

PIN OAK

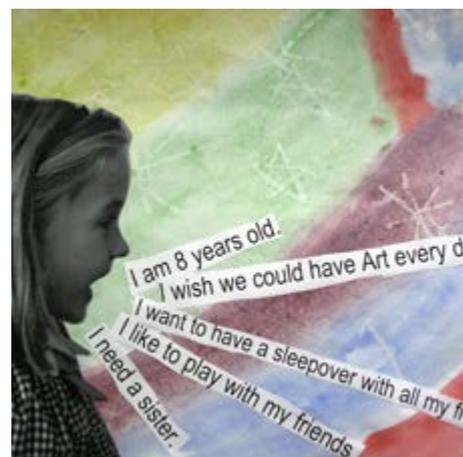
ISSUE 12: TERM 1, 6 MARCH 2015



K-6



Leadership



Visual Art

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Congratulations to Ryan Tan, who has recently been inducted into the school Prefect Body.

Highlands Community Fun Run

9am, 15 March 2015 Burradoo Cycle
Track

Start/Finish Oxley College Oval

www.facebook.com/HighlandsCommunityfunrun

BBQ Supported by Oxley College P&F

Sign Up Now!

Oxley College Poetry Week

16th - 20th March
Week 8

Stay Tuned
Get Excited

If you're currently working, it's worth knowing what your rate of pay is and what you're entitled to. You'll most likely be covered by an award which is a legal document which sets out minimum terms and conditions governing employment for a specific industry or job, which define rates of pay and allowances. Each award is different, hence has different conditions and allowances. You may be eligible for certain allowances such as meal or travel allowances. Your job will carry a job description, which outlines tasks which you could be asked to complete.

A full-time employee has ongoing, regular employment and works around 38 hours per week. A part-time employee also has ongoing employment however may work less than 38 hours per week. Casual employees work irregular hours and don't receive sick or annual leave, hence employment can be terminated without notice. To compensate for this, employees are paid casual loading which is approximately 15-30% on top of the base hourly rate.

You can check your rate of pay during through the Fair Work Ombudsman online at <https://bitly.com/1upxIxc>. Most awards consist of a base hourly rate as minimum which increases for late night work, weekends and public holidays. If you believe you are being paid incorrectly, talk to your employer. If you are unsatisfied with the response, you can contact the Fair Work Ombudsman. It can be helpful in recording your working hours for reference, should any issues arise.

Under the Fair Work Act and Fair Work Regulations 2009, employers are required to issue employees a payslip, in electronic or hard copy form within one day of payment. You should receive a payslip each time you are paid.

Employers are also required to pay superannuation. If you're under 18 years of age, work more than 30 hours per week and earn more than \$450 in the calendar month, your employer is required to pay 9.5% of your ordinary earnings into a superannuation account. This will likely mean you won't receive superannuation unless you are working in the lead up to Christmas or during holiday periods. Your employer may set up a superannuation account on your behalf with an industry or similar fund.



Your entitlements at work

It's worth checking out which fund you're being paid into and checking payments. You may also be able to change your investment option from the default into a balanced or growth option. Fees being charged are important to monitor as they may erode your savings faster than you are earning them. Look for low or no cost superannuation accounts such as ING Direct's Living Super. It's also worth noting if you change jobs, there is a possibility you may have more than one superannuation account, so it is worth consolidating these, which is available with any superannuation fund you're with.

If you're working many hours such as in the lead up to Christmas, your employer may withhold tax on behalf of the Australia Taxation Office (ATO). This is only applicable if you're earning \$357 or more per week. If this is the case, due to the tax free threshold of \$18,200, you're able to claim back tax paid by lodging a tax return which can be done through myTax online. To see the tax payable, check out the weekly tax table at <http://bit.ly/1BwEOnt>. Your employer should provide you with safe working conditions however if you feel they are not, talk to your employer and ask how the tasks can be completed safely. If you feel you receive an unsatisfactory response, you can contact WorkCover.

By Ryan Tan (Year 12)

HEADMASTER'S REPORT

Student Independent Voice

At Pinoak, we encourage students to editorialise about what interests or concerns them, subject to our expectations about good quality writing. It certainly appears that Tony Abbot is someone who concerns several members of our editorial team. We are pleased to be able to offer them this space to make comment- just as we would be equally pleased to do so if they were voraciously pro the current Government and Prime Minister.

Indeed, my own desire for balance means that I hope that the students produce a pro-incumbent, or anti Opposition piece sometime soon. However, I value their independence too much to ask them to do this. I look forward with anticipation to reading the next instalment of political views from our team- whatever its political stripes.

Protocols and Leave Expectations 2015

In 2015 Oxley College students have fourteen weeks of holiday. This is about four weeks longer than Government schools and almost four times as much as the average adult worker. Students no doubt see the length of their annual holiday time as an advantage. However, it does come with a disadvantage; they don't get to choose what time of the year to take them. School holidays fall at the same time for everyone.

Given the length of school holidays at Oxley we feel that family holidays can be organised wholly within these dates. The dates are advertised well in advance. In particular, the availability of seats on frequent flyer points and/or shoulder fares is not a reason to miss school time. The reason why fares are more expensive in holiday times is because that is when students should be travelling so they do not miss school.

In addition we feel that it is important that students do attend, where possible, all of the lessons that have been organised and are set. This becomes more pressing the closer that the student gets to their senior years of study and the HSC in particular. If classes close to holiday time were thinned due to people taking extended holidays, it sends a negative message about the importance of the classes to those students still at school.

This is linked to the 'floodgates' effect; as more families went on leave, the last days of term would become less valuable, leading to more families feeling justified in asking for leave. If we simply 'wrote off' the last few days of term, there would then be in effect a new last day of term: a day that would then be prey to more applications for leave.

There is also the question of 'where to draw the line'. If Oxley College in Term 1 grants a special 'once in a lifetime' request to ski Mount Davos, it then becomes a little more difficult to decline a Term 2 request for a once in a lifetime opportunity to ski at Aspen. Once the School grants a skiing trip in Aspen, it becomes a little more difficult to decline a family in Term 3 who have a special opportunity to ski in New Zealand. Or Thredbo. And so it goes on.

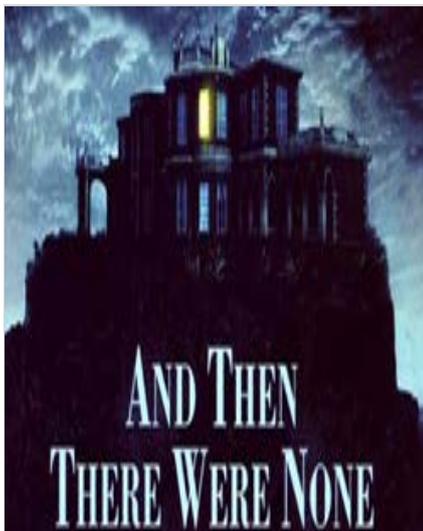


There are a number of exceptions of course. Some families have many or all of their relatives overseas. It is quite possible that they want to attend weddings or major family reunions that fall outside of our holiday time. This is very understandable and we would like for Oxley students to be able to attend these events with their wider families. (However, this would not include either a) an extended holiday that was added onto a wedding, or b) a family "reunion" that was triggered by the fact that the Australian wing of the family had travelled overseas.) On a sadder note, as some of our parents and grandparents reach the end of their lives we would want Oxley students to be with their families during these critical days, and sometimes weeks.

Some Oxley students compete at a very high sporting level indeed and we would want to support our students' aspirations, even if it means taking some class time. We would consider the level of eliteness of the competition, the amount of time needed and the age of the students when deliberating on these requests.

On a procedural level, applications for one, two or three days of leave should be made to Ms Kirrily Hope in K-6 or Mrs Kellie Henderson in 7-12. Ms Hope and Mrs Henderson will forward applications to your child's class teacher or Head of House, or in the case of K-6, to Ms Jo Ismay. The pastoral leaders, Mr Ayling and I have clarified a common set of expectations for such leave, so that you can be comfortable that the standards will be similar regardless of which House your child is in. Applications for longer periods of time should still go to Kirrily Hope or Kellie Henderson and they will forward them to Mrs Justine Lind or Mr Peter Ayling. The pre-purchase of airline tickets will not be a factor in his deliberations. Any application that includes the first or last days of term will also be considered by Mrs Lind or Mr Ayling.

These expectations were not established in a few arbitrary moments. They were refined deliberately, carefully, and fully cognisant of the extraordinarily thorny comparative issues that arise without clear guidelines. We also know that the community grapevine can lead to false comparisons being made without knowledge of the full individual circumstances- this is why we have tried to make our expectations as clear as we can whilst still leaving room for each unique case. We are bolstered by the fact that similar expectations have existed at Oxley for years and that most (if not all) comparable schools have similar expectations.



Books

★★★★★

And Then There Were None

By Agatha Christie

'And Then There Were None' is a thrilling story about 10 individuals, invited to an isolated house on Soldier Island, Devon. During their first dinner together, a recorded message accuses each of them of harbouring a terrible secret and one by one they begin to die. Considering that no one else is on the island, one of the guests must be the killer, but who is it?

I managed to get through 'And Then There Were None' in a day. The character description and development was brilliant and quite satisfying to read. Christie manages to fit a lot of detail in such a short amount of time into her book without making it too fast or difficult to understand.

This mystery is full of twists and turns, events you would have never expected and an ending which you would have never seen coming.

I highly recommend Agatha Christie's 'And Then There Were None'. It was very well written and will leave you guessing to the very end.

By Lexi Norman (Year 10)

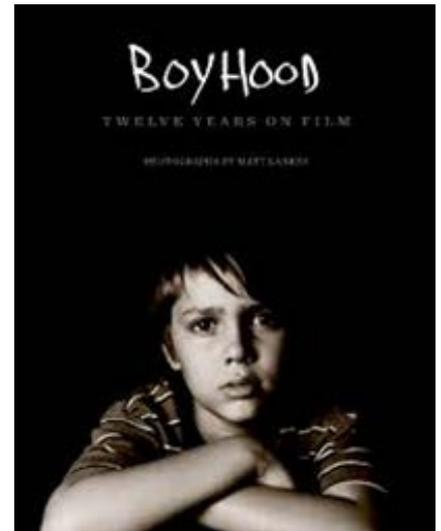


In The Garden

Year 7 Technology - 'My Kitchen Garden'

This term students have been investigating and learning about the seasons, seasonal plants appropriate for growing in the Southern Highlands, garden design and the principles of companion planting. In teams students have collaboratively planned and prepared an Autumn garden bed applying the principles of companion planting. Students have planted a range of Autumn vegetables including beans, sugar snap peas, peas, shallots, silver beat, carrots, chives, parsley, coriander, basil, cabbage and celery. They have mulched, built trellises and are progressively watering, weeding and documenting the growing progress of their garden beds. Students are using the garden produce to prepare fresh meals and are developing the skills to plan and prepare a recipe that showcases their garden produce later in the term.

Keep up the great work and enthusiasm Year 7!



Films

★★★★★

Boyhood

'You know, everyone's saying seize the moment? I don't know I'm kind of thinking it's the other way around. You know, like, the moment seizes us.'

From learning to ride a bike to leaving home for college – this brilliant film delves into the life of a young boy growing into a man. Richard Linklater's Boyhood is filmed over 12 years with the same cast. Boyhood is like no other movie in the sense that it explores the ups and downs of a typical boys childhood and how he comes to be who he is. Ellar Coltrane, who plays the role of Mason growing up, portrays a very convincing and amusing character, which is somewhat relatable to every young person out there. Overall, I would definitely recommend Boyhood as it shows a completely different perspective to that of any film before.

By Ella Moran (Year 10)

Head of K-6: Justine Lind

A place of wonder....

The K-6 playground has been filled with joyful enterprise this week as the students explore and experiment with a range of new equipment. New tools and toys for the sandpit have inspired ambitious collaborative engineering projects. Natural wooden blocks have prompted the co-creation of intricate fairy villages incorporating leaf canopies and twigs, seeds, buds and flowers have provided essential decorative details. Several students have unknowingly developed their gross motor skills as younger children bounced on multi-coloured space hoppers and older ones wrangled multi-directional bouncey balls for a handball alternative. For our more inquisitive minds, large magnifying glasses have provided a window into the microscopic flora, fauna and found objects around and about. The playground has been a-blaze with industry and a-buzz with delight!

A place of wisdom.....

Interview with Mrs Kristina Landrigan about the heartfelt wisdom expressed in art, by Ella Jackson

EJ:How did the Year 2 students make their artworks?

KL: They used wax candles to draw designs on the art paper and then painted over them with watercolour washes. Then they glued on their photos and messages.

EJ: How did they know to make funny faces?

KL: We talked about what the finished work would look like and they had to decide whether they wanted to shout their ideas or look up to them as if they were dreaming. They then posed for the portrait photos especially for these artworks.

EJ:Did they all write the same messages?

KL: At home the students needed to think about their likes, needs, wishes and wants. I then typed up their ideas ready to cut out and arrange on their background designs.

EJ: Why did you choose this activity?

KL: At the start of the year I think it is really important for us to know about each others' secret selves. Our dreams and wishes make us who we are and is also a great way for me to get to know my students better.

EJ:Do you have any favourite artworks?

KL: There are many amazing, inspiring and wise ideas expressed in each one and what I love about them all is the honesty and thought that has gone into them – there is also a lot of joy in the making and sharing process!

EJ:Thank you for telling us about Year 2 art.

KL: Thank you for asking, your readers are welcome to visit our display and see all of them for themselves!

Artwork by Bella Carpenter, Alec Simpson and Georgia Rapp

A place of welcome.....

As we know even Oxley has bullying sometimes. If we want to be the friendliest school in the world we have to try to make sure if it does happen, it doesn't keep happening. It can happen anywhere: at school, on the way to school, in the playground, on trips or camps and on a phone or on the internet.

Being bullied makes you feel terrible, if you don't tell anyone it probably won't stop. If you are being bullied tell a teacher, your parents or a trusted adult. It may take a while for new things to start working, so don't give up if it doesn't get better right away.

Here are some important things to do when you are getting bullied:

Tell someone, be positive and confident and if possible ignore the bully.

How do you know if you are being bullied?

Being bullied is when:

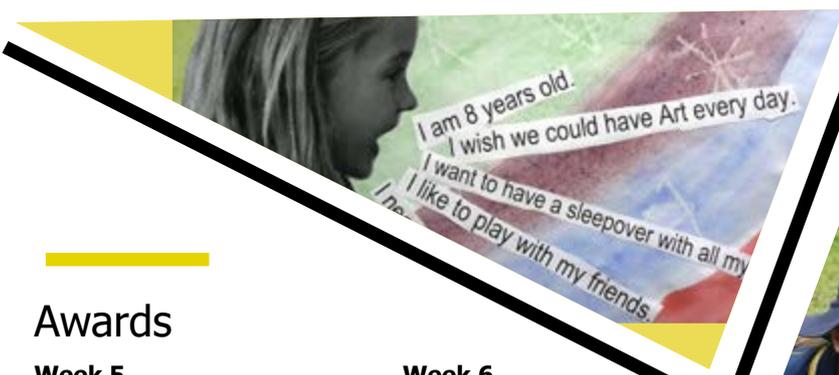
People pick on you and call you names and try to generally make you feel bad, people physically hurting you and verbally abusing you.

So, if you feel you're being bullied, tell the person to stop, and if that doesn't work make sure you seek the help from somebody who can make a difference like your parents or teacher.

And remember that Oxley has lots of people who can help you so even though we may not be friends with everyone, if we follow this advice, we can always be friendly.

For more information about Bullying you can click on this link, <http://bullyingnoway.gov.au/>
Report by Alex Salmon, Year 5





Awards

Week 5

Students of the Week

K: Kallan Rendell,
Yr 1: Peter Kearney,
Yr 2: Luca Colloridi
Yr 3: Harry Cameron,
Yr 4: Jacqueline Worthington,
Yr 5: Alister Hill,
Yr 6: Ella Jackson

Respect Self

K: Estelle Beckett,
Yr 1: Archie Wallace,
Yr 2: Lily Smith,
Yr 3: Emily Rodger,
Yr 4: Chloe Cassim,
Yr 5: Lily Schweitzer,
Yr 6: Julia Parker

Week 6

Students of the Week

K: Claudia Carpenter,
Yr 1: Molly Davis,
Yr 2: Annabel Arnot,
Yr 3: Evie Crowley,
Yr 4: Tyra Beckett,
Yr 5: Monty Clark,
Yr 6: Lachlan Muldoon

Respect Oxley

K: Zali Walters,
Yr 1: Harry Kean,
Yr 2: Torah Wooderson,
Yr 3: Lora Ross,
Yr 4: Sienna Bellis,
Yr 5: Rosie Phelan,
Yr 6: Ivy Hayes



Swimming Age Champions & Runners -Up



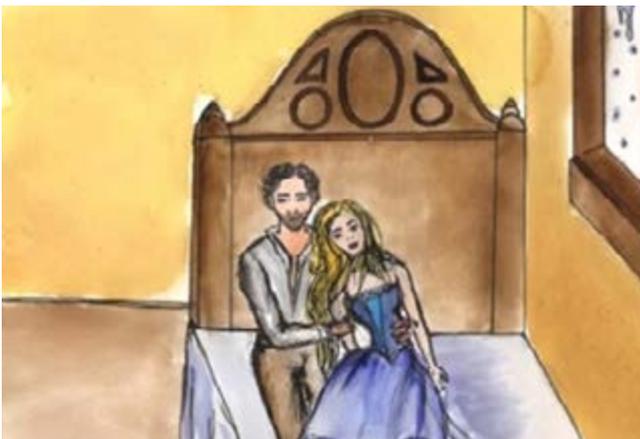
	Boys	Girls
Junior		
Champion	Jack Hatcher Flynn	Annabel Arnot Flynn
Runners Up	George Dummer Chisholm	Sophie Dunn Flynn
11 Years		
Champion	Monty Clark Walton	Poppy Jensen Flynn
Runners Up	James Wilson Chisholm	Alice Gilbert Walton
Senior		
Champion	Thomas Rapp Flynn	Gabriella Maples Flynn
Runners Up	Harry Jensen Flynn	Ella Jackson Flynn

Porphyria's Lover

A Poem To Die For

Love is a dangerous concept and many people interpret it in many different ways, as seen in Robert Browning's poem, 'Porphyria's Lover', that Year 10 English classes are currently studying. Through the eyes of Porphyria's Lover, the reader is taken on a journey of compassion, passion, vanity and pride. With a shocking turn of events, Porphyria is strangled to death by her lover, with her own hair in an attempt to savour their perfect love. Students were given the challenge to rewrite the poem through Porphyria's eyes, as the audience only knows what Her Lover illustrates to us. Since no one knows anything about Porphyria, it gave us a range of possibilities and opinions to explore in our poems. We were allowed to use many of the features that Browning used, as well as formatting our poems in any way - but there had to be a logical reason for our viewpoints which connected our poems to the original. For example, we could choose to write a sonnet (14 lines) with an extra line added, as sonnets are usually about love and this particular poem is about love - but with a twist. Challenging the view presented by the lover also played a large role in our recreations. The last line of the poem stated "And yet God has not said a word!" it suggests that he (her lover) just murdered the love of his life and it must be the right thing, as there have been no consequences because God had not interfered. We couldn't agree with this idea and had to make people see him as the villain he was.

Here are some of the poems recreated by students in Year 10 English Yellow:



The rain set early in to-night
The chilling wind was almost fake
That moment was never quite right
My apprehension it did take
New cover for the rules I break
Behind my back the door was blown
Ripped from my back my shawl and gloves
There he sat like frozen stone
Into the fire the wood I shoved
In his eyes I saw no love
I let my dripping hair fall down
Then to his side I did retreat
Upon his face there lay a frown
And from his form I felt no heat
Cold like the wind I just did meet
And from my lips his name I spoke
But silence was his stern reply
The lifeless mirror bathed in smoke
With no emotion in his eye
Left me no clues in as to why
As I watched him blankly stare
Around my waist his arm I put
His scruffy hair splayed everywhere
His heart and hair both dark as soot
Maybe his love I have mistook
As I bound him to my side
With whispered love held unannounced
To him I've nothing left to hide
But like a cat soon set to pounce
Selfish but love yet renounced
Be sure he turned his eyes to mine
Sickening sweet; but so it went
That with enchantment so divine
A price was paid for time we spent
This was our tortured love's lament
The life I live forever mundane
And not a soul could yet suspect
No thought had I of future pain
Hair wound three times around my neck
My life now nothing but a fleck.

By Georgia Corradi, Lillian Dalton and Lexie Norman

“One could only plea”



He doesn't love me. At least not how I
Wish he did, his heart so warm in my hands yet cold
Sprawled against his chest I could fly
Away from he who knows not my soul
Yet I feel I could die.

His fair hands clasped around my long hair
His eyes like pools of gold on mine
His mind quiet like he has nothing to bare
His hair slicked perfectly, impeccably, oh so fine
So much so I can taste his sour breath in the air
But right now I know not love
His jaw clenched with doubt
As he lay above
Me wondering whether I could be his to flout
His green eyes stuck on my soiled glove.

By Ella Moran

The rain set early in tonight,
The sullen wind was soon awake,
It tore the elm tops down for spite,
And did its worst to vex the lake:
As I ran home, anguish fit to fake,
I stumbled in, unaware of his gaze,
But soon t'was clear he'd been waiting there,
I carried on but he did not raise,
Face covered by that sandy hair,
Sulking is his chilling lair,
I came with news my love wouldn't like,
To the feast I have received an invite,
Still he sat there, expression so bare,
As if as punishment he wished to spite,
But I truly wished to lay with him that night,
He looked still with a knowing stare,
Whilst I pried off a soiled glove,
As if he knew what I must do there,
So I lay with him, no mention of,
If tomorrow he'd still be my love.

By Zac Levin

The feast was joyous yet my heart was glum,
Outside the storm raged on tempestuously,
And I somehow knew what was yet to come,
I wore my heart on my sleeve strenuously,
Hardly believing what I had become,
I slipped in through the door cautiously,
Carefully kneeling to pour him a glass of rum,
I lit up the fire, feeling slightly nauseous,
Every move only served to antagonise him further,
And as I slipped my coat off to reveal my dress,
I could not help but fail to impress,
My slightly steamed hair fell and I felt overwhelmingly
oppressed,
It was then that he called me over to sit by his side,
Who was this guy?
He put his arm around my waist,
I couldn't help but feel that it was with such haste,
It was within this moment that he made my shoulder
bare,
I could only pretend as though I didn't care,
I softly murmured desperate pleadings,
But all I could hear was his harsh breathing,
I felt like screaming but instead lay there weeping,
Oh how I wished to be free,
One could only plea,
A sudden thought of live or die,
As he slipped his hand across my thigh,
He softly stroked my golden hair,
Whilst giving me a cold, harsh stare,
He wound the golden strands around and around,
One, two, three,
He wound them up so tight,
Around my pale neck this night!

By Isabella Davies

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich



This week the thriving learning community that is Oxley, continued in full gear. Classrooms were humming with activities designed to challenge and inspire young minds, rehearsals and tutorials held and assessment tasks and homework completed. K – 6 students watched an intriguing experiment in assembly; Year 7 – 10 students encountered difficult scenarios in Cornerstone, Year 11 students completed their first Preliminary HSC tasks and Year 12 students continued to use every moment of their study time to advantage in the Academic Study Centre. What a privilege it is to observe daily the growth of young minds, to be regularly challenged by the ideas of 21st century natives and to witness the emerging self-discipline of our students as they hone their “matchfitness” for life.

At Monday afternoon’s Staff Professional Learning session, all teachers gathered to analyse data about student learning gathered during our recent walkthrough. Targets were set as a result and time was spent learning from each other in our cross-curricular, K – 12 Visible Learning teams. Mrs Jacqui Pugh, Head of Dobell House and a Visible Learning Leader had the opportunity to work with Professor John Hattie very recently, and she was able to bring back the latest research to add to our quest to unpack the things teachers can do to heighten student engagement. The new staff study provided a wonderful venue for collaboration and discussion amongst staff with many productive and collegial conversations had.

In upcoming weeks, parents will have the opportunity to meet with teachers in our first round of interviews. Secondary students are strongly encouraged to attend the interview as the conversation will centre around their learning, their work samples and the vital “where to next” steps for improvement. As always, we welcome the opportunity to work as a team with parents to support and care for students at Oxley. Dates and details for interviews will be communicated by class teachers for K – 6 and through post and email to secondary parents.

Please contact Mrs Sue Kennedy should you require any further information.

Deputy Head Pastoral: Peter Ayling

How much should I push a child to continue an activity they want to drop out of?

It’s difficult to know whether to push a child or not to pursue an activity, particularly when they have talent. It’s natural for a parent to want to develop a talent. These guidelines may help:

- Activities shouldn’t adversely impact on a child’s mental health and wellbeing.
- Sometimes doing things they don’t want to do are good for kids.
- Kids should finish what they started - so see out a course or a sports season.
- Dropping out can become a habitual avoidance strategy.
- Help kids make a considered choice, not an impulsive decision.

Find out more www.parentingideas.com.au





YEAR 11 LEADERSHIP

Oxley students take a Leap of Faith

From Saturday 14 February until Monday 16 February, all of the Year 11s travelled to the Fitzroy Falls Conference Centre for a weekend full of courageous and connecting activities to prepare us for the years ahead. We discovered the power of team work and the importance of a diverse range of abilities in teams, as well as conquering our greatest fears. For most, the "Giant Swing" and the "Leap of Faith" were the most rewarding activities as they pushed us far outside our comfort zone and tested us to do something we wouldn't normally do.

"The first time I stood on that platform and was about to jump, I was petrified, but now I would be excited to do it again."

-Cameron Connell

The year group has bonded through the encouragement as each person went to take the jump and as we learnt more about each individual. Overall, it was an exciting, involving weekend and we are all now more prepared to tackle our future obstacles and the HSC.

By Heidi Bevan (Year 11)



365 PHOTOGRAPHY

At the end of 2014, I came up with my New Year's Resolution: I decided to start from 1 January onwards, to complete a 365 photography project. A 365 photography project is an assignment that photographers undertake to improve their skills, take better quality photos and become a better photographer. The only basic rule of the 365 project is that you take a photo a day, no matter what the composition or the subject matter is. You set your own rules (eg. use an iPhone or a dslr camera) and you make your own time to take your photo of the day.

A 365 photography project is all about pushing you out of your comfort zone and experimenting with different types of photography. I am currently 50 days into my 365 photography project (at the time I am writing this article) and I absolutely love it! It is so rewarding and I feel as if I am already a better photographer. Doing this project has pushed me to pick up my camera, go outside and take photos I otherwise wouldn't have taken. Doing this project has so many benefits, one of them being me selling my first photo!

For the first week I constantly stressed out that I would miss a day but now it is just a part of my daily routine. There are some days when it is almost midnight and I haven't taken my photo of the day but no matter what, I always find the time to take my photo.

The 365 project does not only apply to photography, you can apply it to any hobby that you have. Sticking with something for 365 days is a great achievement and I can't wait to look back and admire my results at the end of the year!

A 365 project is hard but it is one of the most rewarding things you will ever do.

Olivia Donovan (Year 9) - Photographer

Website - 500px.com/oliviagracedonovan



TOP 3 ALBUMS OF THE LAST 3 YEARS

1. VAMPIRE WEEKEND – MODERN VAMPIRES OF THE CITY (2013)

If *Ezra Koenig's* voice was a magical creature it would be a majestic, soaring bird that swoops into your heart with dreamy, heavenly vocals and then cascades out playing a low, funky bass line. The appealing yet meaningful lyrics in tracks *Diane Young* and the overexcited beats in *Finger Back* make this album unforgettable.

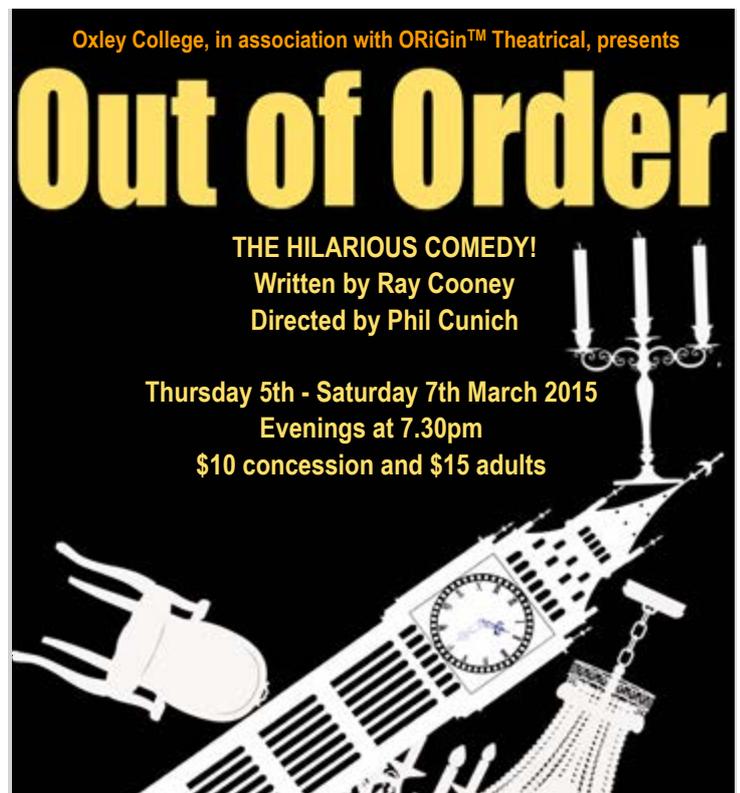
2. PEACE – IN LOVE (2013)

Doug Castle's guitar riffs aren't the only things that dance their way into this album and make themselves comfortable, even though upon first listen it sounds that way. Leadsman, *Harry Koisser's* vocals blend themselves seamlessly into the bright-sounding, clean guitar parts and make this album one of my favourites from the past three years.

3. TAME IMPALA – LONERISM (2012)

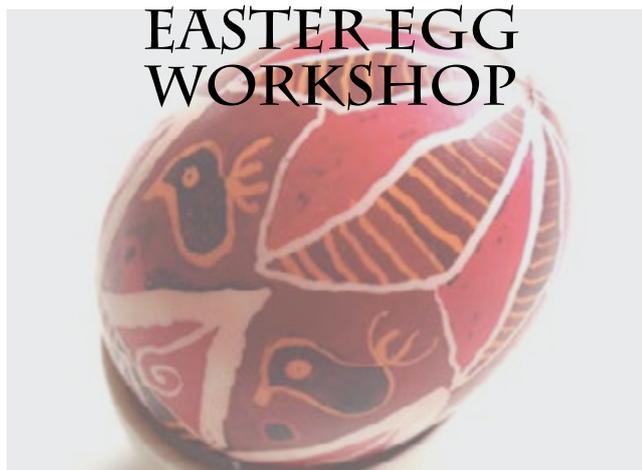
I don't know if I'll ever stop worshipping *Tame Impala* for successfully combining almost every genre into one album. Just listen to *Lonerism* and you'll see what I mean, they take the best parts of *Unknown Mortal Orchestra* and combine it with the pop-rock vibes of *The Smiths*.

By Isabella Moore (Year 8)



NEWS FLASH: Congratulations to Old Oxleyan Michael Turczynski for winning the 2014 CAT Award for Best Actor in a feature role in a play.

EASTER EGG WORKSHOP



Saturday 28 March 11.30am-4.00pm Kangaloon, Southern Highlands NSW
Treat yourself, & if you like, your child. Come and make a very special Easter gift!
Duration of workshop, 4-5 hours. \$65./per person. Decorate an Easter Egg using the ancient Ukrainian technique of Pysanky!
E-mail Penny Hayes: pen.hayes@bigpond.com

Holiday Cre 8 Art

WED 15 April: Paint an Animal Portrait on a canvas

THUR 16 April: Paint an Autumn inspired landscape and learn the process of Lino Print Making

TIME: 9.30am-2.30pm

COST: \$100 per child per day

FOR BOOKINGS please call

Kirsten Deakin 0401 326 700 or
Penny McManus 0488 220 707

P&F NEWS

Rotary Fun Run: Sunday 15 March 2015. Oxley College P & F are running the barbeque. Five more volunteers needed for the day. Please forward your name and a start time (8am-1 volunteer, 9:30am-1 volunteer, 11:00am-2 volunteers, 1:00pm-1 volunteer) to cindyp@meridian.com.au.

Equestrian Day: Sunday 29 March 2015. The equestrian coordinator Sally Quirco sallyq@internode.on.net is looking for about 10-12 more volunteers (students Year 7 and up as well as adults). EVERYONE is welcome to come out and support the riders and take part in this wonderful Oxley tradition.

Baking and Volunteers: Sunday 29 March 2015. The canteen coordinator Tom Issakson on thomasolofisaksson@gmail.com is looking for volunteers for the Equestrian Day Canteen as well as baking on the day.



Lucie Van Der Schalk (Equestrian Captain) at 2014 Oxley College Equestrian Day

Year Reps: Each year group from Kindergarten to Year 12 has one or two parents that organise a couple of friend-raising activities for parents and families during the year. This role helps to promote community spirit and an inclusive atmosphere. If you would be interested in being the Year Rep for your child's year group please contact Julie on julie@hylands.com.au.

GALLERY



MARCH CALENDAR

	Mon Exc: Year 11 and Year 12 Music, Encore, Sydney (depart 3:30pm) Year 11 Student/Parent/Teacher Meeting, Orchestra Room (from 4:00pm) 09	Mon Year 12 Half Yearly examinations K-6 Student/Parent/Teacher Year 9 Student/Parent/Teacher meetings, Orchestra Room (from 4:00pm) Poetry Week 16	Mon Inter-House Music Week Year 7 Student/Parent/Teacher meetings, Orchestra Room (4:00pm) 23
	Tue 10	Tue Year 12 Half Yearly examinations 17	Tue Exc: Year 3 and Year 4 Wildlife and IMAX, Sydney Year 7 Immunisations, from Period 1 24
	Wed World Challenge Preparation, Orchestra Room (3:30pm) 11	Wed Year 12 Half Yearly examinations Year 10 Student/Parent/Teacher meetings, Orchestra Room (from 4:00pm) 18	Wed Year 8 Student/Parent/Teacher meetings, Orchestra Room (from 4:00pm) 25
	Thu Photo Day, details to be advised 12	Thu Year 12 Half Yearly examinations Exc: HICES Debating, Round 2, Wollondilly Anglican College Studio Concert, Orchestra Room, (4:00pm) 19	Thu Exc: Year 12 English Adv. Richard III Symposium 26
Fri Senior Production, Hoskins Hall, 7.30pm. Tickets available at the door. 06	Fri Inc: Year 8 Medieval Feast, 11:00am Year 12 Half Yearly examinations - Music Exc: Duke of Edinburgh's Award Bronze Practice Hike (Day 1) 13	Fri Year 12 Half Yearly examinations 20	Fri Exc: Year 11 Design Technology, Powerhouse Design Tech Exhibition 27
Sat ISA Summer Sport Finals Senior Production, Hoskins Hall, 7:30pm 07	Sat Exc: Duke of Edinburgh's Award Hike (Day 2) Exc: U/18 7-a-side Rugby competition, Sydney 14	Sat MUNA (Model United Nations Association) Debating ISA Cross Country competition, Chevalier College (Oxley hosting) 21	Sat 28
Sun 08	Sun Exc: Duke of Edinburgh's Award Hike (Day 3) Exc: Year 12 English Extension 2, Sydney P & F Sausage Sizzle with Rotary Fun Run (9:00am) 15	Sun 22	Sun 29

Upcoming events

- + Tuesday 31 March: Oxley Short Sharp Drama (Fast and Fresh), Orchestra Room (7:00pm)
- + Wednesday 1 April: Music Night, Orchestra Room, (7:00pm)
- + Thursday 2 April: END OF TERM 1
- + Friday 3 April: GOOD FRIDAY

Sport



MATCH OF THE WEEK

Pink stumps day at Oxley College

The three Oxley cricket teams organised the Pink Stumps bake sale on Friday 20 February with the support of Mrs Moran, Billie Coupland and Michael Zawal. We were extremely successful and raised over \$700.

The official Pink Stumps Day on Saturday 21 February celebrated a ten-year milestone for the McGrath Foundation. Oxley White decked out in pink and played a game against Robertson Burrawang Cricket Club who actively supported the spirit of Pink Stumps Day. Oxley White raised about \$650 on the day with Oxley Navy raising an additional \$150. All up with online donations still trickling in the fundraising total is currently at \$2300. A big thank you to all who contributed and helped out on the two days! A special thanks to the parents and students of the cricket teams, Mrs Moran, Mr Marnoch, and Mr Dibdin for all their support. Well done everyone for supporting this worthy cause, a fun and very pink time was had by all.

SPORTSMAN: LACHLAN COLEMAN

PO: How many records have you broken over the years you have been at Oxley?

LC: Eight records for two years.

PO: How did you prepare yourself for the swimming carnival?

LC: I figured out what I needed to do beforehand by knowing the previous records and setting myself a goal to break them. I also train three times a week with my brother and Mitch Wellman.

PO: What is your earliest memory of achievement in swimming?

LC: In the Year 2 swimming carnival, I came first in 50m Freestyle and the 50m Backstroke.

PO: Do you want to go to the Olympics?

LC: Swimming is not really what I want to do for a living.

PO: When did you start to swim?

LC: I've swum all my life.

PO: Do you have natural talent?

LC: It's kind of natural talent but you have to build on it.

PO: When did you know you were a good swimmer?

LC: When I made it Sydney South West swimming in Year 6 when I went to Tahmoor Primary (which is two levels above the school competition).

PO: Have you won any competitions outside of school?

LC: Last year I won \$50 for the 13s and under 50m Freestyle at the Camden Swimming Carnival.
By Emma Croker (Year 11)



Swimming Age Champions & Runners -Up

	Boys	Girls
12	1 Alexander Webb DOB 2 Nicholas Milher FLO	1 Mya Bertolini MON 2 Jesse Bernstein MAW
13	1 Archer Kalde DUR 2 Bryce Wellman MAW	1 Claire Allan DUR 2 Lauren Howes MON
14	1 Lachlan Coleman OOD 2 Finn Ottaviano FLO	1 Jade Gillis FLO 2 Sophia Dummer FLO
15	1 Campbell de Montemas OOD 2 Andrew Guy MAW	1 Olivia Davies OOD 2 Abby Marnoch FLO
16	1 Cedric Hely DOB 2 Mitchell Wellman MAW	1 Maddie Kalde DUR 2 Ella Moran DOB
17	1 Oliver Kalde DUR 2 Chris Aleksov FLO	1 Kaarina Allen FLO 2 Amelia Worthington DOB
18	1 Zac Moran FLO 2 Brandon Colby MAW	1 Jen McNaught MON 2 Lucie Van Der Schalk MAW