

PIN OAK

ISSUE 17: TERM 2, MAY 29, 2015



Eurovision



SPORT



K-6

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P&F NEWS

All parents/guardians of currently enrolled students of Oxley College are automatically members of the P&F Association. The P&F raise funds to assist in the provision of teaching and learning equipment and other amenities for the College. In 2014 the P&F Association voted on a long term goal to provide an amenities block for the Bray Playing fields. It is our goal to raise and gift \$80,000 to the College by November 2016.

Our last major fundraiser for 2015 that will contribute to this long term goal will be the Trivia Night. Tickets will go on sale at the beginning of Term two (\$15 per person or \$150 for a table of ten). The theme will be Christmas in July. If you would like to assist with the planning of the event please contact the coordinators Gavin and Marion: gavin.low@gmail.com.

Looking Forward:

Tuesday 2 June 2015 – Nepalese Night planning meeting, David Wright Library, 7:00pm

Saturday 30 May 2015 - Year 9 Parent Gathering

Saturday 13 June 2015 – Year 5 parents Wig & Stache Bash

Tuesday 28 July 2015 – Trent Southworth presentation and P & F Meeting, 7:00pm

Friday 31 July 2015 – Christmas in July Trivia Night

Term 3 – RAISE THE ROOF in Jhib Jhibe, Nepalese Night. Details and date TBC.

Saturday 5 November **2016** – Pin Oak Fair



The recent Year 5 Cake Stall successfully raised \$302.90. Congratulations to all involved in this great initiative.

HEADMASTER'S REPORT



New Positions and Staff

Curriculum Leader, K-12 Academic Strategies: Nicholas Carter

I am delighted to announce that Nicholas Carter, current the Head of English at The Scots College in Sydney will be taking this newly created role on from the beginning of Term Three. (He will also be replacing Ms Victoria Rintoul while she is on maternity leave.)

We have been talking about the need for such a role Oxley for much of this year. When I individually interviewed every Year 12 teacher about their potential marks in 2015, almost every one spoke about their desire to concentrate on their students' writing. Whether it was a Biology teacher, a Geography teacher, or even a Maths teacher, the constant refrain was that the path to more marks was not more content for the students, but better ability to write in exams about the content they knew. Our new Year 12 Academic Master Rebecca Liberto echoed this from her cross-curricular perspective.

At the same time our Learning Support Department was applying and getting data from all students K-11 about where their reading and writing strengths and weaknesses lay through applying a set of TORCH tests. We could see the value, longitudinally, of treating reading and writing as skills to be explicitly taught consistently in all of the different subjects. It was also important to think of every student improving, regardless of how good they are in the first place. We want to help some students take their first steps into writing full sentences and we want to help other students go from writing terrific analysis to writing brilliant, world beating analysis.

Which is why I am very excited that Nick Carter has agreed to come to Oxley to head up 'Academic Strategies' as well as teach English and some Drama. He will work alongside the other Curriculum Leaders and report to Kate Cunich as Deputy Head Learning. Nick has been the Head of English at Scots for three years, and before that was the Assistant Head of English at Shore. Whilst at Scots he worked with the Executive leadership team to devise and operate a school-wide academic writing program that sought to address students' expression and literacy skills at the broadest level. He sat on committees that oversaw Gifted and Talented and online education at Scots. He has presented at a number of AIS conferences about the National Curriculum. He also spent time as an acting Boarding Housemaster.

Nick is also an extremely keen cricket player and played



for Sydney University at St Pauls during his degrees. He currently coaches and holds a Level II coaching certificate.

Nick and his wife Leah are also expecting their second child within a matter of weeks.

It is worth noting that Leah Carter is also a highly accomplished English teacher who has been working with our Year 12 students this term in small groups specialising in how to gain Band Sixes. She is also employed part time at Scots to focus on gaining the top end marks in English. She had, until the birth of their first child two years ago, worked at Cranbrook for six years. We look forward to an association with Leah as well!

Food Technology Maternity Leave - Victoria Hansen.

This is also a good time to formally introduce Victoria Hansen, although she has been working with us for much of this term. Victoria is covering Heidi Smart's maternity leave position for a year.

Victoria graduated from UWS Hawkesbury and taught full time at a series of schools that she describes as very challenging - and which cement her impression of Oxley students as delightful people.

Victoria then moved into the commercial food sector where she took on a number of food media and marketing positions. She also became something of a celebrity cook - working in radio and TV and winning several food media awards for radio. She has had regular segments on 2GB with Chris Smith, 2ST with Barry Mac and now Chris Firth on 2ST each Wednesdays where she discusses a recipe, cooking or food preparation techniques or skills. She has presented TV segments on channels 7 and 9 for Woolworths entitled Fresh Today and BiteSize Cooking® on WIN TV's Susie Show. She also produced and presented her own 45 second radio segment aired daily on 70 Australian radio stations also called BiteSize Cooking® which ran from 2005 to 2014.

Her website Victoria Hansen Food <http://www.victoriahansenfood.com> has more than 5,000 pages of content including ingredients, food preparation techniques, cooking skills and recipes with accompanying demonstration videos and audio podcasts which she produces herself. She also has her own food show and food channel on YouTube! Indeed, she could quickly develop a cult following whilst she is here.

We are delighted to announce that Heidi Smart has had a healthy little boy called Artie.

BIG ISSUE: Year 11 Public Speaking

On April 17 2005, one woman and eight men were arrested for attempting to smuggle 8.3 kg (\$4 million worth) of heroin from Indonesia to Australia. Seven of them were found to have been brutally pushed into the crime by the other two members, Andrew Chan and Myuran Sukumaran. All were given life sentences, with the exception of Chan and Sukumaran who were sentenced to death. On April 29 at 3:00am, after 10 years, that sentence was carried out.

Good afternoon, teachers, fellow students, and adjudicator. Today I'd like to talk to you about the Bali duo, Andrew Chan and Myuran Sukumaran and how their case has caused me to consider the value of a life. Some Australians are in favour of the execution, and many are not. The main standpoint of Australians who are in favour of the death sentence is that with drug dealers and smugglers like the Bali Nine so easily recruited, safety and protection for young Australians from illicit drugs is diminished.

These men should therefore face the legal consequences of Indonesia, with which they were familiar, as this will deter others in the future and assure the safety of Australians from drugs. While this message is powerful, frightening, and certainly has its merits, it has revealed a darker side of human nature; the inability of many to forgive and find compassion for their fellow man.

Andrew and Myuran demonstrated that they were rehabilitated in many ways; led artistic workshops, become religious advocates, and taught English classes for much of their time in prison. They showed great signs of remorse and regret, and became so well respected and loved by fellow prisoners that some offered to swap places with them at the execution.

Indonesian law states that when a criminal on death row has shown signs of rehabilitation they could possibly be relieved of their sentence. Yet, they were executed yesterday. So, the real question is not whether or not they 'had it coming' but is surely a moral one. How much is a human life really worth? Is it something we can just give up to pay for a crime?

When prisoners 'do their time' they are PAYING for a mistake, given an opportunity to reflect and make amends. We have the opportunity to be forgiven when we make mistakes. Should PAYMENT for a mistake, regardless of how heinous, be our very life? How does one then make amends?

Why are we as a society doing this?

Now imagine this. You have been moved to a strange cell in a new prison, away from the one you have called home for 10 years. Your execution is imminent. You are permitted to see your family for one of the last times for only three hours on a particular day. You have let them down; they will be feeling sadness beyond measure once you

are gone. At this time Andrew Chan was asked to make a final request. His response: Fresh air to breathe and some time in church.

Something we take for granted such as fresh air becomes the stuff of life when it really matters. Myuran requested his brushes and paint. They breathed fresh air just like we do, and they made mistakes just like we do. Mistakes they regretted and should be forgiven for - as we are forgiven for our mistakes. As I sat and wrote this, it was five hours before what became the actual execution time for Andrew, Myuran and six others in Indonesia and I ended up writing the last words directly to them. For them.

I know that you are facing your final moments, unsure of what's to come. I can't even begin to imagine what's going through your mind right now, and hope I never have to, but I know you are OK. I have come to see that you are both such strong-willed, loving compassionate people, supporting the others around you facing the same fate as you.

At your execution, Myuran you will reassure the others with you that they shouldn't be afraid, and that their families still love them. Andrew, you will translate the final words of the executioner for a Filipino woman so she can understand what is being said. When I think of that, I think 'surely, two men as kind and supportive and understanding as that don't deserve to die'. But nothing anyone has said or done has changed Widodo's mind.

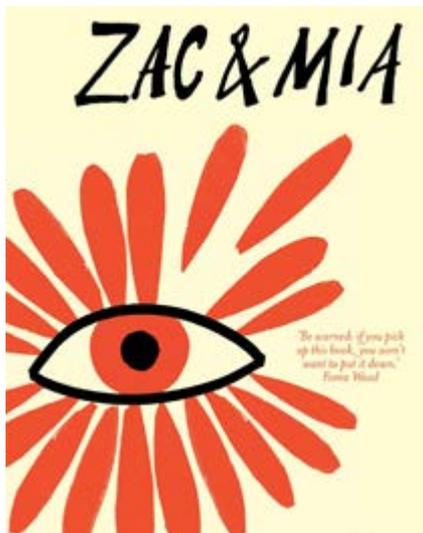
You know that back in Australia, some have abandoned you, however, an overwhelming number of people have done everything they could to try and save you from this dreadful fate; sharing feelings with their friends, protesting and rallying for your cause, and writing to the Indonesian President Widodo.

Me, I am writing this letter for you, and that is all I can do. I promise to take the strength you've shown and to speak up in the future for anyone facing the same fate as you are. You've inspired me and I'm grateful for that. Maybe someday, everyone will understand and empathise, and the death sentence will be abolished. Maybe. But for now, I am with you until the end.

Humans make mistakes, ask for forgiveness and make amends everyday. Myuran and Andrew made amends from the beginning of their time in prison and did so until their final moments of life. They can no longer make amends, as the price they paid was too high. As it transpired, they sang hymns together with their six other fellow prisoners finding peace and joy in knowing they were going to a place without fear and hatred.

I am not sure President Widodo will be able to say the same.

Speech by Patrick Newton (Year 11) on 28 April 2015.



Books

★★★★★

Zac and Mia

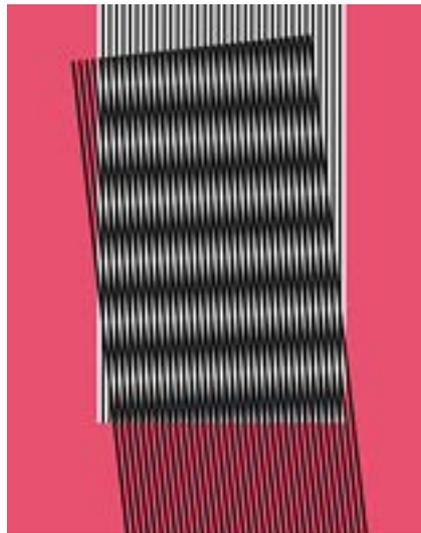
By A.J. Betts

Zac has been in and out of hospital for years and until recently Mia didn't even know what it meant to be sick. But when the sound of screeching Lady Gaga music and screaming mother-daughter arguments fill his small room, Zac is dying to meet the girl next door. Mia, on the other hand wants nothing more than for her life to go back to normal.

Without ever meeting each other face to face Zac and Mia are about as close as two seventeen year olds with cancer could be.

I would definitely recommend Zac and Mia, to anybody who is prepared to cry a little.

By Ella Moran (Year 10)



Music

★★★

Hot Chip

Why Make Sense?

If the first thing that pops into your head when I say 'Hot Chip' is the greasy *Georges on Bong Bong* fries with chicken salt, you wouldn't be alone. Apart from a few electropop singles on FIFA every few years, the British five-piece rarely pierce into the mainstream. This is not to their detriment, however; from what we can hear on *Why Make Sense?*, the band are more mature and confident than ever.

The eighth album from the Londoners arrives with healthy doses of neo-funk, bouncing synths, and typically warped and witty vocals. Lead singer Alexis Jordan copes with the angst of the technological world in the instantly classic opener 'Huarache Lights', while the soul-sampling ballad 'Need You Now' sends you down Nostalgia Lane every listen. There are signs that the middle-age grind is wearing off on the group, with Jordan fantasising about 'White Wine and Fried Chicken' mid-album, but *Why Make Sense?* adds further prestige to Hot Chip's greasy, finger-licking repertoire with another solid dance album.

Ruben Seaton (Year 12)



Films

★★

Flipped

"I'll ride my bike all the stinkin' way to school for the rest of eternity if it means being with her". Flipped is a feel good movie that follows the childhood love story of Juli and Bryce. Since the day they met, Juli is sure she loves Bryce. But Bryce isn't so quick to feel the same way. In fact, it takes him all the way up until Junior High to realise how smart, funny and intelligent Juli is. Around the same time, Juli realises Bryce isn't nearly as perfect as she'd always thought, and so the story "flips". Can Bryce ever win Juli back? Flipped is suitable for all ages and a great family movie. It is a heart-warming film and will leave you uplifted and smiling.

By Isabella Knowles (Year 10)

K- 6 NEWS

Year 3 demonstrated their vast learning from this term during their assembly presentation. They showed beautifully coloured artworks, three-dimensional shapes they had constructed and their results from the new Power Writing programme begun throughout K-6. Every day, most classes in K-6 take part in a ten minute session to increase quality and structure of imaginative writing. Provided with a stimulus, the children have a couple of minutes to brainstorm what they see, think and wonder. As a few suggestions are jotted down for reminders, ideas flow to encourage writing and planning. Given a set period of time – usually five minutes – the students create a piece of writing in response to the stimulus. At the end of the time, words are counted and graphed to show personal improvement. Some of these written thought explosions were read, showing immense creativity and demonstrating a true progression of skills.

Finally, Year 3 brought the entire assembly to a silent standstill as images of their friendly faces adorned the screen, holding simple messages of friendship, tolerance and ways to get along as part of their Personal Development and Health unit for the term. Messages as simple as 'Be kind' and 'Share' were displayed for the whole school to encourage themselves and each other to live by these words. It was a sublime message and one which will be displayed on our screens around the school. Thank you for your messages Year 3 and the fabulous celebration of your learning that you shared with us. Link to Year 3 video: [Year 3 Getting Along Movie](#)

Cross country runners have been training weekly, under the careful guidance of Mrs Carpenter, since the school carnival was held in Term 1. As the HICES Carnival draws closer, this enthusiastic team of runners steps up a gear to complete their final preparations. The carnival is on today in Orange – it will be an incredibly long day for our students. Congratulations on making the team and good luck to all our K-6 athletes who have trained so long and so hard for this fierce competition. We look forward to hearing about your achievements upon your return.

Year 1 has welcomed the beloved Harbison Care Grand Friends into their classroom again this year. These elderly residents in our community make time about once a fortnight to come to Oxley College to visit their favourite Year 1 students. Last visit, they watched K-2 students perform the song they sang on Foundation Night, 'One small voice', and were thoroughly delighted. This week, they watched some students perform a readers' theatre play, helped brainstorm some ideas for our narrative writing and listened to our reading groups as they read their latest books. The Grand Friends then enjoyed morning tea with our school leaders and some of the students,

Weekly Awards:

Students of the Week

K: Matilda Pope,
Yr 1: Madeline Gordon,
Yr 2: Year 2,
Yr 3: Taylor Anstee,
Yr 4: Harry Sargeant,
Yr 5: Luci McManus,
Yr 6: Octavia Ison

Respect Oxley

K: Ari Knowles,
Yr 1: Noah Byrne,
Yr 2: Madison Walters,
Yr 3: Samuel Bernstein,
Yr 4: Matthew Smith,
Yr 5: Hamish Tregenza,
Yr 6: Logan Dobler



Weekly Awards:

Students of the Week

K: Zali Walters,
Yr 1: Thomas Bladen,
Yr 2: Bryn Wiseman,
Yr 3: Madeleine Grill,
Yr 4: William Bladen,
Yr 5: Lachlan Blair,
Yr 6: Harry Jensen

Respect Oxley

K: Alexander Psarakis,
Yr 1: Jaxon Nonnenmacher,
Yr 2: Abi Hunt,
Yr 3: Hudson Alexander,
Yr 4: Darcey Wooderson,
Yr 5: Olivia Thaning,
Yr 6: Thomas Dunn

including some friends they made last year, who are now in Year 2. This area of the Oxley College Service Learning Programme has created special bonds between students and Grand Friends which extends outside the school gate. Some students from last year's Year 1 have visited the Grand Friends in hospital when health issues occur, written letters to them and sent cards. One family even took some students to meet the Grand Friends at Harbison for afternoon tea one day. There is a lovely connection between these children and the Grand Friends which will be treasured for years to come – and it means something special to all involved.



K-6



K-6 Football

Oxley Football finally began on Saturday 9 May after some wet weekends and forced byes. Early in the cool autumn morning, the mighty Under 6s took the field, running on proudly in their new gold uniforms, only to find four of the other team were enjoying the delightful Oxley landscape and were .. up a tree! After Mr Wansey, in all his teaching Kindergarten prowess, found the teams and established both sides on the pitch, their game began. Football ... perhaps Magnet-ball would be a better term, when all players were polarised to be connected to, or in close proximity of, the ball at all times. As the official four a side game continued, the teams decided it was too cold to have students of that stature waiting on the sideline for their 'turn', Mrs Sheddon and her opposition counterpart decided just to put everyone who was there on the field for a run. Goals, scores ...? Not relevant in the slightest. Did they have fun? Absolutely! Great first game, U6s.

The big field was the venue for the Under 8s, coached proudly by Mr Wallace. What they missed in stature and height, they made up for with enthusiasm and rat-cunning – kicking the ball through the opposition's legs was a great way to overcome the fact that most of the opposition, looked about five years older than our players and were half as tall again. The game began and they played like demons, attacking every ball and defending their goal admirably ... until our

goalie decided he'd had enough of being absent from the main play and took the ball, dribbling it half way up the field and remaining in play! Thankfully, one of our more 'experienced' players, decided that we did indeed need someone to remain in the goals, so stayed there to defend our net (Thanks William!). Never the less, they kicked, tackled and defended with gallantry and had a brilliant time as well. I'm still not quite sure where their knees have gone to, as they were noticeably absent between long shorts and long socks, but they were warm!

Then came the mighty Under 9s. We saw some knees with this team and they managed to look absolutely marvellous throughout the entire game – which, of course, is extremely important! The team worked together to get the ball up the field and setting up the play for Hudson to score two magnificent goals. Leaving the field a couple of minutes early to make way for the Oxley rugby players, we celebrated our first victory ... not that scores are recorded! Some skilled footwork and tricky manoeuvres showed that this is a team to be reckoned with. Will's Barnett & Purnell, Ollie, Samuel, Ben, Dylan, Xavier & Hudson all kept ref Lachlan busy with their antics and tactical play.

What we may have lacked in skills, experience and expertise, we certainly made up for in our enthusiastic 07 support crew on the sidelines and looking amazing!

D.N.A

National Dyslexic

Association



So...dyslexia.... Few people know much about it (aside from it being a good punch line for jokes). It's not exactly a common thing to talk about, and it's not that easy to spot. You can't look at a person and instantly tell that they're dyslexic or have some form of learning difficulty, (unless of course they've spelt the word dyslexia wrong 10 times in a row). On the outside they could seem bright and talented. It's what goes on behind the scene that reveals their dyslexia. Before I go any further I want to say that dyslexia is a broad word used for lots of different things.

Of people who struggle to read it's likely that 70 - 80% of them could have some form of dyslexia. It's important to know that having some form of learning difficulty doesn't necessarily mean people aren't intelligent. But what is this thing called dyslexia? (...That is stupidly spelt with a y!) How does it affect you and what can you do to make it better?

Dyslexia or any type of learning difficulty is basically something you are born with that affects the way you read, write, spell and take in information. Types of learning difficulties could include:

- Difficulty in understanding the individual sounds in words.
- Difficulty in remembering words.
- Spoken language difficulties, but comprehension of oral language.

- Flipping letters and numbers and/or writing them backwards past the age of seven or eight.
- Not seeing or acknowledging punctuation in a written text.
- Omission of words while reading.
- Difficulty in writing.
- Confusion about directions in space or time.
- Difficulty in telling the time.

By the look of this long daunting list of cons, you can probably tell that it's not all that fun being dyslexic or having a learning difficulty. There is a broad range of people who are dyslexic and the word itself isn't always the best one to use. Some form of dyslexia, whether it is auditory processing or visual processing affects 10% of Australians. These difficulties can often lead to a very hard time at school and can cause depression. But hey! Having some form of learning difficulty isn't all bad! Some people with forms of dyslexia can be:

- Great at visual thinking - thinking in pictures.
- Fast problem solvers, being able to think laterally.
- They are intuitive and good at reading people.
- Verbally articulate - great communicators.
- Creative - many dyslexics are employed as designers, artists, actors, chefs.



- Spatially talented - many dyslexics are employed as engineers, architects, designers, artists, mathematicians, physicists, physicians (especially surgeons and orthopedists) and dentists.
- Dyslexic people frequently enjoy above average physical co-ordination skills

As with all things, dyslexia has its ups and downs! Famous people who have experienced learning difficulties include Jessica Watson, (the youngest person to sail around the world) who had trouble reading and writing. Steve Jobs was a college drop out, but ended up being the 13th richest man in the world. Keira Knightly found reading difficult, and made a deal with her parents that if she read every day they would get her an acting agent. Albert Einstein was told by his teachers that he was mentally slow. Each of these people had what we'd call a 'learning difficulty' but has been phenomenally successful in their chosen field.

I am a proud "compensated visual dyslexic!" My parents noticed when I was in Kindergarten that I was having trouble reading common sight words that were like the, what, he, she, where and when. I would see a word on one line but not recognise it on the next line. When I wrote I would put letters in the wrong order and I had trouble telling left from right (still do, never ask me to give you directions!) Aside from all these things I was creative and loved being read to. I also had good speaking skills and good comprehension. Mum and dad took me to a speech pathologist and behavioral optometrists to look at the way I processed things visually. Every night my mum would do extra homework with me using flash cards, memorising sounds, spelling drills and doing visual activities.

There was a well-stocked jar of chocolate chips in the cupboard to dry up the tears of frustration I felt about my schoolwork. I also had to do things to help my hand eye coordination. At the same time mum and dad tried to find things that I was good at and that I enjoyed and I did dancing, gymnastics, drama and learnt an instrument. While I was doing extra things to help my reading and spelling at home, most of my peers didn't even know what was going on! Additionally, I found that I was a good public speaker and debater and that helped me enjoy school and feel good about myself.

I wouldn't say that my dyslexia has been "cured", but I'm certainly finding everything much easier because we did so much work when I was younger. Well, most things are easier! Mum asked me to set the table for Christmas and I was on the verge of having a complete mental break down, "...knives on the left, forks on the right... wait what!?". Within this article alone I've managed to spell "dyslexic" about six different ways and I'm still not sure which way is correct! Every piece of work I do has to go through a long grueling editing process. When it comes time for NAPLAN (or "napalm" as I like to call it!) and they ask you to circle an incorrect word, they all look perfectly right to me! My spelling has always been atrocious when I'm in a "creative" flow as well as in exams. But then again it's all these dyslexic quirks that make me the person I am, and I'm grateful for them because they have made me a more resilient person!

The point of this article isn't to make you feel grateful that you don't have some form of learning difficulty - we all have challenges in life and they are all different. Instead, the point of this article is to suggest that there are layers to people. Just because a person gets good marks in assignments doesn't mean they don't have to work hard to get their mark, or that it "comes naturally". And just because a person can't spell to save their life and is disappointed with their assignment marks doesn't mean they're not smart or don't work hard. We all have strengths in some areas and weaknesses in others. There are layers to people; we are not plain black or white, smart or not so quick. Somewhere, we are all colourful in the middle!

Jemima Taylor (Year 8)

DEPUTY HEAD REPORTS

Deputy Head Pastoral: Peter Ayling

Does your mind, matter?

MindMatters, a programme designed to address the components important for student mental health and wellbeing within our Oxley community, has filled the Tutor rooms every second Thursday afternoon. Ensuring a positive school community, student skills for resilience, parents and families and support for students experiencing difficulties, MindMatters has given the students an opportunity to understand how their mind works. However, how important is your mind? Beyond Blue, an organisation that aims to decrease mental health within a community, created MindMatters to "focus on helping secondary schools promote and protect student mental health and become connected to each other".

Students learn about their mind and ways they can either bounce back from the difficulties they face in their individual lives or ways they can improve their wellbeing. The framework consists of learning modules including videos, animations and downloadable guides to help school staff develop a positive environment for young people. However, while the need for a supporting community within our school environment is important, some students find that MindMatters needs to be once a week. The stop and start of the programme has decreased the ability to be able to engage and enjoy the programme and has initiated some thoughts about how it can become more regular.

The programme and support of teachers in an environment that is forever changing will enable students to feel supported and connected and give them opportunities to address their issues and how they feel outside their usual family and friendship groups. It is all about feeling connected to the Oxley community.

The younger years of Oxley College have taken on MindMatters by implementing KidsMatter and have experienced many ways in which they can improve their wellbeing and their mental health. Within the senior years, while completing the years of schooling that are most crucial, MindMatters has allowed the community of Oxley College to be one of support.

But the question still remains: does your mind really matter?

By Mae Stace (Year 12)



What's in the Nepal Mega Raffle?

PRIZES:

1. A tree from Winter Hill Farm to the value of \$150 + free delivery
2. Four Rounds of Golf at Bowral Golf Club
3. Food Hamper in collapsible insulated picnic basket
4. \$100 voucher from Dirty Janes Emporium
5. Patent Leather Handbag
6. Variety of beautiful cookbooks
7. Hamper of Preserves from Alpine Berry Farm and Farmers Table
8. Pair of Mens RY400 Skins
9. \$40 fuel voucher
10. \$20 Smiggle Gift Card
11. \$20 iTunes voucher
12. Country Living—Modern Living Magazine
13. Sweet Dreams microwaveable heat pillow
14. Miniature Pig print
15. Four Hand Crafted Monkey Teddies
16. Bottles of Shiraz, Pinot Noir and Brut Champagne
17. Weekend for 4 at Brookville Cottage, Wildes Meadow

Tickets on sale NOW. Just \$1.00 each!

Caring for kids in an online world

THURSDAY 17TH SEPTEMBER 6PM - 7:30PM



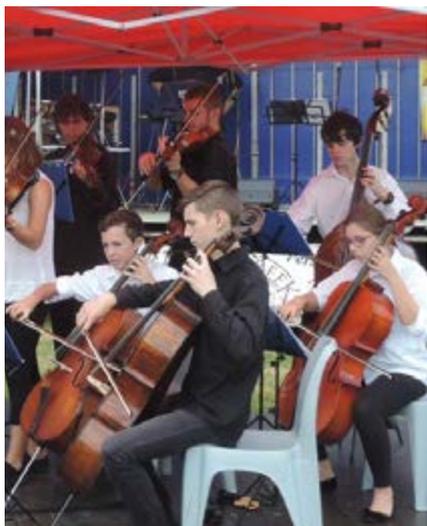
Speaker **Susan McLean**
Where **Mittagong RSL Club (Auditorium)**
For **Community; Parents; Organisations; Schools**
Drinks and refreshments
RSVP **9th Sept - lyndaparry@bigpond.com**
Enq. **Cath Brennan 0401 500 340**

Susan McLean is Australia's foremost expert in the area of cyber safety and young people and was a member of Victoria Police for 27 years. Widely known as the 'cyber cop' she was the first Victoria Police Officer appointed to a position involving cyber safety and young people. In 2003 she was the Victoria Police Region Four Youth Officer of the Year. She has also been awarded The National Medal and the Victoria Police Service Medal and 2nd Clasp.

ADMISSION TO BOTH FORUMS IS FREE

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STRINGS TOUR

PINOAK: Hello Jemima, we have heard that you went to Cootamundra on the weekend for a strings tour?

JEMIMA TAYLOR: Yes I did!

PINOAK: Can you tell us a bit about it?

JEMIMA: I'm a part of a group called Picton strings; we are a community orchestra and play at all sorts of events in Picton. This year we decided to do a tour to Cootamundra; I'm not exactly sure why we chose Cootamundra. I think it was because Cootamundra is quite isolated and seems to be a bit like Picton.

PINOAK: What sort of things did you do? Where did you perform?

JEMIMA: We arrived at the bed and breakfast we were staying at on Thursday night. The next morning we toured around Cootamundra and played at three different schools. We were able to have lunch with some primary school students, which was loads of fun! I don't think I've ever played tip for so long! We also played at the local R.S.L club (after the weekly bingo game that is) and the next day we ran a workshop for some of the local kids and the performed our final concert with them.

PINOAK: Wow!! It sounds like great fun! What instrument did you play?

JEMIMA: I play the cello!

PINOAK: Would you like to continue to play with Picton Strings?

JEMIMA: I think I would, Picton Strings is made up of two separate orchestras. The senior orchestra and the junior orchestra. I'm currently in the junior orchestra, we were lucky enough to watch the senior orchestra perform. They were amazing! It would be great to be able to play at that skill level one day.

PINOAK: It sounds like you had an amazing time!

JEMIMA: Yes I did, it would be great to go on another tour someday! I've made life long friends and it is such a good experience!

By Savannah Sandilands (Year 8)

DEBATING

Last week's 3rd round debating saw the usual battles of words flung from table to table and metaphorical trophies full of Oxley victories. Important topics were discussed by all teams, ranging from the banning of plastic bags to nebulous definitions of terrorism. The Senior teams achieved success after arguing both for and against "We are to quick to label events as acts of terrorism". Similarly, both Junior teams were triumphant, having prepared their perfect palm cards to put forward the case that "Plastic bags should be banned completely." By an incredible miracle, the Open team (Jaime Pryor, Will Lamrock-George, Evangeline Larsen and Laura Irving), after being dealt the unfortunate side of a very unfair coin, won their debate. Having spent an hour, in a Chevalier preparation room, lying on the floor on the brink of tears we approached the opposing team with trepidation. Oxley argued against the topic "That if we bow to terrorism it has achieved its goals." The Chevalier affirmative team descended into tactics of personally attacking our Oxley speakers and thus with just one strong argument the Oxley Opens pulled through with an incredible win!

Evangeline Larsen (Year 12)



ROBOTICS

Interview with Patrick Duffy Year 5

What is robotics?

Robotics is a fun, technical, after school activity for people who have curious minds.

Who runs this activity?

Mr Hutton and Mr Bull.

What have you been doing recently in robotics?

In Term 1, we made a simple robot. Then later in the term we got to work on our own projects. I made a dog sled, which I finished in the first week of this term.

What do you enjoy about robotics?

I like it because there is a wide variety of things you can make. Some people assume it's just about making robots, but there is so much more you can do! I'm currently making a rattle snake which can open its mouth, move and has senses.

What materials do you use?

We use 'technical' lego. Technical lego is a special type of lego where you connect the pieces differently and there are instructions to help you.

What is your favourite thing that you have made so far?

My favourite robotic that I have made is my rattlesnake because it is really cool, and it opens its mouth.

What would you say to someone who wants to join robotics?

Everybody's really nice and its something I really look forward to every week. I really enjoy it and it's really fun!

By Bronte Smith and Riley Kennedy – Moore (Year 8)

IN THE NEWS



MOUNT KEIRA

Year 7 set off on a geological excursion to Mount Keira in Wollongong on Thursday 7 May. But, why? Why not just go to school and just watch a video on Mount Keira? Would we not learn just as much? Well, no actually. You won't learn as much. When we went to the mountain, we got to use different kinds of equipment and chemicals to determine the height of trees, the size of shrubbery, soil PH and even the amount of moisture in the soil. We felt the sense of smallness as we were dwarfed against the giant rainforest trees. We learnt about topography and contours. We were able to see the different kinds of trees and how tall they are. And no, we didn't just spend our time studying trees and sheltering from the wind, we had to also study maps, the area around us and how the water gets from the top of the escarpment to the bottom.

Mount Keira is a mountain surrounded by Wollongong, but it's not the only one. The other mountain in the area is Mount Kembla, which is the highest mountain in the area.

When there is a huge rain cloud, the winds from the ocean push the clouds up the mountain. When they reach the top, the clouds are about ready to burst, so it rains. Mount Keira is a very steep mountain, so the water that was once at the top of the escarpment, now flows to the bottom. Giving the rainforest all its water which is what make the rainforest denser than the open forest.

By Lauren Howes (Year 7)



PYRMONT

On Monday 4 May, the Year 10 Geography students travelled to Sydney to investigate the process and impacts of urban renewal in Pyrmont. Following a trail through the former working-class industrial precinct, the students recorded examples of new knowledge-based industries that have moved into the area, how heritage-listed buildings are conserved for new purposes and how apartment blocks are built to consolidate city space and free up land for recreational areas. The students also observed how the gentrification of the area has resulted in a changed demographic, dominated by young, professional, white-collar workers and an increasing overseas-born population employed by trans-national corporations. Photographic and statistical evidence was collected in preparation for an illustrative 'essay' to describe and explain this transformation.

'This Excursion was very informative and gave the year a good idea on what urban decline and renewal was really like.'

'The excursion was a vital experience that completes the learning of urban changes within Australia that we have been studying over the past few weeks. We were given the opportunity to learn about and experience the sites of Pyrmont as they are today.'

Dana Christie & Charlie Beedle (Year 10)



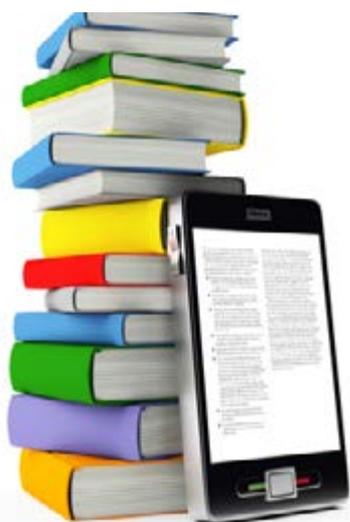
YEAR 9 WAR MEMORIAL

Last Friday, Year 9 travelled to the Australian War Memorial in Canberra. This excursion tied in with our current topic in History; the First World War. Year 9 researched one soldier each and we found out the life story of this Australian soldier who went to war. The War Memorial means different things to different people and to Year 9, the War Memorial meant commemorating one individual, family or stranger, for fighting for their country in the First World War. We placed a poppy next to the name of our soldier and this allowed us to remember the sacrifice that they made for us, some of them only a few years older than us. It was a great day, thank you to Mr Bollom, Mr Clewett and Mrs McGregor for allowing this trip to happen!

By Olivia Donovan (Year 9)



IN THE LIBRARY



Many people I speak to express instant opposition to using eBooks. At the University of Wollongong (UOW) Research Help Desk where I worked for a couple of years, it was not uncommon for students to reject any suggestion of an eBook to help them with their research. They would insist on "real books" from the shelves. When I recently asked a group of our Year 12 students for their opinion of eBooks they uniformly stated their preference for the paper version. Yet eBooks have a place in our Library collection and love them or loath them they can be useful in a large number of situations:

One book many readers

While licensing restrictions mean most fiction eBooks can still only be read by one user at a time, we have a collection of over 4000 non-fiction eBook references with no limit. These secondary school references cover a huge range of topics from science to the humanities and can easily be accessed by an entire class at once.

24/7 access

All our digital resources are available online, 24 hours a day, seven days a week. Students can access the digital texts they need whenever they need them at a time that best suits their study habits rather than having to conform to library opening hours.

Instant provision

Paper book purchase and provision takes an average of three weeks from the initial order through to covering and adding to the catalogue. We are able to download, process and provide eBooks within a few hours rather than a few weeks.

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Privacy

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Finally...

Although the eBook collection is still nowhere near as vast or well-loved as our collection of paper books there are many situations where an eBook is more convenient and it is well worth trialling this resource.

View our eBook fiction collection and eBook online references in our Infiniti catalogue using the same username and password used for the internet and computers at school: <https://oxleycollege.concord.net.au>

GALLERY



MAY + JUNE CALENDAR

<p>REMINDER K-6 students are not permitted in the Libaray before or after school unless they are booked into a K-6 activity taking place in the Library.</p>	<p>Mon Exc: Year 9 Rites of Passage departs by train, approximately 7:30am Exc: Drama, 'Sharp, Short'</p> <p>01</p>	<p>Mon QUEEN'S BIRTHDAY PUBLIC HOLIDAY</p> <p>08</p>	<p>Mon Year 9 Rites of Passage, Sydney Inc: Year 1 and 2, Brickworks & Billycarts</p> <p>15</p>
	<p>Tue Exc: Year 12 Geography, Urban Places, Sydney Exc: Year 10 Southern Highlands Jobs & Careers Expo, Mittagong. Periods 3-4</p> <p>02</p>	<p>Tue Year 10 examination week</p> <p>09</p>	<p>Tue Year 9 Rites of Passage, Sydney Years 3 – 6 ICAS Writing competition Years 3 – 6 ICAS Spelling competition</p> <p>16</p>
<p>Tech Sherpa reminder Device disasters? Installation issues? Connectivity conundrums? Remember that every Thursday lunchtime students can bring their electronic devices and their woes to the Tech Sherpa's help desk in the Library.</p>	<p>Wed Inc: Years 3-11 ICAS Science Competition</p> <p>03</p>	<p>Wed Immunisations: Years 7, 11, 12, details to be confirmed</p> <p>10</p>	<p>Wed Year 9 Rites of Passage, Sydney</p> <p>17</p>
	<p>Thu</p> <p>04</p>	<p>Thu Inc: Kindergarten, 'Important Persons Morning Tea', P.2 HICES Debating, TIGS, Wollongong</p> <p>11</p>	<p>Thu Year 9 Rites of Passage return approx. 2:00pm Mission Day, from 12:40pm K – 6 P&F Cake Stall, 3:15pm TERM 2 ENDS</p> <p>18</p>
<p>Fri Exc: Years 3-6 HICES Cross Country Carnival, Orange</p> <p>29</p>	<p>Fri</p> <p>05</p>	<p>Fri Year 9 Rites of Passage – return by bus 6:30pm K-2 School Disco, 4:00-5:00pm, Orchestra Room 3-6 School Disco, 5:00-6:00pm, Orchestra Room 7-12 School Disco, 6:30-8:30pm, Orchestra Room</p> <p>12</p>	<p>Fri Staff Day</p> <p>19</p>
<p>Sat ISA Winter Sport Round 5 Year 9 P & F Parent Gathering</p> <p>30</p>	<p>Sat No ISA Sport</p> <p>06</p>	<p>Sat ISA Winter Sport Round 6 Year 5 Wig and Stache Parent Gathering</p> <p>13</p>	<p>Sat</p> <p>20</p>
<p>Sun</p> <p>31</p>	<p>Sun</p> <p>07</p>	<p>Sun</p> <p>14</p>	<p>Sun</p> <p>21</p>

Term 3 commences on Monday 13 July 2015.

Sport



ISA Touch Football Tournament

On Friday 15 May, Barker College hosted the ISA Touch Football Tournament. The tournament held a Girls 15s competition alongside a Girls Opens competition. The tournament also held a Boys 15s competition and a Boys Opens competition. Oxley unfortunately were not able to enter a Girls team but did manage to enter a mixed 15s and Opens Boys team. The team consisted of eight Oxley members as well as three Blue Mountains Grammar School students who came to join and help the Oxley team out.

Oxley had a very successful day at the tournament thanks to the coaching help of Mr Crawford. In our first game at the tournament, we played a match against Oakhill College which finished in a draw 1-1, the try scored by Callum from Blue Mountains Grammar School. In our second game of the tournament, we came up against Chevalier College who we beat 4-3, the tries from this game came from Finn Loiterton picking up two tries, Tom Whyte with one try and Jake Loiterton also with one try. In our third game, we played against St Andrews Cathedral School who we also won against 5-3, tries went to Finn Loiterton with two tries, Harrison Baillieu with one try, Josh Wise with one try and Tom Whyte also with one try. In our fourth and final match, we came up against Chevalier College Opens team who we unfortunately lost to 5-3, tries were scored by Finn Loiterton who scored 1 try, Tom Whyte with one try and also Kieran from Blue Mountains Grammar School also with one try. Special mentions to Tom Whyte and Max Loiterton who both made it into the ISA 15s team and Finn Loiterton for making the ISA Opens team as a shadow player. Overall, a great day of Touch Football for Oxley College.

By Max Loiterton and Tom Whyte (Year 9)

PLAYERS OF THE WEEK

Michael Zawal (Year 12)

Michael ran in the Sydney Morning Herald Half Marathon on Sunday 17 May. He ran a time of 1.28.22 and placed 6th in the Male 16-19 year age group. He came in the top 4% of total finishers.



MATCH OF THE WEEK



The seconds boys Football team has had a great start to the season, being undefeated. Last weekend they played Chevalier College winning 5-1. Special mention to Mitchell Latham for work in the goals and Ted Ottaviano in the mid-field.

SPORTS REPORTS

ISA Boys Football

Firsts Round 3: Oxley V St Pauls 2-2
Round 4: Oxley V Chev 0-4

15s Round 3: Oxley V St Pauls 1-2
Round 4: Oxley V Chev 1-1

Seconds Round 3: Oxley V BMGS 3-0
Round 4: Oxley V Chev 5-1

13s Round 3: Oxley V BMGS 5-0
Round 4: Oxley V Chev 0-7

ISA Girls Football

Firsts Round 3: Oxley V Chev 4-2
Round 4: Oxley V cancelled

Jnr Round 3: Oxley V Chev 0-5
Round 4: Oxley V cancelled

ISA Rugby

1st Round 3: Oxley V Scots 10-15
Round 4: Oxley V St Greg 7-25

14s Round 3: Oxley V Scots 62-0
Round 4: Oxley V St Pius 27-32

15s Round 3: Oxley V Scots Cancelled
Round 4: Oxley V St Pius 26-14

13s Round 3: Oxley V Scots 49-5
Round 4: Oxley V St Pius 5-43

ISA Netball

Firsts Round 3: Oxley V BMGS 2 42-27
Round 4: Oxley V St Spy 63-28

Inter B Round 3: Oxley V CCGS 24-29
Round 4: Oxley V Barker 28-40

Inter A Round 3: Oxley V BMGS 43-25
Round 4: Oxley V SACS 60-17

Junior A Round 3: Oxley V BMGS 29-38
Round 4: Oxley V St Spy 20-11

ISA Hockey

Firsts Round 3: Oxley V CCGS 1-0
Round 4: BYE

Junior A Round 3: Oxley V CCGS 4-0
Round 4: Oxley V Redlands 0-2

Seconds Round 3: Oxley V Oakhill 4-1
Round 4: Oxley V Redlands 0-4

Junior B Round 3: Oxley V CCGS 0-6
Round 4: Oxley V Redlands 0-2

ISA Tennis

Oxley 1 Round 3: Oxley V St Pat 7-1
Round 4: Oxley V St Pius 28-34

Oxley 4 Round 3: Oxley V St Pats 0-8
Round 4: Oxley V St Pius 33-26

Oxley 2 Round 3: Oxley V St Pius
Round 4: Oxley V St Pius 35-42

Oxley 5 Round 3: Oxley V St Pat 0-8
Round 4: Oxley V St Pius 0-8

Oxley 3 Div 5 Round 3: St Pius
Round 4: Oxley V Oakhill 20-38