

# PIN OAK

ISSUE 44: TERM 4, NOVEMBER 25, 2016



FORMAL



ORIENTATION



K-6

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## BUILDING

The new Oxley Classroom block is progressing well and beginning to take shape.



# HEADMASTER'S REPORT

## Pin Oak Fair

Although it was a fortnight ago now, the Pin Oak Fair still reverberates as a wonderful community event. There was a terrific buzz around the College for the whole day as people enjoyed the entertainment on the front lawn, shopped in the market stalls, ate at the food stalls and rode on the rides. It was great, too, to see so many new people around the campus - people with no connection to Oxley who simply came to enjoy an hour or two at an excellent community fete. All of my thanks go out to the legion of people who made it happen, but in particular Jane Crowley who had the idea and, over eighteen months, made it happen with great gusto. We are all in her debt.

## Funding of Independent Schools

I received during the week a release from the 'Save Our Schools' coalition that is lambasting the overpayment of Government funding for independent schools. Indeed stories about this erupt regularly in the media. You can easily get lost in the policy thickets of Gonski funding models, SES models, and so on. Although I don't wish to journey into these thickets in this piece, I thought I would offer a slightly different perspective on where the starting point for these discussions could be. Once you have answered two questions according to your beliefs, then I think the thickets of individual funding for individual schools becomes less critical.

My first question is 'should societies have independent schools?' You could make the argument that the government should run all of the schools and no other option is allowed. This happens in some parts of the world, usually with command and control economies. However, I for one do not agree with this. I think that societies run better when people have choice. You can choose whether to shop at Coles, Aldi or Harris Farm, whether to go to a private or public hospital, whether to read one newspaper or another. I also believe that parents should be able to choose to go to a school run by the Government or a school run relatively independently from the Government. In an area as important as education this allows people to choose what sort of place teaches their children. As someone who happily sent my own children to a Government primary school for a number of years, I think it is interesting choice. However, to put it bluntly, the alternative to having independent schools is to NOT have them, which I think would be bad news for any society.

My second question is 'If a parent chooses to send their child to a non-government school, should the Government help in funding this school?' This one is more contentious. I think that the Government should help in funding. Each parent pays their taxes. If a parent sends their child to a Government school this means on average that \$15 702 of their taxes that year are spent on educating their child. (2015 Productivity Commission Report on Government Services). If a parent chooses not to take up the school the Government offers but instead go to an independent school, then how much of this should the parent 'lose'? None of it? All of it? Somewhere in between?

I think it should be somewhere in between. If you pay to send your child to Oxley, the Government will fund this to the tune of on average \$7 690. You are 'losing' almost exactly half of the tax dollars that would have been spent if you sent your child to a Government school. I don't have a problem with that - you have chosen not to use the Government service so you take quite a bit of a hit. However, the Government is still broad minded enough to offer a good amount of your tax dollars to the non government school that you have chosen.

What I have outlined above starts with the idea of 'desert'- you pay your taxes and you deserve to have some of them spent on the education of your child, regardless of where you choose to send him or her. It comes from a different place to all of the arguments you hear in the media about whether this school or that school needs money. Need is important (and I am always very pleased when I hear about additional funding for some Government schools) but we all know that if this is the only criteria we use then we end up sending all of our money to famine in Africa and nothing on art galleries, sports stadiums, better roads or academic research.

You will find people argue both extremes of this 'needs' V 'desert' argument. Some people would say that once you have made the choice not to attend a Government school you forsake all of the dollars that would have otherwise been spent by the Government on your child's education. At the other end of the spectrum you have people advocating the 'voucher' system, in which each parent gets a proverbial education voucher for \$15 000 per child which they can spend where they like. They can spend it on sending their child to a school that doesn't charge any more than this, and thus get a 'free' education. Or they can shop around for schools that charge more money on top of the \$15 000 voucher - and the more they charge, the more they may get. (So a school may charge \$17 000 plus the voucher, in which case each student is having  $\$17\,000 + \$15\,000 = \$32\,000$  spent on their education).

Where you fall on this spectrum of ideas depends on how much you value equality of children's opportunity on one hand, and freedom to act to do something reasonable (such as choose to spend more money on your child's education) on the other. Like many people I believe in both, and find that they come into uncomfortable collision with each other on the matter of school funding. However, I can't get past the idea that people should be able to choose, if they can, where to send their children to school, and in doing so they shouldn't lose all of their tax dollars that had been earmarked for their child's education.

There are many aspects of the arguments in the media that I haven't covered. However, I hope that I have offered a perspective that focuses on putting some blocks of the argument in place before people fling the gravel of 'over' and 'under' funding of individual schools around. And can I finish by saluting the good work being done by all classroom teachers, government and independent, from the centre of the cities to the most remote of communities and everywhere in between.

# Music Has No Age



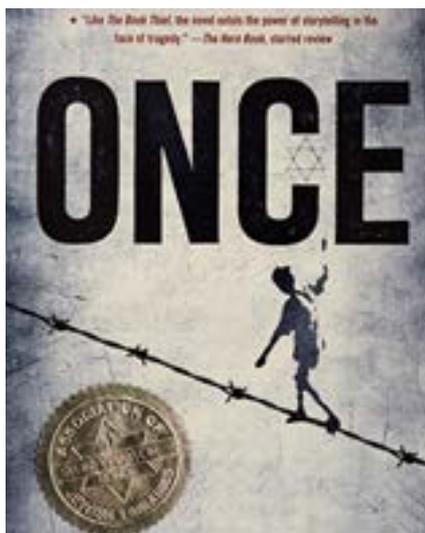
Cuppa in hand, I was doing my nightly, casual scroll through Facebook. While watching the posts flick one-by-one before my eyes, my fingers slowed down as I reached a post by Triple J Unearthed. Yes, I'm aware I talk about them incessantly but they're the mitochondria of the cell that is the Australian music industry, so bear with me. The post was a humorous one about Triple J icon and absolute legend, Zan Rowe. What the post entailed isn't important but as my curiosity got the better of me I scrolled down to the comments only to find one telling Zan she's "far too old for the youth network" and it's "time to go to Double J". Zan, still nestled right in her thirties was being told to move on from a station, she no doubt feels so passionately about, because of her age? It baffled me and in the moment, any reminiscence of my self restraint went right out the window and I typed back a comment to try and reason with the troll. A big waste of time and energy but confusion and passion were triumphing over rationality at that point in time.

What's important isn't what this troll said who, by the way, I discovered was not in his "youthful hay days" during my "investigation" (stalk) of his profile. It's the fact that we're still constantly giving music an age. The bright faced teenagers covered in glitter and mod fashion are only allowed to love Drake and whatever is charting otherwise they're called "indie", "hipster" and shoved away as an "outcast". Marginally older folk in their early to mid twenties have a pretty open selection of what's "alright" for them to be into but occasionally get shamed for loving the new Shawn Mendes album. From then on out, it's either Springsteen's Nebraska or Madonna's Greatest Hits for you buddy. No new music or permit for passion of new artists because you're an oldie now, mate.

I love music because it is ageless, universal. Whether it's feeling the bass infect your eardrums through Apple earphones or closing your eyes and disappearing to the sound of a distant bongo drum, it's an art form that has no age, gender, sexuality, socio-economic status or geographical limitations permanently attached to it. You can make it your own and make it yourself in one way or another. Putting age to a genre or musical time period is just absurd because of music's sheer capacity and power to connect with a person no matter who they are. A slightly older radio presenter can discuss and find new, contemporary music just as well (if not better) than a somewhat younger one. A fifty-year-old musician can produce music that's just as innovative and fresh as twenty-year-old. And do you know why? Because there's no reason why they couldn't. I dare you to try and think of one.

No one listens to Triple J to hear some young chap who thinks he's funny, bag on about the drama on last night's episode of The Bachelor, and if you do I'd consider moving to another station. People listen to Triple J to hear incredible songs from acts all around the world and discover new artists/bands that they love. If a presenter can successfully do that in an entertaining way, regardless of their age, there's no reason for us to tell them to bugger off. No one listens to music to sit there stressing about the age of the artist. People listen to music to feel something, to be moved, to be pushed to places they didn't know existed previously. Once again, if an act can do that, regardless of whether they have grey hair or not, there's no reason for us to shove them in a "dad rock" category and leave them to rot. Let music be ageless and the great unifier that it is.

By Izzy Moore (Year 9)



## Books

★★★★★

### Once

By Morris Gleizmen

Set in the early days of the holocaust, a 10-year-old Jewish boy named Felix lives in a Polish orphanage. Unusual things have been happening around him, strange men in uniform are burning the library books, the river upstream is running red, and he hasn't received a letter from his family in three years. Felix runs away from the orphanage and meets a young six-year-old girl named Zelda, and together they set off to find Felix's parents. On their travels they see horrendous events, but are blinded by their own innocence. Morris Gleitzman's "Once" is story of true friendship, with a compelling storyline. Through harrowing incidents, the young storyteller and bright-eyed misfit manage to find the lighter side of any situation. This book deals with a dark subject matter, but shines brightly and is well worth a read.

By Gracie Phelan (Year 8)



## Music

★★★★★

### Top Four study playlists for optimum productivity

Note! You can find all these playlists on spotify! Just type them into the search bar at the top of the spotify tab.

1. Peaceful Piano by spotify  
132 songs, six hours and 53 minutes of pure peaceful sounds to heighten productivity. You will soon be lost in the ambient tunes of Nils Frahm and Lodovico Einaudi. Perfect for a Sunday afternoon of note taking.
2. Classical Playlist by steelo\_\_407  
This is an even longer playlist but this nine-hour long mix-up of the best of the previous three centuries bangers is sure to make you study, study and study some more. The likes of Chopin, Schuman and Debussy star in this playlist perfect for intense concentration.
3. Hit the Books – by Spotify Australia and New Zealand  
This playlist is quite short compared to others on this list with only 54 songs but the soothing electro sounds are bound to allow you to find your focus and achieve optimum productivity.
4. Focus – by Charlie Beedle  
Finally this playlist is a beautiful combination of classical and modern music context. Haha just joking! This playlist has helped me a lot when I am trying to focus and hopefully will help all of you guys.

Much love!

By Charlie Beedle (Year 12, 2017)



## Films

★★★★★

### Embrace

Recently, 369 women (and one intelligent man) flocked to Empire Cinema Bowral for an unforgettable night. After tickets sold out in under two hours, the expectations for embrace were fairly high and rightly so - Embrace was emotive, beautifully put together and wonderfully diverse. The documentary opens with the story of Taryn Brumfitt, a woman who hated her body and became a bodybuilder, though she was none the better mentally or emotionally for it. After a competition one day, she decided it was time to stop. She considered plastic surgery, dieting and any other range of things before realising she only had one option left that she could stand for - to embrace herself, her mind and her body. She then embarked on a trip around the world with women who have helped others and themselves, along with startling evidence of what can happen if you can't learn to love yourself. The screening was masterfully presented and left no dry eyes in the cinema. It left all of us with only one question - will you embrace?

By Imogen Hatcher (Year 8)

## Head of K-6: Justine Lind

This is the time of year when we are thinking about being a 'Place of Welcome' for our new students and families. At last Thursday's K - 6 Orientation Day I spoke to our new families about who we are and why we do what we do.

My central message was that we are a learning organisation. We believe in the importance of knowledge and educational research to inform our actions. We seek expert guidance because we acknowledge the significance of our role in the lives of the children that we serve. And we want to share this knowledge with you and take you on the learning journey with us, not just through the eyes of your child but with a view to the body of knowledge that exists to instruct our decision making and strategy.

As educational research evolves, schools have a responsibility to inform parents of the relative changes and rationale for changes, in response to new theoretical knowledge and the changing global context in which schools operate. In short, education is not what it was in our day! Thankfully we can transform what happens for today's learners in incremental ways.

The recent OECD, 'Teacher Development, Support, Employment Conditions and Careers,' Preparing Teachers and Developing School Leaders in the 21st Century: Lessons from around the World, provides a comprehensive description of the scope of the task facing the world's education systems and the inadequacies of outdated approaches are immediately evident.

"In a fast-changing world, producing more of the same education will not suffice to address the challenges of the future..... A generation ago, teachers could expect that what they taught would last for a lifetime of their students. Today, where individuals can access content on Google, where routine cognitive skills are being digitized or outsourced, and where jobs are changing rapidly, education systems need to place much greater emphasis on enabling individuals to become lifelong learners, to manage complex ways of thinking and complex ways of working that computers cannot take over easily. Students need to be capable, not only of constantly adapting, but also of constantly learning and growing, of positioning themselves and repositioning themselves in a fast changing world. These changes have profound implications for teachers, teaching and learning as well as for the leadership of schools and education systems." (Ed. Schleicher, 2012, p.11)

As well as being a learning organisation, we are a people organisation. We are passionate about empowering our students to be confident, compassionate, capable citizens of the world.

## Weekly Awards:

### Students of the Week

Students of the Week  
K: Anneliese Ewald  
Yr 1: Javier Poole  
Yr 2: Willa Soster  
Yr 3: Bryn Wiseman  
Yr 4: Evie Crowley  
Yr 5: James Witcombe  
Yr 6: Hamish Tregenza



### Respect Self

Respect Self  
K: Oliver Johnson  
Yr 1: Leila Palmer  
Yr 2: Estelle Fragar  
Yr 3: Penni-Rose Collins  
Yr 4: Xavier Gray  
Yr 5: Lexie Kennedy  
Yr 6: Rosie Phelan



The song Naughty that our K-2 students sang for our guests is not about mischief making, it is about resilience and self-determination. Jack and Jill had to bounce back, Cinderella had to stand up for herself and Romeo and Juliet had to act according to their own values rather than blindly following those of others who turned out to be out of touch and narrow minded. We sing about being Matilda and we talk about having a growth mindset that is open to challenge, that embraces error and is open minded to the views and perspectives of others. We treat our students' mis-steps in the playground or in friendships as learning opportunities just as we would errors in learning. We problem solve together to resolve conflict and help our students to hear the impact of their actions on others so they can honestly commit to responding differently next time.

In K-6 our aim is to empower each child to be the best they can. We believe all children are innately capable mentally, socially, emotionally, ethically and spiritually and our programmes reflect this. We embed opportunities for challenge, choice, collaboration and creativity into all units. Steady progress in independence, self-management and self-determination is guided in all we do.

The 2016 academic year has seen much progress in the learning and attitudes of our students. We are growing a culture of ambitious learning and effective self-determination. We could not be more proud of your children and our teachers and as the year draws to a close I look forward to celebrating with you, the dynamic learning and people organisation that we are all so fortunate to be a part of. I look forward to seeing all our current families as part of the end of year events, at Carols and Speech Night and at our Celebration Dinner for our Year 6 students.

# K- 6 GALLERY



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# Cedric's Story

This is not a story of heroic feats...

**Wednesday 16 November 2016**

**9.26pm**

Sprinkling rain began to litter the ground while the moon barely pierced the soft cloud cover above Burradoo.

"Hey Mum, I'm coming home now" I said.

"OK, be quick because dinner is on the table" she replied with urgency.

"I know Mum, I'm coming..."

With the thought of a scrumptious dinner waiting at home and the lingering sense of urgency from my mother, I plonked myself in my car, well, Mum's car to be precise. I put on my overplayed driving playlist and placed my phone in the glove box. Just after clicking my seatbelt in I pulled out of the kerb, onto the gravel road and started my journey home. Little did I know that this, what would've been a short five minute trip, would be the trip that changed my life forever.

**9.27pm**

My soft music played calmly in the background. I drove at the legal speed of 50km/hr on top of the gravel of railway road. I'd only had my provisional licence for 1 month so being the young, inexperienced driver I was, I drove reasonably defensively. But of course, at the time, I never assumed anything could go wrong; no, not with my perfect driving... Although not totally affective, my high beam was on. My music wasn't distractingly loud. My phone was completely out of the way and I had a firm grip on the wheel while I travelled towards the bridge above the river.

**9.28pm**

Everything was going fine as normal. I began to slow in anticipation for the slight right turn onto the bridge about 10 metres ahead of me when all of a sudden I notice a pair of headlights ignite from a driveway ahead on the right. This was most likely what caused an unlikely object to obstruct my path. As if it just materialised there, a kangaroo bounced in front of my car. As most inexperienced drivers would have, I slammed my foot on the brakes and stupidly spun the wheel to my left attempting to dodge the 'roo. I may have dodged the 'roo but although I wasn't 'speeding' legally speaking, I was going way too quickly for a damp gravel road. The car felt as if it didn't slow at all, it just skidded on the gravel in the direction I spun the wheel: towards the river. By the time I saw the river it was too late. I attempted to rip the wheel back towards the bridge just on my left but seeing as I was already in a slide, the car only slightly drifted towards it.

This is the point in time that my body instantly flooded itself with copious amounts of the potion for survival: adrenaline. A side effect from large amounts of adrenaline is that memories begin to fade which is what happened; my memories from this point onwards are too deep in my brain to remember exactly.

I roughly remember the front right wheel mounting the edge of the bridge while the left wheel fell away to the abyss, causing the car to flip onto its head and crash into the river below. I'm not sure how long I was sitting upside down in the car for but I know it wasn't long because I can remember the car rapidly filling with water. I was petrified. I remember thinking that it was all a messed up dream and telling myself to wake up ASAP but once it clicked that this was for real, my fight or flight kicked in. Again, I was so petrified. The last thing I remember doing was telling myself to stay clam and think; I said to myself "Ced, take a giant breath or else you'll drown" so I did that and then I reached up (because I was upside down) to click my seatbelt undone. I remember the relief I felt when it clicked undone easily. After this I don't remember a thing. The next memory I have is treading water outside the vehicle. The means that how I escaped remains a mystery however, the paramedics and police think I punched the cars rear window out as there were cuts to my knuckles and hand containing shards of glass. The most profound detail of the whole experience is the fact these cuts on my hand and a few facial injuries from the explosive power of the airbag were the only injuries I sustained during the whole ordeal.

I swam to the riverbank while screaming at the top of my lungs for help. Once ashore I thought: I'm completely alone and there's no one here to help, I need to seek out help. I'd forgotten about the car that spooked the 'roo and may I add that whoever was in the car did absolutely nothing during or post crash. I ran at full speed, completely drenched from head to toe in water, to the nearest house up the road to seek help. The lovely old couple that lived there sat my distraught, screaming, terror filled skeleton down as they rang the police and ambulance with one phone and my mother with another. When Mum arrived she wasn't angry she was just glad that I'm still alive, as was Dad.

To add a little humour, ironically, the last song that was playing in the car was "Down By The River" by Milky Chance... Coincidence?



The police, paramedics and fire-fighters all cannot believe how I managed to escape alive, let alone with as little as only a few shallow cuts on my hand. I cannot believe it either to be honest, neither can anyone really. When people had heard about the crash and then saw my injuries, they all assumed it was some petty roll, which left the car in near perfect working condition and wondered what all the fuss was about. That was until they saw the photos... They were left in shock and wondered how I survived at all. The roof of the car was almost completely crushed and the left side of the car definitely was pulverised. Wheels had been ripped off and the whole front of the car stripped completely.

This has been by far the most terrifying experience of my life and has affected my parents and me in horrible ways. I am still in need of intense mental recovery as I still feel in shock even after six days have passed.

Although what happened was probably one of the most horrifying things anyone can experience, I like to look for the silver linings as it does help recovery a little. The silver lining in this misadventure would be the lesson it has taught not only me but

the wider community too. My friends and family and even people I don't know have heard of this 'misadventure' and hopefully they too have learnt valuable lessons from it. Although I wasn't on my phone or listening to music at distractingly loud volumes or fiddling with anything I shouldn't have been or even 'speeding', I was still driving way too fast for the conditions. This lesson has undoubtedly been embedded in my muscle memory and physical memory for a lifetime in the worst way possible way and more and I hope others including my fellow drivers in my year learn too from my mistakes.

I'm Cedric Hely, I'm a 17 year old male, I'm fit, I'm smart, I'm not experienced in driving alone and I'm not perfect. I make mistakes and as much as I hate to admit it, I'm far from invulnerable, far, far, FAR, from it, but one thing is for sure, I'm one of the luckiest people I know. I hope that every driver on earth will learn this lesson but never in the horribly, terrifying way that I had to.

By Cedric Hely (Year 12, 2017)

# DEPUTY HEAD REPORTS

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## Deputy Head Learning: Kate Cunich

At Orientation Day last week we had the opportunity to meet our 2017 new Oxleyans. This is always a special time for those of us who are already embedded in this great place. It was a pertinent time to reflect on our inspiring mission and vision statements and to engage in conversations about what it really meant to be involved in preparing students for their futures. It was particularly exciting to see more and more Old Oxleyans bringing their own children back to join us, wanting that same experience for their sons and daughters. As one explained, there is something about this place that gets deep within our bones and into our hearts and well as our heads. The occasion also served as a reminder and a celebration of all that we do well here: we challenge our students to grow and develop as individuals, to discover their unique talents, passions and abilities. As teachers we care, build relationships and nurture the growth of minds and hearts. We see ourselves as a learning community, constantly evolving but with a clear direction to provide the highest quality teaching and learning for our students. We want our students to be happy, safe and challenged academically, to be curious and creative.

We are experiencing the reality of this as Year 7 – 10 students complete their Yearly Examinations this week. Students are calm and prepared, showing that their use of practice essays and scaffolding activities has helped them toward success. Year 12 students and parents have had the opportunity to speak at Monday's Student-Parent-Teacher evening, starting off the HSC year with a combined understanding of where and how things are going. Mrs Carter too has begun the first of our series of "Academic Check-ins" where each Year 12 student meets with her for 30 minutes about their progress, data and goals at this point of the year. Most excitingly, Mr Hicks has also launched our trial of Self-Reporting Grades, where students will rate themselves on Effort, broken down into the categories of Diligence, Engagement and Behaviour. They will then compare this to the grades provided by their teachers. The conversations that follow with Tutor, parents and Heads of House will continue to enhance an understanding of the way forward in each course. We will hear more about this in the coming weeks.



## Deputy Head Pastoral: Peter Ayling

### FACEBOOK

The holidays are not far away and many of our students will spend hours on social media sites to stay connected with friends over the Christmas break. I would like to share Dr Michael Carr-Gregg's suggestions for Facebook settings. Facebook's default privacy settings are not for everyone – especially minors – which is why the service allows users to customise their settings. The following chart shows ConnectSafely's recommendations for most teens. We realise that not all teens have the same level of maturity and that not all parents have the same rules for their kids' online socialising, so please review this chart with your teens to help set the right privacy settings for them. For more on Facebook safety and privacy for teens, please see our booklet A Parents' Guide to Facebook.

<http://www.connectsafely.org/facebook-privacy-chart-for-teens/>



## IN THE KITCHEN

This year in Week 8 and 9 of Term 4, all Food Technology classes will be making Christmas cakes for their families. It's a fun thing to do and it's a lovely addition to the family Christmas celebrations. Nothing is quite as delicious as a homemade Christmas cake.

The recipe the students are making is a family recipe of mine, handed down by my grandmother to my mother and now I use it. Traditionally Christmas cake fruit is soaked in brandy or port, but the students will be soaking theirs in orange juice then adding some citrus zest to their cakes to compliment the flavour.

This mixture can be cooked as a whole 22cm cake or divided up into smaller cakes which make great gifts for family members, colleagues or friends. Each recipe quantity will make four 10cm diameter cakes or three 15cm cakes.

Decorate them with a simple dust of icing sugar over a stencil or fully cover in frosting or fondant for a professional effect.

You can get my recipe here – <https://oxley.instructure.com/courses/570/pages/christmas-cake>

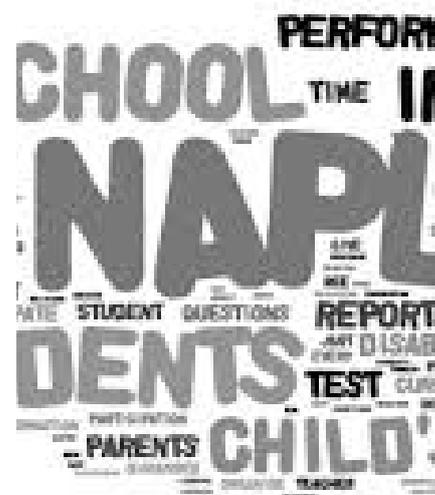
By Victoria Hansen



## FILM FESTIVAL

Throughout Term 3, Year 10 was given an amazing opportunity to create a short film within a group of our peer members. This, at first seemed like a fun and easy topic, but little did we know that this would be a very challenging task to undertake. To be able to produce a short film using the skills of a professional, brought us insight on how the film industry creates a masterpiece. This was done through the guidance of a dedicated team of teachers and others in the film industry which helped us all strive to create a short film. An experience of a life time! Having the red carpet and paparazzi, dressing up and looking the part, the Oscar awards and the whole cinematography was an amazing vibe for our year to live through. We all cannot thank everyone enough who helped this become possible and a big shout out to Ms Cox for organising this whole event to take place and it was spectacular and amazing. I could say that we all felt like movie stars.

By Jordan Colby (Year 10)



## NAPLAN/HSC

### **NAPLAN is no time for NAPPING**

**STOP PRESS:** By 2020 every Australian school near you, will have minimum standards set on the Year 9 NAPLAN exam that if not achieved, will render students ineligible to sit the HSC.

The changes announced by Education Minister Adrian Piccoli this year is an attempt to encourage students to take schooling more seriously in younger years. Whilst this may be a noble goal and certainly a radical change of almost 20 years of near radio-silence in terms of HSC updates, there is growing concern this may negatively impact students early on and dissuade them from attempting further schooling or resitting numeracy and literacy tests to attempt the HSC.

The cut off is Band 8 or above, and as the Sydney Morning Herald reported, up to two thirds of students don't currently reach the benchmark. Will these new reforms assist in ensuring a greater predominance of minimum literacy and numeracy skills and increase working attitudes of younger students? Or will they end up increasing the number of stressed 14 year olds or even act as a deterrent to completing the HSC?

By Tom Hill (Year 12, 2017)

## CAMPBELL HARVEY CLASS OF 2012

### **Now that you're off in the big wide world, what have you made of yourself since finishing school at Oxley?**

Since leaving Oxley College in 2012, I have studied at the University of Sydney and I was fortunate enough to live on campus at St Andrews College. I'm currently going into my fifth and final year of study in my double degree; Bachelor of Arts and a Bachelor of Secondary Education, Majoring in English, Drama and English as a Second Language.

Whilst living and studying on the university campus I have had numerous career enhancing opportunities that I have enjoyed immensely, and some that I am still yet to experience. These opportunities range from being employed by the Social Inclusion and Cultural Diversity Unit of the university, guest lecturing within the Education Faculty, as well as soon to be participating in an upcoming exchange opportunity to the University of North Carolina - Chapel Hill. Moreover, whilst on this exchange I have been fortunate enough to be accepted to live on campus at Alderman College, which will be a very interesting experience.

Throughout my time studying I have also had time to travel to Asia, New Zealand as well as Japan, and when I graduate from my degree I would like to further explore the world and eventually teach overseas. Finally, another step that I have made towards the development of my career has been the opportunity to be employed by the Department of Education at both Green Square Behavioural Management School, as well as Crown Street Primary School in Surry Hills over the past year, through which I have gained vital skills in both teaching and its immense responsibilities.

### **What is your biggest achievement since high school?**

Since leaving high school my biggest achievement would be developing an evergrowing sense of independence and self reliance. Once finishing at Oxley College at age 18 there was no hesitation in leaving the safety and convenience of my family home in Kangaroo Valley on a solo adventure to Sydney. This was one of the best decisions I made so early on in my life outside Oxley as it allowed me to experience the reality of life, whilst rapidly realising that there is a whole lot out there compared to the quite suburban streets of Bowral. Ever since then I have been able to support myself fully, in which having my own apartment with mates from school was a huge step within this adventure.

### **Were these things that during high school you expected you would end up doing?**

No, I had no idea what I would be doing after Oxley.



Thoughts of a career in teaching only started to appear after I was seen blasting the base line beat of Alice Cooper's "Schools Out for Ever" from my car after finishing my final HSC exam. However, if it wasn't for the hard work of both my teachers and myself within these final two years, I wouldn't have been able to enter my undergraduate degree of choice, at the university of my choice. In thinking about my future career, I looked back upon what I had been passionate about, both within and outside of Oxley, of which assisting and educating others was a reoccurring theme. From this I looked for a degree that would best suit me, and here I am, currently completing my 5th and final year of study.

### **How did Oxley prepare you for your future?**

The most prominent aspect of my education that Oxley allowed me to achieve during my two years of study was that of reaching my full academic potential. To this day I still have the stacks of additional HSC essays that I asked my teachers to mark all throughout my final year in an effort to constantly improve. If it wasn't for my teachers dedication, support and advice I wouldn't be where I am today.

### **Is there anybody from the Oxley community who inspired you throughout high school?**

The teacher who had the most profound effect upon me was my Year 11 and 12 English Teacher, Sarah Offner. It was her teaching passion, creativity and practice that were some of the main reasons I wanted to become a teacher, as through her I was able to see the immense potential and impact a teacher can have on students. I wish to thank her for opening my eyes to such a rewarding and amazing career.

### **What would you say you miss most about being at school?**

The cold weather.

### **What would you say to your fifteen year old self?**

I would say a number of things to myself - all of which have developed through specific memories or experiences that have had a significant impact upon my direction in life since leaving Oxley. These include: always challenge yourself to try something new; never be afraid to fail; always speak your mind; be yourself but most of all embrace your individuality. You don't know it all, there is far more out there than you can imagine, so always ask questions and learn.

*Campbell is currently prac teaching at Oxley College.*



A unique Australian *coming of age* film tackling bullying and the journey from childhood to adolescence. World Premiere at the Venice Film Festival.

My daughter worked on this film and I highly recommend. I would love to bring this film to the Empire Cinema in Bowral via Fan Force, but I need to sell 61 tickets by Friday 2 December to reach the Fan Force tipping point! Please book NOW!

Screening Date:

**Monday 12 December, at 6:30pm**

Suitable for children over 14 years.

By Emma Calver

Trailer: <https://www.youtube.com/watch?v=G-fx7L-pXCUG> - it is not as scary as it looks!

Buy tickets now at: <https://fan-force.com/screenings/boys-in-the-trees-empire-bowral/>

Check out the Facebook Event:

<https://www.facebook.com/events/1797929990422242/>



## P&F NEWS

We are delighted to announce the new P & F Executive Committee for 2017:

President	Bec Biddle
Secretary	Megan Moore
Vice President 7 – 12	Kate Fair
Vice President K – 6	Kate Gair
Treasurer	Trevor Fair
Year Rep Coordinator	Cynthia Winter

It was fantastic to reach a quorum of fifteen so easily at the AGM on Tuesday night and the mood at the "Thank you to the P & F Drinks" was buzzy and buoyant after the amazingly successful Pin Oak Fair. A big thank you to all the people involved in the P & F during 2016. Especially to Matt Croker who very ably performed the role of P & F Treasurer from 2014 until mid 2016. We have really appreciated his time, expertise and calm and steady manner.

If you would like to become involved in the P&F with any of the following events or as a Year Rep in 2017, please email our new president at [bec.biddle@yahoo.com.au](mailto:bec.biddle@yahoo.com.au). Everyone is welcome to become involved in the Oxley P & F.

### 2017 Key P & F events (to date)

Welcome Drinks	Friday 10 February
Oxley Equestrian Day	Sunday 26 March
Trivia Night	Friday 4 August
Mid November whole school event	TBC

## PIN OAK FAIR WRAP UP

The 2016 Oxley College Pin Oak Fair comprised of the following...

21 months of preparation,  
 14 members of the Acorn Crew,  
 5 hours of rainfall the night before, too many millimetres to count!  
 6 hours brilliant sunshine on the day,  
 90 meters of Market Place bunting,  
 300 eggs and rashers of bacon,  
 1150 burger buns,  
 200 cake boxes,  
 38 independent artists exhibiting in "Emerge",  
 40 teapots and 30 milk jugs borrowed from the Bowral CWA,  
 6 brand new Oxley Marquees,  
 Too many second hand books to count,  
 5 hours to fill the dunk tank,  
 7 teachers dunked on the dunk tank,  
 1 very wet headmaster,  
 1 very wet chicken in a suit,  
 800 + wristbands sold for rides,  
 475 fairy floss sticks sold,  
 180 + jars of produce and jam made by Oxley Food Tech,  
 70 + cushions screen printed by Yr 9 Art Students,  
 50 stallholders exhibiting in the Market Place,

2 games of cricket,  
 11 games of basketball,  
 3 games of softball,  
 104 runs scored by the Oxley First XI cricket team,  
 196 volunteers on the day,  
 294 volunteer hours worked by these volunteers,  
 1918 dollars raised in Sideshow Alley by K – 6,  
 145 K – 6 students making signs, flowers and banners,  
 500 Oxley umbrellas, many of which are available in the Uniform Shop to purchase,  
 50 + Oxley Staff ready and willing to help in any way they could.  
 All contributing to equal =  
 1 successful Oxley Pin Oak Fair enjoyed by everyone who attended,  
 1 very grateful coordinator who thanks everyone for the huge effort of all involved.

By Jane Crowley

A HUGE THANK YOU TO THE AMAZING JANE CROWLEY AND HER INCREDIBLE ACORN CREW and the countless volunteers and contributors.

# GALLERY



# NOVEMBER + DECEMBER CALENDAR

<p>Oxley Shop hours during the holidays are from 8:30am – 4:00pm on:                  Tuesday 13 December                  Wednesday 14 December                  Thursday 15 December</p> <p>During the New Year the Oxley Shop will be open from:                  Monday 16 January until                  Friday 27 January from 8:30am – 4:00pm</p>	<p><b>Mon</b>                  INC: Year 10 Australian Business Week                  EXC: K-6 Swim Week 2 of 2</p> <p>28</p>	<p><b>Mon</b>                  INC: Year 6 and Families Celebration Dinner</p> <p>05</p>	<p>Mon</p> <p>12</p>	
	<p><b>Tue</b></p> <p>29</p>	<p><b>Tue</b>                  EXC: K-6 Trolls Movie - Empire Cinema</p> <p>06</p>	<p><b>Tue</b></p> <p>13</p>	
	<p>Wed</p> <p>30</p>	<p><b>Wed</b></p> <p>07</p>	<p>Wed</p> <p>14</p>	
	<p><b>Thu</b></p> <p>01</p>	<p><b>Thu</b>                  K-12 Speech Night                  END TERM 4</p> <p>08</p>	<p><b>Thu</b></p> <p>15</p>	
	<p><b>Fri</b>                  P&amp;F: Year 2 End of Year catch up Bowral Thai</p> <p>25</p>	<p><b>Fri</b>                  INC: K-6 Carols Concert                  EXC: Year 10 ABW Dinner</p> <p>02</p>	<p><b>Fri</b></p> <p>09</p>	<p>Fri</p> <p>16</p>
	<p><b>Sat</b>                  ISA Round 6</p> <p>26</p>	<p><b>Sat</b>                  DOE Bronze Hike</p> <p>03</p>	<p><b>Sat</b>                  DOE Silver Hike</p> <p>10</p>	<p><b>Sat</b></p> <p>17</p>
	<p><b>Sun</b></p> <p>27</p>	<p><b>Sun</b>                  DOE Bronze Hike</p> <p>04</p>	<p><b>Sun</b>                  DOE Silver Hike</p> <p>11</p>	<p>Sun</p> <p>18</p>

# Sport



## SWIMMING SQUADS

This term the Oxley K-6 Swimming Squad have met at the Bowral Memorial Pool every Monday morning. The Squad has been doing stroke correction drills and many laps to improve their technique and their endurance. The size of the squad has been encouraging averaging 13 -15 students attending each session. Mrs McNaught attended last week and said she could really see the improvement that the students have made and one of the students said last week how great she felt for coming.

The K-6 Squad training will continue until the end of term. Sessions for K-6 students are held Mondays between 7.00am and 8.00am at Bowral Memorial Pool. Training will recommence Monday Week 2, Term 1 2017. Come and join us!

By Jan Gibson

Each Wednesday and Friday morning at the Bowral Memorial Pool, the Oxley College 7 - 12 Swim Squad has been training hard to improve their fitness heading into the 2017 swim season. During Term 4, fitness has been the main focus and as we head into Term 1 and closer to carnival time we will look at specific strokes, turns, starts and finishes and race techniques. The students are collected on buses and delivered to school after the pool session and breakfast is provided at the pool before they head to the bus pick up. We start at 7.00am and would love to see lots of keen swimmers join us for the remainder of the term and of course during Term 1 next year.

By Angie Harmey

## BREAKING NEWS



Congratulations to Cedric Hely (Year 12, 2017) on being awarded the Berrima District Sportsman of the Month for the month of October. Cedric has been recognised for his outstanding achievements in Athletics at the NSW All Schools Carnival in which he represented Oxley College, ISA and NSWCIS in Javelin and Hurdles.



## GYM

As 2016 comes to a close and we look back on the success of the Oxley College Gym in its first year, one of my first thoughts is how much the Year 6 students participated despite the gym sessions being non-compulsory.

Being our first year running the gym, we had concerns over younger students perhaps being a little intimidated by the more senior users. Mr Ayling decided we would trial Year 6 access in Term 3 and it was a masterstroke. At that age the students are not concerned in the slightest about appearing to try too hard and they simply get in and try everything. I found myself having to ramp up the intensity of the boxing and circuit sessions we were doing and whenever there was a designated rest one of them was asking "What's next?!"

Luci, Gen, Rosie, Poppy, Jack and Hamish were our most frequent Year 6 users and we cannot wait to keep training them in the years to come. Healthy habits are set at a very young age and making exercise fun is essential in ensuring a teenager will keep their health and fitness a priority even when studies and a busy social life start to become more and more important.

Hopefully there are plenty of current Year 5 students looking forward to 2017 with Monday afternoons 3.45 pm- 5.15pm still our designated Year 6 access session.

By Harry Carlon (The Shed)

## MATCH OF THE WEEK

### Softball Firsts

The early bus ride was worth the great game the Oxley Softball Firsts played against SACS last Saturday. We started strong by batting in the first innings and followed this up by our fielding; showing the SACS girls we were in for a fair fight. SACS fought hard, but our quick pitching and tenacious infield play meant that we came away with a clear win 16-2. Shout out to Grace Patterson and Georgie Wade on their home runs! Great play by all girls and thank you to Mr Woff – the beginning of the season seems to be shaping up pretty well for the softball crew!

Ella Moran (Year 12, 2017)