

# PINOAK

ISSUE 53: TERM 2, JUNE 9, 2017  
OXLEY COLLEGE



rites of  
passage

old  
oxleyans

careers  
expo

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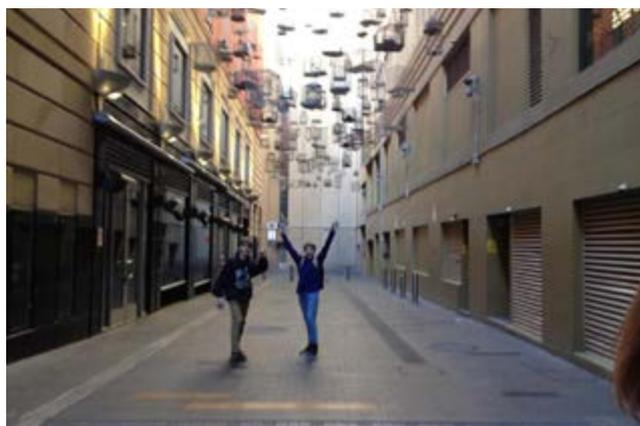
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# HEADMASTER'S REPORT

## The Strategic Plan of the College.

I haven't written about the strategic plan of the College for about two years, even though it is always there in the Executive's mental foreground. I think it is important to bring it out into the public light often enough for the whole community to remember that it is still there. It strikes me as being like the keel or the rudder of the ship- they are both underwater, you don't see them very often, but they chart the direction and keep the whole boat from tipping over.

The strategic plan contains seven priorities with three levels in each one:

a) The highest level is the 'Outcomes'. These are like the light on the hill - the goal that is always just a little out of reach. An outcome such as 'Ethos of disciplined striving and learning' is not something to which we would ever say 'Well we have ticked that one off, time to put our feet up or think about something else now'. There is always more that we can do.

b) The second level is the '2020 vision'. This is the five year plan, written two years ago. There are about fifty elements to this vision, broken up into the seven pillars. They are elements such as 'students who feel a deep, non jingoistic pride in the College as a key part of their net of connectedness'. I look forward with enthusiasm and trepidation to going through these as a 'check off' list in 2020!

c) The lowest level is the annual action plan. There are almost a hundred elements to it this year, such as 'begin self reporting for students'. I report to the Board at the end of every year as to how it is going, what targets we hit, and which ones we didn't make (and why).

The seven priorities or pillars in our Strategic Plan are what you would expect in many good schools (although most places roll the first two priorities into one).

- a) Rigour in Academic Education
- b) Enriched and Enlightened Learning
- c) Caring for the Whole Student
- d) Enriching Co-curricular Experience
- e) Ethical, Moral and Spiritual Development
- f) Infrastructure and Development
- g) Attraction, retention and welfare of people - staff and students.

All of these hang below our vision and our mission. The vision of course is 'enlightened academic rigour, care for the whole child and cultural richness in a Southern Highlands setting'.

It's all quite an architecture of lofty statements! The important thing is we believe them and we strive to make them more true every month. There's enough high level vision and enough 'rubber hits the road' action planning to make the whole architecture pretty effective.

The Executive form the action plans, and then the staff get a chance to input into and modify them at

the beginning of the year. I take them to the Board for further comment, direction and ultimate approval. The Executive talk about them regularly and have an offsite day once a term to chart our progress against them.

I would love to say that our days are spent elegantly forging our way through the strategic educational waters like an 80 foot clipper- sails up, rudder down, sipping Campari and Soda. Sometimes the days actually feel more like the fun park game where rabbits frenetically jump up out of holes in the base and you need to pop them on the head with a mallet at a furious rate. Funnily enough it is in the reactive, messy and wonderful lives of children where most of our best, rewarding work is done. However, the existence of our strategic plan means that we at Oxley always know where we are going and why we are going there.



# BIG ISSUE

Cornerstone

## Big Thoughts – Cornerstone at Oxley

Oxley's unique Cornerstone class challenges students to push philosophical barriers and consider the 'big questions' of life.

### Thoughts on the meaning of life?

The meaning of life is not just a means of life, it is a requirement to be considered a living creature, because without it you may as well be a rock. The meaning of life is constant and consistent with anything that is classified as living. It is this: **The requirement of life is to survive but the meaning and the expectation of life is to thrive.**

If a life form does not reproduce, does not aim to go beyond survival, it is not only lifeless, it is a meaningless waste of space. Anything beyond the need to survive and thrive (such as being happy) is an accessory that privileges those who meet the first requirement.

The evidence for this is any animal, plant and/or microbe. They kill each other to pass on their genes, and at one point, will resort to cannibalism. Evolution and humanity itself is the product of the aim of surviving and thriving.

Layla Ross (Year 10)

### Is the atomic Universe within us 'bigger' than the universe outside us?

#### Why or why not?

In my opinion the universe outside us is definitely bigger than the universe within ourselves. First of all, because the Universe "outside us" includes all matter and space. This would mean that the outside Universe includes ourselves, therefore including the universe within us as well as the universe around us. Also, The Universe is infinite, however our atoms are at a fixed amount. Although this amount is extremely large, it will never be infinite. I think in this sense, our own "atomic universe" is not a universe at all, but a part of The Universe. In my opinion there is only one Universe, which envelops everything.

Sienna Knowles (Year 10)

# TAKE INSPIRATION



## 1967 REFERENDUM

Last week my family and I were invited to go to the 50th anniversary of the 1967 Referendum, the commemoration event held at Parliament House in Canberra. My granddad, Charlie Perkins, was at the forefront of the Aboriginal rights movement and he dedicated his life and career to the advancement of the indigenous people of Australia and the recognition of a culture that goes back 52 thousand years.

Before the famous referendum vote, the Aboriginal and Torres Strait Islander people weren't counted in the census, even though they worked and paid tax and even went to war as soldiers to fight for Australia - they weren't allowed the basic human rights that white people enjoyed.

My Pop remembered having to sit at the front of the cinema on the floor, not being allowed to swim in the pool with the white people and needing to always have a pass to leave the mission where he was living in Alice Springs.

For reasons like that when he was an adult he left Australia and went to England to work and play soccer and he realised that black people were well-respected. He also looked to America and the important civil rights movement there and with some friends from Sydney University he led The Freedom Ride in Australia, which many people agree raised awareness about the plight of Aboriginal people on the path to the 1967 Referendum.

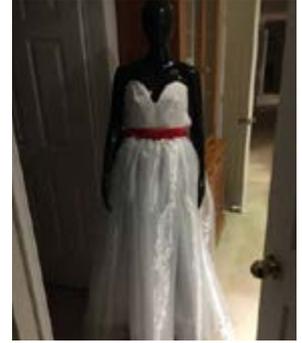
It was also the 25 year Anniversary of the Mabo Decision, when Eddie Mabo was granted title to his traditional land, an island in the Torres Strait, and this changed everything for Aboriginal and Torres Strait Islanders regarding land rights in the Commonwealth.

We sat in the front row in Parliament and listened to the Prime Minister Malcolm Turnbull make his address, and to Bill Shorten make his speech as well. They were good speeches and everyone remembered and reflected on that time in our history. Both speeches reminded people that it was an overwhelming majority of Australians, an amazing 91% of voters, who wanted change and recognition for Aboriginal people at that time.

It is important with these milestones to remember that although we have come a long way since 1967 and 1992, there is still a very long way to go to bring all Australians together as a nation.

By Charles Perkins (Year 7)

## DESIGN & TECHNOLOGY MAJOR WORK CONCEPT



The Pin Oak team has interviewed Year 12 Design and Technology student, Isabella Davies, in this edition of Pin Oak to explore how our students express their passions in the school environment. Isabella explains to us her major work concept and what has inspired her.

### Tell us about your concept?

It is in my opinion that in order to provoke further awareness and create change, advertising will need to stimulate interest to a broader spectrum of people and keep up with today's trends by being somewhat technologically advanced. I am currently in the process of creating a Haute Couture gown which will have LED lights sewn into the fabric that reflect the Glaucoma Field Test. It will be a white dress, displayed on a black mannequin with a red band across the waist which will have an LED light pattern on it, reading 'GLAUCOMA' in braille. This design in turn will mirror the field test. For those of you who don't know, the 'Field Test' is essentially a white box fit with fine diameter holes and a bright red light in the centre. White lights come on and off intimately and randomly inside the box and the person taking the test, whilst focusing on the red light, has a plunge button device held within their hand. Each time a white light is seen by the individual, the plunger is pressed to indicate their peripheral vision capability. This will be beneficial for the general public by promoting awareness and beneficial for the visually impaired as they will be able to read the braille component.

### What inspired you?

I had always visualised myself designing a project that provoked awareness about an issue close to my heart. Around five years ago my father was diagnosed with Glaucoma which is an irreversible and degenerative disease whereby the optic nerve at the posterior of the eye gradually demolishes which can lead to blindness. After researching the disease, I believe that our society needs to have some form of advertising in order to encourage the younger generation to gain more awareness. It is in this way that I think that a LED haute couture gown will positively provoke awareness as current media releases both written and visual are almost inadequate due to the fact that they are almost 100% reliant upon the sufferer sighting an advertisement. There is both a gap and a lack of alternatives in that communication process.

### How has the project allowed you to express your passions?

I have always loved fashion and so being able to incorporate one of my passions into an awareness campaign close to my heart has enabled me to really enjoy the design process.

By Ella Moran (Year 12)

# K-6 NEWS

## Head of K-6: Justine Lind

Teachers are architects of the learning environment.

I don't usually delve too deeply into units of work in this context but I think you'll enjoy reading about what has gone into the planning for the recent Stage 3 excursion to Mogo and Canberra.

The current unit of work for Years 5 and 6 has focused on 'Our Australian Identity'. It is one of, if not the best unit I have ever seen in terms of creating a learning bridge to move the students' understanding from the concrete to the abstract. The links between the unit and the excursion were also seamless.

The students have looked at the range of Australian symbols and icons to identify our shared values. They have also researched an historical event to determine the values and attitudes developed as a consequences of each event and the way in which these have contributed to our national identity and a sense of "what we stand for". In addition, they accessed the online Treasures Collection of the National Library to analyse the things we as a nation hold as significant. They have structured their thinking to move from factual events in history, through symbols and then values to synthesise all this information into the abstract notion of a shared identity. This is not an uncommon focus for Stage 3 but as I said at the top, to structure the unit in such a way to lead the students through this deductive process is unique in my experience and reveals to all our students the complex and abstract notion of a 'shared identity' as a tangible phenomenon.

The unit also provided great impetus for the students to explore the venues of the excursion with interest and purpose. Our students were a credit to themselves, our school and their families. Their level of knowledge was more than evident to the guides in all of the venues we visited as they demonstrated their deep familiarity with the subject matter. They also exercised a wonderful sense of care for each other and support, particularly for the new students, on their first Oxley camp. The real "gold" of the unit will be in the culminating task where the students will create their own museum exhibit to reveal the depth of their understanding and also to contribute for the first time in K-6 to the National History Challenge for school children. For more detailed information of the mission ahead you can visit the National Museum of Australia's website: [http://www.nma.gov.au/engage-learn/national\\_history\\_challenge](http://www.nma.gov.au/engage-learn/national_history_challenge)

This unit is the result of rich and effective collaboration among the Stage 3 teachers to bring their complementary expertise and creativity to the design process, all for the significant benefit of our students. You can see from the photos opposite that the results are writ large on the faces of our fellow travelers. All year levels have participated in wonderful units this term and each of our teams achieve the design of engaging units through creativity and collaboration. Your own child(ren) will attest to this as the final weeks of this term bring each unit to a close. I say it often but perhaps not often enough, our teachers are extraordinary and share their talents generously.

## Weekly Awards:

### Students of the Week Learning Journey

KK: Oscar Johnson  
KL: William Matar  
Yr 1: Molly Harwood  
Yr 2: Brigitte Pietsch-Liddell  
Yr 3: Harry Kean  
Yr 4: Toby Cuddy  
Yr 5C: Harry Smith  
Yr 5H: Madeleine Grill  
Yr 6: Millie Carpenter



### Oxley Values

KK: Lachlan Stanners  
KL: Pollyanna Landrigan  
Yr 1: Scarlett Miller  
Yr 2: Barnaby Jensen  
Yr 3: Sam Harwood  
Yr 4: Jack Rendell  
Yr 5C: Sam Wilkinson  
Yr 5H: Duke Richardson  
Yr 6: Elena Parker



(From Week 5)

### Learning Journey

Yr 1: Sophia Denington  
Yr 2: Kallan Rendell

### Oxley Values

Yr 1: Livie Marks



### Learning Journey

KK: Aari Poole  
KL: Jemima Anson  
Yr 1: Fraser Wisken  
Yr 2: Leila Palmer  
Yr 3: Estelle Fragar  
Yr 4: Maximo Ramos  
Yr 5C: Evie Crowley  
Yr 5H: Will Barnett  
Yr 6: Sienna Bellis

### Oxley Values

KK: Arabella Lawler  
KL: Anna Sutherland  
Yr 1: Brayden Anstee  
Yr 2: Miranda Hunter  
Yr 3: Camille Vild  
Yr 4: Chilli Sparke  
Yr 5C: Phoebe Pratten  
Yr 5H: Sophia Hamblin  
Yr 6: Matthew Smith



I give thanks on behalf of the Stage 3 students and their families for Belinda Candelori, Shona Apostolatos and Jonathan Hunt who also co-ordinated the excursion, for spending time away from their own families and homes to ensure our students had a fantastic experience. James Cupitt, who is a trained nurse, was also a welcome addition to the staff in attendance.

It can be said that, the school that plays together stays together! What a fantastic example of this occurred last Friday night. The photos paint the picture of light and movement, fun and friendship that pervaded the atmosphere at the K-6 Disco. It was wonderful to see so many children rocking their hero outfits. We were excited to hear that, for so many of our students, the disco is the most anticipated night of the year. I think it is fair to say that the 2017 version did not disappoint.





# WHAT DOES MANCHESTER MEAN FOR YOU?

On Monday 22 May, an act of pure hatred was committed at Manchester Arena, England following an Ariana Grande concert, where a high percentage of those in attendance were children and teenagers under the age of eighteen. Those affected, now numbers on our TV screens, on our radios and in our newspapers. 22 dead; 116 people injured. Of those fatal casualties, ten were under the age of 20.

Nice, Brussels, London, Berlin, Paris, Orlando, Würzburg, Ansbach, Munich and now Manchester, the list continues to grow, and unfortunately news of these attacks are becoming all too familiar. We've all seen it. Breaking news with blurry cell phone and CCTV camera footage of innocent people; excited kids leaving a concert, pedestrians walking along the seaside, shoppers enjoying Christmas markets. Only for these seemingly innocent and carefree events to be disrupted by gunshots, a bomb blast or a rampaging truck. Panic, terror, people running in every direction to avoid the mayhem. Then, in the next few hours we see politicians on our screens offering their condolences and preaching their disbelief. It is all too familiar.

The personal motivation behind each of these attacks may differ. Twenty two year old Salman Ramadan Abedi, the attacker behind the Manchester Arena bombing, was reportedly angry at a friend's death last year, in what he felt was an anti-Muslim hate crime. But one thing remains constant. The killers were either trained or inspired by ISIS. It is this radicalisation that makes this war against terrorism so difficult to fight. This silent weapon spreads the words and intentions of ISIS into the western world, and is often so hard to

detect.

It is this weapon of radicalisation that makes terrorism so scary, and pushes it so close to home. The question is, why are these young men being drawn to Islamic State? And how do we stop it from happening? Many governments are considering an approach in which those who are believed to be at risk of radicalisation are identified and pushed in towards service providers by the government. However, Associate Professor Anne Aly, the founding chair of People Against Violent Extremism is cautious of the approach idea. "There is so much resistance to any kind of government-designed ideas or policy concepts...of radicalisation – these kids are going to resist it," she says. "They need to be done by people who are more likely to have success in engaging young people."

However, even identifying those at risk is easier said than done. For example, Jake Bilardi was an Australian teenager recruited by Islamic State and was believed to be responsible for a suicide bombing in Iraq, March 2015, at the age of just eighteen. His background has been described as very different from other western recruits. His recruitment seemed to rather symbolise youth issues rather than ideological ones. It is a ripple effect that can have such a negative impact, but can also have a positive one. Whilst these young men are witnessing their friends become radicalised and are being targeted by radical preachers, they are being drawn into the webs of the Islamic State troops. But, if one of these young men resist this radicalisation or become converted, it is the same ripple effect that can positively influence any targeted men.



Radicalisation is all about twisting the truth and manipulating the target. These radical preachers are able to convince many of their targets that the fight for ISIS is one for the greater good, and punishing those politicians and western societies for conducting unwholesome acts. The preachers look for any dent of vulnerability and are able to manipulate it so the target feels they need to fight in an act of revenge; their background, upbringing, loss of a loved one, problems with the government and any events that have occurred near them are all used as ammunition for the recruitment and radicalisation of their targets.

These attacks in Orlando, Paris, Brussels and Manchester are so often committed by young men from the community, who have been radicalised and manipulated by Islamic State. They are getting these men to fight their war for them. To spread the battle ground outside of the sands in the Middle East.

To win this war against terrorism, it is not just winning the battle over in Iraq and Syria, but winning the battles on our own soils. The aim of ISIS is to spread fear and terror throughout the world and to disrupt and destroy the Western world. This asymmetric warfare plan is to panic a stronger opponent into overreacting, and to break it down from within. Manchester, much like the other cities that have been targeted by terrorist attacks, has shown resilience and dignity. Whilst we mourned the casualties we have shown that the Western world will not crumble as easily as ISIS imagined.

Kiara Rochaix (Year 11)

Live music is meant to be a safe place. It's where people go when they feel they don't belong, when they need inspiration, when no one else will listen to them. What's beautiful about it is that it's this gathering of like minded people and a coming together of all different types of individuals. People go to gigs to find communities, to establish friendships, to feel a little less alone buried in a swaying pit of people. It's supposed to be free of hate and danger, but it's not. We're seeing it increasingly become a place of hatred and a target for those with awful intentions. Whether this be the 89 people killed at the Eagles Of Death Metal concert in Paris last year, Christina Grimmie being shot after her concert in LA or even the five women who were sexually assaulted at Falls Festival in Tasmania this year, live music isn't the protected haven it may have once seemed.

But we're not going to let fear stop us, we can't. We have to refuse to let them win because when we stop going out and curl up due to terror, they do. Love is stronger than hate and while we mourn those who have tragically been killed at Manchester Arena and others, we must remember that.

Isabella Moore (Year 10)

# DEPUTY HEAD REPORTS

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## Deputy Head Pastoral: Peter Ayling

### Persistence Speech

During a recent assembly we were fortunate enough to hear a speech delivered by Georgia Combes on Persistence. It is a speech worth sharing with the Oxley community.

*For such a beautiful exterior our world can be an ugly place. Increasingly it seems as though there is more and more hate in our beloved world with the latest act of hate being the Manchester bombing. As many would know, Ariana Grande's demographic is children and teenagers meaning this act of violence was aimed to scare us.*

*Persistence is the only way to truly defeat these cowards who think they can ruin our lives through violence. As said by former US president Calvin Coolidge, "Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan Press On! has solved and always will solve the problems of the human race."*

*Cowards are threatened by our generation as we persist. We persist in our education so that one day we can run the world. Although it seems out of reach through persistence we will be the next generation who will find peace. This persistence scares the terrorists so they feel the need to attack us to the point that we will grow up in constant fear and with this fear they can take over OUR world.*

*Sometimes in times like these it may seem as though there is more hate than love in our world. However, at the time of the Manchester bombing Ariana's mum and stage crew pulled some distraught fans backstage to keep them safe from the blast and from potential dangers. Here in a time of unimaginable panic it is obvious how much love we have as a world. The one man who hated was outnumbered by the thousands of fans, stage crew, Ariana, and her family who just love music and other people. We as a world, country, school, and as individuals must persist with having loving hearts even if the people who hate will try and get in our way.*

*Although the Manchester bombing was a threat to us, as the future of this world, we must realise that these cowards can never make us afraid of doing what we truly love to do. We must continue persisting as a world to find peace. We must never be afraid of going somewhere or doing something just because of 'what ifs'. These terrorists want to stop our way of life, so, we must persist not to live in fear because if we fear they have won.*

By Georgia Combes (Year 11)

### School Disco

Once again K-12 participated in the school Disco. Although this is not a compulsory event you could have been mistaken by the number of students who decided to attend. With a theme based around childhood and heroes there were all sorts of costumes on display. Our Year 12 students continue to lead the way not only with outstanding spirit and behaviour but also in the manner in which they help to set up and pack up. Grace Watson and Jasmine Croker kept the music playing and K-6 dancing all afternoon followed by a solid play list by Max Mackevicius. Our students enjoy the simple and fun things in life.



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## A VERY SPECIAL YEAR 7 & 8 MUSIC NIGHT

**Slava Grigoryan and Sharon Draper**  
at Oxley College

An amazing opportunity is being offered at Oxley College at our upcoming Year 7 & 8 Music Night. World class musicians

**Slava Grigoryan and Sharon Draper** will present a private concert for Oxley students and their families from 7.00pm. The Year 7 & 8 Music Night will then commence at 8.00pm.

We highly encourage all of our elective music students from Year 7 to Year 12 to take advantage of this incredible opportunity to see two of Australia's finest musicians performing a special concert for us up close and personal in our very own beautiful Orchestra Room.

Whether you are a string student, a guitar student, brass or woodwind student, we strongly encourage you to attend and support this amazing opportunity.

**Time:** 7.00pm

**Date:** Tuesday, 20 June 2017

**Where:** Orchestra Room, Oxley College

Oxley College K-6 presents

# THE PHANTOM TOLLBOOTH JR

**Hoskins Hall**  
 Wednesday 14, Thursday 15 & Friday 16 June, 2017  
 Wednesday & Thursday evening performances 6.30pm  
 with a Friday twilight performance at 4.30pm

**Tickets \$7.00 each or Family Pass \$20.00 (2 adults & 2 children)**  
 Available at <https://www.trybooking.com/284874>

**Oxley COLLEGE**

The Phantom Tollbooth Jr is an adaptation for Musical Theatre of Norton Juster's novel, **The Phantom Tollbooth**.  
 Music by Arnold Black  
 Lyrics by Sheldon Harnick  
 Book by Norton Juster & Sheldon Harnick

The Phantom Tollbooth Jr is presented through special arrangement with and all authorised materials are supplied by, Music Theatre International, 421 West St, New York, NY 10019  
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# OLD OXLEYANS RETURN

## 30 YEARS!!!

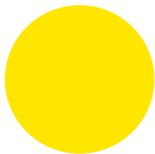


## 20 YEARS



Recently Oxley hosted its inaugural 30 Year Reunion. Fourteen out of the nineteen Year 12 students returned to Oxley and there was a great buzz in the room as people reminisced and shared memories of the pioneering days of Oxley. This event was followed by a lively and spirited evening celebrating the 20 Year Reunion with a dinner in Hoskins Hall.

# WHAT'S HAPPENING? IN THE WORLD...



## VERY LOCAL

**Students in Year 10 launch a Bring Your Own Fork to school Week!**



## INTERNATIONAL

**A man on a capital murder charge is held in custody for 10 years without trial**

Kharon Torchec Davis was 22 when he was charged along with two other men, with the murder of Pete Reaves. The man was shot dead in his unit in Dothan, a city in the south eastern corner of the US state of Alabama, on 6 June 2007.

Davis, now 32, has been awaiting trial since his arrest in 2007 and has been held in Houston County Jail in Dothan. He has finally been allowed a trial, but if found guilty, Davis could face the death penalty. Apparently they have tried to have Davis' case heard a total of eight times.

Davis has been brought to court before Houston County Circuit Judge Kevin Moulton who heard the submissions (the points of view) from his defence lawyer and the prosecutor. Davis' lawyer, Thomas Goggans, argued that Davis' murder charge should be dismissed (closed) because "he was previously represented by a lawyer with a possible conflict of interest in the case. His previous lawyer, Ben Meredith, had a son who was going to testify as a witness for the prosecution." The possible conflict of interest was brought up in 2011 when Judge Moulton took over the case from another judge who was due to retire, but the case was dismissed.

Davis was sent back to jail with Judge Moulton to make a decision on the case at a later date.

By Bridgett Drewett (Year 10)

# GALLERY



# JUNE/JULY CALENDAR

	<b>Mon 12</b> Queen's Birthday Holiday Monday	<b>Mon 19</b>	<b>Mon 26</b>
	<b>Tue 13</b> Half Yearly Year 10 Examinations EXC: Year 9 Rights of Passage Week 2 of 3 EXC: HICES Debating	<b>Tue 20</b>	<b>Tue 27</b>
	<b>Wed 14</b> EXAM: ICAS Spelling & Writing Years 3-6 PROD: K-6 Production Night, 6:30pm	<b>Wed 21</b>	<b>Wed 28</b>
	<b>Thu 15</b> K-6 & 7-12 CIS Cross Country PROD: K-6 Production Night, 6:30pm	<b>Thu 22</b> Mission Day TERM 2 ENDS	<b>Thu 29</b>
<b>Fri 09</b>	<b>Fri 16</b> PROD: K-6 Production Twilight, 4:30 pm	<b>Fri 23</b>	<b>Fri 30</b>
<b>Sat 10</b>	<b>Sat 17</b> SPORT: ISA round 7	<b>Sat 24</b>	<b>Sat 01</b>
<b>Sun 11</b>	<b>Sun 18</b> SPORT: NSWSRU Open & 16 Rugby Trials	<b>Sun 25</b>	<b>Sun 02</b>

## P & F NEWS

### TRIVIA NIGHT - SAVE THE DATE

Trivia night is coming up again Friday 4 August. Start putting your tables of ten together and make sure it's in the diary. Tickets will go on sale Monday 17 July. Last year we sold out fast.

We are looking for donations! If you have anything that would work as a prize for a balloon raffle or an auction item, please let us know. You can email organiser me at [skye@projectsolutions.com.au](mailto:skye@projectsolutions.com.au) Thank you.

Skye Sandilands, Trivia Night Coordinator



We're excited to announce our first ever Eve On The Green event to be held on Friday evening 24 November 2017 on the Oxley oval. The outdoor concert will be a feel good celebration for family and friends and promises to have an exciting line up of entertainment with surprise special guests! Our very own John Waters will MC the event and Geoff Jansz will be catering. Make sure you save the date because this is an event not to be missed!

# NEWSFLASH

## YEAR 10 CAREERS EXPO



ANU, Charles Sturt, Griffith, La Trobe, Macquarie, MIT, National Art School, Canberra, New England, Newcastle, Sydney, UTS, Wollongong, New South Wales, Western Sydney... aghhhhh it can all get so confusing! Over the past few weeks Year 10 have been thinking about the future, about Year 11 subjects, about what university we want to attend and about what career path we want to follow. Last week we attended a Careers Expo at Moore Park with a whole range of other schools from New South Wales. There were over 100 exhibitions promoting different career paths, We came home with arms full of heavy information booklets, heads full of new ideas and pockets full of free pens. The experience was incredible, and combined with getting our Morrisby results back, has made deciding on our Year 11 subjects so much easier! Thanks so much to Mrs Ritchie, Mr Woffenden and Mr Gauchat for taking us, and for all your guidance while we make our decisions.

By Jemima Taylor (Year 10)



## ISA CROSS COUNTRY

We braved the cold, stepping out of the bus at Sydney International Equestrian Centre. Oxley students represented with pride, the College having had the largest turn out of runners, of all the schools. Despite the fairly unbearable weather, the long bus trip and the course itself, Oxley ran their hearts out. The course was tough and seemingly relentless, nevertheless, every runner should be incredibly proud of their performances on the day. Most particularly, the 13 students who were successful and made the ISA cross country team and will continue on to run at CIS later in June. Overall, the Oxley girls placed 4th out of 11 other schools and the boys received 5th out of 15 schools. A big thank you goes out to Mrs McNaught, Mr Wansey, Ms Lane and our coach, Margaret – their efforts do not go unnoticed and we are very grateful for all the work they have done to make the cross country season such a good one! Those who made it through to CIS are expected to attend the morning trainings at 7.00am on Wednesday and Friday's with Margaret – good luck to all these runners!

By Ella Moran & Isabella Knowles (Year 12)



## MATCH OF THE WEEK

Hockey 2nds

It was a tough game! We managed to sneak in three goals while keeping up a strong defensive end at the same time. It was the seconds strongest game as they worked well as a team - Bronte brought out her amazing hitting skills and Bethany picked up her aggression as goalie and Jess Malcolm did a good job at keeping a firm stick on her tackles. By Mikaela Pugh (Year11)

We all went into the game prepared to be smashed, but in the first two minutes Sarah Pride scored her first ever goal! The other two goals were from our wing Ciara Longworth. We won 3-0 against Chevalier 2nds, which were actually at the top of the leaderboard, so not only did it push them of the top, but gave the team a massive confidence boost for the team's future games. Unfortunately we didn't have a coach there on the day, so Ms Stanton stepped in and helped out a lot. By Jess Malcolm (Year 10)



## YEAR 11 CAREERS EXPO

On Friday 2 June Year 11 students travelled to Fox studios (Mallpark) in Sydney to expand their future aspirations. Oxley students were confronted by individual stalls filled with a lot information about different universities. For example - U.O.W, Sydney Uni and TAFE, among many others were there to promote different career paths to fit every individual. Also, there were a variety of different seminars about things like Social Work, the Defence Force and HSC Studying. Oxley students were exposed to a branch of different opportunities which was overwhelming for some of us but extremely insightful, providing guidance for students who have no idea what to do in their own future. Harrison Baillieu (Year 11)