jeffery Certificate III in Commercial Cookery
- Imperial College – He Dongbo Max Certificate III in Commercial Cookery
- RMIT – Ren Hao Derek Foundation in Business
- RMIT – Jiang Wen Wen Certificate IV and Diploma of Business Management
- RMIT – Iyad Bou Karroum Diploma of Building
- Melbourne Fashion School – Wang Xinshuang Viola Diploma of Fashion Design
- Swinburne TAFE – Zhong Jiajian Simon Diploma of Accounting
Where are our Students now?

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 pleased that the majority of the Year 12 students received entry into their chosen post-secondary courses from universities and other higher education institutions.

The institutions and courses Ozford alumni are attending in 2015 include:

- RMIT University – Bachelor of Property and Real Estate
- RMIT University – Bachelor of Commerce
- RMIT University – Bachelor of Automotive Engineering
- Deakin University – Bachelor of Commerce
- RMIT TAFE – Diploma of Commerce
- RMIT TAFE – Certificate IV and Diploma of Business Management
- RMIT College – Foundation Studies
- Holmesglen TAFE – Diploma of Engineering – Advanced Trade
- Chisholm TAFE – Certificate IV in Pathology
- Swinburne TAFE – Diploma of Accounting
- Baxter Institute – Advanced Diploma of Business
- Melbourne Fashion School – Diploma of Fashion Design
- VIT – Certificate III in Commercial Cookery
- Imperial College – Certificate III in Commercial Cookery
Scholarships for 2015

Year 11 and 12 Oxford High School Scholarships were awarded for 2015 to 13 very deserving students, for both academic achievement and for contribution to the Oxford community. Congratulations to:

- PHAN    Quynh Nhu (Emma)
- LUU     Duc Bang (Ben)
- NGUYEN  Thuy Duong
- CHEONG  Weng Wai (Desmond)
- HOA     Xuan Bach
- NGUYEN  Ngoc Mai
- ROIPHILA Chalawan
- CHEONG  Kar Men
- VU      An Cuong
- DANG    Hong Ngoc (Amie)
- SINGH   Rashmeet
- CAI     Xiaoting (Megan)
- CHEN    Yeon Sheng (Bryan)
Study scores

VCE 2014 Study Scores

Students and ATAR/99.99
Study scores

VCE 2013 Study Scores

2013 ATAR Results
Study scores

VCE 2012 Study Scores

2012 ATAR Results
Study scores

VCE 2011 Study Scores

2011 ATAR Results
2014 Financial Review

Ozford's financial activities continued to be focused on delivery of senior secondary programs to international and domestic students. Ozford's audited financial statements reflect that the school continues to be financially viable and the Business plan and financial projections reflect moderate growth prospects for the future. The following charts provide a summary of financial outcomes.
OZFORD COLLEGE
Registered School Number: 2016
CRICOS No. 02427A
2014 Annual Report
To The School Community