

PIN OAK

ISSUE 19: TERM 3, JULY 24, 2015



Rites of Passage



UK Cricket Tour



Bastille Day

HEADMASTER'S REPORT

Contents

- 2 Headmaster's Report
- 4 Big Issue
- 6 K - 6 News
- 8 Feature Article
- 10 UK Cricket Tour
- 12 Visual Art
- 13 Deputy Reports : Learning & Pastoral
- 14 Films, Music, Books
- 15 In the Spotlight
- 16 Inside Sport
- 17 On the Branch
- 18 Gallery
- 19 Calendar
- 20 Sport

Pin Oak Team

Editors in Chief

Kaarina Allen, Cate Patterson and Heidi Bevan
Student Editorial Team

Alexia Cheaib, Ruben Seaton, Evangeline Larsen,
Evelyn Bratchford, Ryan Tan, Maddie Thomas

Student Photographer
Olivia Donovan

Designers
Emma Croker, Conor Lynch
Design Assistants

Dylan Whitelaw, Savannah Sandilands, Grace
Patterson, Bree Feary, Lachlan Billington-Phillips

Head of Marketing and PR
Emma Calver

Staff Editor
Beattie Lanser

Oxley College
Railway Road, Burradoo, NSW, 2576.
Ph: 4861 1366
office@oxley.nsw.edu.au



The new Maths classrooms

We are really happy with the way our renovated Maths classrooms look. We created extra room by removing the locker recesses and replaced walls with glass looking out into the courtyards. As well as getting new murals for each classroom, we replaced all of the desks, chairs and carpet. The rooms are now bright, open and fresh. The glass doors and walls into the courtyard mean that groups can work on the new tables out there (at least in the warmer months).

One room is a gallery of eight foot high Escher artworks. The second room has a mural called 'The Chalkboard Universe' which has Einstein teaching a class - and his equations turn into stars in the sky. The third mural is a fractal design that was created by Mr Ben Hicks in our Maths Department and is quite extraordinary. All in all, the renovations have transformed the classes from fairly dreary boxes to light, exciting places. They are the best Maths classrooms I have seen.

New website

You will receive a separate email about the new Oxley website early next week. We are very pleased with it and (after much trawling through other sites) believe it is in the absolute top tier of school websites around the country. I would like to thank Emma Calver in particular for all of the work she has done on it. It is worth adding that we used a Bowral company called 'Forge' after getting quotes from a number of the biggest providers in Sydney. We could not be happier for having stayed in the area.

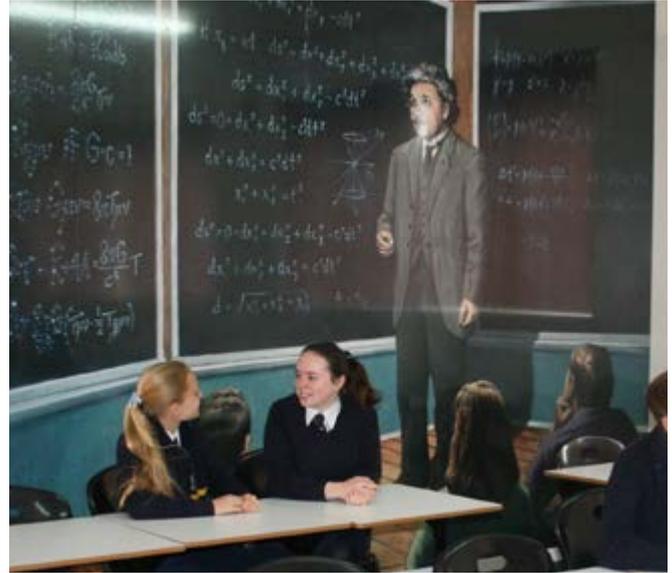
We hope you are proud of it. We hope too that you feel it properly captures the school at which you have chosen to educate your children. Of course if you wanted to share it with other families....

New Cornerstone units

Over the holidays I wrote the religion units for Cornerstone. Most of them are being taught now. (Indeed, I am taking a Year 7 and a Year 9 class). This links to the third element of our mission, where we say we will 'engage you [students] as often as possible about values, ethics and the biggest spiritual questions in life. This will be non denominational, informed by the Christian tradition and will also draw from wisdom wherever it is found.' In return we expect students to 'seek to develop a well founded ethical, moral and spiritual world view which will sustain you throughout your life'. I used this as my touchstone when writing the units.

Years 7 and 8 are looking at the fundamentals of the Bible and the Christian religion. They are also surveying Sikhism and Hinduism (in 2016 Year 8 will have a look at Islam and Buddhism too). Christianity is the core belief of many families. It is also the cultural and ethical touchstone of much of our civilisation - for both believers and non believers. I believe we draw a very delicate and respectful balance of studying the words of Christ, the Ten Commandments and so on, whilst keeping the spirit of inquiry and personal reflection open. The unit is taught with equal comfort by both strongly Christian and non-believing teachers.

HEADMASTER'S REPORT



In Years 9 and 10 the classes are looking at 'arguments about a Deity'. This engages fully with the reflections that so many students of this age have with the existence of a God. It also studies the nature of belief, proof and faith as underpinning ways of even approaching these most fundamental of questions. I have already been to two profound, thought provoking and engaging discussions about these issues. Again, these units are taught with equal comfort by teachers who are Christian, and teachers who do not profess a belief.

I am proud that Oxley has a spirit of open enquiry and respect for our students that allow these fundamental questions to be tackled with sensitivity, rigour and wisdom.

Both sets of lesson plans are available on the website, if you are interested in having a look: <http://oxleylearning.org/portal/learning/cornerstone/>

New Homework policy updates

Thank you to all of the parents and students who filled out the homework survey. It showed that a substantial majority of people were satisfied or better with the new arrangements, including the timetable and the follow up from staff. In particular it showed that a lot more students were doing an appropriate amount of homework instead of too little. There is more work to do, but we are firmly in the right direction.

One area that people were generally unhappy with was the expectation that students write the 'time spent' alongside the homework. A minority found it helpful - a majority found it 'not useful' or 'burdensome'. As a result we are dropping this requirement for most students, and I announced this to students at the assembly yesterday. It still exists if either the Tutor, the parents or the student thinks it is useful for the particular student.

Another issue was that of 'too much' homework. This came out in the comments. On one hand, after listening to a chorus of complaints last year about too little homework, this was music to my ears. On the other hand it is a genuine issue for some students. It is important to reiterate that the homework time guides on page 126 of the student lesson diary (60-90 minutes for Year 7, 120-150 minutes for Year 10) are

'ceilings' as well as 'floors'. We do not expect students to do substantially more than this. Of course, when a class get a history assignment designed to take a few hours, there are some students who will think about how to reduce this to an hour and other students who will inflate it to a dozen hours or more. We do want students to regulate the amount of work they do, which is why we have the homework timetable.

We want our children to work hard at their homework and also have a life outside it - including kicking a ball around, updating Facebook, riding a horse, watching TV, hanging out with their family and/or getting involved with the community. This balance will make for students who are both ready for the HSC and fully developed people.

New Rites of Passage (Year 9)

There is a separate edition attached to showcase all of the amazing things that went on during this three week immersion into the Centre of Sydney. I spent some time with them and they were an engaged, excited, focused group of people. I am delighted to see how many of them are already planning their University Degrees after having done immersion workshops at Sydney, New South, Macquarie, UTS, AFTRS and NIDA. Teachers report that they have returned to classes with at least a year's maturity over when they left. Bronwyn Tregenza should be congratulated for all of her work in putting this innovative, and completely unique to Oxley, programme together.



Greece: In or out?



The Greek debt crisis. An event in a small country in another continent. What's the big deal? Apart from keeping economists, politicians and journalists busy the crisis will impact everyone. The impacts will be evident in the economy and politics regardless of how it resolved. For Greece, Europe and the World the uncertainty shouldn't be centred on the possibility of impacts. Instead the uncertainty should stem from one choice. Will there be a "Grexit" or an "aGreekment"?

There is no doubt that this crisis is the result of poor economic management within Greece. This allows the blame for the crisis to be heaped on Greece. While this has an element of truth it is also simplistic and unrealistic. The loans that Greece accepted had to come from somewhere. It has been said that the bailout of Greece in 2010 was not intended for Greece but rather intended as a bailout for the banks that had provided Greece with loans. This essentially allowed these banks to minimize their losses instead of providing Greece with debt relief. By bailing out the banks it creates an incentive for the banks to take on risky investments with no real chance of losses. This has the unfortunate effect of placing any negative impacts on the borrower. With Greece continuing to struggle there are only two options

available, either leave the Eurozone (a 'Grexit') or continue to be a member. While Greece is so far trying to stay in the Euro, neither option is particularly good economically or socially as both options will have negative consequences.

An exit from the Eurozone would allow Greece to launch the Drachma as their currency which would then devalue, boosting Greece's exports and tourism and get their economy back up and moving forwards. This would be similar to the devaluation of the Icelandic Krona in 2008 and the recovery of Iceland's economy from bankruptcy. Unfortunately it is not quite this simple. The Greek debt would still be held in Euros which could lead to the debt increasing. If the drachma halved in value the Greek debt would essentially double. Greece would also need to address the culture of tax evasion, its pension system and high unemployment, especially youth unemployment. Greece could still face a collapse of its banking system and inability to access global capital markets. An exit from the Eurozone could also undermine the European Project. Paul Krugman, a Nobel Prize-winning economist, suggests that unless Greece is granted 'enormous' debt relief an exit from the Eurozone is inevitable.

Greece, or at least Alexis Tsipras and his government, seems to want to stay in the Eurozone. He had entered the recent negotiations without a contingency plan in the case an exit from the Euro became necessary. This led to Krugman saying that he 'may have overestimated the competence of the Greek government'. By staying in the Euro Greece will have to accept harsh austerity measures and face totally giving up their fiscal sovereignty, which could be detrimental to their society. Indeed riots started in Athens as the parliament passed the latest set of austerity measures. Staying in the Euro also means that Greece has to contend with a currency that is overvalued for Greece. This means that tourism and exports are still expensive and so can't experience a large level of economic growth. The crisis is of some benefit to other members, particularly Germany, who have a currency that is undervalued for them leading to growth in their exports. If Greece is to stay in the Eurozone and get their economy back on track, a serious discussion on debt relief is inevitable.

The criticism of the austerity measures and calls for debt relief are not just being made by the Greek people who have to contend with their impacts. Instead the criticism is heard from around the world and the International Monetary Fund (IMF), which is known for its harsh economic policies that have been imposed on countries. This is where the line between politics and economics becomes even more blurred. Amidst all the confusion it would seem that a sensible economic stance would be debt relief for Greece. This is unlikely to be seriously implemented until the situation gets much worse. Why wait to fix the problem? Not for any serious economic reason but instead because of politics. By providing Greece with debt relief the European Commission, the European Central Bank (ECB) and the IMF, collectively known as the Troika, would set a precedent that could undermine their loans to other countries as well as calling into question the viability of the Eurozone and the European project. This precedent would also be likely to spark anger in other countries, such as Ireland and Portugal, that have already put tough reforms in place and have suffered due to them. It would also empower other countries, namely Italy and Spain, who have a large amount of debt, to renegotiate their agreements. As a generalization, the citizens of other countries have little sympathy for Greece and feel that their tax shouldn't go towards assisting them in their crisis.

"As we sympathise with the plight of the Greek people the world should take it as a warning."

From here on out there are no easy decisions. Perhaps not even any right ones. These decisions will have the largest impact on Greece and the Greek people, not the decision makers. Any decision will be a compromise between countries, organisations and, perhaps most importantly, between economics and politics. As we sympathise with the plight of the Greek people the world should take it as a warning. A warning against trying to unite countries that are not willing or are unable to implement reforms that create a sustainable economy. Particularly a warning against justifying a serious economic union with aspirations and political fables of unification. The fact that no one, bankers or politicians, was held accountable for the Greek debt crisis or even the Global Financial Crisis speaks volumes about the necessity for greater reform in the financial sector. This reform is not going to stop future recessions but it could help limit the severity and impact of one when it inevitably occurs. Until these reforms happen every country, including Australia, lies open to the threat of a major economic collapse.

By Darcy Longworth (Year 11)

Head of K-6: Justine Lind

It is wonderful to see our students return to us, invigorated by our crisp climate and renewed by some time to relax over the holidays.

I hope that by now all parents have received their Curriculum Letters for the term and are as excited by the teachers' plans for the term ahead as we all are. We will aim to find ways to enhance the home school partnership as part of our shared role in the wide learning experiences of our students, formalised at school but inherent in daily life as well.

This week in assembly we launched the term's BIG Idea. We will explore the concept of Change throughout the term as it relates to the nature of our modern world, innovation, and ultimately to our own continuous learning.

We talked about the notion that change need not imply that we are unhappy or dissatisfied with ourselves and also the synonyms for 'change'; Growth, Evolution, Adaptation, Development, Renewal, Learning and finally, Metamorphosis, which led us to consider the life cycle of the butterfly which will be our symbol or mascot throughout our investigation.

The students watched a time lapse clip of the Life Cycle of a Monarch Butterfly (<https://www.youtube.com/watch?v=7AUeM8Mbaik>) and listened to the cautionary tale of what happens if a butterfly is helped to break out of its cocoon. The effort required strengthens the butterfly and allows its wings to grow strong and so to interfere with this process would be to rob it of a vital process, ultimately resulting in the butterfly's death.

"What the caterpillar calls the end, the rest of the world calls a butterfly."

Leo Tse

The obvious connection to learning and the life experiences for us all that build resilience and confidence in the face of challenge was made and will be extended in future weeks.

The work of Carol Dweck explored in her book *Mindset*, identifies effort as the key factor to success in life and the difference between a fixed and growth mindset in pursuing continuous improvement. We will consider different aspects of effort; the motivation and consequences of applying this to daily life, throughout the term and it is my hope that these explorations will extend into conversations beyond the school gate.

To this end, we will hold a Parent Session on the theories of Resilience and the Growth Mindset and practical strategies to encourage these in our children. The session will be held in Week 6 of this term, Tuesday 18 August at 7:00pm TBC in the Year 5 and 6 classrooms. All welcome.

Weekly Awards:

Week 1

Students of the Week

K: Elke Hunter,
Yr 1: Estelle Fragar,
Yr 2: Torah Wooderson,
Yr 3: Grace Macquarie,
Yr 4: Patrick Muldoon,
Yr 5: Rosie Phelan,
Yr 6: Madeleine Sargeant



Respect Oxley

K: Matthew Morschel, \
Yr 1: Molly Davis,
Yr 2: Ava Ritchie,
Yr 3: Will Barnett,
Yr 4: Jacqueline Worthington,
Yr 5: Alice Gilbert,
Yr 6: Georgia Cheaib



Week 2

Students of the Week

K: Claudia Carpenter,
Yr 1: Sam Alexander,
Yr 2: Ben Shields,
Yr 5: Brianna Grice,
Yr 6: Arabella Brown



Respect Oxley

K: Matilda Pope,
Yr 1: Willa Soster,
Yr 2: Chilli Sparke,
Yr 5: Yanni Psarakis,
Yr 6: Sophie Kearney



Week 9 Term 2

Students of the Week

K: Leila Palmer,
Yr 1: Archie Wallace,
Yr 2: Annabel Arnot,
Yr 3: Will Purnell,
Yr 4: Chloe Cassim,
Yr 5: Meg Callaghan,
Yr 6: Logan Dobler

Respect Self

K: Dakota Winn,
Yr 1: William O'Callaghan,
Yr 2: Ben Shields,
Yr 3: Alfie Jensen,
Yr 4: Sophie Dunn,
Yr 5: Sophie Biddlecombe,
Yr 6: Olivia Pride





K-6 Adventures

House Poetry Winners



Gold Rush



Students in Year 1 have been learning about 'Workers in the Community'. The students were able to consolidate their classroom learning with an exciting visit to Bowral Fire Station, followed by an enjoyable picnic style lunch in Corbett Gardens, where they observed workers in the park. The students were given a tour of the station and fire truck and had the opportunity to use the fire hose. They had brainstormed lots of questions before visiting the station and were impressive in their interviewing skills whilst there. The class had a wonderful day and have come away wiser about fire safety and the roles and responsibilities of fire fighters in our community.

Billy Carts



How is it that the values of the French Revolution, which officially began on 14 July, 1789, still affect my life in the modern world?

The values of the French Revolution, while still not entirely attained, remain ever present in the modern world. To say "liberty, equality and fraternity" were achieved on the 14th of July 1789 is absurd, as is to say that, in the centuries that followed which saw Romanticism, Modernity, Post-Modernity and Pseudo-Modernity, the citizens totally succeeded in spreading such values. Today, we live in a society that still has only surface layers of freedom, fights for basic egalitarian right and lacks whole-hearted human connections. Nevertheless, we have rooted ourselves in a value base strong in the desire for revolutionary change, even on the smallest scale. Without doubt, the values of the French Revolution continue to affect the modern world. They are still and will always be, pertinent to a human psyche that desires the pinnacles of morality.

Liberty is fraught. In a world in which younger generations live much of their lives online, freedom is merely the surface of a murky pool. An icon of the French Revolution, the Liberty Cap symbolises manumission literally and figuratively. Today, we are slaves to technology and social media, working towards mastering such tools. Adolescents bask in the joys that such technology brings, unaware of or blasé about many of the dangers such as hacking, revenge porn\shame storms and cyber bullying. Are we free if we are also in danger? Liberalism, seen in the abolition of feudalism in August 1789 in France spoke of surface freedom, while compromising the safety found in a system that protected both serfs and lords. This year, Australia's data retention laws have caused controversy, as the public fear an invasion of privacy and thus personal freedom. Here, the balance between freedom and security is difficult to achieve. The laws were put in place to aid authorities in serious crime investigation and counter-terrorism, in essence for public

safety. With every decade, indeed every year, liberty will be challenged, as it is so core to the human condition. This does not, however, lessen its importance; rather it is a value that requires continuous grappling with.

Equality is catching. The French Revolution incited the Declaration of the Rights of Man and the Citizen, a document that went on to influence the writing of many other such declarations. Most relevant to me are the rights of women. Since the revolution, there is only one remaining nation that does not allow women to vote.

The pay gap is lessening gradually in developed countries. Instead, it is the rights of women in developing countries which are now paramount—those working unhealthy hours, paid little, without social welfare or the ability to voice their concerns. Maybe it will take another revolution to solve such issues, hopefully begun by women as the Women's March on Versailles was. Currently, it is the rights of the LGBTQ+ community that are most prominent in the media with the coming out of personalities such as Caitlyn Jenner the recent legislation in favour of gay marriage in Ireland and discussions in Australia about similar laws. Without the initiation of the French Revolution to amplify the need for the equality of human rights, such progress would not have been achieved. Further to this, the future fight for equality in new areas, while not being easy, is more possible thanks to this now innate value base.

Fraternity is in flux. During the French Revolution fraternity was closely linked to nationalism. For the first time, people became more attached to their country rather than their monarch. This in turn built a new understanding of community, which has developed into our modern notion of relationships in society.



Today we build connections in real life and online, aided by globalisation this has allowed the idea of a 'global community' to come into fruition. The traditional boundaries of time and space have broken down, thus groups of people become linked thematically rather than by location. Interest groups both socially and academically, for example the Institute for Economics and Peace, which has offices in Australia, America and Mexico, are now transnational. While we build these new and exciting connections filled with possibilities, both Australia and France especially struggle to provide unmitigated friendship and support to foreigners. Refugees and asylum seekers number over 50 million worldwide. Welcoming arms appear only to stretch so far, as xenophobic policies prevent new additions to many countries.

In contrast, communal petitions and non-governmental services such as Roads to Refuge hint at the public desire for legislative fraternity. This fluctuation between the pulls and pushes of fraternity in the modern world elucidates the notion that humanity continues to struggle with this timeless principle.

The act of identifying how the values of the French Revolution still apply to our modern lives, speaks of their continuing relevance. The revolution was initiated by the longing for liberty, equality and fraternity and then continued with the French people's drive to instil them within society. Without doubt, the modern world still feels the ramifications of a revolution begun in 1789 and its values permeate our lives today.

By Evangeline Larsen (Year 12) Winning Essay for Bastille Day 2015



UK Cricket Tour 2015

In the holidays, 13 Oxley students along with Mr Marnoch, Mr Dibdin and several parents, departed for the United Kingdom on a three week cricket tour. Starting in London we played back-to-back matches, starting just one day after we landed! We were very jet lagged and this showed as we were comprehensively beaten by a strong team from Rutlish School. In the second game, we recorded a well-fought win against The Cedars School. Special mention must be made of Ravi Wikramanyake who scored 88 not out with excellent support coming from D'Arcy Deitz. Harry Norman bowled superbly finishing with figures of 3/10.

The win and a break to visit the sights of London, gave the team a much needed boost of confidence going into the third match in a traditional fixture against Frensham Cricket Club. The game was highlighted by another superb innings from Ravi, with 102 not out. Good contributions also came from Sam Purnell, Oliver Clark and Charlie Beedle who combined to give the Oxley team a competitive score of 183 from 30 overs. All was going well for the Oxley with Frensham on 1/12 when rain interrupted play. This break gave the opposition time to refresh and come out kicking with a 69 run stand, leaving them 2/81 after 10 overs. However, as so often happens in cricket, wickets fell quickly. Good bowling from Nick Gardner and Sam Purnell left Frensham reeling at 4/90 after 13 overs. Tight bowling from Harry Norman, D'Arcy Deitz and Hamish Pinn put the result beyond doubt, with Oxley winning by 31 runs.

From Surrey via Lord's Cricket Ground, we moved on to the Midlands. In Nottingham we saw Robin Hood and visited the 'Gun and Moore' bat factory. The latter gave us a fascinating insight into how the cricket bats - that we take so much for granted - are skillfully crafted mainly by hand.

We next played a game against Stamford School in Lincolnshire. It was a very hot day and it showed in the field as the Oxley conceded 232/7. The pick of the bowlers were Lachlan Moore and Jock Heinrich who picked up 3/20 and 2/18 respectively. Batting began very well for Oxley with the opening pair of Charlie Beedle and Oliver Clark putting on a 58 run stand for the first wicket. However it all went downhill from there as Oxley was subjected to a middle order batting collapse being eventually bowled out for 127. Special mentions go to Charlie Beedle who scored 54 and Oliver Clark who scored 20.



Leaving Nottingham we headed for Edinburgh, the long drive broken up by a stop at York where we walked the medieval streets and visited the Jorvik Viking Centre. This gave us an interesting understanding of the history of the city. We then drove along the scenic Northumbrian coast of England where we enjoyed the 'Best Fish and Chips in all of England!'

In Edinburgh, as well as visiting the famous castle, taking an open-top bus tour and climbing Arthur's Seat, we played a match against the Scottish home of cricket - the Grange Club - at Fettes College, who's best known son is Ian Fleming, author of the James Bond books. This game was a tough one as the opposition batted aggressively, punishing any loose ball by sending it to the boundary. After their allotted 25 overs, Grange had reached an impressive score of 208/4. The pick of the bowlers were again, Lachlan Moore with 2/39 and Nick Gardner with 2/15. Oxley came out to bat with a mammoth task ahead of them. Promising innings from Charlie Beedle (23) and D'Arcy Deitz (30) were the only highlights to brighten the evening skies, as Oxley closed its innings on 7/108.

Following a spectacular drive through the English Lake District, Manchester was the next stop on our tour. Here we visited Old Trafford Cricket and Football stadiums. The guided tour of Manchester United's home ground, was a spectacle to behold. The game we played in Rochdale was less so, with Oxley well beaten in the cricket and subsequent boxing match! The pick of the batsmen was Oliver Clark who scored 30 from a total of 9/89, with Jock Heinrich chipping in with useful runs at the end. Our hosts were made to work hard for their victory as tight bowling from Ravi Wikramanyake (2/14) and Hamish Pinn (0/9) slowed the run chase down, despite later going down by 8 wickets.



After stops at Stonehenge, Bath, Cardiff, Caerphilly Castle and a visit to the ghosts of Llandarf, the final game on the tour took us to Corntown to play Vale Cricket Club. This game was a good game to watch as aggressive batting from Charlie Beedle (30*) Harry Norman (31*), Ravi Wik (30*) and D'Arcy Deitz (25*) raced the score to 2/174 from 20 overs. Oxley's bowling was also a spectacle as the bowlers restricted Vale to 5/84 at the end. Charlie Hill and Brad Worthington fielded and bowled particularly well.

It was good to finish on a winning note, before heading back to Cardiff to enjoy a day of Ashes cricket. Of the seven games played, Oxley came away with three wins. This was a great experience for all the tourists and one we shall all never forget.

By Charlie Beedle & Sam Purnell (Year10)



HSC Art Exhibition

2015 Year 12 Visual Arts
Orchestra Room Oxley College
5:30-7:30PM

Thursday 6th August

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

All students in Years 7 – 11 completed an Academic reflection last week. This was an afternoon set aside to provide a one-to-one opportunity for each student to reflect on their recent report with their Tutor/Academic Mentor, to review the academic goals set at the beginning of the year and to set new ones for the remainder of the year.

Following on from this at assembly, students were reminded of the importance of a growth mindset, and indeed what a mindset actually is. Once again using the research of Professor Carol Dweck, we spoke of aspiration, of the necessity of effort, of striving, sticking and stretching in academic work.

Students were challenged to review their current mindset, particularly in the context of perhaps disappointment in recent marks and grades on reports. Practical examples were provided to assist students to identify how they react in the face of setbacks:

A Fixed Mindset: "It's about me"

Response:

- Hide mistakes
- Conceal deficiencies

A Growth Mindset: "It's about learning"

Response:

- Capitalise on mistakes
- Confront deficiencies

When facing a disappointing result in a particular course, typical statements are reflective of mindset:

Fixed Mindset:

"I'll spend less time on this subject from now on."

"I will try not to take this subject ever again."

Growth Mindset:

"I will work harder in this class from now on."

"I will spend more time studying for the tests."

Dweck emphasises that a Fixed Mindset provides no recipe for recovering from failures and is embodied by

- Giving up, retreating to comfort zone
- Blaming others
- Trying to feel superior

Thus we continue to challenge each of our students to develop a Growth Mindset, to set high goals for the semester ahead and most importantly, increase the amount of effort and action in their studies, particularly in the subject that was perhaps not as good as others. We will talk more about working toward Personal Bests in the weeks to come.

Evidence of excellent academic effort is currently being seen as Year 12 students sit their HSC Trial Examinations. The mandatory English papers have now been completed

with remaining courses tested over the next week. We continue to be encouraged by the studious attitude and time invested by these students in their academic work.

Year 11 students and their families will have an opportunity next Wednesday afternoon to hear more about the next step of the journey to the HSC: specifics of the HSC Programme of Study, opportunities to take up Extension subjects, an explanation and demonstration of the ATAR as well as a briefing on the upcoming Outback Experience. This event will occur from 4:00pm in the Orchestra Room.

Deputy Head Pastoral: Peter Ayling

MindMatters

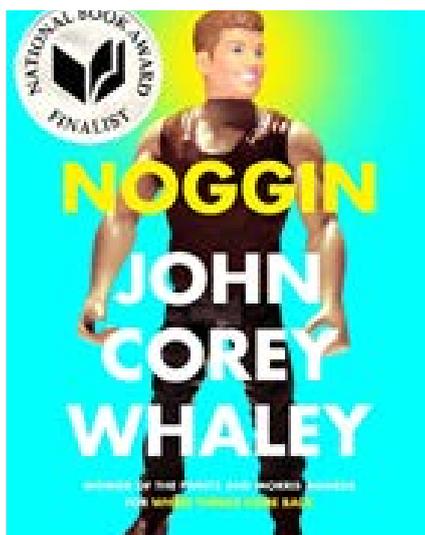
Throughout Term 3 we will focus on Peer Pressure and Decision Making.

Our Senior Prefects will lead discussions on what to do in certain situations and through group discussion they will brain storm possible solutions. For example our Year 7 - 10 cohort may discuss issues such as inappropriate comments online. How would you respond to comments written about you? How would you respond to comments written about a close friend or a member of your family? Our senior students may discuss is it ok for your 18 year old friend to purchase alcohol for you? What are the possible outcomes of a situation like this?

These are real life scenarios that will help to support our students to make informed decisions about things that happen in their daily life. With the support of staff, working in small groups will allow for open discussion and how to respond to peer pressure.

Homework

We would like to remind parents that we are offering Homework Club to students from Years 4 - 11 on Tuesday, Wednesday and Thursday in the Library. We have a staff member available to assist students with Homework. Homework Club runs from 3.30 - 5.00pm.



Books

★ ★ ★

Noggin

Can you imagine not having your own body? Your head being detached and reattached to a complete stranger's body. Finding a cure to a disease, which could end your life. Can you imagine? Travis Coates couldn't imagine it. Not until he woke up in a hospital bed five years after 'dying' from leukemia. *Noggin* was probably the most thought provoking book that I've read in a long time. I'd definitely recommend John Corey Whaley's clever and fascinating story for anybody who is willing to think a little deeper.

By Ella Moran (Year10)



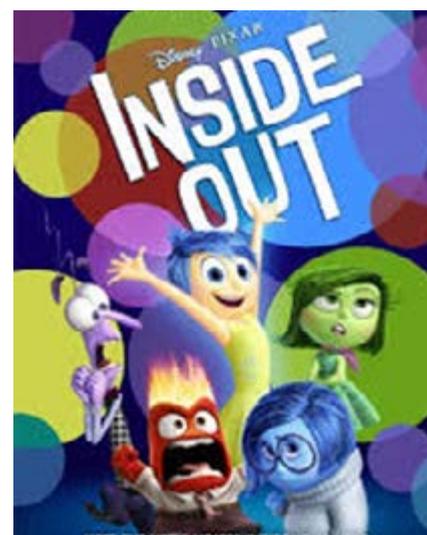
Music

★ ★ ★ ★

Bully – Feels Like

When you first hear the word 'bully', you probably think of that chunky, gritty, tough guy at your primary school whose main pleasure in life was making people feel horrible. Now I'm not sure about the making people feel horrible bit, but 'chunky, gritty and tough' are words that would be used to describe *Feels Like*. Through these loose, thick vocals and grainy, unrefined guitar hooks *Feels Like* has impressed many. Drawing from influences such as Hole and Bikini Kill, Bully have created their own neo-punk sound, best displayed in killer track 'Picture'. Instrumentally quite stripped back for the band, but with a driving bass line that gives the song this cutting edge funk appeal. Alicia Bognanno's voice is one big bully itself, rough and tough on the edges and gooey and soft on the inside. So with instrumentation that is reminiscent of Best Coast and vocals that range from gentle to gravelly, Bully present us with this evocative album that challenges the thoughts of all the people who said punk rock was dead.

By Isabella Moore (Year 8)



Films

★ ★

Inside Out

Have you ever wondered what's inside your head? Or what controls your mind? The new movie *Inside Out* has a 'theory' for this concept.

Exploring the different parts of your mind - joy, fear, anger, sadness and disgust, *Inside Out* takes you on a funny and nostalgic journey that's full of laughs and maybe even tears!

Our main character Riley moves to San Francisco when her father takes a new job in the city. Like all of us, Riley experiences a whole range of emotions: Fear about starting at a new school and sadness about leaving her old school. Riley experiences an emotional rollercoaster throughout the movie, and in an animated form we see characters representing each of those emotions at work in her brain. The whole idea is that each time she feels the emotion, that particular emotion is controlling her brain. The film unpacks ideas about core memories and how they shape our personality. It shows how things that happen to us can shape who we are in the future.

Pretty clever for a 'kids movie'! In fact *Inside Out* has something to offer all ages. Whether you're just looking for something funny with good morals about being yourself or whether you're looking for something a little bit more meaningful and informative, *Inside Out* is a great choice!

By Jemima Taylor and Savannah Sandilands (Year 8)



OLE WEEK

OLE! Week is a compulsory and unique multi-day/overnight College event held during Week 1 Term 4, and OLE! stands for Other Learning Experiences. OLE! Week is a wonderful opportunity for Oxley students to explore new experiences with their peers in a supervised and supportive environment, and immerse themselves in activities we hope will extend and enrich their lives beyond the classroom, particularly with an outdoor, service or cultural focus.

During OLE! Week students from Year 3 to Year 11 will be involved in a variety of activities off campus designed to build confidence and resilience, encourage team work and collaboration, and nurture independence and self-discovery in both familiar and unfamiliar environments.

You will shortly receive an email containing information relevant to your child/children's OLE! Week activity and we ask that you carefully read through the paperwork, and complete and return it to the College by Friday 14 August 2015. If you have any concerns or queries regarding any aspects of OLE! please contact Miss Lane. As you can appreciate, OLE! Week is a huge undertaking logistically and we look forward to your support and assistance in running another successful year of positive experiences and challenges for our students.

By Natalie Lane



FAST AND FRESH

On Monday 1 June, Year 10 Oxley drama groups travelled to Parramatta, to participate in the 'short sharp' drama competition at Riverside Theatre. After an Oxley drama night a few months ago, it was decided that the four plays – 'What to wonder about Alice', 'Cluedo Secrets', 'To Knight, or not to Knight' and 'Who Holds the Dagger' – would participate in the competition. It was a long day, filled with excitement, nerves, bright lights and super rushed food breaks. Although the Messina ice-cream made everything better! We were all feeling exhausted on the bus home, but also very excited because Oxley came away with two performances through to the Finals! Congratulations to: 'Who Holds the Dagger', written by Sasha Gonzalez-Malcolm and 'What to Wonder About Alice', written by Maddy Kalde. The Finals took place on Friday 12 June. The bar had certainly been raised and the competition was tough. From an audience's point of view, it was really great to see all the talented young actors, actresses, playwrights and directors have a chance to take their play to the spotlight. Although Oxley did not win any prizes on the final night, I know many unforgettable memories were made. Everyone had a fantastic time on both nights and it was an awesome experience. Thank you Mr Cunich for organising the wonderful opportunity. I'm sure many of us will be keen to organise a play to possibly perform at the competition again next year.

By Isabella Knowles (Year 10)



IN THE LIBRARY

Term 3 is a big term in the library for K-6; the Premier's Reading Challenge ends on Thursday 20 August, we have a Scholastic Book Fair on Friday 21 August and a K - 6 book parade during Book Week on Wednesday 26 August.

All students who have completed their books for the Premier's Reading Challenge must have read them and entered book details in their online reading records by Thursday 20 August. Students needing help should pop into the library where there are always plenty of Library Monitors to help.

On Friday 21 August, Scholastic will deliver a large number of fabulous books for our annual Book Fair. All money raised will fund new books for our library and Book Week prizes for the K-6 classes. Save your pocket money, ask for extra odd-jobs to do around the house for cash to build your fortune to spend at the fair.

This year the theme for Book Week is "Books Light Up Our World". I'm not sure why, but this makes me think of snuggling up in warm bed at night with a torch and a good book. I encourage all our K - 6 students to parade in their best pyjamas, with their best book and a torch (and their teddy) this year.

By Elizabeth Antoniak



Meet 31-year-old Glenn Turner, a member of the Australian Men's Hockey Team, the Kookaburras.

PO: When and how did you become involved in hockey?

GT: I started playing when I was five. My dad and our neighbours made a bet that whoever's sporting team finished higher on the ladder that year; the two families would play the next year. My dad played football and our neighbours played hockey. The Bowral hockey team won, and so I started playing.

PO: What position do you play? Have you always played that position?

GT: I play striker and find myself playing everywhere up the front. I have played that position for a while now, but in juniors I played back a bit - I guess I moved closer to the goals as I got older.

PO: What would you say is your biggest achievement?

GT: Winning the 2010 World Cup because I was really new, fresh and loving it. We also won the 2014 World Cup in Holland, but it was a bit harder, and I got few injuries. Obviously to be an Olympian, and go to the London Olympic Games in 2012 and get bronze is pretty special too.

PO: What makes a great team? What would you attribute the success of the Kookaburras to?

GT: I think the Kookaburras are a really close group, because we do a lot of work with our psychologist. We're really open and learn a lot about talking to each other and being truthful. I mean we have the best players in Australia, so obviously our team is really competitive, and I think that training in that environment makes us a lot better.

PO: What do you enjoy most about the game? Do you still enjoy playing as much today as you did when you were a kid?

GT: As I get older I appreciate the friendships that I've made through the game. I think I went through a stage where I just wanted to be the best, make the best team and win the lot, but when I was playing like that I didn't enjoy it as much as I do now

or, when I was a kid and just played for fun.

PO: What does your training regime look like?

GT: At the moment I'm injured, so it doesn't look like much, except sitting on the exercise bike. Normally we train six days a week and have two gym sessions, a Pilates or yoga session, six individual sessions, three group sessions and a game.

PO: Have you ever faced any challenges that you have had to overcome?

GT: Injuries is a big one in sport when you're playing at the top level, I mean if you don't train hard enough, you won't become the world's best, but if you train too hard then that's when injuries occur. Recently, I pulled my chest muscle off my arm bone at practice, I was diving for the ball and dived the wrong way, you see it a lot in footy players but not hockey players. I had surgery about seven weeks ago now and I'm looking to get back in the next six to seven weeks. I've also had a couple of hip operations, a broken foot and a lot of little things. I think the other thing is form; you always go through good and bad form in everything you do in life. You have to learn to overcome that, because you're not always going to be at your best or feel your best.

PO: Do you have any advice and/or tips for any aspiring hockey players?

GT: I think if you're prepared for anything in life, with hockey and every other sport, you go in, you're less stressed and you perform better. If you do the training and get yourself fit and physically strong, you will be prepared no matter what happens.

By Cate Patterson (Year 11)

The Oxley College P&F Association invite you to hear

Trent Southworth

Tuesday 28 July 7:00pm
David Wright Library, Oxley College
Back by Popular Demand!



Trent Southworth is an ex NSW Police Officer with over 14 years policing experience, including 8 years employed in the Youth Liaison role. In his role, Trent worked closely with the Ted Noffs Foundation, Motor Accident Authority and the Department of Education to identify youth related initiatives such as underage drinking programs, truancy, road safety, drug programs, bullying etc.

Through his experience in the NSW Police, Trent witnessed first-hand the importance of ongoing education of young people in today's society, as well as the significance of parental education and support.

Since leaving the Police, Trent has developed and facilitated numerous seminars for students, teachers, parents and community groups Australia-wide.

Oh darling, what a wonderful time!

Oxley College Annual
Trivia Night

HOLDERS TAKE First question at 7pm

31 July 2015

Best dressed Female, male, table

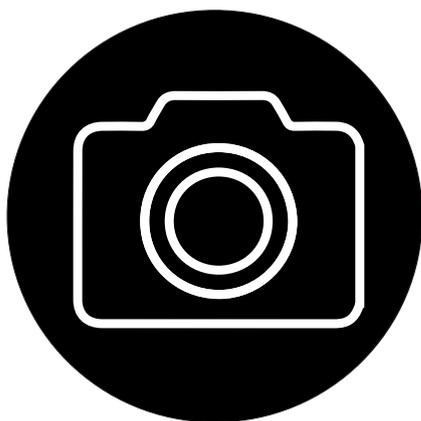
Prizes

BYO Drinks and nibbles

\$15 pp

15 drinks per table (max of 20 seats)

<http://www.trybooking.com/IDFG> and <http://www.trybooking.com/142772>



Pin Oak Photography Competition

Liv Donovan (Year 9) is starting a fortnightly photo competition at Oxley! A 'brief' will be announced and you will have a week to send in your entry. Please email your photos to olivia.donovan@oxley.nsw.edu.au with a brief description of your photo to enter! One entry per person! The winning image will be published in Pin Oak and the brief for the following week will be announced. Entries close the following Friday after Pin Oak is released! This fortnight's brief is 'Look Up'. Get shooting! Good luck!

PIGS FLY PRODUCTIONS PRESENTS

LITTLE SHOP OF HORRORS

Book and Lyrics by **HOWARD ASHMAN** Music by **ALAN MENKEN**

Mittagong Playhouse
4th - 19th September 2015

Based on the film by Roger Corman. Screenplay by Charles Grisham. Originally produced by the WPA Theatre. Kyle Rietick, Producing Director. Originally Produced at the Orpheum Theatre, New York City by the WPA Theatre, David Geffen, Cameron Mackintosh and the Shubert Organization. By arrangement with Hal Leonard Australia Pty Ltd. Exclusive agent for Music Theatre International (NY)

Bookings: www.trybooking.com/115117 Enquiries: 0423 985 945

Nepalese Evening

from World Horizons

When: August 11 2015

Where: Orchestra Room Oxley College

Time: 6.30-8.30

Cost: \$25 per head includes welcome drink and plate of food

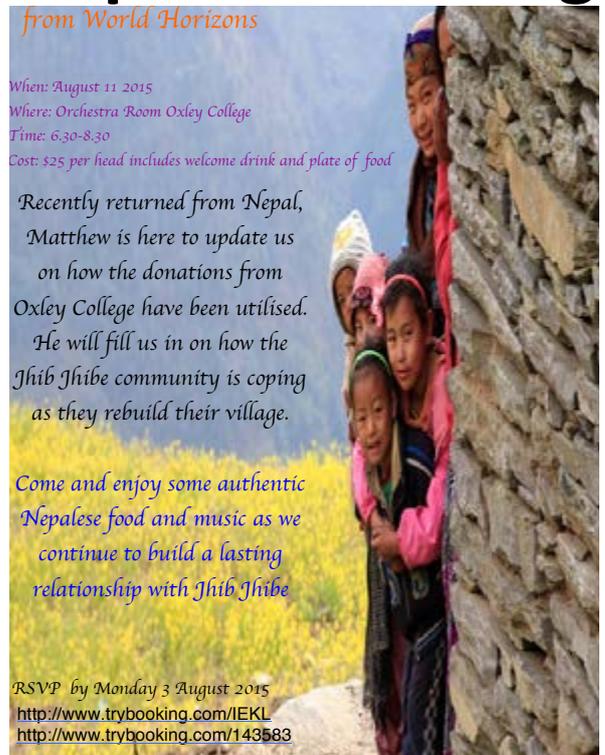
Recently returned from Nepal, Matthew is here to update us on how the donations from Oxley College have been utilised. He will fill us in on how the Jhib Jhib community is coping as they rebuild their village.

Come and enjoy some authentic Nepalese food and music as we continue to build a lasting relationship with Jhib Jhib

RSVP by Monday 3 August 2015

<http://www.trybooking.com/IEKL>

<http://www.trybooking.com/143583>



GALLERY



JULY- AUGUST CALENDAR

 <p>Congratulations Mr and Mrs Hayman on Baby Jack Hayman!</p>	<p>Mon</p> <p>HSC Trial examinations continue</p> <p style="text-align: right;">27</p>	<p>Mon</p> <p>Inter-House Drama Night, Hoskins Hall, 7:00pm</p> <p style="text-align: right;">03</p>	<p>Mon</p> <p>SHIPS K - 6 Athletics Carnival, Tudor House HSC Drama Night (1) Hoskins Hall, 7:00pm</p> <p style="text-align: right;">10</p>
	<p>Tue</p> <p>Year 3 - 11 ICAS English Competition Year 5 & 6 Trent Southworth Presentation P & F Meeting and Trent Southworth presentation, 7:00pm</p> <p style="text-align: right;">28</p>	<p>Tue</p> <p>Exc: Year 11, U Turn the Wheel, Mittagong RSL</p> <p style="text-align: right;">04</p>	<p>Tue</p> <p>Inc: Year 8 Matthew Swait Nepal Year 3 - 11 ICAS Mathematics P & F Nepalese Evening-Matthew Swait, 6.30pm HSC Drama Night (2), 7:00pm</p> <p style="text-align: right;">11</p>
<p>Oxley College parents should drop off and collect children using the Railway Road access only. There should be no vehicle access to the school via Osborne Road for drop off or pick up, other than for emergency vehicles. Existing pedestrian and cycle access to Osborne Road remain in place.</p>	<p>Wed</p> <p>Year 11 HSC & Outback Information Evening, Orchestra Room, 4:00pm</p> <p style="text-align: right;">29</p>	<p>Wed</p> <p style="text-align: right;">05</p>	<p>Wed</p> <p>HICES Music Festival Concert, Sydney Town Hall, 7:00pm HICES Music Festival Jazz Academy</p> <p style="text-align: right;">12</p>
	<p>Thu</p> <p>U 13s Rugby vs Chevalier at Oxley, 4:15pm</p> <p style="text-align: right;">30</p>	<p>Thu</p> <p>HSC Visual Arts Exhibition, Orchestra Room, 5.30pm Exc: Year 11 Biology, Mr Annan</p> <p style="text-align: right;">06</p>	<p>Thu</p> <p>Inc: Year 1 Harbison Seniors visit Headmaster's Tour, 11:00am</p> <p style="text-align: right;">13</p>
<p>Fri</p> <p style="text-align: right;">24</p>	<p>Fri</p> <p>K - 6 Athletics Carnival P & F Trivia Night, Hoskins Hall, 7:00pm</p> <p style="text-align: right;">31</p>	<p>Fri</p> <p style="text-align: right;">07</p>	<p>Fri</p> <p>Exc: Year 2 Ilawarra PAC Theatre, Wollongong K - 6 Cake Stall, 3:15pm</p> <p style="text-align: right;">14</p>
<p>Sat</p> <p>ISA Winter Sport Round 8</p> <p style="text-align: right;">25</p>	<p>Sat</p> <p>ISA Winter Sport Round 9</p> <p style="text-align: right;">01</p>	<p>Sat</p> <p>ISA Winter Sport Round 10 HSC Examination: Spanish Continuers HSC Examination: German Continuers</p> <p style="text-align: right;">08</p>	<p>Sat</p> <p>ISA Winter Sport Semi-Finals HSC Examinations: French Continuers</p> <p style="text-align: right;">15</p>
<p>Sun</p> <p style="text-align: right;">26</p>	<p>Sun</p> <p style="text-align: right;">02</p>	<p>Sun</p> <p>Exc: HICES Music Festival</p> <p style="text-align: right;">09</p>	<p>Sun</p> <p style="text-align: right;">16</p>

Upcoming events

- + Science Week - Monday 17 August - Knitting Neurones
- + Year 12 HSC Music Recital, Orchestra Room, 7:00pm - Wednesday 19 August
- + Inc: Year 1 Harbison Seniors Visit - Thursday 20 August
- + Parent Session: Theories of Resilience and the Growth Mindset - Tuesday 18 August 7:00pm

Sport



SNOWSPORTS

NSW Northern Region Snowsports Championships were held at Perisher during the school holidays and Oxley College entered the largest team we have had for a number of years consisting of Taylor Anstee (Year 3), Chilli Sparke (Year 2), Jamie Binder (Year 11), Jordan Colby (Year 9), Brandon Colby (Year 11), Lachlan Burns (Year 10) and Connor Philpott Tyson (Year 7).

The team represented Oxley well and we had some outstanding results considering the extremely large field of competitors from over 33 different schools. It seems that Oxley College is back on track to having a very successful Snowsports team.

Congratulations to all the competitors and special recognition to Jamie Binder (Year 11) and Brandon Colby (Year 11) on gaining selection to compete at the NSW Interschools Championships to be held in Perisher in August.

TEAM OF THE WEEK - EQUESTRIAN

Hunter Taylor (Year 7) and Lucie van der Schalk (Year 12) both placed 1st in their events at the recent Interschool Equestrian Championships. Hunter placed 1st in the Showhorse event and Lucie won the Elementary Dressage. Both students along with William Quirico (Year 9), Ben Quirico (Year 11) and Rosie Bowyer (Year 10) are currently undergoing selection for the NSW Equestrian Team. A more extensive Equestrian report will be in the next Pin Oak edition.

PLAYER OF THE WEEK

Harry Jensen (Year 6) recently competed at the NSW CIS Cross Country Championships at Eastern Creek. Competing against some of the strongest cross country runners in NSW, Harry performed really well in atrocious conditions placing 45th. Congratulations Harry.

