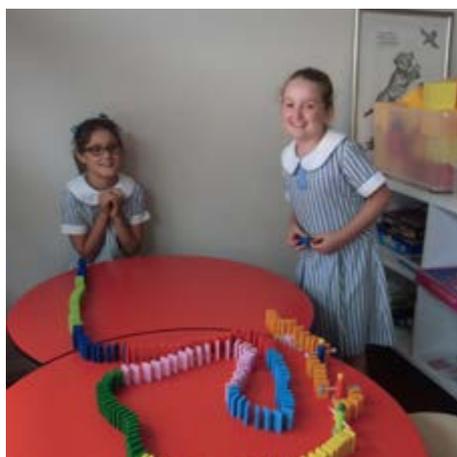


PIN OAK

ISSUE 35: TERM 2, JUNE 3, 2016



DRAMA



LEARNING



ENGLISH

Contents

- 3 Headmaster's Report
- 4 Big Issue
- 5 Films, Music, Books
- 6 K - 6 News
- 7 More K-6
- 8 Feature Article
- 10 Deputy Head Reports
- 11 In the Spotlight
- 12 Old Oxleyan
- 13 On the Branch
- 14 Gallery
- 15 Calendar
- 16 Sport

Pin Oak Team

Editors in Chief

Kaarina Allen, Cate Patterson and Heidi Bevan
Student Editorial Team

Ella Moran, Isabelle Knowles, Jemima Taylor, Izzy Moore,
Tom Hill, Tully Mahr, Sienna Knowles

Student Photographers
Olivia Donovan

Head Designers
Emma Croker
Grace Patterson and Lachlan BP
Design Assistants

Bree Feary, Cameron Grice, Tom Whyte, Holly Jefford,
and Juliette Swain

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



FRENCH

During the evening of Wednesday 1 June the Oxley Year 12 French students had their first Speaking Practice with the French students of Frensham School. This practice is to expose our students to as many French voices as possible and to remove any unproductive nerves before the real oral exam in August.

The venue for the HSC oral exam is possibly at Frensham so we want our students to feel comfortable with the surroundings. We will have another practice just before the HSC. We are grateful to our Oxley teachers, Mesdames Allman, Micklem and Hamilton and our ex-teacher Madame Hurth who all volunteered their time.



HEADMASTER'S REPORT

Thank you to our staff

I'd like to start by publicly thanking our many teachers who coach sporting teams. Most of them are on early morning buses (often as early as 5:45am) with our children on Saturdays not once or twice, but five or six times a season. They are then often not back until mid afternoon. This is a big ask of any School, and every week as I wave the buses off (and then go into Bowral for a cup of coffee) I am struck afresh by their willingness to commit to our kids in this way.

Conferences

This term Oxley teachers have taken (or are about to take) to the educational stage at conferences around Australia and the world to speak about what they are doing here. I am really pleased that our story is getting out. It has already resulted in a number of other schools asking to come here to see what we do. The speakers are:

Victoria Rintoul: AIS English Conference, Sydney May 2016

Ms Victoria Rintoul spoke about engaging and critical new ways to generate discussions in classrooms. She talked about using games, competitions, and fresh new debating formats with engaging titles like 'just a minute' and 'balloon' to get everyone speaking up. She also had some survey responses and hands on activities, which meant that teachers got to try out the strategies she was promoting. She even had an excellent analogy using French Cricket which I plan to swipe for my own talks (giving due credit of course). Victoria will also be presenting her workshop with me at the Oxley staff PD at the end of this term.

Nick Carter and Leah Carter: AIS English Conference Sydney May 2016

Mr Nick Carter and Ms Leah Carter spoke about our SWYM (Say What You Mean) programme. This programme, that polishes and accelerates kids' writing in all subjects, is unique to Oxley. It was written by Mr and Mrs Carter. It is its own separate timetabled subject here. Teachers and Heads of Department from a number of schools were very interested (and envious) of this programme. Nick and Leah were able to speak about the research that underpinned this programme and how they have implemented it at Oxley.

Olivia Cox: International Boys School Coalition Conference Vancouver, June 2016

Ms Olivia Cox is heading to Canada after the end of Term 2 to speak at this conference. She will be discussing

the results of an action research project that explored international collaboration in the classroom. As part of her project, she created a programme that saw several schools from different continents working together (via Skype) to address United Nations based global concerns. Ms Cox will discuss how these international collaboration skills can be used to teach curriculum based content in the classroom and is planning a collaboration for one of our classes with St Marks School in Texas later this year.

Kate Cunich: National Visible Learning Conference Washington July 2016

Mrs Kate Cunich is speaking twice at this Conference. In one speech she is telling American educational leaders about how Oxley has been implementing and spearheading Visible Learning strategies. It is our story over the last five years. In her other speech she is talking about how we use data to help us focus on each individual student. This data allows schools to then improve how students perform. Mrs Cunich also spoke at the world Conference in London earlier this year and is being seen as a significant international expert in the implementation of John Hattie's Visible Learning work.

I am also pulling my weight. I am speaking at the Education Nation Conference next week at Luna Park about our Cornerstone programme. I am also speaking at The Visible Learning Conference in Washington about Oxley's story (with Kate) and about Cornerstone.

Next week we are also hosting a number of teachers from SCEGGS Redlands who will be working with our own Visible Learning Leader and data guru Ben Hicks. SCEGGS is doing some groundbreaking work on tracking student effort and achievement using data, and so are we. Ben has already organised a very fruitful meeting.

So, collectively, we are getting the word about Oxley College out there.

Rites of Passage Sydney Trip

Next week we farewell the Year 9s who will be heading up to the very centre of Sydney for three weeks to immerse themselves in the museums, the Universities, the art galleries and the theatres. They will be climbing the Harbour Bridge, going on a jet ski and seeing the lights of Vivid every night. This is all in aid of an integrated and educational unit designed by Mrs Bronwyn Tregenza (who has also organised the whole trip). It is a large and exciting undertaking and we wish them well.



Victoria Rintoul, Nick Carter, Leah Carter, Olivia Cox, Kate Cunich, Bronwyn Tregenza

BIG ISSUE



THE RUNWAY

Aviation is in my blood! I have grown up with planes in the backyard and they have always been a part of my life. My first plane experience was at the age of five when Dad took me for a 'drive' down the runway. I say 'drive' because I didn't want to actually fly in the air, so I made him promise not to takeoff. It was the most exciting thing I had ever done up to that point in my life. As soon as we had arrived back at the starting point of this wild journey, I was reluctant to leave the plane. I had had that much fun. With great sorrow I headed back to the house but was enthused with excitement for the next time I would be able to sit in the plane, and possibly leave the ground.

When I was thirteen I watched my brother begin his flying lessons, and almost instantly it became a goal for me; to get my pilots licence when I was old enough. I didn't know at the time that there were no restrictions on the age at which you could commence flying lessons but when I was informed of this, my parents bought me my very first flying lesson. I met my instructor and it was straight down to business. I was taken into a briefing room to learn the basic controls for flying an aircraft and after our pre-flight check, we were ready to fly.

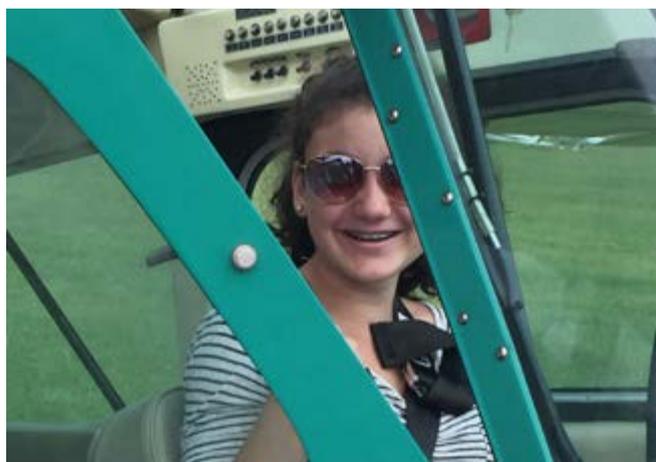
It amazes me when the wheels of the plane lift off the runway. Every time, without fail, a huge smile spreads across my face and a shiver runs through my body. You see the world from a different perspective. It doesn't stop at turning in a circle to see what's around you, but extends to looking down and up. Everything on the ground is so small and insignificant, yet contributes to the larger picture. There is no distraction from the outside world. Just you, the plane, and whoever else is in the plane with you.

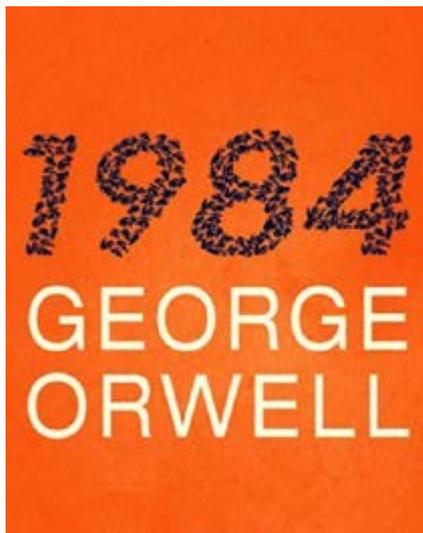
I can understand why people fear flying so much. It's a scary thought, leaving the beloved ground, engine failing, crashing and burning. Once you are piloting the

plane and in the air, however, these things are taking up such a small amount of your thinking space. The likelihood of a plane crashing is very low, and it is only through media and other forms of news that you hear of every accident involving a plane. You only ever hear the negative stuff. This of course gives the impression that it occurs often, raising fear into the very thought of flying. But it is pushing past this fear that will make it all worthwhile. Just like Neale Donald Walsch once said, 'Life begins at the end of your comfort zone.'

My passion for flying is my way of extending my area of comfort. I am striving to achieve my goal of gaining my pilots license as I think it is so important to pursue something that you have passion for. If you focus and are determined, you will achieve what you have set your mind to. You can't let the perceived difficulty of something daunt you because once you look back its really not that scary.

By Tully Mahr (Year 9)





Books

1984 vs. Brave New World

1984 written by George Orwell can be seen in the same light to Aldous Huxley's Brave New World. Written during a similar time period, in which, the introduction of communism, dictatorship governments and violent world wars had a growing influence on the world, Orwell and Huxley convincingly convey their dystopian views on what the world may become. 1984 is set in the rigid and restricted society of Oceania. The people living in Oceania are fed the idea that their government, referred to as the Party, tells the absolute truth about the world in which they're living. Protagonist, Winston Smith is sceptical of their way of ruling and what is or is not real. But forced he is, to keep his doubts to himself, to prevent being discovered by the Party's leader, Big Brother. Similarly, Brave New World sets out a world in which, society is kept carefully balanced by the means of consumerism; people are created to fulfil certain purposes and the only way to maintain the cycle is to continue consuming. Both novels are a direct reflection of their authors growing concerns of the direction society was headed at this point in the twentieth century. In which, the lives of individuals are controlled by the government, society rejects history, human emotions are censored and relationships between people are restricted. Orwell and Huxley have created fascinating novels, which encapsulate their outlook of the world's future during this era.

By Ella Moran (Year 11)



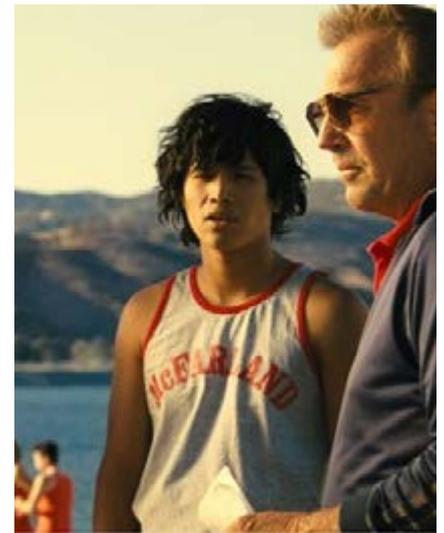
Music

★★★★

Beyoncé – Lemonade

Beyoncé's new album 'Lemonade', released in April, differs greatly from her previous albums. Almost every song on this album is upbeat and has a catchy riff that will stay in your head for the rest of the day after listening. By far, this is Beyoncé's most sassy album yet. Having found out unsettling news about her partner Jay Z, it triggered her to put all her emotion into this album, making it both sentimental and fierce. In most songs there is a large introduction to the song. This technique gives suspense and anticipation to the piece that is about to be heard. Beyoncé's voice is one of the most charming voices in this world; some may say she has a voice of an angel. In this album she stretches her voice to the limits singing in pitches both high and gorgeously low. I feel as though Beyoncé's voice is soothing. The songs on this album definitely match Beyoncé's voice. I am very glad I took time out of my day to listen to this. In the last song on the album 'Formation', the lyrics "I slay" are repeated. I agree with this statement. Beyoncé definitely does slay.

By Grace Newton



Films

★★★★

McFarland

Jim White is a high school PE teacher who has been fired from several schools. The only place he can manage to find work is at the disadvantaged high school of McFarland, a Mexican populated area. White soon discovers the student's incredible talent for cross country running, and manages to put together a team for the State Championships, whilst showing that even the most deprived town can foster love and friendship.

This true story shows the significance of teamwork and self-belief. The movie is not only entertaining – it also sheds light on important issues such as suicide and violence in poor areas. A typical Hollywood film of victory against all odds - there is no way you can watch this film without cheering out loud!

By Sienna Knowles (Year 9)

Head of K-6: Justine Lind

Digital Immigrants in a Digital Native's World

As parents of today's children whose world view is shaped by a virtual lens, engaging with an online world can feel like your passport or travel visas are a touch out of date. For other tech savvy parents, you may feel totally at home. For all of us though, we need to journey alongside our children into new terrain.

Educational researcher and digital disruption expert, Marc Prensky coined the term "digital natives" way back in 2001. He wrote, "Our students today are all "native speakers" of the digital language of computers, video games and the Internet. So what does that make the rest of us? Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be, compared to them, "Digital Immigrants."

He goes on to explore the phenomena as a cultural shift, informing unconscious attitudes and values and the disconnect that occurs when we find ourselves comparing life to the "good old days". Every generation has encountered this; lamenting the risks that come with innovation. Would we still claim that the risks of fire, the petrol engine, penicillin or aeroplanes outweigh the benefits? Today's children want adults and learning experiences that honour their capacity and that have relevance to their world. If we don't provide appropriate challenge, they will seek it in risk taking behaviour, including online.

E-learning should not simply replicate or enhance traditional pedagogy but transform the experience for the learner. The preferred approach includes the use of online information with the student as 'consumer' of knowledge, teaching the associated skills required to skim and scan large volumes of text, evaluate the relevance of ideas presented and synthesise complex ideas from multiple sources; the real experience of life in the information age. Beyond this, the greater potential of digital literacy is in the notion of students as 'creators' of content. This empowers students to learn in a highly motivating context and allows them to respond to learning experiences and express their understanding in a mode that augments their capacity compared with more traditional tasks.

With such vast opportunities for benefit, the risks for harm must also be addressed. We recognise that while technology is a vital part of our students' future; it also exposes them to additional risks. The more we can address these issues and educate our students then the better equipped they will be to overcome these risks.

We're not suggesting it is easy and so we need to seek the wisdom of others. To this end, can I commend Michael Carr-Gregg's session to you for our pre-adolescent students as well as our younger ones so that parents can establish safe practices as early as possible.

Weekly Awards:

Students of the Week

K: Bronte Morgan
Yr 1: Matilda Pope
Yr 2: Camille Vild
Yr 3: Sasha Privalova-Pratt
Yr 4: Arabella Hunter
Yr 5: Lexie Kennedy
Yr 6: Patrick Duffy



Respect Oxley

K: William Kennedy
Yr 1: Dakota Winn
Yr 2: Thomas Bladen
Yr 3: Chilli Sparke
Yr 4: Lora Ross
Yr 5: Amelia Carpenter
Yr 6: Yanni Psarakis



Students of the Week

K: Charlotte Gordon
Yr 1: Neeson Greene
Yr 2: Ben Scott
Yr 3: Bella Carpenter,
Yr 4: Gemma Lee
Yr 5: Elena Parker
Yr 6: Alice Gilbert



Respect Self

K: Eddie Hunt
Yr 1: Leila Palmer
Yr 2: Willa Soster
Yr 3: Bryn Wiseman
Yr 4: Emily Rodger
Yr 5: James Witcombe,
Yr 6: Bridget de Montemas

He will present his wealth of research and experience about protecting children in the digital world and he has synthesised a number of really clear guidelines to make our jobs as easy as possible.

Thursday 18 August 7:00pm in Hoskins Hall, rsvps to killie.henderson@oxley.nsw.edu.au as places will fill quickly.

Further Reading

Prensky, Marc R. (2012) From Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Learning, Corwin Press

<https://www.oxley.nsw.edu.au/learning/e-learning/>

<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

<https://books.google.com.au/>



HICES

Excursions and Crazy Tie Day



AUTOMATED VEHICLES

Self Driving Unemployment

Tesla, Google, Mercedes-Benz, Volvo, Volkswagen and the entire vehicle industry is shuffling towards the ultimate goal of self-driving or autonomous vehicles. Tesla has models already on the road that allows a driver to sit back with feet away from the pedals and hands off the wheel - with gentle flicks of the indicator to change lanes. V2V (Vehicle to Vehicle) and V2I (Vehicle to Infrastructure) protocols are being put into place to allow cars to communicate between each other and reduce traffic overall. Crashes as a result of human error (nearly all current road accidents) will be completely eradicated. Legislature is being developed to address moral and ethical issues with these autonomous vehicles. The roads will become immensely safer, cleaner and overly better places. All good news, right?

With booming e commerce, freight, shipping and trucking companies such as FedEx, TNT, and yes even Australia Post have all been reaping the rewards. The truck drivers are one of the most prevalent occupations worldwide - so what happens when the self-driving vehicle becomes the norm? What will be of this commonplace career when executives make the rational decision to replace their fleet of manually operated trucks with far more cost effective autonomous transport?

No stopping. No breaks. No salary. No workers rights. The machine is the perfect employee.

When Uber invaded the taxi industry there was industry outcry. But Uber has succeeded, and (particularly in America), taxi jobs have begun to dwindle. When Uber inevitably ousts its human labour force for a fleet of prime, ready to go, always on autonomous automobiles - the uber drivers, the taxi drivers will be dumped and Uber will garner the profits.

Let's extrapolate. Data mining, neural networks, decision trees, clustering, genetic algorithms and deep learning are all terms that are flung around but are all essentially approaches to a form of automation: Machine Learning. Where robots, machines, manufacturing equipment of the past has been focused on specialised, limited situations, the robots and machines of the near future will have near unlimited capability - just like humans.

Unlike their older counterparts that require explicit programming to perform a function, these machines have the ability to learn and make decisions given a set of sample data.

The development of machine learning algorithms and approaches recently have been stimulated recently by companies like Google with projects such as DeepDream, AlphaGo and yes, the Google Self-Driving car (ever wonder why Google has been asking you to prove you're a human by identifying a bagel or the images of pizza? To train their machine learning algorithms driving your next car). Such developments have made what was a very niche field of computer science into a more commonplace and easily accessible speciality.

What once would have been* 1000s of laboriously written lines of code to predict who wrote a Pin Oak review based on word count and rating of the past 5 issues, can now be simplified into these 6 lines by implementing the usage of a widely available open source package (sklearn):

```
from sklearn import tree
features = [[113, 4], [224, 4], [182, 4], [199, 4], [175, 3.5], [171, 3], [371, 4], [257, 5], [149,3], [153, 4.5], [159, 4], [130, 4.5], [179, 3.5] ]
labels = ["Sienna Knowles", "Izzy Moore", "Ella Moran", "Jemima Taylor", "Izzy Moore", "Tom Hill", "Emma Croker", "Ella Moran", "Isabella Knowles", "Isabella Knowles", "Ella Moran", "Izzy Moore"]
clf = tree.DecisionTreeClassifier()
clf = clf.fit(features, labels)
print( clf.predict([[215, 5]]) )
```





This is a ludicrous program based on a decision tree model that isn't particularly accurate, nor should it be with that type and amount of data. For example this believes that Isabella Knowles' issue 22, 215 word and 5 star review of 'Persepolis' should actually have been written by Izzy Moore. There are obvious flaws in my program - but if it had more precise, more meaningful and overall just more data - it could be eerily accurate.

If we were to instead somehow quantify writing style through combination and vocabulary of words, we would end up with what books.google.com is doing cataloging and categorising the entire world's collection of literature. If we were to provide image data with the uploader's provided group of friends we'd end up with something similar to how Facebook's facial recognition works. If we were to allow the program to analyse video input, recognise sounds, voice and instruction, determine paths, movements and actions and carry out said instruction we'd end up with a perfect employee - or now general purpose automation equipment.

"Machines will replace every occupation."

The point is that the research into this field has been continuously progressive and groundbreaking - which has made it ever so easy and incredibly accessible for commercial developers to begin implementing it into actual automation products and services.

If this software can determine who wrote a piece of literature, the style of the text, predict when it was created, analyse the context of the piece and interpret meaning and allusions behind some of its words

(though neural networks and a very large amount of data), what makes it any different to an English professor? An arts scholar, a business analysts, a receptionist, a manager, a lecturer, a scientist, an artist (see <https://goo.gl/I2F4yf> and <https://goo.gl/rUQUIX>). These professions can be replaced. Automation will no longer be limited to the physical, labor-intensive realm. It will become increasingly intellectual. These machines will make better, unbiased judgements on whom to fire and whom to hire. They make statistically correct decisions. Take only the company's best interests into account. These algorithms will replace every occupation.

Should this be feared or embraced? How will we adapt to the situation in which the very thing that makes our lives so much easier becomes the thing that leads to our unemployment and downfall.

By Tom Hill (Year 11)

LEARNING AND PASTORAL REPORTS

Learning: Our Distinctive Curriculum

This week we continue our series highlighting the distinctive curriculum offerings at Oxley. As we increasingly look for those things that will make the most difference in the learning of our students, we are excited to be working with teams of teachers that are committed to not only best practice but next practice.

Our Mathematics department is keen to equip students with the skills and knowledge they need and as a result we are delighted with their quest for evidenced ways in which to straddle content and thinking skills. One of the vehicles being used is the Maths Pathways programme.

Year 7 Mathematics

At Oxley College we have been using a variety of systems to ensure that the every child is challenged at the appropriate level but now all Year 7 students have access to a much more integrated tool called Maths Pathway (www.mathspathway.com).

This is a next-generation online textbook and assessment system which allows for student's maths lessons to be tailored to precisely what they are ready to learn. Maths Pathway can be thought of as a textbook that opens to exactly the right page and goes to the right question for every student. They might be filling in gaps in prior learning, or working on extension activities. The teacher spends more time working with smaller groups and individuals during the lesson and less time in 'whole class' explanation. Students are guided by instructional videos and questions from the Maths Pathways site during each lesson as they work hard at their own level. This allows Oxley College to use the BYODD programme, the Maths Pathways site and the teacher's expertise and pastoral care to personalise each child's learning.

Every fortnight, students sit a maths test relating only to what they have been working on. Students always have maths homework in preparation for the next test: either completing new work or revising to make sure they can answer every test question correctly. Students can save the module they are working on to their computer while at school, so they don't always need internet access at home.

If you would like more information about Maths Pathway, you can visit <http://tinyurl.com/parents-mp>.

Students have responded positively to the change

"I like the new system because it is all there. I don't have to wait."

"I like it because it is personalised. I am working at the topics I need and that I have chosen."

By Catherine Dobner, Curriculum Leader, Mathematics



Pastoral

Friendship Groups

Below is an extract from a wonderful website called parentlink.

<http://www.parentlink.act.gov.au>

Many parents worry about peer pressure, but peer pressure is not about a group forcing someone to do something against their will. It is more about a person choosing to do something because they want acceptance, to belong and feel valued.

It helps for parents to understand the importance of peer groups. Encouraging their positive aspects and learning how to reduce negative ones can help you provide the best support. It can reduce worry for you too!

Benefits of Friends

For young people, a peer group is a major source of security where they form their own identity and learn to become independent from parents. In peer groups they learn to take positive risks and form their own ideas and opinions. It is where they practice how to get on in the world and gradually become adults who are able to make their own decisions.

It's good for parents to understand the importance of peer groups.

They can be a great benefit because they help young people to:

- meet new people and learn to make friends.
- feel they belong and are valued and accepted for who they are.
- get to know their limits and what they're willing to accept.
- improve their ability to make their own choices.
- feel secure and increase their self confidence.
- feel understood by others who are going through the same things.
- have a safe place to take positive risks and test out values and ideas.
- increase skills in becoming independent.
- become involved in new and positive things such as music, activities and other interests.
- practice getting along with others and learning to give and take.



SHORT & SHARP

Sharp Short Drama - Riverside Theatre Parramatta

Last Tuesday, a group of selected Year 10 and 11 Drama students travelled to Parramatta Riverside Theatre to compete in the annual Sharp Short Drama competition.

Tuesday was Heat Two of the competition with nine plays performed, four of which were written, directed and performed by Oxley students. A wide range of plays were on display from a variety of school students aged 18 and under.

Congratulations to James Rapp and his play 'The Great Switch' on being selected to proceed to the next level of the competition, we wish you luck!

Overall, it was a long day but definitely worth it and a great experience to perform on stage with a live audience and experience what goes on back stage before a real production. Thank you to Mrs Bull for coming on the trip and making it all possible.

By Olivia Davies (Year 10)



'GET AROUND IT'

Dylan Whitelaw of Year 9 has demonstrated that one person can make a real difference. He has established the not-for-profit charity 'Get Around It' in order to raise money and awareness for Youth Mental Health Services in the Southern Highlands. 'Get Around It' aims to raise \$100,000 in four years to go towards providing mental health professionals to speak at local schools about mental health, and remove the stigma young people face. By helping others learn how mental health disorders effect the youth of today, Dylan hopes to support his peers to seek the help and understanding they need.

Dylan and his team have been involved in a number of fundraisers including running the canteen and BBQ at recent Oxley College sporting events, and the HICES cross country. Recently Dylan was invited by Wingecarribee Council Youth Liaison Officer, Michelle Williams to present at the Youth Network Meeting on Wednesday 1 June. This was a fantastic opportunity to promote the cause and to make connections with other members of the community. The next step for Dylan is to continue to raise money for his charity with the hopes of setting up a website where youths of the Wingecarribee can go to speak to mental health professionals about their feelings. If you would like more information about 'Get Around It' you can find the team at; <https://www.facebook.com/getaroundit1/> or email Dylan directly at: Dylan@getaroundit.org

By Nicole McGregor



SOUTHERN HIGHLANDS YOUTH SHOWCASE

If there was one thing I got out of the Southern Highlands Youth Showcase last weekend, it's that there is certainly no lack of talent here in the Southern Highlands. The showcase was all about celebrating the youth of our community through a number of dance, singing and acting performances from a range of different schools. The whole experience was an awesome opportunity for the youth of the highlands to show off their hard work and often many hours of practice after school. It was great to see so many familiar Oxley faces from almost every year group, performing in front of the audience and doing what they love.

By Isabella Knowles (Year 11)

"It's a great way to display all the talent in the Southern Highlands. I performed with THSPA, who I have been dancing with for eight years and really enjoy attending the showcase each year. I feel so privileged for the opportunity to see all the highlands has to offer" –

Meribel Greenop (Year 10)

"It was an amazing opportunity for the youth of the Southern Highlands to perform and show their many talents in front of an audience. To have the opportunity to perform in front of a large audience like this, is an honour and very beneficial for practicing performing."

By Tara Bevan (Year 10)

OLD OXLEYAN INTERVIEW



SALLY BLOCK CLASS OF 1989

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

I left school not knowing what I wanted to do and spent many years soul searching and trying out different careers until I decided upon broadcast journalism with a view to becoming a film maker one day. So I went to Uni as a mature age student and finished my degree in the late nineties.

I worked very hard, no job was too small for me and I did all of those jobs with gusto and heart. I eventually became a reporter for ABC TV News, Radio News and Online for 14 years. I recently left to pursue my dreams of owning my own production company and making documentaries and films.

What is your biggest achievement since high school?

In my personal life my beautiful daughter Chloe. Also I'm 44 years old and I can say with complete honesty I am happy with myself, my age, my life, my achievements, my relationships with my family, my daughter, my friends, my partner – and I still feel young and excited about life.

Career wise - becoming an ABC News journalist is the most amazing experience I've had. My highlights include covering Gough Whitlam's Memorial service in Sydney's Town Hall.

My other big achievement was traveling with my TV crew to do a lovely 'colour' story in the town where I was raised. My family lived in a small town in the Riverina before moving to the Highlands when I was a teenager. It was a real buzz to do a story there that aired on national TV. And a TV Crew in a small town always causes a commotion!

<http://www.abc.net.au/lateline/content/2013/s3950186.htm>

During high school, were these things that you expected you would end up doing?

Haha! No way! I spent my high school years staring out the window, thinking about boys, not being picked for debating teams or inter school sporting teams, always on the bench and never coming first. I never dared dream so big about my future. It has surpassed anything I could have dreamed of.

How did Oxley prepare you for your future?

It taught me how to mix with a broad cross section of people from all sorts of backgrounds. It introduced me to special friends whom I am still close to. There is something special Oxley installed in us, maybe because it was a small school then, maybe the influence of David Wright and Peter Craig. It's hard to quantify. But there is genuine comradery amongst us Old Oxleyans; that we belong to something special, a special community.

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

I always loved the very wise words in assemblies of our then headmaster David Wright or "Fogey" as we called him. But at the end of the day I was always inspired by my mates. They were the creative types, challenging the status quo, we feared being 'mainstream'. And we laughed a lot. We'd have 'deep and meaningful' about what we dream of, about our lives and solve the world's problems. We still do.

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

The safety. Clothes washed for me, meals cooked for me and a roof over my head provided for me by my lovely family. The freedom to chat with my friends and laugh and dream big under a glorious blue sky on those beautiful big green fields without a care in the world. Other than those very important, most urgent, most dramatic problems that are central to the life of a teenage girl.

What would you say to your fifteen year old self?

Stop worrying about boys! Focus on your studies! Your weight doesn't matter, it's only matters who you are on the inside! NO really it's true!

Most of all stop worrying about not feeling like you don't fit in and you're not good enough. You are good enough. You're good enough simply because you are alive and a glorious human being like everyone else on the planet and we all deserve to feel good enough. Own what makes you feel a bit 'on the outer' and different because that is what makes you, you. And those very things that make you feel different are exactly what will bring you success in the future. Harness who you are. Own it. Be proud of it. It's yours. And walk away like a boss :-)

INVITATION

**Oxley
College**
with
**Dr Michael
Carr-Gregg**

**Keeping
Our
Adolescents
Safe**

**Coping with Alcohol, Tobacco and
other Drugs**

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.

Thursday 18 August 2016
7:00pm
Hoskins Hall, Oxley College

RSVP 10 August 2016 (for seating requirements)
email Kellie.Henderson@oxley.nsw.edu.au
phone 4861 1366



Dr Carr-Gregg is one of Australia's highest profile psychologists. He works in private practice as a nationally registered child and adolescent psychologist and is passionate about delivering national and international evidence based psychology workshops and seminars that make a difference to the health and wellbeing of young people. His training and approach incorporates cognitive behavioural therapy (CBT), Acceptance and Commitment Therapy (ACT), mindfulness skills and interventions drawn from positive psychology research. He is a founding member of the National Centre Against Bullying and Chairs their Digital Literacy Committee. From October 2010 - 2013 he was appointed the official advisor to the Queensland government on cybersafety.

Dr Carr-Gregg is a member of the Australian Psychological Society Committee (Melbourne Branch), a Director of the an ambassador for the federal Government's National Drugs Campaign, a columnist for a number of publications including New Idea, Girlfriend Magazine and the Australian Boarding Staff publication Lightsout. He is the resident parenting expert on Channel 7's Sunrise as well as Psychologist for the top rating Morning Show with Neil Mitchell on Radio 3AW.

Dr Carr-Gregg is an author of 9 books including the best selling "Princess Bitchface Syndrome" and is currently working on his 10th. His books have been published in Italy, Indonesia, China, Brazil, the UK and Japan. He specialises in the area of parenting adolescents and adolescent mental health. He also served on the advisory committee for the Federal Government's Boys' Education Lighthouse School Programme, the Youth psychology advisory group for Victorian Roads Minister Tim Pallas, and as an Advisor to the Queensland Schools Alliance Against Violence.



P&F NEWS

SAVE THE DATE

**P & F TRIVIA
NIGHT
FRIDAY 5 AUGUST
2016**



A huge thank you to all P & F Parent Representatives for organising various functions throughout the year for your year groups. We greatly appreciate these important gatherings which help strengthen our community and build friendships across your child's year group. Recently Year 12 parents enjoyed a lively dinner at Bowral Thai.

Thank you to Jane Dummer and Jaqui Cameron and their great group of helpers, for running the wonderful canteen at the recent K - 6 HICES Cross Country Carnival. They literally fed thousands on a very cold blustery day at the Bong Bong Race Track. Congratulations on this enormous team effort. Oxley College proudly hosted this very successful event for over a dozen regional schools.

GALLERY



JUNE CALENDAR

 <p>Welcome To The World Jasper Darius Hicks Born 11 May 2016</p>	<p>Mon Year 9 Rites of Passage</p> <p style="text-align: right;">06</p>	<p>Mon Year 9 Rites of Passage Queens Birthday Public Holiday</p> <p style="text-align: right;">13</p>	<p>Mon Year 9 Rites of Passage</p> <p style="text-align: right;">20</p>
	<p>Tue Year 9 Rites of Passage EXC: Y12Max1/Max2 to USYD</p> <p style="text-align: right;">07</p>	<p>Tue Year 9 Rites of Passage Year 10 Exam Week EXC: HICES Debating Wolindilly</p> <p style="text-align: right;">14</p>	<p>Tue Year 9 Rites of Passage EXC: Year 5/6 Canberra</p> <p style="text-align: right;">21</p>
	<p>Wed Year 9 Rites of Passage</p> <p style="text-align: right;">08</p>	<p>Wed Year 9 Rites of Passage Year 10 Exam Week Year 7 Immunisation INC: ICAS Spelling/Writing Y3-6</p> <p style="text-align: right;">15</p>	<p>Wed Year 9 Rites of Passage EXC: Year 5/6 Canberra</p> <p style="text-align: right;">22</p>
	<p>Thu Year 9 Rites of Passage</p> <p style="text-align: right;">09</p>	<p>Thu Year 9 Rites of Passage Year 10 Exam Week</p> <p style="text-align: right;">16</p>	<p>Thu Year 9 Rites of Passag EXC: Year 5/6 Canberra End of Term 2</p> <p style="text-align: right;">23</p>
<p>Fri School Disco and Parent Drinks P&F: Year 10 Parent event</p> <p style="text-align: right;">03</p>	<p>Fri Year 9 Rites of Passage EXC: Y12 Business Studies Student Conference EXC: Y10/11 DRA Sharp Short Final</p> <p style="text-align: right;">10</p>	<p>Fri Year 9 Rites of Passage Year 10 Exam Week</p> <p style="text-align: right;">17</p>	<p>Fri</p> <p style="text-align: right;">24</p>
<p>Sat ISA Round 5</p> <p style="text-align: right;">04</p>	<p>Sat Year 9 Rites of Passage</p> <p style="text-align: right;">11</p>	<p>Sat Year 9 Rites of Passage ISA Round 6</p> <p style="text-align: right;">18</p>	<p>Sat</p> <p style="text-align: right;">25</p>
<p>Sun Rites of Passage Begins EXC: Year 12 AHI Pompeii and Hericulaneun</p> <p style="text-align: right;">05</p>	<p>Sun Year 9 Rites of Passage</p> <p style="text-align: right;">12</p>	<p>Sun Year 9 Rites of Passage</p> <p style="text-align: right;">19</p>	<p>Sun</p> <p style="text-align: right;">26</p>

Term 3 Commences on Monday 18 July 2016.

Sport



INTERVIEW: Tomas Elliott

PO When did you start swimming?

TE: I started squad swimming when I was five years old as I was inspired by my older sister Zoe who had recently started competitive swimming.

PO: How often and for how long do you train?

TE: I train Monday to Saturday doing 5-6 hours a day. My training consists of 8-9 swim sessions, 2-3 gym sessions, 2-3 yoga/stretching classes and 2-3 cycle sessions. I try and surf every now and then to make my fitness regime a little more exciting.

PO: What does your diet consist of?

TE: At the moment I need to eat enough to get me through each session, which would be around 6,000-7,000 calories per day. I make sure my foods have a high intake of meats, carbohydrates and vegetables. I always put my hand up for dessert during hard training to make my diet more exciting and to keep my calories up.

PO: What swimming events do you have coming up?

TE: I have just been to the Japan Open Championships in Tokyo. I had a fantastic time competing and meeting new people. I raced against Kasuke Hagino who is currently the fastest individual medley swimmer in the world. I learnt so much from competing with him. Later this year I am heading to the FINA World Cup Championships, which stops over in numerous countries around the world. I am also looking to make the Australian Team in November for the Short Course Championships in Canada.

PO: What are your plans for the future?

TE: I am currently aiming towards making the Short Course Championship Team later this year. I also hope to make the Australian Commonwealth Games Team in 2018.

PO: What is it that you like about swimming?

TE: I like pushing myself and looking at each training session as an opportunity to improve. From this I am able to grow as a person and as an athlete.

PO: Who is your role model?

TE: I would have to say Michael Phelps as he changed the way we look at swimming by creating a standard that encompasses high performance.



ISA HOCKEY

Last week Cate Patterson, Kaarina Allen, Jamie Binder, Catriona Uliana, and Georgie Wade made up 50% of the ISA Hockey team.

PO: How long have you been playing hockey?

Cate: Six years since Year 7 at Oxley.

PO: What positions do you play?

Cate: Full back is my preferred position, but I don't mind a go in the halves.

Kaarina: Goalie since day one!

PO: what do you love most about the game?

Cate and Kaarina: Friendship, fitness and fun sums it up!

PO: What have you got out of playing for ISA?

Cate and Kaarina: Such an awesome experience to play at such a high standard, alongside some hockey gurus. We have also met so many new people and despite the losses we came out winners at heart.

MATCH OF THE WEEK

Netball

Last Saturday, the Oxley 3rds played an incomparably intense game against Barker. In the first half, the Oxley girls felt out of their depth and intimidated by Barker's tactics. However, they pulled their team spirit together to play their best side. The second half of the game saw a determined defence side by Oxley, and all spectators stood with baited-breath watching the game equally progress. The game was incredibly tight and well played by both sides, and the girls were happy to pull away with a draw of 43 all. Well done to Oxley for testing their limits and not giving up.

By Maddie Dawkins (Year 11)