

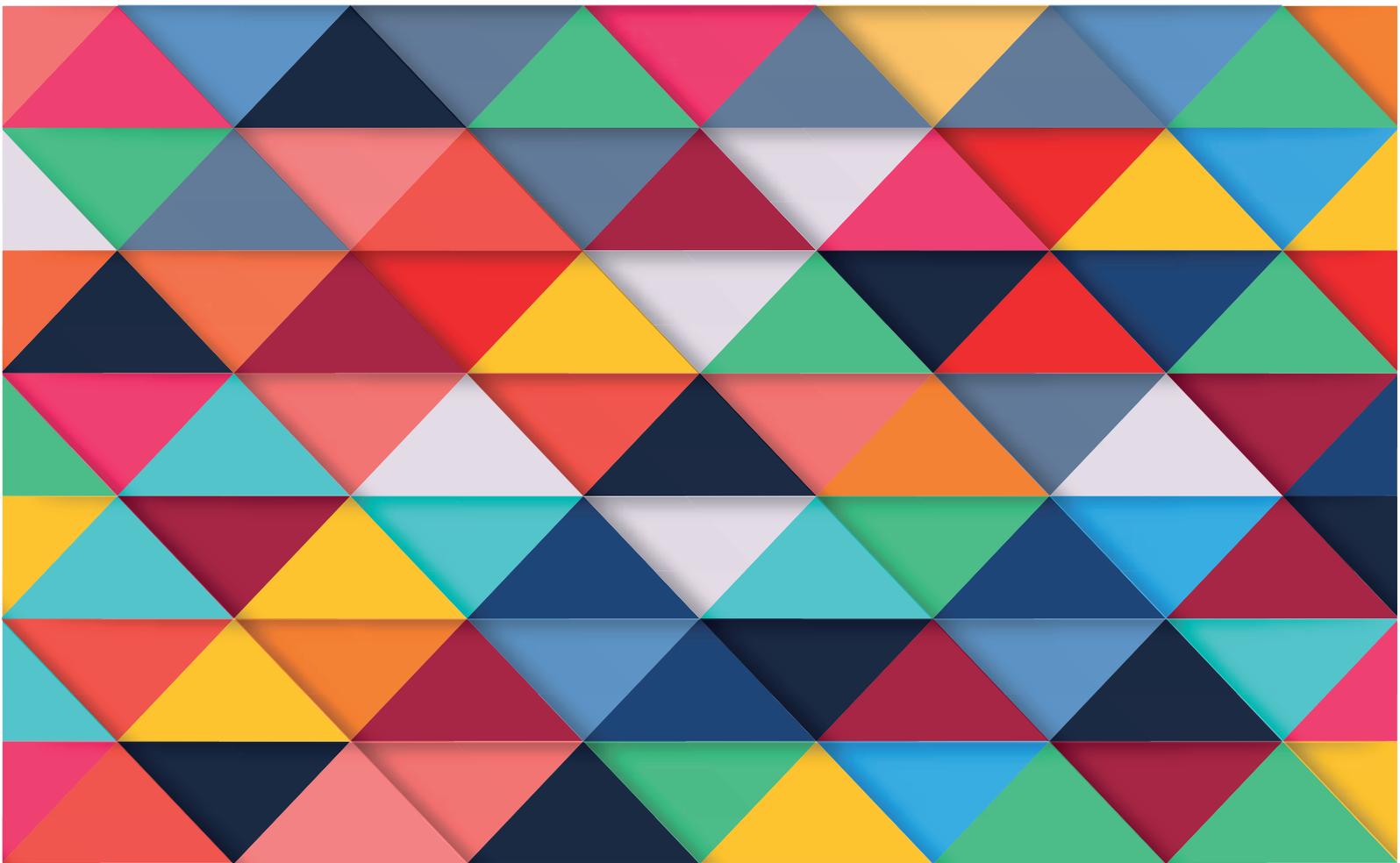


OZFORD

Pathway to a Successful Career

OZFORD COLLEGE

Registered School Number: 2016



2016 Annual Report To The School Community



OZFORD

310

310

2P

OZFORD COLLEGE

Registered School Number: 2016
 Ozford College Pty. Ltd is trading as Ozford College
 (CRICOS No. 02427A, ABN 41 102 265 225)

2016 ANNUAL REPORT TO THE SCHOOL COMMUNITY

TABLE OF CONTENTS

3		Message from the Principal and Academic Director
4		College Information
5		Ozford Philosophy, Strategic Objectives, Purpose, Vision and Values
7		2016 High School Staff and Senior Management
10		Teacher Standards, Qualifications and Professional Development
11		Workforce Composition
12		High School Overview
13		Enrolments and Attendance
14		Ozford Highlights including <ul style="list-style-type: none"> - International Day at Government House - Scholarships - Academic Awards - In the Classrooms - Excursions and Extra-Curricular Activities
35		Parents, Staff, Student Satisfaction with the School
35		Academic Achievement and Student Outcomes
36		Where are our students now?
36		Study Scores
40		2016 Financial Overview



Message from the Principal and Academic Director



I am pleased to present to you the Ozford College Annual Report 2016. This report outlines for parents, care-givers, the wider school community and other stakeholders Ozford's successes, activities and achievements in the 2016 year. It provides a detailed account of the progress made and the educational opportunities that reflect our key educational philosophy and strategies to benefit the students. We would be very pleased to send you a copy if you wish to receive one in the mail, otherwise the Annual Report can be found on the Ozford College website.

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 a belief that it can support all students to achieve their preferred educational goal. Over the 2016 year we experienced a pleasing growth in student numbers and seen student accomplishments in all year levels and in all aspects of school life. We have achieved this by focussing on helping our students build the skills they will need for the future: problem-solving, working in teams, communicating, innovating and attempting new challenges.

At Ozford, we have students from diverse backgrounds and we cater for students that are better suited to a smaller school environment. 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 support services provide a student-focused approach to encourage an individualised and innovative learning experience. In addition, our teachers and student services and welfare officers collaborate to ensure a holistic approach to supporting students to succeed. Students learn at their own pace through enquiry, discovery and creativity. 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 styles. Our special mentoring sessions provide students with the resources to establish and follow their desired education pathway. Students can pursue a range of education pathways including the Ozford Business College or the Ozford degree programs through Ozford Institute of Higher Education as well as take advantage of articulation arrangements with a number of prestigious Australian universities.

We are pleased that the 2016 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

Address: Level 4, 310 King Melbourne, Victoria, 3000
Phone: +61 3 8663 7188
Website: www.ozford.edu.au
Email: enquiry@ozford.edu.au

STAFF AND SUPPORT OFFICERS

Principal / Academic Director

Ms Rong Liu, BEd, PGDipEdSt (TESOL)

Head of Education Programs

Ruth Ramone Rosen B.A. (Hons), MA (History), Grad Dip Ed (English & History), Grad Cert Management

High School Coordinators

Fiona Sayner B.Ed. B.Ed (Semester 1);

Eugene Olivier B Business Admin, BEd; B Arts, MEd, Higher Dip Ed (Semester 2)

Teaching Staff

- Fiona Sayner–Business Management
- Susan Isakhan–English as Additional Language
- Helen Anastasiou–English & EAL support
- Vicky McArdle–Accounting & Humanities
- Pauline Hao–Chinese First Language
- Walter Warsito–VCE Maths
- Keith Morgan – Maths & Science
- Antonio Nesci – Accounting
- Mohinder Paul – English, EAL, VCAL Literacy
- Eugene Olivier–Business Management
- Hung Nguyen–Vietnamese
- Vicky Papaioannou–Art
- Adam Scott–VCAL VET Certificate II Business
- Roger Sidhom–Computing & VCAL Numeracy
- Georgina Solano–Maths & Science
- Attel Martschinke– Business Management, Health & PE, VCAL WRS & PDS
- Roxane Scott – English, EAL, VCAL Literacy

Support Staff•

- Head of Student Services–Ms Christine Chua
- High School Administration–Ms Janelle Zhang
- Student Liaison and Welfare Officers–Ms Jun Young; Ms Amily Liu Davis
- Orientation – Ms Annie Ng
- Librarian–Ms Kerry Sullivan
- Accounts Manager–Mr Minh Tran Ho
- IT Support Manager–Mr Daniel Ryan/ Mr Tro Diep



SCHOOL PHILOSOPHY

Ozford is proud of the education that we deliver in Years 10, 11 and 12 (VCE – Victorian Certificate of Education and VCAL – Victorian Certificate of Applied Learning).

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

Ozford fosters a personalised and safe 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 Head of Education Programs and the High School Coordinator are responsible in ensuring the implementation of these Principles and the communication of these to its stakeholders (staff, students, parents and its community), to ensure that the teaching programs include: an understanding of the meaning of Elected Government; Rule of Law; Equal rights for all before the Law; Freedom of Religion; Freedom of Speech and Association; Values of Openness and Tolerance.

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



Our Strategic Objectives

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



2015 High School Staff and Senior Management



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

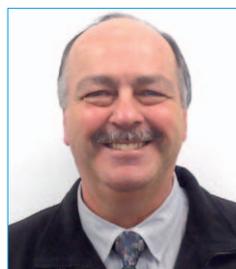


Head of Academic Programs
Ruth Rosen
 B.A. (Hons); PGrad Dip Ed (History & English); M.A (History); Grad Cert Business

Teachers



Coordinator Sem 1
Business Management & Mentor
Fiona Sayner
 BEducation, BEducation (Inservice)



Coordinator Sem 2
Business Management & Mentor
Eugene Olivier
 B Business Admin; BEd;
 B Arts; MEd; Higher Dip Ed (Post Graduate)



Helen Anastasiou
English and EAL Support
 BArts (Psychology and Indigenous Studies); Graduate Diploma of Education (Psychology and SOSE); Grad CertEd TESOL



Susan Isakhan
English as Additional Language
 BArts; Grad Dip Ed; Cert IV TESOL; BSocialWork



Pauline Hao
Chinese First Language
 MEd; Grad DipEd Secondary LOTE (Chinese and SOSE); Post GradDip International and Asian Politics; B Arts (Chinese Language and Literature)



Attel Martschinke
VCAL Work Related Skills & PE
 MTeaching (Secondary); PG Dip Teaching (Secondary); BArts; BCommerce

2015 High School Staff and Senior Management

Teachers



Vicky McArdle (Sem 1)
Accounting & Humanities
 BCommerce (Accounting) /Arts (SOSE); DipEd Secondary (Accounting and Commerce)



Keith Morgan (Sem 2)
Science & Maths
 BEngineering (Hons); Grad DipEd



Antonio Nesci
Accounting (Sem 2)
 BCommerce (Accounting and Administration); Grad DipEd; BArts (Politics and Italian); Grad Cert Leadership in Education and Training; Cert IV in Training and Assessment



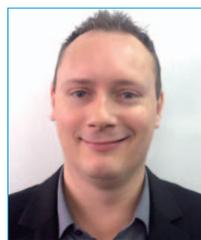
Hung Nguyen
Vietnamese
 BArts, Master of Arts (Philosophy), Grad Cert in Arts (Humanities), Grad Dip Ed



Vicky Papaioannou
Art
 BEducatio



Mohinder Paul (Sem 1)
English, EAL and VCAL Literacy
 BEd (English & SOSE); BArts (English Literature, Public Admin)



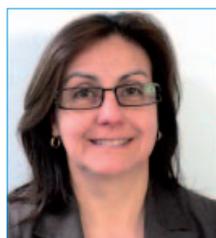
Adam Scott
VCAL Cert II Business units
 BBusiness; Dip Mngt; Cert IV Training & Assessment; Cert II Accounting; Cert III Retail Operations; Cert IV Hospitality Management & Supervision



Roxane Scott
English, Humanities, EAL & VCAL Literacy (Sem 2)
 BArts (English Literature, Language, Film & Media Studies); PG Cert Secondary and FET Education (English and Historical Studies Ed)



Roger Sidhom
IT & VCAL Numeracy
 BEducation (Society & Environment; IT, Maths and Science)



Georgina Solano
Science & Maths (Sem 1)
 BApplied Science Computer Science, BApplied Science Mathematics, DipEd



Walter Warsito
Maths
 BEngineering; Grad Dip Education

Support Staff



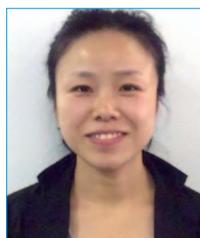
Christine Chua
 Head of Student Services & Administration



Jun Young
 Student Liaison and Welfare Officer



Amily Liu Davis
 Student Liaison & Welfare Officer



Janelle Zhang
 High School Administrator



Annie Ng
 Student Orientation



Kerry Sullivan
 Librarian



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

QUALIFICATION	QUALIFICATIONS HELD ACROSS THE TEACHING STAFF
Bachelor of Education degrees	6
Other Bachelor degrees	19
Post Graduate Diploma in Education	11
Master and PhD Degrees	5
Other Diplomas/Certificates	11



Teacher participation in professional development

DESCRIPTION OF PD ACTIVITY	NUMBER OF TEACHERS PARTICIPATING IN ACTIVITY
Child Safety – Mandated Reporting and Other Obligations including the Victorian Child Safe Standards	14
Australian Centre for Educational Research (ACER)	3
Building Security, Evacuation and Fire Safety Training	5
Maths Association of Victoria Conference	4
Science Teachers' Association Conference	1
Commerce Teachers' Association Conference	4
Digital Learning and Teaching Victoria (DLTV)	3
English Teachers' Association Conference (VATE)	4
International education legislative requirements – ESOS	14
English Teachers' Association Conference	4
Melbourne Knowledge Week seminars	3
Melbourne University Centres of Learning	1
Ozford College staff PD – staff orientation, updates, policies & procedures, teamwork	14
Ozford College all staff PD – communication, international education, updates and innovations	4
Ozford College Leadership and Management PD	1
TESOL conference/workshop – English Australia	3
VASS Procedures Updates	14
VCAL – VALA Literacy and Numeracy quality assurance program	3
VCAA updates	23

Workforce Composition

The Ozford workforce composition currently consists of staff from a range of cultural backgrounds including Chinese, Vietnamese, Sri Lankan, Thai, Malaysian, Korean, Japanese, South American, European and British. There are currently no indigenous staff members. In 2016 there were 6.5 FTE academic staff and 5.0 FTE support and administration staff employed for a total workforce of 18 staff. The workforce composition at Ozford College consisted of:

	NUMBER	% OF WORKFORCE
Principal	1	5.5%
Head of Education Program	1	5.5%
High School Coordinator	1	5.5%
Teachers	10	55%
Support Staff (Welfare, Student Services)	2	11%
Administration Staff (IT, Accounts, Marketing)	3	17%

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Maths and Science, Studio Art, Information Technology and Vocational areas for VCAL. Teaching staff retention in 2016 was 75%. School support and administration staff – one fulltime and five part-time – experienced 100% retention.





High School Overview

The Ozford High School 2016 academic year started on 8th February 2016 and we welcomed our new and returning Years 10, 11 and 12 students and the teaching staff, who participated in a series of professional development in-service sessions for the start of the teaching year. The new school year commenced in the new Ozford building at 310 King St which had newly fitted out facilities, classrooms, library, computer labs and student common areas.

We were delighted to welcome the student body which had a strong cultural mix including students from China, Vietnam, Thailand, Malaysia, Cambodia, Tanzania, Hong Kong, Philippines and India.

Discussion on the different education pathways and a subject selection process was held during the students' Induction Week. Students met with their teachers and the High School Coordinator in order to receive advice and support to make decisions on what subjects are required for future year levels, careers, university or vocational courses and employment.

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

The following subjects were offered in 2016:

Year 10

- English
- Mathematics
- Science
- Humanities
- Art
- Health & Physical Education
- Digital Technology
- Languages

Year 12

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

Year 11

- Accounting
- Business Management
- Chinese First Language
- Computing
- English as Additional Language
- General Mathematics
- Mathematics Methods
- Mentor
- Studio Art
- Vietnamese

VCAL Senior Certificate

- Literacy
- Numeracy
- Work Related Skills 1
- Work Related Skills 2
- Personal Development Skills
- VET Units Certificate II Business Management
- 6 VCE study units



Enrolments and Attendance

Oxford College encourages full attendance at school 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.

In accordance with the Oxford Attendance Policy and our duty of care for the well-being and safety of students, if a student is absent from school, the Student Services staff contact 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 Oxford 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.

Oxford would like to take this opportunity to thank parents, guardians, homestay families and carers for encouraging the students to maintain good attendance.

The average attendance for 2016 can be seen in the table below:

YEAR LEVEL	AVERAGE ATTENDANCE IN 2014
Year 10	89%
Year 11	91%
Year 12	86%
VCAL	80%
Overall	86%

Facilities

In 2016 Ozford College moved to new facilities at 310 King St Melbourne. Students are now able to enjoy the central city location and the generous space provided by the new building including student kitchen and relaxing common room, spacious library, computer labs and internet access throughout the building. The building is in close proximity to Flagstaff Gardens for sport and recreational activities and to numerous cafes and shops.



New Students Welcome

New students join Ozford at the beginning of the school year and each term. At the welcome assemblies and orientation students talk to one another about their home country in English, receive information about life in Melbourne and at Ozford, learn about their rights and responsibilities, hear from the student services staff and meet the teaching staff.





International Day at Government House March 2016

International students from all around Victoria are invited every year to enjoy a welcome reception at Government House. Oxford High School students and the Science Teacher Georgina Solano were pleased to participate in the reception hosted by the Victorian Governor, Her Excellency, The Hon Linda Dessau.

Students Thien Nga Celia Bui, Danin Lee, Siu Wa Avrum Leung and Zuyu Henrich Zhang attended and had the opportunity to listen to a speech from the Governor of Victoria Her Excellency, The Honourable Linda Dessau AM and also heard from the 2014 Victorian International Year 12 Leadership Award Recipient, Ms Essie Ma



Oxford Year 12 students at Government House reception



Victorian high school students at the front of Government House

Scholarships

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

We congratulated Anasya Adly, Qui Thong (Vincent) Le; Yoko Cheng and Danin Lee.



Academic Awards

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

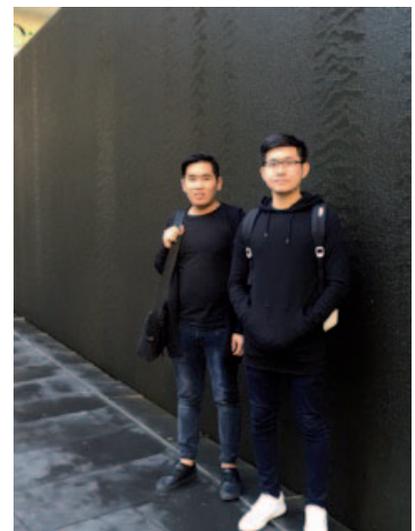
Students who received an Excellence Award were the highest academic achievers in the subject class. Enterprise Award recipients were students who displayed an outstanding commitment to their studies in a subject class. It was wonderful to assemble as a High School Community to celebrate the exceptional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





Year 12 VCE Day – A Journey of Discovery and Reflection

Oxford College VCE Year 12 students celebrated an exciting day of reflection, self-discovery and goal setting at the beginning of Term 2, to assist them in planning for their VCE mid-year examinations. Oxford feel this is an important time of the year for Year 12 students to stop and contemplate what has passed and what is coming, and a time for teachers to focus on developing skills of resilience and to inspire and motivate students for the second half of the year. Students participated in a 'Bourke Street Scavenger Hunt', and then had sessions focused on the skills of goal setting, time-management and personal organisation followed by a creative art session which allowed students to create a visual self-portrait.



Classroom Learning

Using the lecture room, the computer labs, art room and the regular classrooms, teachers and students enjoyed the benefits of the newly fitted out modern facilities and equipment.

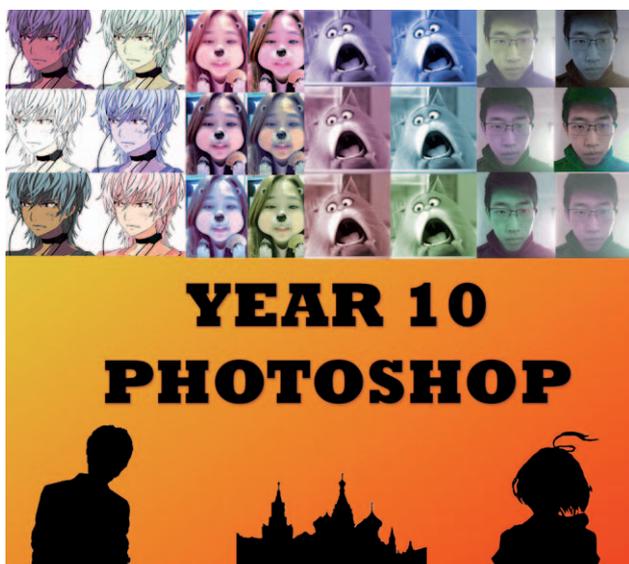
Science

Science is practical and Year 10 science students were challenged in a prac class to come up with a way of launching a real egg over the edge of the table, but they were not to provide the energy for the egg to move. The egg was to get as close to the floor as possible but not touch it, and most importantly the egg was not to break. The class worked through the problems which presented themselves as students tested their ideas through an activity aimed at putting into practice creative abilities and problem-solving using their knowledge of science, technology, and engineering skills. They worked in teams analysing, sharing ideas and developing solutions. But most importantly, they had lots of fun whilst learning!



Digital Technology

Year 10 Digital Technology students enjoyed learning how to use Photoshop and create silhouettes from standard photos, learn how to change colours and create original art using the powerful software, very useful for future projects across all areas of the curriculum.



◆ English and EAL

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

Term 1 major assessment for both Year 11 and Year 12 EAL is the persuasive oral presentation. Students must choose an issue that has been debated in the Australian media since 1 September 2015. They are then required to research the issue, analyse relevant media documents and present a persuasive speech to the class.



◆ Business Management

Year 11 Business Management students investigated non-verbal communication as part of developing and understanding this form of communication – vital for management students and for forming solid negotiating skills which are fundamental aspects of business life. They discovered the key elements of communication: 7% is what we say; 38% how we say it and 55% is that a message is conveyed by body language (facial expressions, hand gestures and body language). Students used Emojis to illustrate their learning.



Year 11 VCE Business Management students also undertook an activity where they created their own new chocolate bar based on market research. Students surveyed other students to find out their chocolate eating habits, including how often they eat chocolate, what flavours of chocolate they like (nuts or sultanas, caramel, dark or milk chocolate) and how much they were prepared to pay for their chocolate. Students created their own unique chocolate flavoured bar, designed its packaging, named it, decided on its cost, and created an advertising campaign to promote their new product.

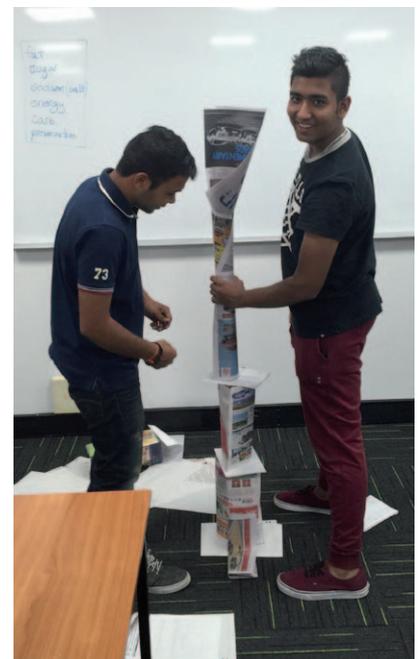
◆ Year 10 Languages

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



◆ VCAL

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



Staying safe at work: VCAL students completed the Safe@Work module and received an Award of Attainment from the Victorian Government Department of Education and Training. The learning module is designed to improve students' knowledge and understanding of occupational health and safety matters and it offers practical solutions to some common health and safety problems.



In their Numeracy unit VCAL students learned more about measurement and, as part of their course, researched different bridges in the world and then constructed their own using spaghetti and a hot glue gun.

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



◆ Year 12 Revision Practice and Tests

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



◆ Art and Studio Arts

Year 10 and 11 students enjoyed the creativity and discipline of Art and Studio Arts and in their learning contributed to a variety of personal and Ozford community projects, including creating the banner for the artworks to be completed during semester two. Students were required to prepare a written Exploration Proposal detailing the content and parameters of an individual design process, including a plan of how the proposal would be undertaken over the semester. Following this task, they were to produce a range of potential directions reflecting concepts and ideas as documented in their proposal. Additional to the practical component of the course, students completed a set of written tasks supporting the development of knowledge and skills assessable in an external examination. These tasks included discussion of art practices in relation to artworks of various artists and the analysis of ways that artists develop their styles. We congratulate the students on their effort and achievement in Studio Arts.



◆ Mentoring Students and Future Pathways

During 2016 Year 12 students spent some of their Mentor Group sessions focussing on an important life skill through author Sean Covey's *The 7 Habits of Highly Effective Teenagers*. As part of the Mentor health and wellbeing program, Ozford held a special 'Careers and Future Studies' seminar presented by expert teachers and student service managers which covered a number of topics including stress management and good study skills.

In Mentor sessions 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 registered their VTAC their initial preferences.

Learning Excursions and Activities

Excursions form an integral part of the Ozford College curriculum and all classes participate in enjoyable, practical and relevant excursions that dovetail into their learning areas. Some of the 2016 excursions are highlighted.

Science

A highlight for Year 10 was the practical classes in the Science Labs at Holmesglen TAFE. Students travelled with their teachers to Chadstone for six practical science lab sessions. They learned how to dress appropriately for a science laboratory, to understand how to use equipment safely and how to think like real scientists! They were able to learn about DNA through practical experiments and understanding the theory.



Accounting

Year 12 VCE Accounting students and teacher Antonio Nesci made their way to Level 4 of the Rialto Building to see the former ASX Stock Exchange premises and undertake research on an ASX company.

As the lift opened at level 4 of the Rialto and they all stepped into the foyer, the students were taken aback by the eerie silence. There was no one there, the door leading to the ASX office was closed and from the outside looking in, the ASX office was also empty, except for a few computers and a big ASX banner on one side of the room. The students learned that the ASX operations are now based in Sydney and the Melbourne Office has been retained for educational purposes. The class had a quick look at the few displays on show, took a few group photos in front of the ASX banner, thanked the host and returned to Ozford. The students were then given an outline of their own individual company to do some research work on.



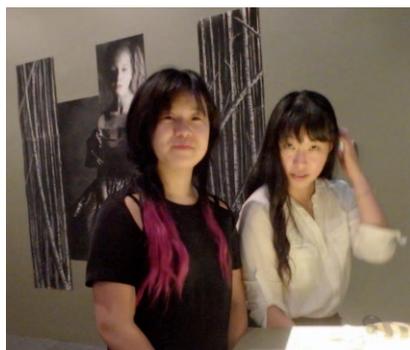
VCAL

VCAL students are introduced fundamental principles of working and learning in teams, as well as the important literacy and numeracy basics in their studies. As part of the literacy program assessments students went on excursion to familiarise themselves with the city's major streets and places of interest for tourists. Apart from visiting major places of interest like Melbourne Convention Centre, Parliament, Federation Square, touristy Swanston St and the State Library, students also visited Royal Arcade which is proudly the first arcade in Melbourne and is the longest-standing arcade in Australia. Its historical significance is profound and underpinned by the fact that, as a significant Victorian era building, it is part of the Victorian Heritage Register.



Studio Arts

Students visited the NGV as well as commercial, contemporary and artist run gallery spaces and art precincts. They enjoyed the range of artists they viewed, from famous to new and upcoming talents, and enjoyed hearing gallery talks, learning about curating exhibitions and more about contemporary art, to help them with their own portfolios. VCE students particularly enjoyed the top arts exhibition at NGV to learn more about the creative journeys of the students whose work was displayed.



Oxford Highlights

◆ Health & Physical Education

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



◆ Extra-curricular activities

Of course school is about more than classroom learning. Oxford College encourages students to participate in Australian immersion activities that will develop enjoyable social and community skills.

◆ Harmony Day

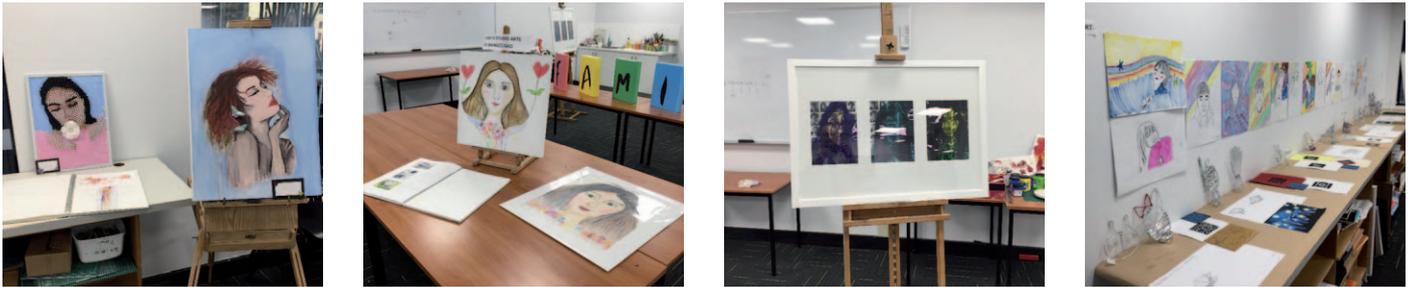
Oxford celebrated its diverse staff and student population at a wonderful Harmony Day celebration with performances from students from many backgrounds. The high school students participated in the event with Vietnamese students Bui Thien Nga (Celia) and Nguyen Thanh Ngoc (Annie) performing a popular Vietnamese folksong Water-ferns drift, clouds float, with the support of their Vietnamese co-students. The audience enjoyed the duo very much and it was a fabulous experience for the students themselves. Year 12 student Yoko Chen also sang a traditional song from her home country of Cambodia. Building self-confidence and performance skills was part of the enjoyment.



◆2016 Ozford Art Expo

This year's ART EXPO showcased work created by year 10, 11 and 12 students whose effort to achieve excellent results are to be congratulated. Teacher Vicky Papaioannou curated the exhibition and encouraged the students to learn and try new and creative approaches to their work. The exhibited work demonstrated a diverse range of art forms including drawing, painting, mixed media, printmaking, sculpture and digital media. Students worked through the design process to develop ideas, explore materials and apply techniques and refine their skills to present some amazing and very creative finished artworks. In addition to the practical work, all students researched and analysed the work of famous artists.

We commend our students on their perseverance and commitment during art classes this year.

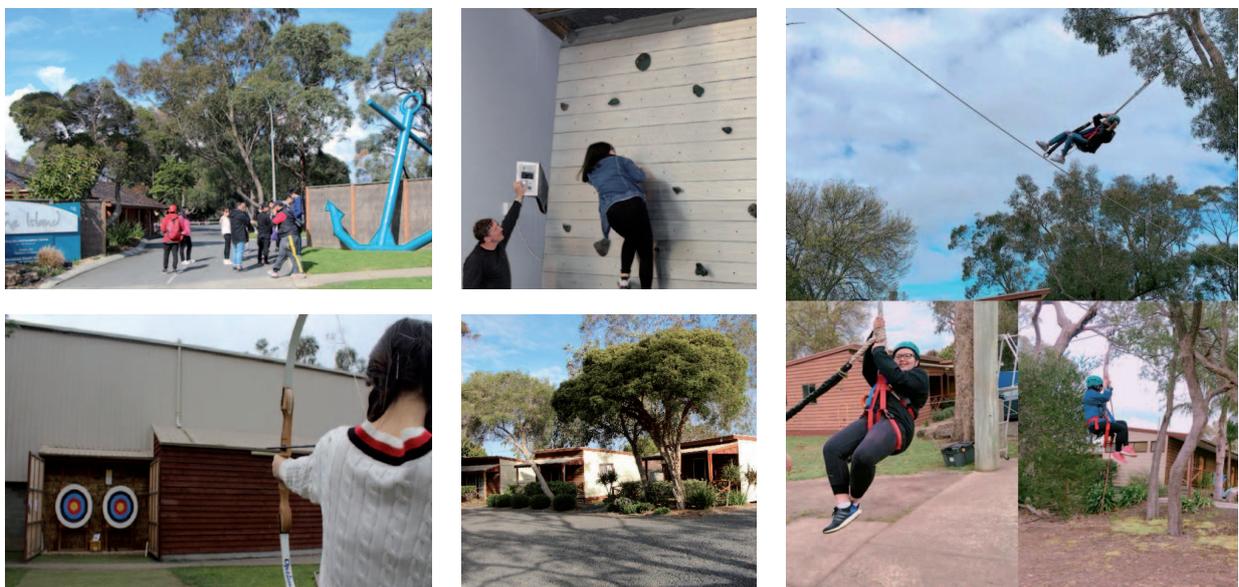


◆Reach Foundation

In November 2016, we invited the Reach Foundation to run an in-house well-being workshop for all students on the topic of Self-esteem, confidence and positive peer dynamic. It was an inspiring and memorable session which helped students increase self-awareness, build their social and emotional skills and develop increased motivation for making positive life choices to overcome challenges. The teachers and students reported that students who were initially reticent were able to share experiences and build greater awareness and empathy for their classmates and that there was a positive shift in the classroom dynamic.

◆School Camp

In 2016 the students participated in an adventure camp at CYC The Island – an Adventure Resort at Phillip Island, Victoria. Students across VCAL, VCE and Year 10 had a fun, energetic and memorable three days full of excitement in the great Australian outdoors. It was a wonderful way to finish the year with students mixing and developing personal and interpersonal skills with their friends and staff and they enjoyed a number of activities including the Phillip Island Nature Park, Pelican Feeding, the Koala Conservation Centre, a Penguin Parade, Churchill Island, The Nobbies and a Chocolate Factory. Students also enjoyed activities such as archery, trampolines, mechanical climbing wall, flying fox, and a giant swing.





VCAL Graduation

In early December, we celebrated the graduation of the VCAL students, a real milestone for many students who finished their course in the allocated time. One student, Jagdeep Singh (Jake) was presented with the Excellence Award. This is an award presented to the student with the highest academic achievement in the VCAL course, a student who has modelled a passion for learning in all areas, worked consistently over the duration of the course, has excellent attendance and punctuality and outstanding learning habits.



Year 12 VCE Graduation lunch

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 Oxford College. Students and staff celebrated with a wonderful luncheon together on Thursday 20 October at Hansang Korean Restaurant in King Street. The students were presented with a graduation certificate and a photo memory booklet of their 2016 school year. It was an enjoyable celebration to bring the school year to a conclusion.



Parent and Teacher satisfaction with the school

Ozford listens to its parents, teachers and students and makes improvements to ensure it delivers the best education outcomes for its students. Ozford conducts regular student surveys to gather student feedback and satisfaction levels. Survey results, views and opinions are collated and analysed, presented to management and governance members.

Since the majority of our students' parents reside overseas, feedback from parents is gathered when term reports are sent to them. Regular Skype 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 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, Coordinators and teaching and support staff

Student Satisfaction Surveys

Students complete satisfaction surveys in Semester 1 and Semester 2. In 2016 student feedback showed that around 86% of the students surveyed felt that their education experience at Ozford College was good or very good. Students responded positively to questions about their teaching and learning, the classrooms and facilities, the various well-being, social justice programs and community events, and the support they are provided. They were generally very satisfied with their teachers, the student services provided and the convenient city location. In addition, their comments expressed their pride in the school and in their learning.

Academic Achievement

We are always delighted with our students who make the effort, show their commitment and the independence required to succeed. In 2016, a number 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.

Ozford College Principal and Academic Director Rong Liu, Coordinator Leigh Adams and Head of Education Programs Ruth Rosen congratulate our hardworking students on their achievements and the dedicated teaching staff for their tireless encouragement and support. We are proud of the graduating class of 2016 for their collective achievements and to the 2016 Dux, Vincent Le and other high achievers for their academic results.

Ozford Dux 2016

Special congratulations to our 2016 top performing student, LE Qui Thong Nguyen (Vincent) who was Dux of the school for 2016 followed by LE Binh Thanh Thi (Jessica) and Danin LEE.

Vincent is continuing his studies in Mining Engineering at Federation University.



Vincent Le Qui Thong Nguyen



LE Binh Thanh Thi (Jessica)



Danin LEE

Where are our Year 12 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 with the Year 12 students who received entry into their chosen post-secondary courses from universities and other higher and further education institutions. A number of students have decided to study in other countries and we wish them all the very best for their futures.

The institutions and courses Ozford alumni are attending in 2017 include:

LE Qui Thong Nguyen (Vincent) – Bachelor of Mining Engineering, Federation University

LE Binh Thanh Thi (Jessica) – Foundation Year for Bachelor of Law, Monash University

LEE Danin – Bachelor of Sports Management, Victoria University

LE Van Hoang Anh (Leo) – Diploma of Business, Latrobe University

TRAN Trung Hao (Randy) – Advanced Diploma of Building Design (Architectural), RMIT University

LIU Bingyang (Johnson) – Diploma of Construction, UIT

GAO Fei (Mango) – Diploma of Hospitality, Holmesglen Institute

ROIIPHILA Chalawan – Diploma of Commercial Cookery, Silk Education

Study scores

We have a relatively small Year 12 cohort, a number of whom were able to achieve their desired academic score and fulfil their study ambitions acceptance into university courses or a vocational education and training pathway in Victoria.

Due to our open enrolment policy, there are students who choose the VCE option knowing and accepting that they will not achieve a top percentile academic outcome, however, these students do achieve their desired education pathway such as a vocational education and training course. Our VCE study scores and ATAR results (graphed below from VASS Report Data) reflect this.

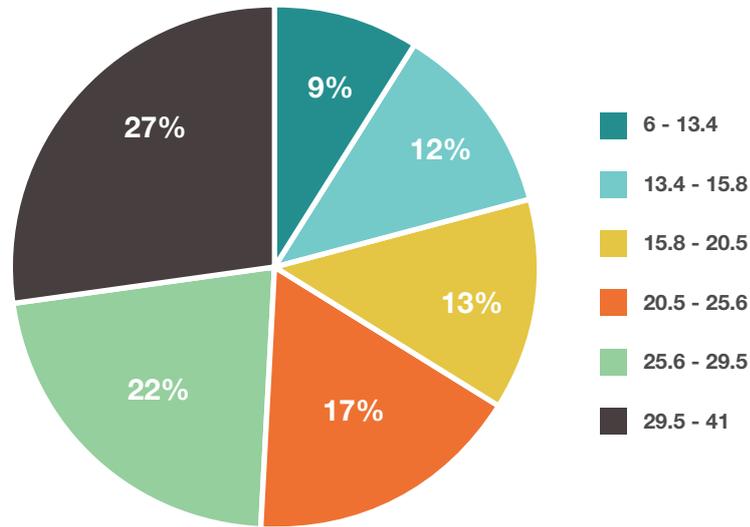
Our knowledge of the students and our analysis of the 2016 outcomes indicate that the students fully participated and successfully completed their studies to the best of their ability at this stage of their lives. The students advised that they enjoyed the learning experiences and the support offered by Ozford which assisted them during their education journey, including the selection of an appropriate vocational education and training pathway.

We pride ourselves on our inclusive, safe, innovative and personalised education experience for our diverse range of students.



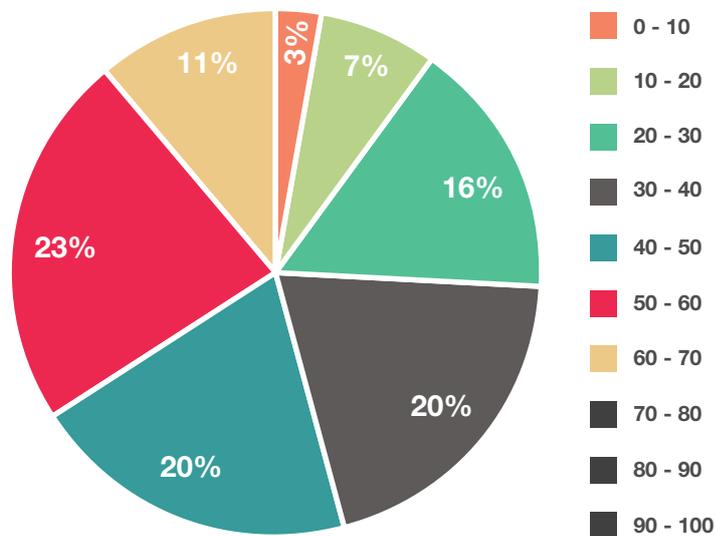
VCE 2016 Study Scores

Study Scores – Maximum 50



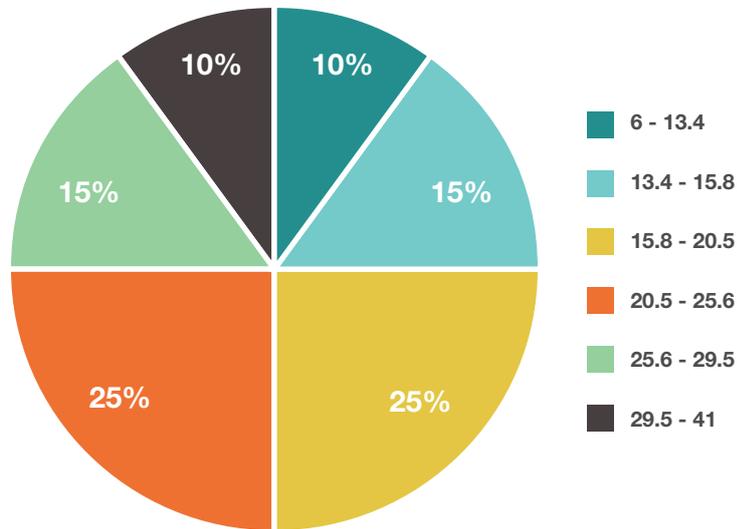
VCE 2016 ATAR Results

Students and ATAR/99.5



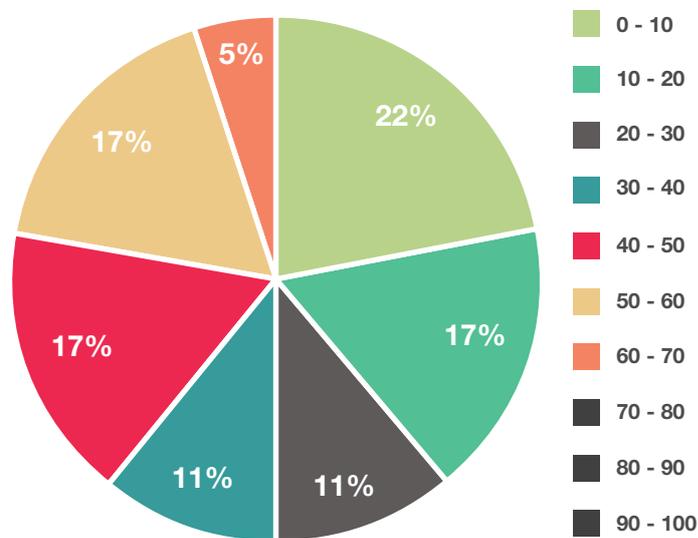
VCE 2015 Study Scores

Study Scores – Maximum 50



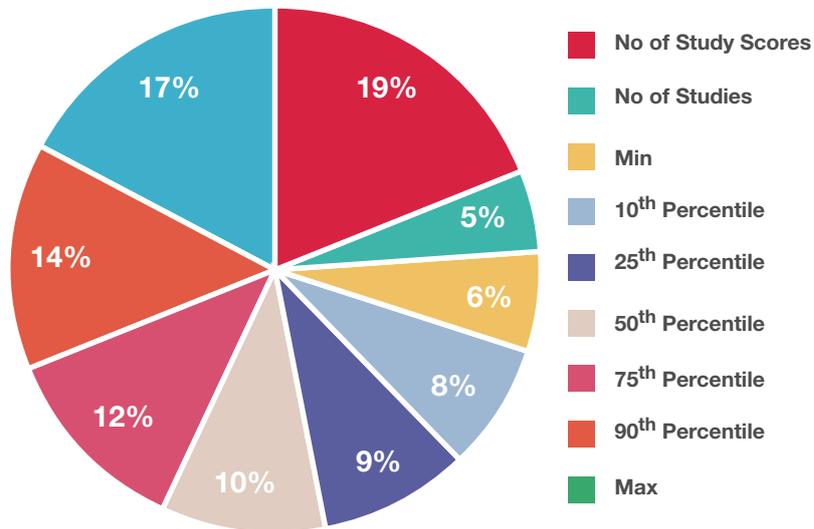
VCE 2015 ATAR Results

Students and ATAR/99.5



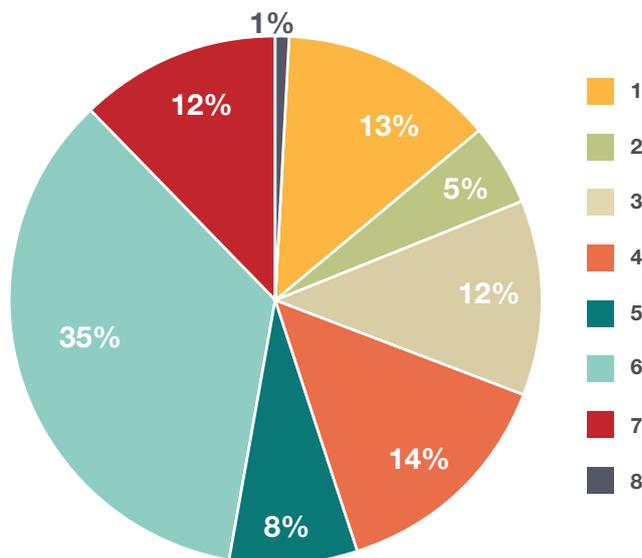
VCE 2014 Study Scores

Study Scores – Maximum 50



VCE 2014 ATAR Results

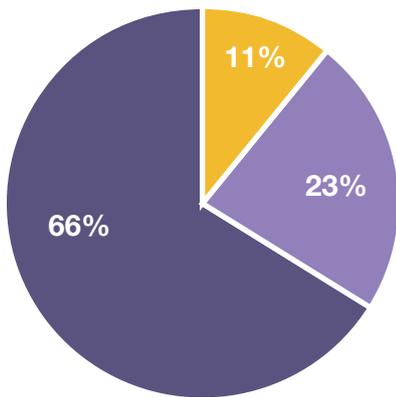
Students and ATAR/99.5



2016 Financial Review

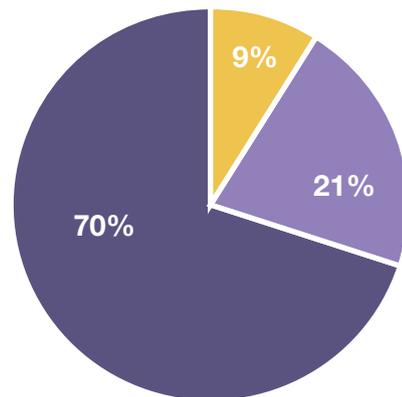
Ozford's financial activities continued to be focussed on delivery of senior secondary programs to international and domestic students. Ozford's audited financial statements reflect that the school continues to be financially viable and the Business plan and financial projections reflect moderate growth prospects for the future. The following charts provide a summary of financial outcomes. Ozford received a Commonwealth Recurrent Grant of \$68,282; State Government Grant of \$9,510; and an Independent Schools of Victoria Developing Resilience Grant of \$2,539.

Income 2015



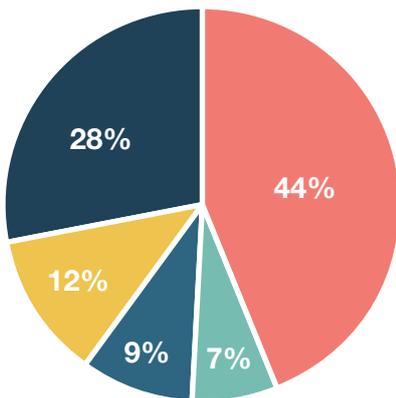
Other Income Grant Income Tuition Fee

Income 2016



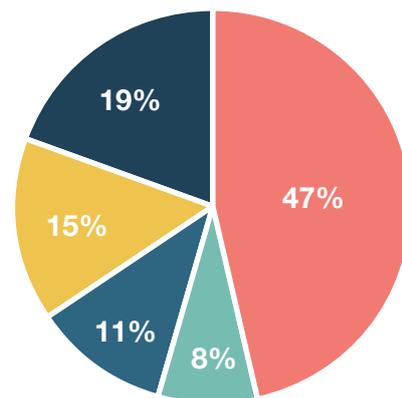
Other Income Grant Income Tuition Fee

Expenses 2015



Employee benefit expense
Building & Maintenance
Information Technologies
School & Teaching Resources
Overhead

Expenses 2016



Employee benefit expense
Building & Maintenance
Information Technologies
School & Teaching Resources
Overhead



OZFORD
Pathway to a Successful Career

OZFORD COLLEGE

Registered School Number: 2016
CRICOS No. 02427A

2016 Annual Report

To The School Community