



Oxley
COLLEGE

7-12

INFORMATION





to think
to dare
to dream

WELCOME TO **OXLEY** COLLEGE



ALTHOUGH THE SCHOOL BEGAN ONLY THIRTY YEARS AGO, IT FEELS LIKE IT HAS BEEN A PART OF THE SOUTHERN HIGHLANDS LANDSCAPE FOR MUCH LONGER THAN THAT - PERHAPS FOUNDED IN 1883, NOT 1983.

This is partly due to the graceful main building, Elvo, and the grounds. It is also, however, something deeper than that. I think it is because it seems necessary, indeed inevitable, that a community such as ours should have a school such as Oxley.

The Southern Highlands is a community that has high expectations and wants its children to be able eventually to bestride their world, be it Madrid or Mittagong, Beijing or Bundanoon. Oxley has similar high expectations of its students and will let them see that, with rigour and hard work, almost anything is possible. We aspire to give the students the advantages of a 'big city' school, without parents having to send their children away to the boarding houses of Sydney or Melbourne.

At the same time most people in our community have made the conscious choice to raise our children in a local setting - one with forty thousand people, not four million. People want a school that reflects that. Our beautiful grounds and relatively small size mean that every student is known and cared for. I know most students in the School by name (and know their birthdays) and many of the teachers have deep and long-lasting connections with each child. At the same time we are large enough to offer a strong variety of subjects, sports, activities, bands and social groups. Many people in the Highlands want a school that is co-educational and non-denominational. This reflects their own world views about gender and the role of

tolerant, ecumenical spirituality in a school setting. We respect the unique contributions of men and women and know the importance of them working together. We also respect the profound, personal nature of each individual's journey with regard to the 'big questions' of life. This respect is deep in Oxley's soil.

So I think this is why it feels that Oxley has been here for much longer than thirty years: we should have been here in the Southern Highlands since 1883. We are proud to reflect and bring out the best in this community. We are proud to educate the sons and daughters of those who choose to live here. We are proud to be the type of school we are.

On a more personal note, we look forward to meeting the most precious things in your life. We look forward to caring for them and look forward to exposing them to all of the amazing things that this world has to offer. We look forward to being a part of the miracle of their journey from childhood to adulthood. We have encyclopaedias in our library (figuratively), band aids in our sick bay, basketballs in the gym and violins in the music centre. We are ready to go. Welcome aboard.

Michael Parker
Headmaster

OUR VISION

To be a school whose unique combination of **ENLIGHTENED ACADEMIC RIGOUR, CARE FOR THE WHOLE CHILD** and **CULTURAL RICHNESS IN A UNIQUE SOUTHERN HIGHLANDS SETTING** makes for an education which is not surpassed in NSW.

ACADEMIC RIGOUR:

This means making sure that students strive, stretch themselves and stick to their tasks. It means having high expectations, working hard and rewarding effort. It means making students 'battle ready' for their lives in the highly competitive twenty first century.

ENLIGHTENED ACADEMIC:

This means an inspirational, liberal and non-denominational education based on critical thinking, creativity and open engagement. Not merely a narrow 'marks driven' education.

CARE FOR THE WHOLE CHILD:

This means valuing and caring for each child emotionally, ethically and socially, as well as academically. It means us really knowing every child who dons an Oxley uniform.

CULTURAL RICHNESS:

This means students receiving a high quality cosmopolitan experience in the arts and sport while still retaining the benefits of life in a caring, intimate setting away from the frenetic pace of a major city.

OUR MISSION

TO (AND FROM) OUR STUDENTS

AS YOUR EDUCATORS WE WILL:

Excite you with the richness of what is known and inspire you with the possibility of what is yet to be discovered. Also help you think clearly, creatively and with passion.

Care for you emotionally so you feel that College is a safe harbour where you are secure and respected for who you are.

Engage you as often as possible about values, ethics and the biggest spiritual questions in life. This will be non-denominational, informed by the Christian tradition and will also draw from wisdom wherever it is found. Also give you opportunities to serve others.

Help you discover a rich variety of opportunities so that you can experience what it is to really strive and work hard at what is important. These opportunities will be inside and also outside the classroom - on the sporting field, in performance spaces and in the outdoors.

Help prepare you for the future in the exciting, dangerous and uncharted twenty first century.

AS YOUR EDUCATORS WE EXPECT YOU TO:

Seize each day at school. Approach learning with enthusiasm, open minded curiosity and real wonder.

Care for the others within our College and respect their individual personalities and talents.

Seek to develop a well-founded ethical, moral and spiritual world view which will sustain you throughout your life. Also to 'give back' to others in our region, our country and our world.

Commit to stretching yourself and tenaciously finishing what you start. (To strive, stretch and stick).

Approach your life in the twenty first century with optimism, resilience, passion and wisdom.

OXLEY COLLEGE HISTORY & PHILOSOPHY

OXLEY COLLEGE IS AN INDEPENDENT, CO-EDUCATIONAL AND NON-DENOMINATIONAL K - 12 DAY SCHOOL FOUNDED ON CHRISTIAN PRINCIPLES.

It first opened its doors to students in 1983 with an initial enrolment of twenty four. Oxley is consciously small and personal enough for students to feel that their uniqueness and individuality matter, yet large enough to offer a wide range of subjects and opportunities.

Oxley aims to develop in its students the virtues they will require to lead a happy and fulfilling life. This involves a spiritedness and sensitivity in all that they do, think and feel. It is hoped that Oxley students will carry a sense of challenge, an acceptance of their responsibilities, an awareness of the needs of others and a compassion in meeting those needs. The College seeks to develop the mind, the body and the spirit, recognising that in harmony they contribute to wholeness of being. Above all, we hope to engender in our students an

understanding that 'being' is more important than 'having' and that it is the quality with which one thinks and feels and believes and strives which is paramount.

All educational policies and practices have been established to develop the fundamental principles of this philosophy. High standards of dress, courtesy, conduct and involvement in Oxley activities are expected from students to help them identify with and be loyal to the principles for which Oxley stands. Oxley provides opportunities for every student to achieve. The highest achievement of all – a noble quality of person – is believed to be within reach of everyone.

ENLIGHTENED ACADEMIC RIGOUR

AT OXLEY WE HAVE A FUNDAMENTAL BELIEF IN THE EDUCATION OF THE WHOLE CHILD.

We seek to foster a learning environment that is dynamic, innovative and child-centred by providing high quality learning and teaching. Students are encouraged to enjoy their learning and to apply it to their understanding of the world in all its complexity and of their individual place within it.

We believe our students should be engaged and challenged in their 21st education and constantly review both “best” and “next practice” in order to provide the very best learning. For this reason, we have joined other innovative schools in working with the globally recognised Visible Learning team as a strategy for maximising student outcomes. Our approach to transforming learning is based on Professor John Hattie’s internationally acclaimed research in Visible Learning: A synthesis of over 1200 meta-analyses relating to achievement (2009) and his book Visible Learning for Teachers: Maximising impact on learning (2012). This outstanding research, spanning more than 15 years, involved millions of students and represents the largest evidence-based research into what actually works best in schools to improve learning.

Our staff of highly committed teachers work daily on improving the learning of our students, transforming the traditional experience to one that continues to inspire, engage and extend.

Our curriculum, while firmly grounded in the NSW Board of Studies and the Australian Curriculum requirements, offers scope for the discovery of personal passions, abilities and talents. Each student has the opportunity to grow through inquiry, discovery and exposure to a myriad of experiences designed to maximise learning.

In Years 7 – 12 the academic programme offers a combination of compulsory studies and elective subjects. The opportunity for choice grows as student’s progress towards their senior years.

The structure of our academic programme reflects the three stages of the secondary curriculum continuum.

STAGE

4

YEARS 7 AND 8

Students in Year 7 and 8 are given the opportunity to explore a broad range of subjects. Some of these continue on from Stage 3 (Years 5 and 6) while others are completely new.

ALL STUDENTS TAKE THE FOLLOWING SUBJECTS:

- English
- Science
- Geography
- Visual Arts
- Personal Development, Health & Physical Education
- Language (French)
- Cornerstone
- Mathematics
- History
- Technology (Mandatory)
- Music
- Academic Writing
- Wide Reading

BYODD

We are a Bring Your Own Designated Device school from Year 5 - Year 12. Further information is available at Orientation Day and on our website.

STAGE

5

YEARS 9 AND 10

At this point, students begin to refine their learning programme, choosing subjects that reflect their particular interests and aptitude. A substantial, but smaller programme of compulsory studies maintains the breadth and balance.

STUDENTS UNDERTAKE CORE SUBJECTS THAT ARE COMPULSORY FOR ALL STUDENTS:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health & Physical Education
- Cornerstone
- Global Perspectives
- Academic Writing
- Wide Reading

STUDENTS CHOOSE TWO ELECTIVE SUBJECTS FROM THE FOLLOWING:

- Music
- Visual Arts
- Graphics Technology
- French
- Drama
- Design & Technology
- Commerce

A student who has a particular interest or background in other areas of study may apply to take a subject by distance learning. Approval for this will consider the individual's capacity for independent study as a major factor.

Opportunities for acceleration are increasingly available. Year 10 students who display aptitude and ability can be accelerated into Preliminary HSC Legal Studies, Chemistry and Mathematics Extension 1. Students in other years follow an extension pathway or can be considered for acceleration in a course based on individual achievement and aptitude.

CORNERSTONE

Oxley is proud of its innovative new subject, Cornerstone, introduced in 2015 and taught twice a week to every student in Year 7, 8 and 10. Cornerstone's curriculum is devised and written entirely at Oxley. It is a subject that draws together many of the big, inspirational and ethical ideas from wherever they are found and funnels them into the one subject. It is also a subject that will teach students how to think. This subject should be the cornerstone of an enlightened, rigorous education for the twenty first century.

The topics include:

EIGHT THORNY ISSUES IN PHILOSOPHY

ETHICS IN THE PLAYGROUND

HOW TO THINK CRITICALLY

BIG QUESTIONS ABOUT BIG RELIGIONS

MUM, DAD AND TED

BUSINESS ETHICS

THE PHILOSOPHER'S ZONE

WISE MEN OF EARLY GREECE

GLOBAL PERSPECTIVES

In 2016 Oxley College launched another exciting new subject, Global Perspectives for students in Year 9 and 10. Its study is closely linked to our Year 9 Rites of Passage Programme and our Social Service Learning opportunities in Nepal, Botswana & Fiji.

Cambridge IGCSE Global Perspectives is a ground breaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based. It taps into the way students enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

The course is built around a series of topics, each containing issues of global importance. The global issues provide a stimulating context through which students can begin to develop the skills necessary to participate as active, global learners and for practical application in further study.

Students are expected to demonstrate an understanding of global issues from personal, local or national and international perspectives, using research, reasoning and questioning skills to gain this understanding and form their own judgements.

Students choose from the following topics:

- Belief Systems
- Biodiversity and Ecosystem Loss
- Climate Change
- Conflict and Peace
- Disease and Health
- Education for All
- Employment
- Family and Demographic Change
- Fuel and Energy
- Humans and Other Species
- Language and Communication
- Law and Criminality
- Poverty and Inequality
- Sport and Recreation
- Technology and the Economic Divide
- Trade and Aid
- Tradition, Culture and Identity
- Transport and Infrastructure
- Urbanisation
- Water, Food and Agriculture

rites of passage

During the last three weeks of Term 2 Oxley College Year 9 students complete a residential programme in Sydney where they learn in museums, galleries, universities, theatres and the historically rich urban environment of Sydney's CBD.

The Rites of Passage Sydney programme has been designed around psychologist Michael Carr-Greg's identified needs for 14 and 15 year olds: emancipation from parents; strong, healthy friendships; vocational direction; and a strong sense of personal identity. We have developed a cross-curricular academic programme around the theme "Identity - Telling Your Story". It includes tours, workshops and lectures at Macquarie University, University of Technology, Sydney University, Art Gallery of NSW, ABC Studios, Foreshore Authority, Observatory Hill Education Centre, Museum of Human Disease, the Opera House, Museum of Contemporary Art, Australian Film and Television School and Cockatoo Island.

The purpose of this innovative programme is to expose students to ideas, people and phenomena that could never be accessed in a conventional classroom. We want to ignite students' passion for what the future holds and the learning journey they are on. The Rites of Passage programme for Year 9 marks a significant transition towards life as a senior student. After the exhilaration of starting High School and before the challenge of the Higher School Certificate, the Rites of Passage programme provides an unforgettable, transitional moment in the lives of Oxley students.



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STAGE

6

**YEARS
11 & 12**

YEAR 11 (PRELIMINARY HSC COURSE)

Students in Year 11 undertake the Board of Studies Preliminary Course. This three-term course qualifies students to proceed to the Higher School Certificate. Students must study a minimum of twelve units, usually six subjects.

ALL STUDENTS UNDERTAKE THE MANDATORY STUDY OF

- English, Advanced

OTHER SUBJECTS OFFERED

- Ancient History
- Biology
- Business Studies
- Chemistry
- Design & Technology
- Drama
- Economics
- Engineering Studies
- English Extension 1
- French
- Geography
- Legal Studies
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Standard
- Modern History
- Music
- Personal Development, Health & Physical Education
- Physics
- Studies of Religion
- Studies of Religion 1
- Visual Arts

These subjects are eligible for inclusion in the ATAR (Australian Tertiary Admissions Rank).

Students may seek approval for study by distance learning and each case will be considered on its merits. Individual students may benefit, too, from the study of a vocational (VET) subject, but these may not be included in the ATAR.

YEAR 12 (HSC COURSE)

The HSC Programme of Study commences during Term 4. Students have the opportunity to amend their programme with the addition of various extension courses:

- English Extension 1 and 2
- History
- French
- Mathematics Extension 2
- Music

Standard English is also available to some students in Year 12. At all points where decisions must be made, the College offers comprehensive advice, both personal and general.

TRANSITION PROGRAMMES

In order to assist students in their preparation and transition into Stage 6 and HSC programmes, various events are in place to support students. These include workshops, study sessions, consultations, Wellbeing and Careers sessions as well as Pastoral reflections and Mindfulness sessions.

YEAR 12 STUDY CENTRE

Year 12 students use a study centre located in Elvo (the historic building at the centre of the Oxley Grounds). It is a place ideally suited to the serious academic business of preparing for the HSC.

Year 12 have access to an Academic Master who is available in study periods, before and after school to mentor, monitor and inspire Year 12s as they aim high. The Year 12 Study Centre is not a Year 12 common room or a social space. It is a place for students to work independently or in groups on their HSC - a space dedicated to them.

ACADEMIC TOURS

From time to time, Oxley students have the opportunity to travel in order to extend their academic experience. Each year there is a Drama Tour to Melbourne for senior Drama students, prior to commencing their Individual and Group projects. Previously Year 11 and 12 Ancient History students toured Italy while Year 9 and Year 10 students had the opportunity to visit Belgium, France and Turkey as they surveyed the European Battlefields. In the past, students have also travelled to Borneo (Geography), China (Music) and Noumea (French).

CLASS GROUPINGS

At Oxley we believe in supporting our students to achieve success in their learning. For that reason Year 7 – 10 students are placed in groupings within classes according to their achievement data and their individual student profiles. Some classes can be mixed and others can be graded. The usual pattern is a top stream with a combination of either two parallel or two other streams. Within each class, differentiation will occur to provide each student with the appropriate amount of challenge.

Depending on the learning needs of the cohort, the number of students or gender in each class may not always be equal.

The learning profiles of Year 7 students are considered by Curriculum Team Leaders and Heads of House in order to determine initial groupings. According to the cohort, some classes may be streamed from the start of the academic year. The data used will include NAPLAN and previous school reports. Students entering other years are placed after personal discussion and a review of their academic record. Class groupings will be regularly reviewed by year group teachers, Curriculum Leaders and Deputy Head, Learning. A review may be initiated as a result of new data, a change of circumstance or a number of other factors. A formal review of class groupings will usually occur at the end of a semester, however changes may be made at the end of a topic, a term or when there are other circumstances affecting the learning of a student.

COMMUNICATION

At Oxley we believe that a partnership between home and school is vital for a student's success. Therefore we value the opportunity to have meaningful conversations with students, parents and teachers at pertinent times throughout the year.

We commence each academic year with an information session where students and parents receive an overview of that particular year's focus and outline. This is also an excellent opportunity to meet with other parents and ask questions. Formal reporting occurs twice a year for all year groups.

The usual pattern of communication can be found on the table below.

Should you wish to contact a teacher about your child's progress at a time other than the Student/Parent/Teacher meetings, this may be done by contacting your child's Head of House or Tutor.

	TERM 1	TERM 2	TERM 3	TERM 4
YEAR 7	Information Session Effort Grade Report Student/Parent/Teacher	Effort Grade Report Full Report	Effort Grade Report	Effort Grade Report Full Report
YEAR 8	Information Session Effort Grade Report	Student/Parent/ Teacher Information Session: Y9 Electives Effort Grade Report Full Report	Effort Grade Report	Effort Grade Report Full Report
YEAR 9	Information Session Effort Grade Report	Effort Grade Report Full Report	Student/Parent/Teacher Effort Grade Report	Effort Grade Report Full Report
YEAR 10	Information Session Effort Grade Report	Information Session: Y11 Course Effort Grade Report Full Report	Student/Parent/Teacher Effort Grade Report	Effort Grade Report Full Report
YEAR 11	Information Session Effort Grade Report Student/Parent/Teacher	Effort Grade Report Full Report	Effort Grade Report Information Session: HSC End of Preliminary Report	Effort Grade Report
YEAR 12	Student/Parent/ Teacher Effort Grade Report Full Report	Effort Grade Report	Final Oxley Report	

CAREERS

The Careers programme at Oxley is an individually tailored programme beginning in Year 10 to ensure our students receive up to date information and support on their future career options. The Programme begins with Careers Guidance Testing and the Careers Expo visit and from here our students meet with our Careers Adviser to support them around subject selections for their senior years. Throughout Year 11 and 12, our students have a number of Career Check In's with our Careers Adviser where post school options are discussed and explored.

WHAT PARENTS CAN DO TO SUPPORT LEARNING

We believe that a partnership between home and school is fundamental to student achievement and progress. We encourage conversations between students, families and teachers that are based around learning and are focussed on student engagement and progress.

HOMEWORK POLICY

Since 2015 we have been mandating and regulating homework more consistently. Independent work at home has always been a part of a good education and will continue to be here. As well as allowing students to reinforce concepts at school, it gets them 'battle ready' to take on the rigours of the HSC. As schools become more dynamic, it also becomes increasingly possible in some areas for students to learn content at home and then use class time to debate, discuss and process it.

Homework should be interesting and stimulating - not just 'busy' work. We are teaching the 'skills' of doing homework - prioritising, ordering, avoiding distractions, etc.

Homework should be a regular, structured and worthwhile part of an Oxley student's life.

Students' lesson diaries are used to record how much time they spend on each subject each night. This allows Tutors and parents to monitor how much homework they are doing. Each Monday a House period is set aside for the Tutor to check diaries, while the students engage in a school wide 'Drop Everything and Read' programme. For students who do not complete homework there are consequences. However, teachers are also on the lookout, pastorally, for students who struggle to do the work in the agreed upon time so that they can offer assistance.

WE EXPECT:

- **Year 7:** One to one and a half hours each night plus reading (four times a week)
- **Year 8:** One and a quarter to one and three quarters hour each night plus reading (four times a week)
- **Year 9:** One and a half to two hours each night plus reading (five times a week)
- **Year 10:** At least two hours each night plus reading (five times a week)
- **Year 11:** Whatever is needed to get through the work, but at least three hours each night (five times a week with additional weekend work)
- **Year 12:** Whatever is needed to get through the work, but at least three hours per each night (five times a week with additional weekend work)

CANVAS

Canvas, our Learning Management System, means that parents can see homework, assignments, etc online.

OXLEY COLLEGE AIMS TO PROVIDE EFFECTIVE GUIDANCE FOR THE PERSONAL DEVELOPMENT OF EACH INDIVIDUAL.

Therefore, there is a close relationship between behaviour and pastoral care.

A school's climate has much to do with the spiritual, moral and social development of students. Children and young people feel most secure in an ordered environment where they know what is expected of them. This implies a structure of guidelines and frameworks and an awareness in staff and students of these expectations. The aim is to lead students towards acceptance of responsibility for themselves and for others from K-12.

RESPECT FOR SELF, RESPECT FOR OTHERS AND RESPECT FOR OXLEY COLLEGE

All students and staff at Oxley College have the right to be treated fairly and with dignity in an environment free from physical and verbal disruption, intimidation, harassment and discrimination.

To achieve this, Oxley College maintains high standards of student behaviour. Respect for Self, Respect for Others and Respect for Oxley College is also a partnership with parents working together to support all students under the College banner.





CARE

FOR THE
WHOLE
CHILD

OXLEY COLLEGE VALUES

Our College Values provide a framework for student aspirations and reflection with regard to all aspects of endeavour; academic, social, emotional, physical and spiritual.

THE FIVE OXLEY VALUES ARE:

WISDOM AND KNOWLEDGE

Cognitive strengths that entail the acquisition and use of knowledge

- Creativity
- Curiosity
- Open-mindedness
- Love of learning
- Perspective
- Reflection

FORTITUDE

Emotional strengths that involve the will to succeed in the face of adversity, external or internal

- Integrity
- Courage
- Persistence
- Enthusiasm
- Resilience
- Optimism
- Confidence

HUMANITY

Interpersonal strengths that involve caring for others and provide meaning

- Kindness
- Love
- Respect
- Social awareness
- Appreciation of beauty and excellence
- Gratitude
- Humour
- Spirituality
- Respect for our natural environment



JUSTICE

Civic strengths that support a healthy community life

- Fairness
- Leadership
- Teamwork
- Service

MINDFULNESS

Character strengths that protect against excess

- Forgiveness
- Humility
- Self-discipline
- Patience

Adapted from Peterson & Seligman, 2004

RESPONSIBILITIES AND RIGHTS

RESPECT FOR SELF	I have a responsibility to be honest, kind, courteous and ethical.	I have a right to feel safe and valued at Oxley College.
RESPECT FOR OTHERS	I have a responsibility to co-operate, be respectful, kind and not distract others from learning.	I have a right to be treated with kindness and compassion and free to learn.
RESPECT FOR OXLEY COLLEGE	I have a responsibility to be well dressed and be a positive role model within the school and community.	I have a right to be proud of my college.

The purpose of rules and guidelines is twofold: first, to educate students towards an understanding of the need for order and towards a desire to comply with reasonable regulation: second, to assist the smooth running of the school in all its operations. Discipline should therefore be caring, positive and educative rather than negative, uncaring and repressive.

The College believes that a supportive environment provides those conditions which most effectively maximise learning and which best promote the expression of true freedom. Rules are based on the two principles, which guide all conduct throughout the culture of the College: Is it the best that can be achieved? Is it worthy of membership of the College?

The College aims to ensure that every student is known in depth by at least one member of staff and that there is one adult in whom each student can confide. Regular appraisal of individuals is designed to pre-empt and avert crises in academic and social development, to provide a point of reference for professional counselling and to seek out, make known and develop special interests which may not emerge through the academic programme.

The achievement of these aims is only possible with the full support and co-operation of parents.

As our Year 12 students exit the school gates for the last time we want to have developed the whole child who has academic rigour, compassion, integrity and a true sense of who they are and where they are heading.

PASTORAL HOUSE SYSTEM

Our Pastoral Care relates to academic, spiritual, emotional and physical welfare, and is the responsibility of every member of staff. Structures exist to centralise information on individuals with Heads of House, Tutors and class teachers.

In 7-12 all students are allocated to one of the six Houses. Each House is divided vertically into Tutor groups of approximately 15 students, with students from each year group represented, all under the control of a member of staff (ie. Tutor). Tutor groups meet twice a day with the full House coming together at a regular Assembly. Pastoral care of students, therefore, is managed at the individual level by the House Tutor, as well as by the Head of House, Staff, College Psychologist and the Deputy Head, Pastoral.

The 7-12 Houses are named after famous Australian pioneers in their field. Dobell – Culture (Green), Durack – Sport (Purple), Florey – Research (Yellow), Mawson – Exploration (Blue), Monash - Public Service (Red) and Oodgeroo – Literature (Ochre).



DOBELL

Sir William Dobell (1899 – 1970) was an artist whose works were representative of new styles and directions in Australian art. Dobell is known mainly as a portrait painter although he did paint landscapes. Dobell's unique style embodies the pioneering attributes of originality and a sense of adventure – of exploring new techniques and pushing innovative and creative boundaries.



DURACK

Sarah Durack (1889 – 1956) had to fight for her right to represent Australia in swimming at the 1912 Stockholm Olympic Games where she became the first woman to win a gold medal at an Olympics. Later she broke twelve world records and at one time held every record in women's swimming from 50 yards to one mile. A person of great determination, Sarah Durack pursued her goals but never lost sight of fairness and justice.



FLOREY

Baron Howard Florey (1898 – 1968) was a scientist and a co-discoverer of penicillin. Born in Adelaide, Florey became a Professor of pathology at Oxford University where he made his discoveries. Florey shared the 1945 Nobel Prize for Physiology and Medicine. Florey was never interested in fame. He simply sought to help people and share the knowledge to do this.



MAWSON

Sir Douglas Mawson (1898 – 1958) was an Australian Antarctic explorer, geologist and academic. First involved with Shackleton and Scott, Mawson later led three expeditions to Antarctica gathering valuable scientific data and mapping 1,500kms of coastline. He was an explorer of courage, fortitude, endurance and resolve.



MONASH

Sir John Monash (1865 – 1931) engineer and soldier, was probably Australia's greatest military leader, serving successfully in Gallipoli and on the Western Front during the First World War. Monash was knighted on the field of battle, a distinction which had not been given to a British soldier for nearly 200 years. Loved by his troops, Monash always put the good of others ahead of his own.



OODGEROO

Oodgeroo Noonuccal (1920 – 1993), formerly known as Kath Walker, was an Aboriginal poet and civil rights leader. Born a member of the Noonuccal tribe on North Stradbroke Island (Moreton Bay), she educated herself and later began to write poetry, and lecture on Aboriginal issues at Australian universities and at international conferences. Oodgeroo Noonuccal was a campaigner against all forms of injustice and a believer in reconciliation.

RESTORATIVE JUSTICE

At Oxley College we understand that from time to time students will make mistakes. It is important that they learn from these mistakes are able to make informed choices in the future, and are able to move forward in a supportive and non-judgemental manner.

Restorative Justice is a philosophy we use in our behaviour management system. It involves high levels of control (limit-setting, discipline) and support (encouragement, nurturing). Conflicts in human relationships will occur and the challenge is to have processes that enable the restoration of relationships that result in learning and personal growth for all concerned.

Parents and teachers have the opportunity to develop a positive school environment that enables students to learn from mistakes and still feel positive about themselves and others. To be effective all involved need to play an active role in restorative justice. This can be done in a number of ways but revolve around these principles:

1. Foster awareness in the student of how others have been affected.
2. Avoid scolding or lecturing.
3. Involve the student actively, instead of simply handing out punishment which the student is expected to accept passively. In a restorative intervention the student is asked to speak. They need to listen to how others have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.
4. Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
5. Separate the issue from the student.
6. See every serious instance of wrongdoing and conflict as an opportunity for learning.

MIND MATTERS

We run the Mental Health programme called Mind Matters in each pastoral group. This programme is tailored to Oxley and was devised by a series of groups, including Beyond Blue. In a world where 20% of teenagers in NSW report some form of mental health issue, it teaches mental wellbeing and resilience. It is a form of large scale preventative programme. Mind Matters is delivered in the safe and caring environment of each House and focuses on issues related to Oxley College students.

LEADERSHIP

At Oxley College we believe all students have the ability to lead, be good role models, and inspire others to achieve and work to the best of their ability.

Year 11 have the opportunity to gain valuable skills throughout the year which will help prepare them for leadership roles the following year.

Prefects have specific roles and responsibilities.

Our Prefect Leadership Team consists of:

Head Boy and Head Girl
Deputy Head Boy and Girl
House Captains
Prefects

PREFECTS SHOULD:

- Support, encourage and guide younger students.
- Promote the College and set a positive tone for students to follow.
- Lead by example and make a difference locally, national and globally.

SOCIAL SERVICE LEARNING

The Oxley College Social Service Learning vision is for our students to support local, national and international communities and make a difference to the lives of others.

Students are fortunate to attend Oxley College and we believe our students should give their time, energy and skills to build a better future. Social Service Learning is not only about giving money and donations it is about investing time in helping those less fortunate than themselves and displaying a true sense of compassion towards others.

During their time at the College our students will be exposed to different Social Service Learning opportunities and to a variety of programmes.

OUR INTERNATIONAL OPPORTUNITIES INCLUDE:

Trips to Nepal, Botswana and Fiji. In each country we are building unique long term relationships with communities.

SEVERAL LOCAL PROGRAMMES INCLUDE:

Year 7

Feeding the Homeless

Year 7 are rostered on to shop, prepare and cook a meal such as a casserole to bring to the College each week. Members of the local Uniting Church collect five meals per week and distribute to people in need in the local area.

Year 10

Aged Care

Year 10 are rostered to attend Bowral House on a weekly basis. Our students talk, play games, play music and interact with the residents.

We encourage students to invest their energy in supporting a cause or charity that they value and feel a true sense of connection. This could also involve arranging a sausage sizzle, raffle, competition or any activity to donate the proceeds/time/skills to this charity. We aim to encourage our students to show compassion towards those less fortunate and be able to make a difference to the lives of so many.

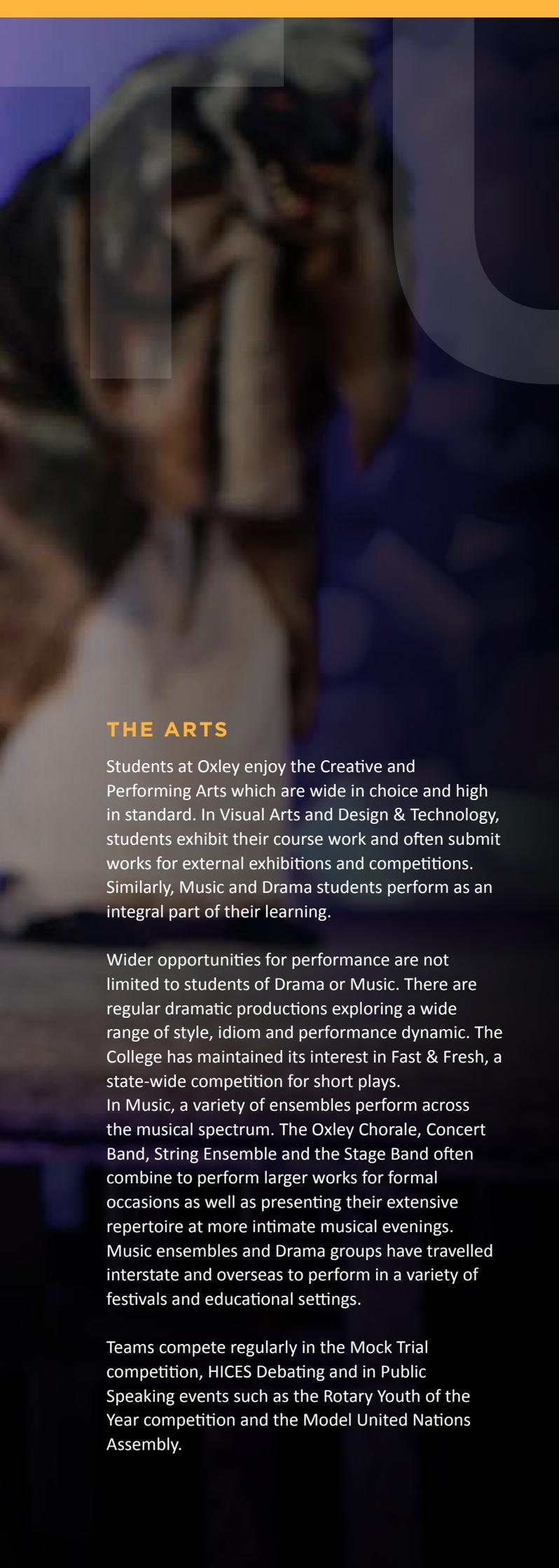


CULTURAL RICHNESS

AT OXLEY, OUR COMMITMENT TO LEARNING IN BREADTH RECOGNISES THAT ACTIVITIES BEYOND THE CLASSROOM ARE VERY MUCH A PART OF OUR CONSCIOUS PROGRAMME OF LEARNING.

Abundant opportunities exist for students to explore their gifts in cultural, sporting, community service and outdoor activities. As well as acquiring particular skills, students test and develop their sense of self, their commitment to a group exercise and teamwork in all its complexity.

Some of these activities are compulsory others are a matter of choice. All students are encouraged to explore these offerings and to find something that suits their abilities and interests.



THE ARTS

Students at Oxley enjoy the Creative and Performing Arts which are wide in choice and high in standard. In Visual Arts and Design & Technology, students exhibit their course work and often submit works for external exhibitions and competitions. Similarly, Music and Drama students perform as an integral part of their learning.

Wider opportunities for performance are not limited to students of Drama or Music. There are regular dramatic productions exploring a wide range of style, idiom and performance dynamic. The College has maintained its interest in Fast & Fresh, a state-wide competition for short plays. In Music, a variety of ensembles perform across the musical spectrum. The Oxley Chorale, Concert Band, String Ensemble and the Stage Band often combine to perform larger works for formal occasions as well as presenting their extensive repertoire at more intimate musical evenings. Music ensembles and Drama groups have travelled interstate and overseas to perform in a variety of festivals and educational settings.

Teams compete regularly in the Mock Trial competition, HICES Debating and in Public Speaking events such as the Rotary Youth of the Year competition and the Model United Nations Assembly.

OUTDOOR EDUCATION

The Outdoor Education Programme is designed to foster an awareness in students of the beauty of the natural world. It also exposes them to personal challenge and intersects with the academic curriculum. With the assistance of highly trained professionals, this programme offers a wide variety of activities including bush walking, abseiling, navigation and remote survival skills.

The Duke of Edinburgh's Award Scheme, offered at three levels—Bronze, Silver and Gold—includes a major outdoor component, community service and personal growth. Students are assisted in their progress through the provision of regular hikes and individual tracking.

OLE! OTHER LEARNING EXPERIENCES

Each year during Term 4, all students in Years 7, 8, 9, 10 are involved in Oxley's unique OLE! programme. OLE stands for Other Learning Experiences and it is the intention that the experiences offered will extend and enrich activities beyond the classroom. Year 7 and Year 8 students complete a core skills outdoor education experience, while students in Year 9 and 10 are able to choose activities from three strands: Active, Cultural and Community. In the past these have included: A Taste of Sydney, Scuba Diving, Surf Safaris, Building, Mural Painting and Cross Country Skiing. The culmination of the programme is the annual Outback trip, undertaken by Year 11 students during the Term 3 holiday break.

Over the years, a number of overseas tours have been offered as part of the Co-Curricular Programme. In past years there was a Sports Tour to New Zealand and a tour to Vietnam and Laos. In 2015, World Challenge took Oxley students to Thailand.

SPORT



A COMPREHENSIVE RANGE OF TEAM AND INDIVIDUAL SPORTS REFLECTS OXLEY'S COMMITMENT TO DEVELOPING THE PHYSICAL GROWTH OF STUDENTS AND THOSE PERSONAL AND AFFECTIVE ASPECTS OF HUMAN DEVELOPMENT.

In Years 7 to 10, skills and fitness are taught within the Physical Education and Health programmes and all students participate in sports lessons every week.

From their team sports, students learn loyalty, co-operation and responsibility. As a founding member of the Independent Sporting Association (ISA) competition, the College has sought to uphold the principle of healthy competition where games are played in the spirit which reflects a positive approach to sport among schools of similar culture.

The College organises transport for away games and hospitality complements the sporting competition at home.

Boys can join teams to play Cricket, Basketball, Football (Soccer), Rugby Union and Tennis. Girls compete in Hockey, Softball, Netball, Football (Soccer), Basketball and Tennis. Annual competitions in Athletics, Swimming and Cross-Country are part of the ISA programme.

There is also the option to participate in Equestrian, Snow Sports, Water Polo and Fencing.

Our cardio and weights rooms are open each morning and afternoon. Specialist instruction from trained staff assist our students.

OXLEY COLLEGE K-12 PARENTS' & FRIENDS' ASSOCIATION

**ALL PARENTS OF OXLEY STUDENTS ARE
AUTOMATICALLY MEMBERS OF THE OXLEY P&F.**

College staff are honorary members. Friends of the College may join by applying to the P&F Secretary.

The aim of the Oxley P&F is to be a forum and means to implement the P&F's objectives: to promote the educational interests of the Oxley College school community, to assist in the provision of teaching equipment and other amenities for the College and cultivate a sense of community at Oxley College.

The Oxley P&F Executive meet as required in the David Wright Library to discuss key events throughout the year. The P&F elects an Executive Committee and confirms Year Representatives at the AGM in the last term of each school year.

Events held throughout the year are designed to be social or to raise funds. In reality the latter often become social as well, as this is a great way to meet and get to know other parents and members of the Oxley community. Annual events have included parent year group functions, the Trivia Night, Oxley Equestrian Day, the Pin Oak Fair and Eve on the Green.

A Contact List is produced each year and is a great resource for having the contact details for other families at the College. All P & F enquires should be directed to the P & F President.

OXLEY COLLEGE DIRECTORY

BOARD OF GOVERNORS

Chairman	Mr Frank Conroy AM
Deputy Chairman	Mr Tony Norris
Board Members	Dr Stephen Barnett
	Mrs Linda Emery
	Mrs Mandy Lawson
	Mr John Rapp
	Mr Dennis Mudd OAM
	Ms Christine Windeyer
	Ms Anni Baillieu

EXECUTIVE

Headmaster	Mr Michael Parker
Deputy Head, Learning	Mrs Kate Cunich
Deputy Head, Pastoral	Mr Mark Case
Head of K – 6	Mrs Justine Lind
Business Manager	Mrs Beverley Harris
Community Relations Officer/ Registrar	Mrs Emma Calver

CURRICULUM LEADERS

English	Mr Phil Turnock
Mathematics	Ms Catherine Dobner
TAS (Acting)	Mrs Jacqui Pugh
The Arts	Mr Robert Hughes
Science and PDHPE	TBC
Humanities	Mrs Ruth Shedden

VISIBLE LEARNING TEAM LEADERS

Mrs Jacqui Pugh	Mr Ben Hicks
Ms Lara Shiels	Ms Olivia Cox

HEADS OF HOUSE

HOUSE NAME

Mrs Jacqui Pugh	Dobell (Green)
Mr Bill Clewett	Durack(Purple)
Mr Christophe Gauchat	Florey (Yellow)
TBC	Mawson (Blue)
Mr Tristan Bevan	Monash (Red)
Mr Phil Cunich	Oodgeroo (Ochre)

YEAR GROUP CO-ORDINATORS

Year 7	Mrs Jacqui Pugh
Year 8	Mr Bill Clewett
Year 9	Mr Phil Cunich
Year 10	TBC
Year 11	Mr Tristan Bevan
Year 12	Mr Christophe Gauchat

To email staff please use:
firstname.surname@oxley.nsw.edu.au.

A full staff list is available on the website via
the following link:

<http://www.oxley.nsw.edu.au/about/staff/>

IMPORTANT GENERAL INFORMATION

THE SCHOOL YEAR

Term Dates are found via this link:

oxley.nsw.edu.au/news-events/terms-college-dates

THE SCHOOL DAY/WEEK

The College timetable rotates on a ten day cycle.

Days are known as:

MONDAY A | TUESDAY A | WEDNESDAY A | THURSDAY A | FRIDAY A, AND;

MONDAY B | TUESDAY B | WEDNESDAY B | THURSDAY B | FRIDAY B

Periods are fifty minutes in duration, six per day. Senior students may have timetabled periods outside this framework. Period times are as shown below:

Roll Call	Period 1	Period 2	Recess	Period 3	Period 4	Lunch	Tutor Group	Period 5	Period	End of Day
8:40am	8:50am	9:40am	10:30am	11:00am	11:50am	12:40pm	1:30pm	1:50pm	2:40pm	3:30pm

TUTOR GROUP

All students are allocated to a Tutor Group which has a Tutor and students ranging from Years 7 to 12. If students have any problems or difficulties, these are the people to ask for help in the first instance. If they cannot help, they will know who can.

HOUSES

All students are also a member of one of the six Houses. The Inter-House competition at the College is very strong and includes some activities which are compulsory for every member of the House. House activities include such things as Athletics, Cross-Country, Drama, Music, Debating, Public Speaking and Swimming.

FINANCIAL

All Oxley College families are required to submit the Oxley College Enrolment Agreement at the time of enrolment confirmation. As per the terms and conditions of this Enrolment Agreement, withdrawal from Oxley College at any time requires one term's written notice to the Headmaster in advance. Please refer all issues regarding fees and accounts to our Business Manager, Mrs Beverley Harris on 4861 1366.

TIMETABLES

The College runs an integrated school day, involving sport and physical education. If parents know their child's timetable, they can give helpful advice about when to bring items like swimming costumes/sports uniforms and other special requirements to the College.

ARRIVING AT SCHOOL

It is recommended that students should be at the College by 8:35am. The first bell goes at 8:40am. Daily Announcements are read and roll call is taken at Tutor Group.

ABSENCE

If your child is ill please call or email the College between 8:00am and 9:00am. If a student is absent and the parent has not made contact with the school an SMS message will be sent to one of the parent's mobile phones indicating that their child is absent. On the day of your child's return they should bring a note explaining their absence and give this to their Tutor. Special slips in their Diary can be used for this purpose. Absence for reasons other than sickness is actively discouraged. Requests for such leave should be made to the College via Student Services, in writing, well in advance of the leave. It should not be assumed that permission will be granted.

LATENESS

School begins at 8:40am. Students are late if they are not in the Tutor room by 8:40am. Students arriving after 8:40am (when the roll is taken) are required to report with their Diary to Student Services to be signed in. Parents are requested to make a signed entry in the Diary and give a reason or to provide a note (Special slips in their Diary can be used for this purpose).

EMERGENCY PROCEDURES

In the event of an emergency the following will occur:

Evacuation – Notification given through the bell system. "A fire has been detected; please proceed to your evacuation route". (Message says fire but is used for any emergency that requires evacuation). All students and staff are to assemble on the oval. K-6 in classes and 7-12 in Houses.

Lock Down - Notification given through the bell system. "The school has been placed in lock down; please follow lock down procedures." All staff are to lock external doors, if it is safe to do so. All staff and students are to remain inside the building until three short bells signal the end of the Lock Down.

Severe Weather – Notification given through the bell system. "Lightning has been detected in the area; please proceed to a safe location". (Message says lightning but is used in any severe weather emergency that requires evacuation). All students and staff are to move under cover or indoors.

LEAVING THE COLLEGE GROUNDS

Students are not allowed to leave the school grounds during school hours, break or lunch time without special permission from the Deputy Head, Pastoral or another member of the Executive. If a student has a medical appointment they must be signed out by their parent or guardian at Student Services.

SUPERVISION

Formal supervision is not available before 8.20am. The David Wright Library is open until 5.30pm, Monday to Thursday. Supervised care is offered there. On Fridays, students who need to remain at school after 4:00pm should report to the office.

CANTEEN

Oxley College has an excellent canteen which operates each day. Fresh produce from the Oxley College vegetable garden is used whenever possible. Canteen orders can be made online via Flexischools.

DRIVING TO SCHOOL

Only Year 11 and Year 12 students are permitted, under certain conditions, to drive to school. They must enter and park on the eastern side of the College, along the driveway. Vehicles are out of bounds during normal school hours. Permission to drive, or to be a passenger in a car driven by a student, must be sought on the appropriate form (available from Student Services).

BICYCLES

Bicycles should be parked in the racks provided. Students must wear helmets.

ILLNESS

Students who become sick at school must get permission from the member of staff teaching them to report to Student Services and they will be admitted to Sick Bay. Student Services will contact parents, if needed. The College has a First Aid Management Plan for each child.

INFORMATION FOR STUDENTS

Information is passed on to the students either at Assembly, in the Daily Announcements, on the website or via the Skoolbag App. Students should get into the habit of checking notices on a daily basis.

NAMETAGS

Everything must be named, including all items of clothing, sports equipment and books. Unmarked goods get lost. Students are expected to take care of possessions or have as few as possible at school.

LOCKERS

Lockers are provided for each student. Students should only carry those books and materials required for classes. Students may go to their lockers before school, at morning break and lunch and after school. Lockers may not be accessed between or during classes and all bags should be kept in a student's locker. Valuables may be stored in the locker or given to Student Services for safekeeping.

THE LOST PROPERTY OFFICE

The Lost Property Office is the place where misplaced and lost articles sometimes find their way. It is always worth checking in this area. The Lost Property Office is located in the Oxley Shop. If the lost clothing item is properly 'named' then it is returned to the student.

VALUABLE ITEMS

Items of value, such as iPhones are brought to school at the students' own risk. We recommend students do not bring them to school, but if they do they exercise a high degree of caution with them.

CAMERAS

Students should not take photos or videos of other students or staff without permission. Under no circumstances should photos or videos be taken in toilets or change rooms. Photos or videos of Oxley students at College or in uniform should not be uploaded onto websites or social media sites without written permission from the Headmaster.

PHONES

Phones are not to be used in class unless permission is granted and forms part of the lesson. Students are able to use phones at recess or lunch to contact parents or make arrangements for after school.

SPORT

One ISA sport each year is compulsory for students - although most students do two.

The College also encourages Equestrian and cultural activities. Therefore students who participate in Equestrian or do a significant number of cultural/music activities may apply to the Deputy Head, Pastoral for an exemption to this rule.

MAJOR COLLEGE EVENTS

Attendance at Major Events: There are a few occasions during the year when the entire student body is in attendance. These include: Speech Night, Foundation Day, the House Swimming Carnival, House Cross Country Carnival and the House Athletics Carnival. Students must plan their personal activities around these important occasions.

MAJOR DATES

A list of Major College dates is available on the College website.

PIN OAK

Each fortnight, Oxley produces Pin Oak – our newsletter. This is uploaded onto our website on Friday. This is an important communication tool for our community and we will send you a weekly email reminder. Please ensure your email contact details are up to date.

MUSIC TUITION

Individual Music Tuition is available at the College. Enquiries may be made to Mr Robert Hughes, Head of Music.

THE OXLEY SHOP

The Oxley Shop is located in the second demountable on the right, along the second driveway and operates on Tuesdays, Wednesdays and Thursdays from 8:30am -4:00pm. Occasionally the shop is open on a Saturday. Please check the website for details. Eftpos facilities are available during these hours. Special arrangements/ appointments will be made to assist new parents (Please call the Oxley College office).

AWARDS

Oxley Awards are made at three levels:

- Tab
- Half-Colours
- Colours

These three awards may only be made in activities which come within the official aegis of College activities.

TEXT BOOKS REQUIREMENTS

In 2017, Oxley College moved away from traditional hard copy text books to the provision of an online textbook library with hundreds of texts from some of the world's leading educational publishers.

All details are available via this link:

oxley.nsw.edu.au/learning/textsstationery

STATIONERY REQUIREMENTS

It is the responsibility of students to supply their own stationery with the exception of the following, which are distributed and debited to accounts: Oxley Diary and calculators. A stationery list will be provided to all new students to assist them in making the correct purchases.

TRAVEL PASS APPLICATIONS

Travel Pass Information is given out on Orientation Day. Please make sure your child knows how he/she will be getting home on their first full day. Travel passes are mailed directly to families after the applications have been completed online.

ACCIDENT INSURANCE

Students are covered for injury and associated expenses resulting from accidents. This cover relates to accidents occurring within and beyond school time. Full details may be obtained from the Business Manager.

DRESS AND APPEARANCE

Uniform is to be worn properly on all school days and on special occasions. The uniform rules are stated clearly in the Oxley Diary. Blazers must be worn to and from school. Students must carry a note when unable to wear the full uniform in special circumstances, such as when blazers are being dry-cleaned, shoes repaired or there is injury.

Girls whose ears are pierced may wear plain studs or sleepers. Only one earring in each ear lobe may be worn. Boys, if they have pierced ears, are not allowed to wear earrings while in uniform, at school, or while representing the College on any occasion. No other jewellery, make-up or piercings are permitted ie. rings, necklaces, eyebrows etc. Girls' hair must be tied back off the face. Boys' hair must be of a conservative style and length (above the collar, half way up the ears and out of the eyes, as a guide). Boys should be clean shaven at all times. There may be no radical change of hair colour or hair length. All items of clothing must be clearly named.

OXLEY COLLEGE

7-12 UNIFORM

BOYS YEARS 7–12

- College Blazer
- College Tie
- College Hat or Cap
- **Trousers (all terms) or Shorts (Terms 1 & 4 only) (mid grey)
- White Shirt
- Navy V-Neck Jumper or Vest
- College Sock (long grey)
- Black Shoes (plain – lace-up)
- Belt (black)
- ** Long trousers are worn on formal occasions

SENIOR VARIATIONS (YEARS 11 & 12)

- Senior Tie
- Senior Stripe Shirt

OPTIONAL ITEMS BOYS & GIRLS

- College Scarf (winter only and not to be worn inside)

PE and Non ISA sport Uniform

- College Track Suit
- College Blue Sports Top
- College Sport Shorts
- White Sport Socks
- Athletic Shoes
- College Hat or Cap (Cap Year 7 – 12 only)
- Swimming Costume
- Sports Jersey (optional)

ISA Sport (Years 7-12 only)

- If your child elects to play ISA sport, uniform requirements will be advised by their coach. Uniforms will be available for purchase from the School Shop.

House Events

- House Polo Shirt must be worn to School Carnivals and House Events.

Bags

- Oxley College – Back Pack
- Oxley College Sport Bag

GIRLS YEARS 7 - 10

Summer Term 1 & 4

- College Blazer
- College Hat
- **Summer Dress
- Navy V-Neck Jumper or Vest
- College Sock (short white w stripe)
- Black Shoes (plain – lace-up. Ballet style shoes are strictly forbidden).

SENIOR VARIATIONS (YEARS 11 & 12)

- Senior Tie
- Senior White Overshirt
 - **Navy Skirt

WINTER TERMS 2 & 3

- College Blazer
- College Tie
- **Winter Tunic
- White Shirt
- Navy V-neck Jumper or Vest
- Navy Tights
- Black Shoes (plain – lace-up. Ballet style shoes are strictly forbidden).

SENIOR VARIATIONS (YEARS 11 & 12)

- Senior Tie
- L/S White Shirt (summer overshirt is not to be worn)
- **Navy Skirt
- ** All dress & skirts lengths—just below the knee



RECEPTION
→

to think
to dare
to dream





PLEASE DO NOT HESITATE TO CONTACT US
IF YOU HAVE ANY QUERIES OR CONCERNS.

WE LOOK FORWARD TO WELCOMING YOUR
FAMILY TO OXLEY COLLEGE.

OXLEY COLLEGE **K-12**

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