

PIN OAK

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DESIGN CHAIRS



PETER VARDY



K-6

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BOTSWANA SOCIAL SERVICE PROGRAMME APRIL 2017

As part of its developing Overseas Social Services Programme, Oxley College is inviting all current Year 8, 9 & 10 students on the inaugural Social Service trip to Maun in Botswana in April 2017. This will not be a 'fly in-fly out' experience.

Instead, we will be studying Botswana and the community of Maun in advance.

We will begin the visit with a week of game parks, waterfalls and camping adventures. During the second week we will become embedded into Sedie Middle School and Mathibe Junior School in Maun. These are the schools that Mr Parker taught at earlier this year whilst forging this connection. We will join the high school lessons, play games, create a cultural production together and teach the younger students English. We should return to Australia feeling that Maun is almost a home on the opposite side of the world.

The tour leader will be former long-term Oxley teacher, Mr Peter Craig, who will have recently visited the area and who has taken numerous Oxley tours overseas in the past. Current Oxley staff will also chaperone/attend.

INFORMATION EVENING - WEDNESDAY 1 JUNE, 6.30PM, ROOM 7 (HIMALAYA ROOM). ALL WELCOME



HEADMASTER'S REPORT



Foundation Night

Last night's Foundation night was a great celebration of some of the musical and spoken talent of Oxley College. I would like to thank you all for coming and being a part of it.

It is great that so many kids get up on stage and have a go - yet it is not some populist rabble, but a slick, excellent production. A third of the high school were on stage singing their House song. "Freedom" - was a great way to kick off the evening - the beginning sounded more like an ANC protest song than a George Michael piece of pop. "Someone That I Used To Know" was very cleverly imagined, arranged and performed. It added a whole new layer of passion to the song. Almost all of K-6 were on stage amusing us with their excellent rendition of "Naughty". It was joyful and spirited. Of course I disagree entirely with the sentiment of the song, and quoting it will not be an excuse for bad behaviour unless sung extremely well in Mrs Lind's office.

"Mull of Kintyre" was a highlight for many people. The bagpipes and drums sent chills down many people's spines. It was great to hear the choir, the orchestra and the pipes working so well together. The Stage Band were fantastic and made me want to exhume my old Blues Brothers VHS. Recessing at the end of the night to the strains of "Uptown Funk" was a new experience for me.

The speaking was also excellent. Jamie Binder's talk on feminism was passionate and relentlessly relevant to our audience. It won the Senior Public Speaking competition because of its spine, its thoughtfulness and its energy. I hope that you enjoyed it too. It was very good to hear Old Oxleyan Andrew Rumsey's talk. He was able to really reflect on Oxley and his own life in music and gave students great advice wrapped in a natural comic timing.

The only caveat was that Robert Hughes was not able to join us. During the last holidays Robert was diagnosed with a brain tumour and he is having an operation next week. We are all supporting him and his family as Rob heads into the operation and what comes after. He will not be returning to Oxley this term, but we very much plan to see him later in the year.

Inaugural Social Service Trip to Botswana.

As part of the Rites of Passage programme we are establishing strong relationships with three schools. We plan to take students each year to each of these schools.

- Jhib Jhibe Upper and Lower school in Nepal (connected schools)
- Sedie Middle and Mathibe Junior School in Botswana (on the same site)
- Korovua School in Fiji.

These immersion activities will also be a part of the Global Perspectives course that students study in Years 9 and 10 with Cambridge International.

The Botswana connection is the final piece of this plan to fall into place and I am very excited to announce that we will be having an inaugural trip there in April 2017. Whilst ultimately it will be an opportunity for Year 9 and/or Year 10 students, we want to start by opening it more widely. Thus older students are very welcome to be a part of this trip. You will see more of the details on the opposite page. I hope that we have a great group of students to forge these first student connections with many of the wonderful people at this Botswanan school.

Kindergarten and Year 5

On a different note, we are opening up places in Kindergarten and Year Five for next year. These are natural entrance points to a new school and we are also letting the wider community know that places are available in these targeted areas.

BIG ISSUE

Peter Vardy visits Oxley College to talk about Ethics

Two weeks ago, Dr Peter Vardy visited Oxley to speak to us about ethics, philosophy and decision making. Year 9 and 10 were joined by students from Chevalier College and Canberra Girls Grammar. I think we would all agree that we got a lot out of it, with many students discussing the issues afterwards and impressed by Mr Vardy's knowledge of the topics.

The things that Mr Vardy spoke about were all such complex issues and yet he managed to keep a teenage audience captivated for the most part of the day. He didn't sugar-coat things and made us all question the way we live our everyday lives. He tackled so many questions that we will have to think about in the future and wasn't afraid to have some of the more awkward conversations. Thanks so much to all the teachers who helped organise the day and also to Mr Vardy. We have tried to reflect on some of the things he spoke about and add our own personal thoughts below.

Human Rights and Wrongs

Terrorism is the major fear of much of the Western world (and much of the East as well). Groups like Boko Haram and ISIS as well as people claiming to act on their behalf are responsible for thousands of deaths in places like Syria, Iraq, Nigeria, Iran, Lebanon, Pakistan and Paris. These fundamentalist groups aren't new – before them Al Qaeda and Jema'ah Islamiyah were the major names on people's lips. The West in general has often been quick to call for vengeful action in the form of military response any time attacks have been carried out against their citizens.

Peter Vardy raised the question of where human rights sit in response to this. For example, he recalls that when prisoners were taken in the 'War on Terror' and held at Guantanamo Bay, a notorious prison base where they experienced torture at the hands of the US military, they were being treated the way politicians at the time said 'the majority of Americans would have wanted them treated.' But does this mean they were being treated according to human rights. Who or what safeguards people's human rights in war?

He also raised the issue of the use of drones. Drone pilots often leave their jobs because of the stress of their position, including the fact that innocent people are sometimes killed. The recent film "Eye in the sky" touches on these themes. Do the ends justify the means? Should the old rules of warfare still apply? As we continue to move forward with new technology these are questions that our generation will have to tackle.

Jemima Taylor (Year 9)

How shall we live?

This was the question posed by Dr Peter Vardy at the opening session of his lecture on 'Character'. Dr Vardy challenged all students to think about the dangers facing the world today with the collapse of a single truth, universal values and a common human nature. Rejecting relativism and postmodernism, Dr Vardy argued that people and communities cannot function if there is no meaning or truth to be discovered and only a world of meaninglessness. He spoke about various challenges facing the human race in the 21st century arising from genetic and artificial intelligence and got us thinking about a world where people could 'manufacture' their children's physical features and genetic makeup. We can now alter our baby's genes, and remove traces of diseases that could make a child sick later on in life. This is surely a good thing, happier healthier children. But how far do we go? Where do we draw the line?

His final message in this section was taken from Aristotle and Virtue Ethics which focuses on a person's character. Perhaps this could guide us to become fully human and live a good life in the 21st century.

Lucie Drysdale (Year 9)

Living Together in Tomorrow's World

This section of Peter Vardy's lecture was interesting and controversial. He informed us about the looming issues of the world that the children of today will grow up in, and the decisions that we will make as a generation about Australia and the planet. He mainly addressed environmental concerns such as climate change, diminishing resources and increasing pollution. One thing that he said in this section was very memorable for me - that global temperatures would rise at least one degree, and this would be enough to wipe out all coral reefs in the world, no matter what we do. Overall, this section was alarming yet thought-provoking.

Sienna Knowles (Year 9)

Dr Peter Vardy is a British academic, philosopher, theologian and author.





Books

★★★★★

Les Miserables

Fear, hope, war, and love.

In this two thousand-page masterpiece, Victor Hugo weaves an astonishingly clever story of an ex-convict Jean Valjean. The whole book follows his story in mid-revolution France, as he runs away from the law and from himself. The incredible plot line also shows us the lives of other characters – a bishop, an innkeeper, a prostitute and a policeman. There is also a second protagonist in the book, an orphaned girl named Cosette who Jean Valjean saved from slavery.

It took me four months to read this book, but not a page went to waste. I do not recommend this book to anybody who doesn't love reading!

By Sienna Knowles (Year 9)



Music

★★★★★

Live: Tim Rogers @ Upper River Hall

The ARTS Lab x The Harvest Lounge Collaboration

On Sunday night, tucked away in the mystical town of Kangaroo Valley, tunes from the last 20 years of Tim Rogers' successful career echoed through the small, community-run Upper River Hall. Accompanied by fellow You Am I bandmate, Davey Lane, Tim captivated the audience, playing hit after hit and charming the crowd with his rowdy humour and stories from being on the road. As his set progressed, Tim lived up to his name as one of Australia's most treasured rock icons playing altered versions of You Am I's heart-felt tune, "Heavy Heart" and the classic, "Berlin Chair". Tim and Davey wrapped up the performance with a vibrant, lively cover of "Young Americans" by the recently passed musical legend, David Bowie. Even after so many years of touring, Tim still stated that he's going to tell everyone to come to this venue and 'tweet the living (word I can't say in a school magazine) out of it'. As each concert attendee poured out, astonished remarks we're certainly not left unsaid. Everyone was in awe and everyone was in love.

If you missed out on this event make sure that you come along to the next one which will be the beautiful, Leonardo's Bride. Head over to www.artslab.com.au for more information.

By Issy Moore (Year 9)



Films

★★★★★

Eye in The Sky

Eye in The Sky, directed by South African film maker, Gavin Hood is a must watch. The story follows Col. Katherine Powell, a military officer in command of an operation to capture three of the most wanted terrorists, in Kenya. Through remote surveillance and on-the-ground intel, the team discovers that their targets are planning a suicide bombing. Therefore, the mission escalates from "capture" to "kill." However, just as American pilot, Steve Watts begins to engage, a young girl enters the kill zone, setting up a table in which, she intends to sell her mother home-baked bread just meters from the target. In turn, an international dispute arises, over the moral, political, and military implications of modern warfare.

Eye in The Sky, was absolutely eye opening, no pun intended. We see the situation from the perspectives of Col. Katherine Powell (Helen Mirren), pilot Steve Watts (Aron Paul), Lieutenant General (Alan Rickman) and young girl (Aisha Takow). As writer, Peter Travers from Rolling Stone says "Eye in The Sky asks a provocative question: Does conscience still figure in modern warfare?"

By Ella Moran (Year 11)

Head of K-6: Justine Lind

How do we make learning visible?

It's a phrase we use often at Oxley and in K-6 we are evolving the quality of the learning experiences and constantly seeking ways to make it visible to our learners.

Over the last two weeks the school has been alive with rich learning experiences that are deeply engaging for the students.

Last week, all of K-2 visited the Sculpture at Hillview exhibition which was a great success. Learning begins in wonder and they were immersed in the enchanting world of art and beauty, and the messages were as unique and creative as all the eyes and minds which perceived them. On Tuesday this week, there was a carnival atmosphere in the K-6 courtyard as Years 1 and 2 made and raced billycarts and then classified and road tested toys from present day and years ago. At the same time Year 3 were outside investigating the topic of area with giant sized (1m2 to be exact) sheets of paper, collaborating, delegating and negotiating to discover the complexities of measurement and co-creating strategies to overcome them. Stage 2 have been indoors and out in the field to immerse themselves in the business of observation and analysis. Stage 3 students prepare for their excursion to Canberra at the end of this term. It will culminate their study of government systems and the political process and then launch them into next term's unit on 'Legacies' and significant figures in society.

We know the quality of these experiences are visible when the students can see their own progress. The teachers are currently focussed on documenting your child's progress in the formal reports you will receive at the end of this term. These are valid in terms of providing an indication of each child's progress and achievement relative to age based expectations. What is most valuable though, are the effort ratings which reflect motivation and grit, stickability which telescopes future achievement. Beyond this, the student Portfolios reveal samples of each child's work where comparisons from the beginning of the year to now will illustrate the growth that has occurred, similarly tasks where the whole process is included will document the steps taken and responses to the feedback that inspires continual improvement. Above and beyond anything the school provides will be the response of your child, lived out in dinner conversations or quiet questions that seem to come from no-where but reveal deep thinking or unexpected insight. We cherish these moments as they speak louder than anything else, as to each child's engagement and the relevance of the experience to their lives.

We want to know that the quality is perceptible to parents and we want to hear when it is and when it could be more so or the quality better in serving the needs of each child. We will ask our community how we're doing from time to time, but don't wait to be asked. If something is visible to you with regard to your child's learning or motivation, please share this with their teacher or feel you can at least ask about the intention behind the task design.

We want to know also that the quality of learning is relevant to your child's life now and in the future. We are passionate about preparing them for the world they will enter, not the world of the industrial era.

Weekly Awards:

Students of the Week

K: Livie Marks
Yr 1: Tippi Wernbacher
Yr 2: Mimi Legge
Yr 3: Toby Cuddy
Yr 4: Xavier Gray
Yr 5: Paloma Ramos,
Yr 6: Luci McManus

Respect Oxley

K: Sophia Denington
Yr 1: Cartier Dobler
Yr 2: Estelle Fragar
Yr 3: Luca Colloridi,
Yr 4: Asher Biddlecombe
Yr 5: Harry Sargeant
Yr 6: James Wilson



Students of the Week

K: Scarlett Curr
Yr 1: Matthew Morschel
Yr 2: Archie Wallace
Yr 3: Jameson Greene,
Yr 4: Taylor Anstee
Yr 5: Saskia Gray
Yr 6: Poppy Jensen



Respect Others

K: Grace Kean
Yr 1: Barnaby Jensen
Yr 2: Imogen Gair
Yr 3: Ben Shields
Yr 4: Samuel Bernstein
Yr 5: George Dummer
Yr 6: Isabel Featham

Do not confine your children to your own learning for they were born in another time.

- Hebrew Proverb

At Oxley there is a tiny hive of industry and entrepreneurial spirit rising from the ground up. In Stage 1, modified 'Maker Spaces' occupy these classrooms for the term, as tinker labs inspire experimentation, innovation and investigation to create toys and simple machines but more important is the creation of a pioneering spirit and an innovative mindset that will serve the children long after they've finished with the toys they are creating this term. In Stage 2 the students are investigating the notion of change and discovery through close inspection of the local area as a case study. They are hands-on and minds-on, deep in the inquiry process. And Stage 3 students are grappling with the big ideas of politics through the lens of active participation in the societies of which they are a member. It could not be more personally relevant. Your children are in the driving seat of their learning, charting what is at times their own course, and steadily becoming empowered to determine their own futures.





WHY NAPLAN?

NAPLAN. It's that time of year again – for me, this is the last year I will ever have to think about that word. Kids have already started talking about it, teachers have already starting preparing us for it, some students are already stressing about it. All this fuss made me think - At the time that I take the test it always seems important, but what on earth is NAPLAN actually for? What do I, the student, get out of it in the end? A dot on a line.

I am no expert in education, but I know enough to be able to tell that Australia's current education system is far from perfect. Think about where our National Curriculum is coming from - The ACARA – the Australian Curriculum, Assessment and Reporting Authority.

Of course, this Authority call upon teachers, academics and apparently parents and kids to have a say in the developing curriculum. But ultimately, politicians are the ones funding the schools so they have the final word. Surely, the politicians controlling our learning are experienced education professionals! Not the case. Simon Birmingham, the Federal Minister for education, has only been in the education system for two years. And the state Minister for Education has two degrees, Economics and Law! In fact, most politicians haven't been inside a classroom since they left school. And yet they hold a lot of control in deciding what and

how the children of Australia are learning. The government insists that all schools do NAPLAN, and if these schools want to rank well on the heavily publicised My School Website, they have to play the game and teach what is in the test, which ultimately crushes individuality and stifles the student's interest in learning.

“Surely the most important things to learn are how to think creatively, be compassionate, how to use initiative, how to take care of the environment and ourselves.”

Surely the most important things to learn are how to think creatively, be compassionate, how to use initiative, how to take care of the environment and ourselves.



And yet these skills are not a school's priority, because you can't test them. In reality, standardised tests, such as NAPLAN can only tell a minute amount of information about a child. It's like asking every animal in Australia to climb a tree, and whoever gets to the top first is the best. It's 'fair' because every animal is taking the same test. But it doesn't make sense, does it. A bird will easily beat a dog up a tree, but it doesn't mean that the bird is better than the dog.

“It's like asking every animal in Australia to climb a tree, and whoever gets to the top first is the best.”

This scenario is far too familiar in school life. Many children feel like failures because they don't get the same marks as the people around them. In reality, every child is completely different, and that student who has never passed a Maths test may be the kindest, or most creative person in the class.

At Oxley, we are one of the lucky schools. We have opportunities to extend ourselves in areas other than the testable curriculum. Subjects like Cornerstone encourage us to think ethically and creatively. But there is only so much a school can do – most subjects are compulsory, which leaves little room for other initiatives that are more interesting and beneficial for the students.

What is the solution to this education fault? Finland has found the answer. Here, the teachers control the curriculum and politicians have nothing to do with students. The education system in Finland has completely discarded standardised testing. This has proven successful, with Finland being one of the top countries in education success rates. Hopefully Australia will come to see the benefits of an education system free from dots on lines.

By Sienna Knowles (Year 9)

LEARNING AND PASTORAL REPORTS

LEARNING: Our Distinctive Curriculum

The Compaction and Acceleration Programme in Science

The NSW National Curriculum for Science provides a rich and exciting course of study for students at Oxley College and its introduction in 2014 provided the perfect opportunity for the Oxley College Science team to innovate in the way they organise learning sequences. As well as providing a high quality Core Science class, we introduced the Compaction Programme which allows high ability students to study more abstract and complex material at a faster pace and begin advanced enrichment programmes or acceleration into HSC Chemistry in Year 10.

Year 7 students begin their studies of Science in parallel classes which are not streamed, participating in lessons which are rich in multimedia stimulus material and highly interactive. Opportunities for extension and challenge are provided within the lesson structures. From Year 8 onward, students join either a Core or Compaction Science class based on the level of comfort shown with fast paced delivery and the extent to which they embraced more complex tasks in Year 7.

Students in the Compaction Programme complete their studies of Year 8, 9 and 10 Science by the end of Year 9, making it possible to begin a Year 11 Science subject (so far the option we have offered is acceleration into Chemistry) in Year 10 without having to skip over any content. Students who study the Compaction course but do not wish to accelerate complete a number of enrichment modules. In first term the enrichment module was a Physics unit devised by Mr Campbell which provided students with experience in applying mathematical equations to solve physics problems. Students gained important practice in working with equations at an advanced level in preparation for more rigorous HSC study. In Term 2 the enrichment module explores the environmental problems presented by plastics in the environment. Students analyse and compare the chemistry involved in production of plastics from crude oil and alternative bioplastics.

In 2016, the first Year 11 students to progress through the Compaction Science programme and accelerate into Chemistry sit their HSC examinations.

The thing that we are most excited about is the increased passion for Science that pervades our Oxley community. Much of our planning has been guided by papers published by Cambridge University academic Keith Tabor in a text called Science Education for Gifted Learners. In that text, after analysing the back story of Nobel Laureates in Science, Emeritus Professor of Education at Reading University, John Gilbert, writes "The key to the whole enterprise must be to seek active engagement of pupils in work that they find interesting." By differentiating our Science programme to offer a wide range of challenge, enrichment and acceleration pathways we have elevated students' motivation and drive. It is an example of enlightened academic rigour

informed by current research and enabling students to achieve excellence through passionate hard work.

By Bronwyn Tregenza, Curriculum Leader, Science



PASTORAL

What Makes Oxley College Special?

It was with great pride that I sat and listened to the Mawson Assembly earlier in the week where our students spoke about life at school and what makes Oxley College so special. Brandon and Jordan Colby, Harry Baillieu, Hugo Manka and Maya Chance delivered outstanding accounts about schooling and Oxley College.

Here are a few extracts from Harry Baillieu - "It is the teachers responsibility to make sure they guide students to make a positive impact on the world using knowledge given to them. Students are what makes Oxley what it is. As Mr Parker says "If you are kind, Oxley is kind." Oxley is a great school with good facilities where students are freely allowed to seek their own happiness in their own unique way."

Maya Chance - "At Oxley there is a greater trust between teachers and students - we don't have to hide our phones because we're trusted to be responsible with them. We are such a small school, basically everyone knows you. Teachers so often walk past me or see me working outside of school and say hello. I'm surrounded, for the most part, by people who value their education.

We're all told the same thing: if you want to get what you want in life, crack open the books and get down to business. School sets us up to make a genuine difference in the world."

Keeping Our Adolescents Safe – Save the Date

Michael Carr-Gregg will be talking about "Keeping Our Adolescents Safe" at Oxley College on Thursday 18 August in Hoskins Hall at 7.00pm. Michael will discuss what parents need to know about contemporary adolescent drug use and their role in reducing the harms from alcohol, tobacco and other drugs. Michael will share the latest research and statistics on teenage drug use. Please email Kellie.henderson@oxley.nsw.edu.au if you would like to attend. All Welcome.

By Peter Ayling, Deputy Head, Pastoral



DA VINCI

Oxley College excelled in the Da Vinci Decathlon this year.

Year 5 – 2nd Place in General Knowledge and 2nd Place in Engineering (They had to make a musical instrument from plastic cups, straws and fishing line.)

Year 6 – 2nd Place in Engineering.

Year 7 - 3rd Place in Science, 2nd Place in Maths, 3rd Place in Cartography.

Year 8 – 1st Place in Science, 1st Place in Maths.

Year 9 – 2nd Place in Mathematics.

Year 10 – 2nd in Mathematics, 1st in Philosophy, 3rd in Science, 2nd in General Knowledge, 3rd in Cartography and 3rd place in the competition overall. Congratulations to all the students involved in this competition.



GEO EXCURSION

Last week, on Monday 9 May, Year 10 students travelled to Pymont in Sydney. Students conducted fieldwork relating to urban growth, decline and renewal, the current unit of work in Geography. Throughout the day, we walked the streets of Pymont, conducting surveys, taking notes and capturing photographs. We finished the day with lunch in Harbourside shopping centre before jumping back on the bus to return to Oxley. The photos that we took and the data that we collected can be used to further help our understanding of urban processes while continuing this topic in the classroom. Thank you to Mr Dibdin, Ms Shedden and Ms Hanrahan for travelling with us and assisting us throughout the day!

By Olivia Donovan (Year 10)



THE DYING WILLOW

Hang your haggard hat 'ere, my once-good friend,
on the slim arm of my dying Will-ow.

Tell us now, how was it all? Did you find

what you quested for? How long did it take,
before you could feel its hate? To what ends

did you scour the great Dust-dunes of this Hell?

How I've watched, waiting and weeping; since you
squeezed through a slight breach, just out of my reach.

forgive me; it's hard to comprehend.
I

never sleep, for fear of creatures condemned.

though Roots clamp the fissures from whence they come.

But please, take off your boots; the ceiling's sealed.

But the Cracks, care to tread not? Lest they grow

once again. So, you think you've done good?

yes, as you should. It means something, does it?

Sit down, on the Bough. Tell us; how? Now, now.

Look not at these eyes; there are no eyes here.

Let me remind you. This is my Hollow.

Out there, beyond these wizened walls of Wood,

there is a thing most confronting, that the wickedest words cannot express.

A forest where Trees are Gallows; the pale dangle from the boughs, twitching as wind whips their festering lips.

A stony field where the crumbling crags cannot shelter the rent Shadows.

This is the World where;

Not a thing lives
Not a thing thinks
Not a thing loves

There is no more room under this red rock.

So you, have too, become strung-up under

The Will-ow.

By Zack Cunich (Year 10)



EMILY SINDEN CLASS OF 2007

How did Oxley prepare you for your future?

Oxley gave me a broad education and allowed me to focus on my strengths, which helped me decide what I wanted to do. Throughout my time at Oxley I also developed a really incredible group of friends, who I still see regularly now.

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

Mr Hughes and Mrs Cunich hands down.

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

Quite a number of things: School camps, school productions, seeing my friends everyday and not having to organise when I get to see them. I also definitely miss organised weekly sport and sport carnivals; you don't get those outside of school!

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

After finishing school, I went on a gap year to England hoping to broaden my horizons. I taught music and P.E at the Kings school in Ely, near Cambridge. Initially I wanted to be a primary teacher, but it was very full on. But I was very inspired by the school's music facilities and here I am now - teaching high school Music. I taught in rural NSW for two years and I'm now lucky enough to be back and teaching here at Oxley.

What is your biggest achievement since high school?

In 2011 I was very fortunate to be chosen to perform with the Julliard school of music in New York with the Sydney Conservatorium of Music. That would have to be my biggest achievement to date.

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

I loved both music and sport during high school and I knew that I wanted to be a primary school teacher, but throughout my gap year I found teaching quite full-on, so I was unsure that was the path I wanted to follow.

2007 Oxley Music Tour to China





P&F NEWS - Pin Oak Fair - 12 November



This week we're appealing for help with Food Technology and all those marmalade lovers out there! The Oxley College Food Technology teacher, Victoria Hansen, has kindly offered to make marmalade for the Pin Oak Fair and would love some help from a couple of volunteers to prepare the fruit and help with bottling! If you have a free hour on Wednesday or Thursday over the next couple of weeks from 3.30pm – 4.30pm please email victoria.hansen@oxley.nsw.edu.au. No bottling experience necessary!



GALLERY



MAY + JUNE CALENDAR

	Mon Year 12 Parent/Student/Teacher, 4:00pm 23	Mon 30	Mon 06
	Tue EXC: Y3/4 Joadja Town Discovery EXC:Y10/11 DRA Short Sharp Parramatta 24	Tue INC: ICAS Science Y3-11 Times TBC EXC: Y3/4 Coalmine Discovery 31	Tue EXC:Y12 MAX1/MAX2 to USYD 07
	Wed EXC:Y10/11 DRA Short and Sharp Parramatta EXC: Y10 Jobs Careers Expo Moss Vale RSL 25	Wed EXC: Y10 FRN & Y10 FT to Gumnut Patis EXC: Y12 FRC to Frensham Speaking Prac Y8 2017 Course Information Y10 Morrisby reports and 2017 Course information ORCH 01	Wed 08
	Thu HICES K - 6 XCountry Bong Bong Race Course 26	Thu EXC: Y11 HSC and Careers Expo Noore Park SYD Open Morning, 11:00am 02	Thu 09
Fri P&F: K-6 Cake Stall 20	Fri EXC:Y10 Science 27	Fri 03	Fri EXC: Y12 Business Studies Student Conference 10
Sat ISA Round 4 P&F:Y8 Parent Function Red Tree Cafe 20 Year Reunion 21	Sat ISA Round 5 28	Sat ISA Round 6 04	Sat 11
Sun 22	Sun 29	Sun EXC: Y12 Ancient History Pompei & Herculaneum 05	Sun 12

Sport



ALEX KANAAR MEETS THE TEAM

The 1st XV Rugby Team had the privilege of Old Oxleyan and former Wallaby Alex Kanaar present them with their playing jerseys for the 2016 season. Alex played on 26 occasions for the NSW Waratahs in the Super XV Competition and was capped once for the Wallabies, against the All Blacks at Eden Park in 2005. He spoke to the team and parents about his enjoyment of schoolboy rugby, camaraderie, and the importance of playing for each other. We'd like to thank Alex for taking time out of his day in coming down to meet and speak with the boys, it was a pleasure.

Joshua Wise, Year 12



ISA HOCKEY

3 x 3 x 3 x 3. If you know your times tables, it probably sounds very familiar. And familiar it has been for hockey stars Jamie Binder, Cate Patterson, Kaarina Allen and Cat Uliana, who have made the ISA team again this year for the third time. It seems three is a lucky charm when it comes to hockey at Oxley. Well done also to Georgie Wade who was selected as a shadow player. The focus on hockey skills and overall fitness saw all of these girls perform at their best at the 2016 ISA Open Hockey Trials. Good luck to them and the ISA team who will be competing next Wednesday in the NSW CIS tournament. The girls will be competing against IGSSA, CSSA, NCIS and AICES...Stay tuned for the results.

By Cate Patterson, Year 12

**SNOWSPORTS
SALE & SWAP**

FRIDAY 27 MAY 2016
TUDOR HOUSE HALL
1.30 TO 5PM

**JACKETS
PANTS
UNIFORMS
RACESUITS
GLOVES
BOOTS
RACE SKIS
STOCKS
BOARDS
GOGGLES
HELMETS ETC!**

**RESERVE
A TABLE
TODAY**

COME AND BUY GOOD
QUALITY SECOND HAND
EQUIPMENT, GEAR AND UNIFORMS
OR SELL YOUR OUTGROWN ITEMS FROM
ALL SOUTHERN HIGHLANDS SCHOOLS

**\$20 FOR TABLE HIRE
(BYO RACK IF REQUIRED)**

**TO RESERVE YOUR TABLE PLEASE EMAIL
KATE@TWINOAKS.COM.AU**

