

# PIN OAK

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ARTEXPRESS



POWERHOUSE



K - 6

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Design Assistants

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Lachlan Billington-Phillips, Cameron Grice, Tom Whyte,  
Holly Jefford

### Head of Marketing and PR

Emma Calver

### Staff Editor

Beattie Lanser

### Oxley College

Railway Road, Burradoo, NSW, 2576.

Ph: 4861 1366

office@oxley.nsw.edu.au



**Oxley**  
COLLEGE

# FITNESS FRIDAYS



Friday Morning Fitness is a Year 12 run activity that aims to improve the physical and mental well-being of school students in Years 7-12. Stress is a growing issue with high schoolers, due to the increasing workload and pressures for academic results. This morning fitness session helps kids get away from the stress of school through being active, and having fun. There is no level of fitness required for these sessions, just the enthusiasm to get involved and have fun. The sessions include a wide range of activities – shooting hoops, running in the fresh air on the Burradoo bike track (preparation for cross country 2016), skipping, push-ups, pull ups, cardio, rope climbing, obstacle courses – that cater for every student.

The sessions take place on Friday mornings from 7:30am. But the great thing is it is not a regimented activity. You do not have to turn up every week, or even at exactly 7:30am, you could turn up at 8:00am. Neither do you have to wear school uniform, just comfortable clothes for exercise.

At the conclusion of each session students have the chance to shower and change into their school uniform ready for the day ahead.

If you are interested in taking part, permission notes are available from Student Services, Heidi Bevan or Kaarina Allen. (Year 12, 2016)



# HEADMASTER'S REPORT



## PIN OAK FAIR

Some long range planning for those of you who keep your diaries extremely up to date - the P & F Pin Oak Fair is being held on Saturday 12 November 2016. Although this is a long way out, an organising committee led by Jane Crowley has been working on this fair for six months already. Before we know it, the Fair will be upon us. Already it looks like it will be bigger than Ben Hur with many events, rides, stalls and activities.

## ADVERTISEMENT

We will be advertising for a K-6 teacher in this Saturday's Herald. We should be able to speak with you about 2016 staffing when we have more clarity on this ourselves. Our aim will be to fit the most suited teachers with the most appropriate classes.

## VISIBLE LEARNING TOP TEN

Last week at our weekly Staff Professional Development meeting we all studied again the ten 'top' teaching strategies as identified by John Hattie's Visible Learning Programme. Many of you will be aware that John Hattie has looked at over 1000 metastudies of teaching innovations to work out what works best and what works less. What works worst comes as no surprise - it is things such as 'summer holidays' and 'TV'. (More recent studies would probably also include Call of Duty and CandyCrush). What he claims works best, I have explained below. We are well on the way to entrenching many or most of these in our teaching of your children at Oxley.

I also explained these to all of the students at the 7-12 assembly last week. The idea was that students should recognise the good teaching strategies we are engaging. However, I was aware that pedagogical innovation was not something that was going to hold an audience of teenagers for very long, so I twinned it with the music top 10 of last week. You can see the powerpoint of this here: <http://www.oxley.nsw.edu.au/learning/learning-information/>. Thanks need to go to Darcy Longhurst in Year 11 for adding the music. Strangely the educational techniques 'introduced' by Justin Bieber and One Direction were the ones that received audible groans.

Those top ten are:

### 10) Feedback

This involves letting each student know what they have done well in their work and what they need to do to get better. This can also include feedback from the student to the teacher about how the explanations are going.

### 9) Teacher Clarity

This, most obviously, is the teacher being able to explain the concepts/ideas/facts that he or she is teaching. However, it also involves being able to show the organisation of the lesson - to give a road map of where it is going. Teacher clarity is also about providing the best possible examples.

### 8) Comprehensive Intervention for the Learning Disabled

This is not something that we need to deal with in detail at Oxley.

### 7) Classroom Discussion

This is one that is very close to my own heart- and it underlines so much of what we do in Cornerstone and many other lessons. Discussion allows students to express their opinions, probe ambiguity, stoke their curiosity and feel a sense of freedom in the lessons. It should be real discussion amongst the class, not just a 'question and answer' session between the teacher and everyone else.

### 6) Micro-teaching

This involves the teacher actually videoing themselves for a small part of a lesson and watching it later with a critical eye. For any of us who have cringed watching ourselves on video, we know how powerful this can be. John Hattie found that it was most powerful when the video was watched and scrutinised with a colleague.

### 5) Providing Formative Evaluation

For our generation, which was tested at the end of a topic to see how well you did, this one comes as a common sense shock. If you want people to actually learn things, it turns out that the best time to 'test' them is in the middle. This way you can find out what people still don't understand and go through it again. 'Pre' tests are also good, so that class time isn't wasted teaching what it turns out everyone already knows.

### 4) Teacher Credibility

A teacher works best when he or she has 'cred' in the student's eyes. To gain this, the teacher should be trusted by the student, should know the material, should be dynamic and should have a sense of immediacy.

### 3) Response To Intervention

This is about intervening in the early years of learning when a problem starts to become apparent. This puts the onus on some of our very capable infants teachers.

### 2) Piagetian Programmes

These are programmes which start with the student thinking concretely (what, when) and then moving to more abstract ideas (why, how) The more you can go past the surface learning to the deep learning the better.

### 1) Self Reported Grades

This is students predicting their own grades and then working towards them (as long as they have predicted strongly). This is the basis of much of our 'Academic Reflection' mornings with the whole school, as well as my one-on-one meetings with Year 12. It is a surprise to many people that this factor comes it at number one - after all it isn't about the teacher teaching at all. However, if we can get students to set high goals and then keep to these, then we will make a real difference.

If you would like to read a little more about these ten strategies, please go to:

<http://visible-learning.org/glossary/>

# OXLEY STARS IN THE BACHELORETTE!



Why were we watching The Bachelorette? Was it because there was an oxley college connection, are we hooked on reality Television or do we love a popularity contest?

"Was it Sam Frost's beauty, the chivalry and mateship or Sasha's romantic acts, I suppose you can make up your mind on that.

I personally have never liked the Bachelor, as there have often been a whole lot of awful, obnoxious, fake girls that are all horrible to each other in order to 'get the man of their dreams.' Although it's always fun to laugh at the ridiculousness of these girls, it's sad to think that the whole show seems like a competition and that in fact, the Bachelor is a man and came on the show to find love. I think what drew me to the Bachelorette was the mateship between the men, and the lovely way in which they treated Sam with respect and love. I believe that the majority of the men were actually genuine people, who wanted what was best for Sam and respected her decisions throughout the duration of the show. I always wanted Sasha to win from the start, but I would have to admit that even Michael, Ritchie and Alex were lovely, kind and passionate men that Sam would have easily been happy with as well. But GO #teamsash hopefully we will all have the great pleasure of bumping into them in Bowral in the near future!"

Tara Bevan

*I loved watching it. Very interesting.*

Joel Manton

**Michael should have won!**

Lachlan Fox

**All the guys were really nice. Great show!**

Jess Deakin

*It's a waste of TV time and is mind numbingly boring!*

Ella Moran and Jasmine Croker

**I hate it because it is meaningless and pointless. Going on the show will do nothing for you.**

Lauren Howes

**It was about time the girl got to be in charge!**

Liv Donovan

*I've never actually watched the programme but I have real concerns about all reality TV because it invades the participant's privacy and makes them dreadfully vulnerable.*

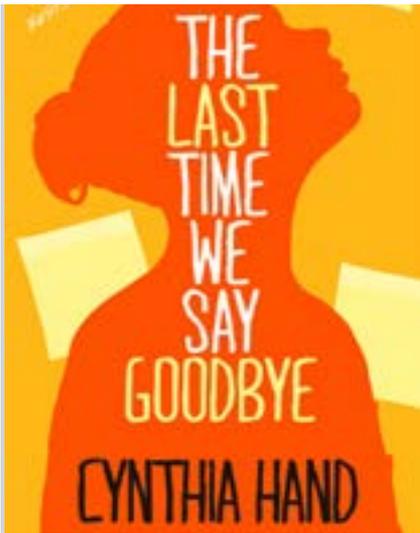
Mrs Tregenza

**The Bachelorette was great! I loved watching it but felt bad for the people that were eliminated!**

Lucie Drysdale

"The highly anticipated Bachelorette series ended over a week ago and Australia has fallen into a post-Bachelorette depression, agonising over what they are now supposed to do with their mid-week nights. The anticipation was all based around the Bachelorette for this series, the previously screwed over and gorgeous Sam Frost. As everyone is most likely aware the winner was none other than ex-Oxley Head Boy Sasha Mielczarek, the front runner from the beginning and all round good bloke. This season of the series has been the most successful yet, and there has been much speculation as to why? Some say it is because it is finally a woman in the driver's seat which is more enjoyable to watch, and others think it is due to the Australian media finally acknowledging women as equally as men. Personally I think Sam Frost became Australia's sweetheart after the news of Blake (the Bachelor Season 2) breaking off the engagement circulating around the internet a mere five minutes after the finale aired. Although the issue of Feminism is something that is still very current, I think it is simply because the Australian public sympathised with her and wanted to see if this time around she would finally find her true love. And that she did in our boy Sasha Mielczarek."

Alexia Cheaib



## Books

★★★★★

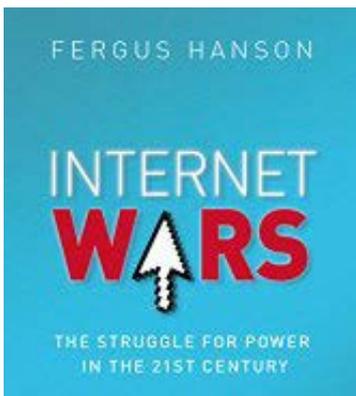
### **The Last Time We Say Goodbye** By Cynthia Hand

The last time we said goodbye, was at home before I left you to catch the bus to school, when you'd told me that one of your friends would pick you up. Had I have known it was going to be the last time; maybe I could've stopped you from doing what you did...

For Lex, she can't go a day without thinking that if she had have done something differently her brother would still be alive. She can't even leave her house without worrying that her mum will break down crying or her brother's ghost will be following her.

The last time we say goodbye follows Lexie's journey in letting go of something she couldn't control. I'd definitely recommend this book to anybody in need of a good read.

By Ella Moran (Year 10)



NEW BOOK out by Old Oxleyan Fergus Hanson. Review to come!



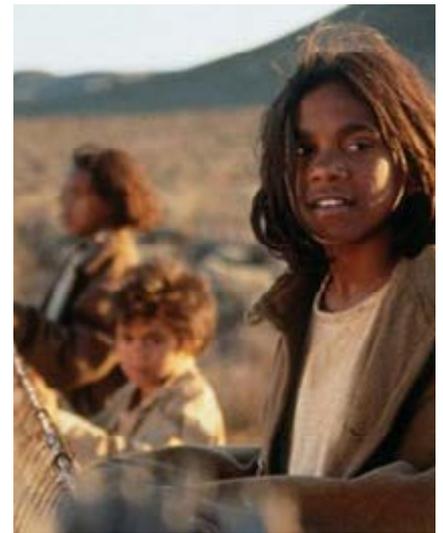
## Music

★★★★★

### **Disclosure** Caracal

Caracal; a medium-sized wild cat. Dabbling in the pop scene when Flume gave their track, You and Me a wicked spin back in 2013, British house sensations, Disclosure are back and this time with less authenticity and apparently more cats than ever. Despite the title of the LP having absolutely no link whatsoever the rest of the album we will imagine it does and pretend this record is a medium-sized wild cat leaping into the air, okay? As the Caracal jumps off it's hind legs with the smashing, soul-infused track Nocturnal featuring pop/R&B legend, The Weekend the album experiences an incline in height, creating a flawless lift off. As Caracal sails through mid air we discover that the only thing setting Lorde apart from distressing music of Lana Del Rey is her innovative lyrics which are left right out of the picture on her track Magnets. From that point on Caracal takes its departure down to the ground giving us passionless tracks such as Jaded and Good Intentions which might as well have been taken out to reduce the size of the excruciatingly long LP. When Caracal quivers with excitement as the wind pushes it into areas of soul and funk, the Caracal is as beautiful as ever but apart from that Caracal has officially crumbled to the ground.

By Izzy Moore (Year 8)



## Films

★★★★★

### **Rabbit Proof Fence**

"This girl is clever. She wants to go home".

Based on the 1996 book, "Follow the Rabbit-Proof Fence" by Doris Pilkington Grammar (central character Molly Kelly's daughter), this true film tells the story of three Aboriginal girls, 14-year old Molly Kelly, her eight year old sister Daisy and their 10-year old cousin Gracie. Taken from their remote aboriginal community and put into a government camp for part Aboriginal children, they are taught the "right" way to live, not allowed to speak their native language and learn to work different trades, under strict discipline. The girls escape from this camp, and attempt to follow the "rabbit proof fence" home, 1500 miles across the vast and intimidating Australian outback. The rabbit proof fence was erected to keep all the rabbits on one side of the fence due to over population and proves to be a lifeline for the girls. Pursued by an Aboriginal tracker employed to find the girls, the girls manage to walk on for months with out enough food or water.

Not only does "Rabbit Proof Fence," tell a powerful, true story, it has been expertly made. The power of the scenery and music evokes a stirring emotional response. We are transported into the desert with the girls and feel their pain as they struggle on.

By Jemima Taylor (Year 8)

## Head of K-6: Justine Lind

Teacher as researcher, life long learner.....

Two weeks ago, our staff participated in the launch of a Professional Learning Project to enhance our collective sense of the Learning Environment. Informed by the philosophies of the Reggio Emilia schools, the staff were immersed in a provocative experience designed in collaboration with James Viles and his team at Biota, to explore the power of the environment and aesthetics. We began with a sensory walk of the gardens and grounds with Head Chef, Nicola (himself a child of Reggio Emilia which was a wonderful happenstance). This provided insight into the philosophies and practices employed at Biota, awakened curiosity and nurtured awareness of us all into the mindful planning and deliberate preparation that goes into ensuring the high quality experience for each guest.

This was followed by lunch and rich discussion about the relevance of this approach to a school context. The Biota dining experience provides a restrained aesthetic of interior design, furniture and tableware that celebrates the food and the diners in the same way that Reggio classrooms showcase the learner and their creations. The natural, neutral tones provide a sense of calm and the minimal decoration, a sense of order. This is fundamental to the Reggio philosophy that serves all learners.

"A context of overall softness means an ecosystem that is diversified, stimulating, and welcoming, where each inhabitant is part of a group but also has spaces for privacy and a pause from the rhythms. There is a respect for others, listening: a 'strategy of attention'. It is serene, amiable, a living place."

Children, Spaces, Relations – Meta-project for an environment for young children (1998) p.7

Within the context of calm, space is provided for mindful arrangements and displays that stimulate curiosity and invite children into the learning frame. This is partly why Reggio Emilia considers the environment as the "third" teacher (after parents and teachers). Order and layout demonstrates our respect of each child as capable, independent and resourceful, who can access equipment and spaces to suit the purpose of a particular endeavour.

Since returning to school, we have continued our inquiry into effective spaces for optimal learning. Our teachers are collaborating, questioning, experimenting and designing their dream spaces for 2016 with a clear view to the needs of each particular year level. The starting point is simple, and could be mistaken for mere interior design, but the impact is actually multi-layered, multi-purposed and multi-sensory.

In terms of the transformations planned, we would welcome any donations of household items that are no longer needed to add to the visual and sensory landscape of the classroom. We are seeking any items that are neutral in colour or of natural materials; baskets, wooden or ceramic bowls, trays, vases or jugs; shelving, lamps, sheer curtaining as room dividers and soft furnishings.

In addition, any materials that could be used for counting, collage or observation such as shells, stones, seeds, twigs, feathers, etc or sources of illumination such as light boxes, light cords, mirrors, magnifying glasses, or coloured perspex

## Weekly Awards:

### Students of the Week

K: Xavier Leary  
Yr 1: Aislinn Kenny  
Yr 2: Jack Rendell,  
Yr 3: Evie Crowley  
Yr 4: Matthew Smith  
Yr 5: Meg Callaghan  
Yr 6: Cameron Regan

### Respect Oxley

K: Matthew Morschel  
Yr 1: Peter Kearney  
Yr 2: Bryn Wiseman  
Yr 3: Oliver Deakin,  
Yr 4: Chloe Cassim  
Yr 5: Rosie Phelan  
Yr 6: Julia Parker



### Students of the Week

K: Alexander Psarakis  
Yr 1: Willa Soster  
Yr 2: Christian Denington  
Yr 3: Sienna Soster  
Yr 4: James Witcombe  
Yr 5: Alice Gilbert  
Yr 6: Olivia Pride

### Respect Awards

K: Zali Walters  
Yr 1: Sienna Wimborne  
Yr 2: Maximo Ramos  
Yr 3: Madeleine Grill  
Yr 4: Angus McGlynn  
Yr 5: Brianna Grice  
Yr 6: Rose Barnett

or cellophane gels would be valuable additions. These items will be gratefully received at the K-6 Reception or can be delivered to the small room to the left of the foyer in the PCC.

We are excited about all that is planned and the possibilities it will bring for inspiring learning spaces in K-6.





# OldenDays

## Year 2

This week in K-6 we have been visited by students and teachers from the Victorian Era! Discipline, fear and memory training were the order of the day. Hands, knees and hair were inspected prior to lessons for cleanliness, chants were memorised and neat script practised on slates throughout the course of a gruelling day. On reflection our Year 2 students determined that the level of discipline was quite good for learning and concentration but that they were glad that school was not like this every day! Despite this, we celebrate the nature of the learning that has occurred; immersive learning experiences result in deeply understood, lived appreciations of the detailed features of another place and time.

In K-6 we are all glad that the culture and practices of schooling are not what they used to be. For many adult community members there is a nostalgic hope that education will eternally be as it was when we were in school, but we would reject outright any similar notion with regard to our medical, legal or communication services. Of course we must evolve in order to serve the contemporary context in which we exist. Of course we must keep an eye on the future-world today's students will enter, beyond their days at school.



# Mindfulness and Meditation

"When there are thoughts, it is distraction: when there are no thoughts, it is meditation." Ramana Maharshi

In a world that is continually growing technologically and economically, we find ourselves in a state of connectedness through the gift of the internet and other forms of communication. The mind is entertained and catered for simply through the click of a button, in the speed of light. This continual stimulation from the outside world however is quickly diverting our attention away from ourselves and our thoughts, leaving our complex inner world to fall victim to our illusionary desires and expectations. How do you quieten the mind may you ask? Meditation is one of the most effective ways to bring attention to and quieten the restless mind. This practice benefits people both physically, psychologically and mentally and we now see meditation becoming a common practice in the western world.

So how do you meditate? Meditation is simply the quietening of the mind with the use of techniques such as mantras, music, silence, breathing etc. Before practicing, set up a quiet meditation area away from the busy outside world, such as in your bedroom, outside in nature or even in everyday life at school and work. In my opinion, the most effective way to quieten the mind is by using a technique called self enquiry; which is continually holding onto a question directed at the self, such as 'who am I' etc, with the golden being to only focus on that question, nothing else. Self enquiry questions the validity of each thought and emotion by directing your attention to the sense of self. This self enquiry destroys all harmful, misleading thoughts that are the cause of trouble throughout our lives, resulting in leaving one's self in peaceful abyss of silence almost instantaneously. The so called 'monkey mind', will cease to exist, leaving you with a receptive still mind. If thoughts arise, simply enquire again and accept the thoughts as they are without judgement. Other techniques such as Vipassana, Zen, Kriya yoga, breathing and third eye chakra meditation are also effective in improving one's perception of life.

Recent studies suggest that meditation has astounding benefits that leave scientists around the world baffled by the results on ordinary people who have

made meditation a key part of their life. Scientists have found out that meditation changes the wiring and make up of your brain. Researchers from the University Of Wisconsin discovered this when working with Tibetan Buddhist monks, they had conducted a series of MRI scans on the monks when meditating. The MRI scans had showed that during meditation the activity in the prefrontal cortex skyrocketed, causing a heightened consciousness, and induced a strong feeling of euphoria. Harmful stress hormones such as Cortisol are reduced during meditation, which can help reduce anxiety, stress, addictions and so forth, creating emotional balance for the practitioner.

Some schools are introducing daily meditation programmes which aim to help the child's psychological wellbeing and lead to an improved academic performance. Recently, a high school in San Francisco implemented a meditation programme into their daily schedule, and weeks after its introduction the teachers had noticed that school detentions and suspensions had decreased dramatically and overall school attendance had increased. Equally important, academic results from the school had greatly improved because of this meditation break. Similar results have been achieved in work places in many industries worldwide, which leads us to question whether this ancient spiritual technique could be the way of the future.

Even though psychological and physical impacts from mediation are important in our life, the most important purpose of meditation is self realisation. Self realisation is a process where you discard all false ideas about yourself, leaving you with nothing but joyful oneness which is your true self. This is also known as nirvana or enlightenment, a concept which can be attained by anyone who is earnest and willing. So why would someone want to attain enlightenment? Enlightenment is liberation from the endless cycle of pain and suffering in which everyone experiences every waking hour, leaving the individual in a state of aloofness from the outside world.

By Jenson Barker (Year 10)



**How often do you meditate?**  
I do it for an hour every night, almost every night.

**Why did you start meditating?**

My family was very spiritual and I watched them, especially my Dad practising meditation. I am spiritual person and I want to attain enlightenment and this is a way of maintaining equilibrium.

**Why do you keep doing it?**  
Because the improvements just keep coming and I get benefits out of it everytime. I become more calm and feel more present in all aspects of my life.

**Do you use anything help you meditate?**  
Not when I meditate but I do read spiritual books.

Next time you sit down for a meal, try paying full attention to the food you are eating, chewing slower and really noticing the texture and taste of your food.

Similarly, when you are walking, even if it is a short distance, bring yourself into the moment, concentrating on everything surrounding you, even the way your feet feel on the ground or in your shoes. These small efforts of mindfulness everyday do not sound like much, but by focusing on the present moment, this type of active meditation enables you to calm thoughts and ignore distractions, which can get in the way of a busy lifestyle.

One of the most common meditations is the 'one-minute meditation', which involves sitting in a quiet space without distraction, closing your eyes for a whole minute and focusing on nothing but your breath. So have a go – try it now!

**How often do you meditate?**  
three - four times a week.

**What position do you meditate in?**

Lying down in my bed before I go to sleep.

**How do you find time in your day for Meditation?**

I find time for Meditation by making a tight schedule and STICKING to it!

**Any advice for Meditation Amateurs?**

I have found that guided meditations are really good. They will assist you to find your relaxation state.

**Why do you keep doing it?**

I find that it helps keep me level-headed, calm and collected. It has thoroughly improved my mental health since I have started and is a great way to stay composed during tiring and stressful weeks of school. I have found that daily meditation is a break in my day where I can clear my head from the business of life.

**Why did you start meditation?**

It is good for relaxing the mind and is a really nice way of getting rid of all the negative thoughts in your head.

**How often do you meditate and for how long?**

I try to do it every night, but that sometimes doesn't happen, so I usually do it three times a week, before bed. I do these guided meditations on an app called SmilingMind, which usually go for five – ten minutes.

**Why do you keep doing it?**

It makes you get into a zone if you keep practising, where you are relaxed, and if you keep doing it, it can help you become more relaxed every day!

**How does SmilingMind work?**

Smiling Mind is basically an app that you can download on your phone, and it has a whole lot of guided meditations for different ages, and you can pick one that you want to do!

## Alex Hayman - Teacher

This term we are introducing (non-compulsory) mindfulness sessions with our Year 12s at lunch on Mondays and Fridays. In today's age of growing distractions and constant stimulation, people are finding it harder to focus on one activity or (even) thought at a time. By practicing simple breathing meditations one's awareness and focus can increase significantly, and as a result their anxiety can reduce. Hopefully these sessions can help Oxley's Year 12s focus on one lesson or task at a time—in a year that can pull them in so many directions in the course of one day.

## Top 5 Mindfulness and Meditation Apps

1. SmilingMind
2. Buddhify
3. Headspace
4. IMindfulness
5. Mindfulness Daily



# DEPUTY HEAD REPORTS

## Deputy Head Learning: Kate Cunich

As I write, we are celebrating the conclusion of the final 2015 HSC Examination – Visual Arts. Speaking with students in the last few days, there has been a universal relief to have reached the end, as well as a strong sense of surprise that it has all gone by so quickly. Each student appears to have managed the marathon to the best of their ability, and an air of calm preparedness has accompanied each examination entry point. We are delighted that our students have sat a selection of over 26 different examinations across four weeks, including five languages: Chinese Beginners, Spanish Beginners, Spanish, French and German Continuers.

Last week, Year 7 – 10 students benefitted from an ELEVATE study session as an important step in their preparation for the upcoming exams. Tutors, Teachers, Heads of House and Year Co-ordinators are working with students to ensure that they know what is required to prepare. Parents are encouraged to discuss study timetables with their children. Additional guidance can be found on our Learning Management System, Canvas: <http://www.oxley.nsw.edu.au/learning/e-learning/>. Year 7 students have also completed a Study Skills Course as part of Cornerstone, and again parents are encouraged to work through some of these topics alongside their children. Consistent revision and preparation will help to reduce anxiety.

We continue to be excited about our innovative beginning for Year 12, 2016. Students were briefed this week by Mrs Carter and Mrs Hick re plans for moving into the Academic Centre from Monday 9 November. We are delighted with the proactive and positive approach to learning that this cohort has already exhibited. Parents will have the opportunity to hear more about initial progress and achievement next week at the Year 12 Student/Parent/Teacher session. Mr Parker and myself have also been meeting with Year 12 teachers this week to further build a profile of each learner, where they are now, and what needs to be done to assist them be lifelong learners. In the words of the Oxley hymn, "..... dauntless in the face of challenge, keeping the high goal in mind."



## Deputy Head Pastoral: Peter Ayling

### The Pipe Band

A message from Rob Parker who teaches the Bag Pipes at Oxley College.

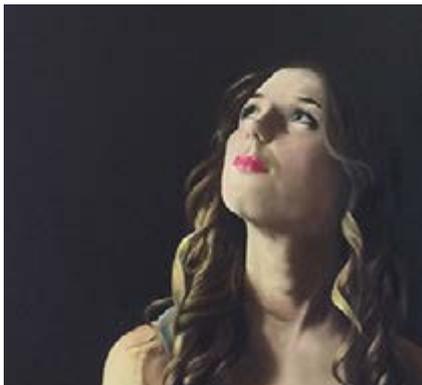
"What a fabulous band practice we had this morning. Having the drummers with us for the first time was nothing short of wonderful. There is true potential within our group, all that is needed is some dedication to the tunes and we can look forward to a great 2016 as the Oxley College Pipes and Drums, (OCPD). It would be truly amazing if we could field a band for next ANZAC Day. All we need to get a good start would be a Bass Drummer, a Drum Major, and two more pipers. Should you know anyone who might be interested in joining us to play bass drum or to lead the band as Drum Major, please let me know. Our drum score for Bluebells this morning was well done indeed and I think everybody could feel the lift when we all played together."

### Finding John Oxley

7-12 Tutors Groups are busy looking for John Ox-ley. Over the past few days we have hidden John Ox and students are given a clue as to his hidden location. This is an enjoyable and fun way for Tutor Groups and or friends to work together and locate the prize. Congratulations to Ms Forbes' and Mr Hughes' Tutor Group. We hope you enjoy your ice-cream party. Oxley College is all about connecting with each other and we look forward to the Ball Pit arriving soon!

## ARTEXPRESS NOMINATIONS

Amelia Worthington, Grace Naughton, Caitlyn Bellis and Monique Turczynski's HSC Visual Art major works have been nominated for selection in the NSW HSC showcase, ARTEXPRESS. Congratulations to these students and their teachers on this wonderful achievement.



## YOUTH OFF THE STREETS

On Friday 23 October 2015, twenty-nine Year 5 and 6 students together with fourteen Year 10 students slept in difficult conditions, including on the concrete, in classrooms, and on the school verandah, to raise funds for Father Chris Riley's Youth Off The Streets.

Youth Off The Streets is a non-denominational community organisation, which with the assistance of volunteers and donations, helps out young people who are homeless, drug dependent, or recovering from abuse. With the support of the students from Oxley College I hoped an event such as the Sleep Out would contribute to turning the lives of these young people around and give them a brighter future. Being as fortunate as we are in the Southern Highlands I hoped an experience such as this would highlight the plight of so many young people and would enable us to recognise how fortunate our lives are and provide us with the opportunity to give something back.

The night began with a BBQ dinner, followed by tournaments, a talent show, and a movie night. We then settled down for the night and were woken early for breakfast before returning home. Everybody involved should be commended for their enthusiasm and co-operation. We were very fortunate to receive fantastic food donations from The Oxley Butchery, Coles, Bakers Delight, and Woolworths. Without the help and support of these businesses the event would not have been nearly as successful.

I believe that every student took something positive from the experience and I wouldn't hesitate to repeat this event in future years. The Year 5 and 6 students now have a greater understanding of the number of young people affected by homelessness and have some idea of what they are forced to experience each night. With the money raised we hope to contribute to improving the lives of young homeless people by getting a few more teens off the street and into a safe environment where they have the opportunity to look forward to a brighter future. As Father Chris Riley says, "We believe that every young person had greatness within."

By Isabella Davies (Year 10)

# IN THE NEWS



## YEAR 8 GEOGRAPHY

Last Thursday two groups of six Year 8 students and Mr Dibdin hopped on a mini bus and travelled to the annual Year 8 Geography Challenge. Oxley was among about thirty schools to enter the competition. It was a fun day, filled with challenging geography trivia and games. There were even prizes to be won! The competition was tough, but the result was outstanding - one Oxley team came third, and the other first! This was an Oxley record, so as a celebration we had a MacDonalds run on the way back. Looking back, the day was much more than learning about Geography. It taught us teamwork and I would definitely do it again if I had the chance!

By Sienna Knowles (Year 8)



## SCG CRICKET COACHING

On Wednesday 28 October, nearly 50 of the Oxley cricketers playing in the ISA. and HDCA. competitions (Years 6–11), travelled to the SCG. Here the boys and girls enjoyed a training session in the indoor nets with coaches from various Sydney Grade cricket clubs. This was followed by a guided tour of the grounds, player facilities and museum. The students enjoyed tea at Fox Studios before returning home.

## DREAM CRICKET

On Tuesday 20 October some of the Oxley College 1st XI cricket team helped at Dream Cricket at Bradman Oval. Dream Cricket was initiated by the Movement Disorder Foundation in concert with the Rotary Clubs of the Southern Highlands and the Bradman Foundation.

The aim to provide an opportunity for primary school students with a disability to play on the Bradman Oval and to visit the Bradman International Cricket Hall of Fame. The programme has grown to encompass schools and children throughout Australia and internationally. DreamCricket clinics are conducted in schools as part of an experience culminating in a DreamCricket Day on a significant local oval involving all schools within the area.

This year was the first year that they also ran a programme for disabled secondary school students, thus providing a pathway for the Primary students who attend the day.



## CAVE DWELLERS

And you thought Geology was boring...

Last Monday Year 8 attended a science excursion at the Wombeyan Caves. The caves are limestone caves formed from volcanic activity more than 420 million years ago. The purpose of the excursion was to bring to life our science lessons and knowledge of different rock formations. We tunnelled deep underground through dark caves dripping with water. In some parts the tunnels were narrow and low, requiring us to duck our heads to avoid injuries. For some this was more of a problem than for others. But the sights along the way were truly rewarding - we saw shawls, columns, stalactites, stalactites, straws, cave coral, helictites. For those of you who need some reminding Stalactites have to hold on tight! (So they don't fall off...) and Stalagmites might grow to meet them. Thank you to Mrs Tregenza, Ms Shaefer and Mrs Hanrahan for making this excursion so enjoyable. By Lucie Drysdale (Year 8)



## PIN OAK PHOTOGRAPHY COMPETITION



Photo by Jemima Taylor: "For OLE week this year, we went up to Murramarang. We hiked up Mount Durras and on our way down we stopped at this lookout. I can vividly remember looking down into the ocean and feeling such a sense of accomplishment for completing the hike."

Comments: This photo is mesmerising! The angle at which the photo it is taken at is very interesting and the colours are very vibrant. Love this photo! It is an excellent shot. Congratulations!

The brief for this fortnight is ... 'Relax'. Exams are a stressful time, what do you do to relax and take a break? Do you play sport? Go for a run? Do some yoga? Capture a photo of what you do to relax - tell a story through your photograph. Send your entry to Liv Donovan by Friday 13 November at [olivia.donovan@oxley.nsw.edu.au](mailto:olivia.donovan@oxley.nsw.edu.au) to enter. Good luck!



## MUSIC NIGHT

7pm • Wednesday 11 November 2015

featuring

Alex Bunyan • Mia Healey • William Lamrock-George

Patrick Newton • Jack Scandrett

Please stay for some supper and a cuppa afterwards

## SWIMMING SQUAD TRAINING

The Oxley College Sports Department invites all competitive swimmers in K-12 to attend specialist Squad Training in preparation for the 2016 Swimming Season.

### 7-12

Where: Bowral Memorial Pool

When: Wednesdays and Fridays 7.00am – 7.45am

Coach: Ange Harmey

Cost: Free (Pool entry is \$3)

### K-6

Where: Bowral Memorial Pool

When: Monday 7.00am – 7.45am

Coach: Jan Gibson

Cost: Free (Pool entry is \$3)

Breakfast: A light breakfast consisting of WeetBix/Corn Flakes, Milk and fruit will be provided.

NOTE: This is not a learn to swim programme. Attendees must be able to swim at least 50m efficiently.  
For further information contact the Sports Department at school on 4861 1366

# GALLERY



# NOVEMBER CALENDAR

 <p>P&amp;F AGM Tuesday 17 November 6:30pm  followed by "Thank you to the P &amp; F Drinks" at 7:15pm  All Welcome</p>	<p><b>Mon</b> Inc: Year 5 and Year 6 'Moving Into Teens' Year 12 Student/Parent/ Teacher interviews, Orchestra Room <b>09</b></p>	<p><b>Mon</b> Years 7-10 Semester 2 examinations commence Inc: Year 5 and Year 6 Interrelate, Moving into Teens <b>16</b></p>	<p><b>Mon</b> Year 10, ABW (Australian Business Week) <b>23</b></p>
	<p><b>Tue</b> NSWCIS Water Polo Trials K-6 Parent Session, BYODD, Year 4, 5.30pm <b>10</b></p>	<p><b>Tue</b> P&amp;F AGM ( 6:30pm) Thankyou to P&amp;F (7:15pm) <b>17</b></p>	<p><b>Tue</b> <b>24</b></p>
	<p><b>Wed</b> K-6 Granparents' Day, 10:30am Year 12 Music showcase, Orchestra Room 7:00pm <b>11</b></p>	<p><b>Wed</b> <b>18</b></p>	<p><b>Wed</b> K-6 Orientation Day 2, 1:30pm-3:00pm <b>25</b></p>
	<p><b>Thu</b> K-6 Orientation Day 9:15am - 10:45am Inc: Navy Helicopter and Defence Force Recruitment <b>12</b></p>	<p><b>Thu</b> Inc: Year 1 Harbison Seniors Visit <b>19</b></p>	<p><b>Thu</b> <b>26</b></p>
<p><b>Fri</b> Exc: Year 6, Canberra trip return Year 12 Fromal, Point Piper <b>06</b></p>	<p><b>Fri</b> 7-12 Orientation Day 10:45am- 12:45pm <b>13</b></p>	<p><b>Fri</b> Year 7-10 Semester 2 examinations finish <b>20</b></p>	<p><b>Fri</b> K-6 Carols Concert and BBQ, ELVO lawn, 5:30pm Year 10 ABW Dinner (venue and time tba) <b>27</b></p>
<p><b>Sat</b> ISA Summer Sport Round 4 <b>07</b></p>	<p><b>Sat</b> ISA Summer Sport Round 5 <b>14</b></p>	<p><b>Sat</b> ISA Summer Sport Round 6 <b>21</b></p>	<p><b>Sat</b> <b>28</b></p>
<p><b>Sun</b> <b>08</b></p>	<p><b>Sun</b> <b>15</b></p>	<p><b>Sun</b> <b>22</b></p>	<p><b>Sun</b> <b>29</b></p>

# Sport

Editors

Charlie Dummer and Ted Ottaviano



## ALL BLACKS PROVE TOO STRONG FOR BRAVE WALLABIES

New Zealand have capped off a remarkable World Cup campaign with a stellar performance in the final defeating Australia 34-17. The All Blacks created history after becoming the first nation to ever win three world cups since the induction of the tournament in 1987.

The first half held a gruelling contest between the two stardom nations and points became a luxury. Australia held out New Zealand's relentless pressure and restricted them to just nine points, before New Zealand right winger Nehe Milner-Skudder scored a try in the final minute, which was converted to give New Zealand a 16-3 lead at halftime.

Some sloppy defending from Australia allowed New Zealand center Ma'a Nonu to make an immediate impact after the break. Nonu received an offload before beating a handful of defenders to score and extend the All Blacks lead to 21-3.

With 30 minutes left on the clock and trailing by 18 points, Australia looked down and out, although they managed to stage a spectacular comeback. David Pocock scored a try from a driving maul and center Tevita Kuridrani then crashed over following a kick to narrow the gap to 4 points with 16 minutes remaining.

However, Dan Carter snapped a freakish drop goal and nailed a 48 meter penalty to push the Kiwis back out to a comfortable lead, crushing Australia's World Cup dream. A runaway try to All Black substitute Beauden Barrett secured a 34-17 win.

## MATCH OF THE WEEK

On Saturday 31 October, the U14 Gold Cricket team celebrated Halloween with a victory against the Bowral 'Clarkes'. This was the team's first ever win and the also the first of the cricket teams to win this season! Highlights included a good all-round bowling performance, with two wickets each for Connor Taylor-Helme and D'Arcy Deitz. This was followed with strong batting performances from D'Arcy Deitz and Archie Kalde. Well played to all boys!



## SPORT MENTOR PROGRAMME

As part of Service Learning for 2015, the senior sporting students of Oxley have been encouraged to give back to the School in their particular sport. Students in Years 9, 10 and 11 have been sharing their expertise and passion with the young aspiring athletes from K - 6. Wednesday afternoons have become very exciting and competitive with the Junior Basketballers attending their weekly training sessions. We asked three of the Colleges' premier 'ballers' what their thoughts on the juniors were and how they felt they were helping improve the passion and potential of the younger students.

### **PO: How do you feel you can help Junior Sport at Oxley?**

Jasmine Croker: "I feel if the student coaches help to give the younger basketball players a sense of sportsmanship, some helpful tips on basketball and a passion for the sport, that will help them to strengthen senior Oxley teams in time."

Mitchell Wellman: "I think I can help junior basketball at Oxley by helping the younger kids to understand the game and work on their skills so when they get to high school they know what they are doing and at the same time have fun and make the Oxley teams more competitive."

Cedric Hely: "I feel like I'm really giving something back to Oxley and specifically in basketball seeing as it's one of my favorites sports. I love being with and helping the junior school so it's really fun and enjoyable to share my basketball knowledge and experience with them to hopefully put them on a strong path to playing in the Oxley firsts when they are in the high school."

With the atmosphere around Sport at Oxley being extremely enthusiastic and competitive at the moment, it is a fantastic time to get involved and give back to the community. If you are interested in helping a junior team, please see Mr Wansey in his office.