

# PIN OAK

A person wearing a black hood and white face paint, looking directly at the camera. The background is dark and textured.

ISSUE 71: TERM 2, JUNE 8, 2018  
OXLEY COLLEGE

100%  
READING

MUSIC

FRANK  
SPARROW?

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## 2018 HICES Cross-Country

On Monday 28 May, the Oxley College Cross-Country Team departed school at lunch and after a quick stop in the Blue Mountains to view The Three Sisters and the Jamison Valley, we arrived in Bathurst at 6.30pm. Staying at The Newhaven Park House proved to be a perfect stop for the team. We were all so excited that this trip had been organised for us.

That night we had dinner of Lasagne, ice-cream and chocolate cake for dessert. After dinner we all went back to our cabins and got ready for bed. The teachers said it was quiet time but we were not quiet.

We were playing murder in the dark from 7.30 - 9.00pm. Lights out was at 9.00pm and we all fell asleep quickly as we knew what lay ahead of us the next day. We woke up the next morning at 6.00am ready for breakfast at 7.00am. After breakfast some of us had to do the ICAS Science test while the rest of the team had a tour around the farm which was interesting because the scenery was so beautiful but the drought was evident by the dry earth and lack of grass for the stock.

We boarded the bus for the drive to Orange where the carnival was held at Orange Anglican Grammar School. The team was excited as well as nervous for the big day ahead.

When we arrived, we settled under the Oxley Tent and then walked the course. We were all very nervous about how complicated and hilly the course was. Overall, everyone ran exceptionally well and these students placed in the top 20 in their race:

8/9 years boys 2000m - 1st from Bryce Rodger (Year 4)

8/9 years girls 2000m - 1st from Mimi Legge (Year 4)

10 years boys 2000m - 6th from Sam Harwood (Year 4)

10 years girls 2000m - 14th Nicola Gardner (Year 5)

11 years boys 3000m - 20th from Oscar Plummer (Year 6)

11 years girls 3000m - 11th from Chilli Sparke (Year 5)

12/13 years boys 3000m - 13th Jack Snell (Year 6)

12/13 years girls 3000m - 2nd from Amelia May (Year 6)

Along with all the fantastic results we placed second in Division 1 of the Percentage Shield. This was a massive achievement considering this was our first year in Division 1.

Thank you to all the team, Mr Winkler and Mrs Young for the wonderful training sessions and also Mrs Lees, Mr and Mrs Hunt and Mr Wansey for accompanying us on the fantastic trip. We look forward to representing Oxley College in Cross Country in the years to come.

By Yolande Gair and Amelia May (Year 6)



# HEADMASTER'S REPORT

## Jenny Ethell

Can I say how delighted I am to have someone of the calibre, character and experience of Jenny Ethell at the helm of Oxley from 2019. The letter that the Chair of Perth College (her current school) sent on to their community show the depth of their regard for her. <https://www.perthcollege.wa.edu.au/our-school/announcement-from-the-perth-college-chair>. Her role as Chair of the Western Australian branch of the Australian Heads of Independent Schools Association and her presence on its National Board make her one of Australia's most senior and respected Heads. The time that I have spent with her over the last few weeks has shown me what a warm, caring and engaging leader she is in person. It is clear to me that she will fit right into the College community and take Oxley to exciting and (even) better places.



## Solar

Oxley is having solar panels installed this year. It will be quite a large-scale development, worth \$100 000, and whilst it won't give us all of our power - particularly on rainy days in winter - it will be a major source of our electricity. The panels will mainly go on the roof of the gym. We are hoping to get some onto the roof of the Pavilion and the Maths block as well for greater visibility.

This move forward was at least partially powered by the student environment committee. Some key students did a lot of research about our electricity needs, the different types of solar panels and battery issues. They also met with one of the key tenderers in advance to assess a 'pitch'. We all learnt a great deal from these tenderers. What was particularly interesting to all of us was how appropriate solar is for schools because all of the power is used during the day, not at night. This means that the power is consumed as it is produced and we do not have to rely on emergent battery technology.

We should be able to repay the panels within about five years, which means that we will make savings on our electricity bills after that. As a College which is about educating our children for their future I also think it is important that we do our small part in working towards a twenty first century that is sustainable. Our panels will hardly change the world, but it is, I hope, a show of good faith.

## Speaking of the future...

Wherever we have any real impact over the curriculum at all... be it Cornerstone, Global Perspectives or Big History... we try to give our students the bigger picture. All of these distinctive courses are meant to rise students out of their Oxley/Bowral/Australia zoom-lens and see everything from the largest possible perspectives instead. It may be uncomfortable sometimes for the students (and some may react by tuning out) but it is vital work for the long term.

I read this week a startlingly good statement from the astronaut Edgar Mitchell. He said 'In outer space you develop an instant global consciousness, a people orientation, an intense dissatisfaction with the state of the world and a compulsion to do something about it. From out there on the moon, international politics seem so petty. You want to grab a politician by the scruff of the neck and drag him a quarter of a million miles out and say 'Look at that you son of a b\*\*\*\*\*'.

We would love to drag our students out too to see our whole earth (although we would be more polite to them once we were there). However, failing this we will still try to give them as much of the big picture as possible from the launching pad of Oxley.

## Where in the World is Frank Sparrow

Hot on the heels of the 25th Annual Putnam County Spelling Bee was the drama performance of Where in the World Is Frank Sparrow in the Hoskins Hall. It was a beguiling, stylised and thought provoking performance. It had a unique blend of gritty, urban 'graphic novel' on one hand and Irish mysticism on the other. The physical atmosphere was immediately unsettling and disorienting. The chorus of performers acted with conviction and energy. The main characters- Lachlan Moore and Lucie Drysdale - held the centre together with genuine and passionate performances. Character roles, such as Jade Gillis and the Canute Brothers, really shone. Overall it was a mature, spectral and special performance that shows that Oxley kids can turn their hands to anything.





# BIG ISSUE



## 13 Reasons Why Take 2

Against our better judgment, we did it. We watched '13 Reasons Why' season two. Drawn into, or rather addicted to, a "good drama", like so many of us so easily are. Isn't it interesting that we're drawn to the darker sides of humanity, we're drawn to the sad stories, drawn to others struggles - entertainers have to keep upping their game to meet this new demand. Far gone are the days when teenagers were entertained by the harmless frivolities of the "Brady Bunch" of our parents day, somehow we have ended up here.

13 RW had the opportunity to explore the experiences that teenagers have throughout the difficult, mesmerising, magical, tragic seven years. Instead of exploring the complexities of mental illness, we were gifted a truly addictive, dramatic recount of a superficial blame game that left us hating or feeling annoyed by Hannah, society, victim blamers, schools, ourselves, and most of all BRYCE WALKER.

In its essence the first season of the show follows the supposed "13 reasons", or people who Hannah Baker places the blame for her suicide. For Hannah, lots of little things build up (although some pretty big things happen to her too) and there is no one person to blame for her death. At the same time, the causes of suicide can not simply be put down to "13 reasons" and to suggest this is simply naïve.

The second season explores the court trial of Hannah's parents against the school, over who is to blame for her death. This is a somewhat unrealistic situation, that gives us all the entertainment a courtroom drama promises. Each episode is narrated by a different person on trial who is telling their own side of the story, this unique method of storytelling makes the show all the more compelling and interesting.

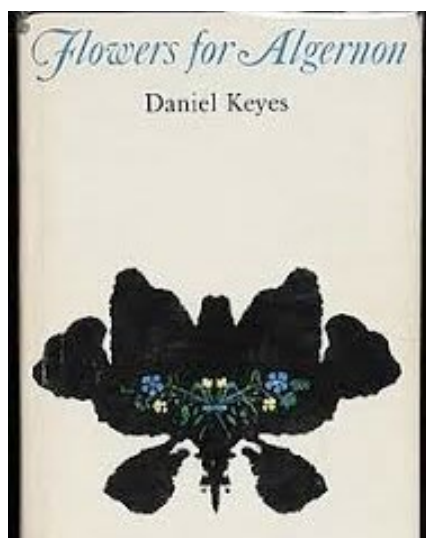
Season two has a particular focus on rape and sexual trauma - following the prosecution of Bryce Walker and the stories of several people trying to get on with their lives - whether it was themselves who were assaulted or someone they loved. For once the show's intent has been delivered very well. The experience of those recovering has it portrayed as being a raw and vivid way, and hasn't been romanticised at all unlike Hannah Baker's suicide. Perhaps the most vividly realistic and sickening truth in this story is that Bryce Walker ultimately walks away unharmed, reminiscent of the typical 'victim' blame-game. Approximately 85% of offences never come to the attention of the criminal justice system.

Unlike when the first season initially came out, season two gave viewers plenty of warning about what they were about to witness. Specific trigger warnings were at the beginning of each episode and help resources were displayed when the episode finished. However, it's hard to know what good these actually did for viewers, it's very easy to brush these warnings off, especially when we're in the middle of a gripping show, and think we can handle what we are about to see. It would be interesting to see if these warnings actually made anyone think twice about watching the episode, or simply served as a legal requirement to make it seem like the show was actually doing something proactive.

This imperfect portrayal of the "teenage experience" has both inaccurately romanticised suicide and its aftermath, while also shedding some light on the heartwrenching realities of sexual assault victims whose voices are not heard.

By Jemima Taylor and Maya Chance (Year 11)

# TAKE INSPIRATION



## BOOK

★★★★★

Short story

### Flowers for Algernon

If you're looking for a sweet, all-round absolute gem of a story, *Flowers for Algernon*, Daniel Keyes' compelling short story, is the one for you. Keyes tells the story of Charlie Gordon, a 37-year-old cleaner with an IQ of 68. He is good at cleaning, good at going to his nightly class for special needs adults, and good at making friends. However, he is frustrated by his many inabilities and desperately wishes to be smart like everyone else. And so, when university researchers offer him the chance to be the first human to undergo an operation for artificial intelligence, he seizes the opportunity, excited at the prospect of no longer having to be dumb. Written in a series of diary entries by Charlie, we as the reader can see the progress of the operation taking hold, through Charlie's rapidly improving grammar, spelling and clarity of thought, as his understanding of the world around him develops. However, soon enough, Algernon, a lab mouse undergoing the same operation as Charlie, begins to show signs of a fading intelligence, and Charlie's fate becomes uncertain. Overall, *Flowers for Algernon* is a simply beautiful, heartbreaking and utterly breathtaking story that is bound to bring you back to read it again and again.

Jade Gillis (Year 11)



## MUSIC

★★★

### Love Is Dead- CHVRCHES

Previously innovative pop band, CHVRCHES' new release screams of the mundane.

Abandoning the intensity of their original music, a band which once reeked of attitude, fierceness and individuality has adopted a repetitive, easy-listening style for third album release 'Love is Dead'. Nonetheless, every song is filled to the brim with warped synth, driving kick-drumming and more than a few bass drops, in the typical fashion.

Stagnant, uninspired thrums that feel obligatory rather than mesmerising underlay every song. One of the album's singles "Get Out" begins with on-beat claps which continue for an entire verse, offering nothing to the breathy, sometimes strained lead vocals of Lauren Mayberry. The lyrical matter feels often impersonal and unspecific, however with a few exceptions. "Graffiti" promises a vibrant, reminiscent image of teenagers vandalising bathroom stalls while "Graves" explores society's apathy to modern day problems.

All in all, CHVRCHES' attempt to break through into the mainstream pop scene with numbing repetition and anemic beats may well achieve its goal. Certainly, the album will be well received at music festivals and get everyone dancing.

Maya Chance (Year 11)



## TV

### Love Island or Vanity Island?

Channel Nine's hit new dating show 'Love Island', is stirring the pot and raising comments regarding the huge lack of diversity within the show. The show contains 10 Caucasian contestants all within the ages of 21 and 27. The clear absence of diversity highlights the media and television industry ignoring the rich and mixed culture we have here in Australia. The MA rated show supposedly 'represents' what it means to find true love.

When researching about the show, I stumbled across the casting application page. They ask you for your height, they ask for your cultural background, they ask for the number of followers you have on social media and they ask for your weight. Should this show be called Vanity Island? Why does this reality entertainment mean white skinny bodies or rock hard abs and big muscles? The Butterfly Foundation (<https://thebutterflyfoundation.org.au>) state that "one in four young people have serious body image concerns." As one of the main target audiences are teenagers, this is a terrible representation of how to find love. In my teenage opinion, Love Island contributes negativity to the large and growing problem with body image issues in Australia today.

By Peggy Holmwood (Year 8)



# JUNIOR SCHOOL NEWS

## Head of Junior School: Justine Lind

There is a wealth of information to support schools in the carriage of duty of care of their students. The nurturing and wellbeing of the whole child is something we care deeply about at Oxley. I particularly love the concept of eudemonia, the notion of human flourishing; the acknowledgment of the whole child.

We pride ourselves on being a 'Place of Welcome', a place where that sense of openness, inclusion and connection is lived by each individual member. We cannot be a place of welcome unless each individual within our place can be welcoming to others. We do not shy away from such audacious ideals and yet we know that in reality there are times and individuals who feel that we as a community have let them down in some way or on one day.

I interviewed an extraordinary young man this week who will be part of our Year 5 intake next year. During the interview I asked him to describe the kind of school that would be perfect for him. He said, "I'd like to go to a school where everyone felt really comfortable and connected to everyone else but where they also felt challenged to step outside their comfort zone in learning." I told him that we speak often about being a place of welcome, of showing grace to others and about being gentle with each other when we are feeling tired or a bit stressed. At the end of the interview I asked him if he had any questions. Usually this is the time when future students ask about the uniform, or sports offered or bell times or the canteen. Instead he asked, "Is Oxley a place where everyone feels comfortable and connected and challenged to step outside their comfort zone?" I was struck by the insight and wisdom in his question and tried to answer with the degree of truth and sincerity that would honour the calibre of his hope. I said that I believe that this is true of Oxley most of the time for most of our students.

Inherent in my answer is a sense that we probably can't get it right for every child all the time. Firstly because teachers are human and don't always have the time or presence of mind or insight to respond to each child in just the way they need at any given moment and secondly because sometimes the disappointments are in the interactions of peers, children who like us all are still learning to bring grace and compassion in the face of conflict or disappointment or distress. This is the time for patience and support as we treat each interaction as a learning opportunity; to teach negotiation, conflict resolution, responsibility and forgiveness so that all of us may be better the next time we are asked to be gentle with the hearts of others.

Great schools know that they don't and can't know everything but they do need to seek to know. For this reason, we have recently completed a survey of all students to identify areas of the school that feel safe and happy and those that feel less so. We have also asked the students to complete anonymous surveys about the positive and negative interactions and dispositions of others in each cohort.

## Weekly Awards:

### Students of the Week

#### Learning Journey

KL: Jacob Reeves  
Yr 1S: Hamish Aston  
Yr 1W: Hadley Morgan  
Yr 2: Adelaide Lawler  
Yr 3: Kallan Rendell  
Yr 4: Willa Soster  
Yr 5C: Alec Simpson  
Yr 5H: Jess Pinczi  
Yr 6A: Hunter Ritchie  
Yr 6L: Madeleine Grill

#### Oxley Values

KL: Ian Phillips  
Yr 1S: Thomas Berry  
Yr 1W: Ava Gomes  
Yr 2: Coco Sewell  
Yr 3: Ivy Halstead  
Yr 4: Sienna Wimborne  
Yr 5C: Sasha Privalova-Pratt  
Yr 5H: Jameson Greene  
Yr 6A: Cameron Wood  
Yr 6L: Carter Evans



### Students of the Week

#### Learning Journey

KL: Harper Anstee  
Yr 1S: Samsara Pout  
Yr 1W: Andrew Clothier  
Yr 2: Daphne Hutchison  
Yr 3: Imogen Diver  
Yr 4: Allegra Mineeff  
Yr 5C: Abi Hunt  
Yr 5H: Chloe Legge  
Yr 6A: Oliver Deakin  
Yr 6L: Xavier Gray

#### Oxley Values

KL: Zara Finlayson  
Yr 1S: Lexi Mendes da Costa  
Yr 1W: Oscar Le Guay  
Yr 2: Sophia Denington  
Yr 3: Brigitte Pietsch-Liddell  
Yr 4: Georgie Marks  
Yr 5C: Anouk Walker-Levy  
Yr 5H: Juliette Johnson  
Yr 6A: Madeleine Garton

This is part of a well-regarded programme called Friendly Kids, Friendly Classrooms that assist schools in identifying broad areas in need of support within the school culture. The results of these surveys are used to inform future initiatives and programmes delivered through our PDH curriculum, buddy programme and social service learning initiatives planned for later in the year.

In addition, we are excited to announce the upcoming Parent Seminar with acclaimed educational expert, Dr Loretta Giorcelli. I have been privileged to work with Dr Giorcelli in three of my previous schools. She brings tremendous expertise, insight and compassion in supporting schools to do their best by all children. Her particular focus and work with us at Oxley, is in the area of Special Education and she offers effective school wide and classroom strategies to support the diverse needs of all learners. The focus of her session with parents will be on "The Critical Role of Parents in Nurturing Your Children as Learners". Dr Giorcelli will present in the last week of this term, Tuesday 26 June at 6.00pm in the Orchestra Room. Her sessions with parents are profoundly enriching and supportive of our vital roles in the lives of our children. This is one not to be missed.





# 100% READING

## **A miracle**

Over the last few weeks in the library, since the start of the term, a miracle has occurred in our Wide Reading classes; all of our students in Year 7 and 8 are reading intently.

## **Some students read differently**

Children in the early years of schooling are explicitly taught to read, and there is an expectation that by around Year 3 they are literate enough to read instructions, maths problems, and reasonably sophisticated books. There are, however, students in every class who experience reading differences that impact their ability to read, comprehend and enjoy text. Some need adequate time to read and process meaning, for others, traditional font size and text layout are a barrier and others have no trouble comprehending oral language but struggle with print. By the time they get to Year 7, students are usually adept at hiding these reading differences from their teachers and their peers. In Wide Reading we see student's reading problems surface as poor behaviour, reluctance to pick a book to read, length of time spent "choosing" a book, staring into space and endless trips to the bathroom. For these students reading is anything but pleasant and they will avoid it whenever they can.

We know that problems with reading are probably not confined to just one or two students in each class. Surveys in Australia in 2006 and again in 2012 showed the problem is much more significant. Both studies indicated that over 40% of adults in Australia had literacy levels below the level required to be successful in life. In primary schools, 2016 data from the PIRLS, Progress in International Reading Literacy Study, showed around 20% of Australian Year 4 students did not meet the Intermediate benchmark for reading. Each Wide Reading class, therefore, is likely to have at least four or five students for whom text is a challenge.

We have attempted to address this problem in the past via various means. We have purchased high interest, popular, books with short, punchy blocks of text like "The Darwin Awards" "Hell Island" and "Honey Badger". We added eBooks to the collection so our students could adjust font, background colour and text size. We purchased audiobooks on CD and added them to the collection, and we even signed some students up with the giant Bookshare eBook library in the US so they could access machine-readable eBooks. Although each strategy had limited success, none had any long-term transformative impact. We were not able to turn struggling readers into leisure readers.

## **Kindle Read and Listen**

Then, in Term 1 this year, a conversation with one of the English teachers, Grahame Chambers, and some online investigation led to Kindle eBooks, Amazon Australia and Audible. Amazon is a giant retail behemoth that owns both Kindle and Audible books, its online collection of books numbers in the billions, with five million Kindle eBooks and over a hundred thousand eBooks with Audible narration. Books purchased on Amazon with Audible narration appear in the Kindle app on our ipads, providing our students with an entirely new reading experience incorporating both audio and text. The sound delivered is not the robotic Siri voice, it is the Audible file of a reader, usually an actor, reading the text. When students listen to a book like The Martian while they read, it is as if Matt Damon is standing next to them, relating his experience.

The Kindle eBooks change the Wide Reading experience into a social one. Students borrow an iPad, headphones and a splitter at the library desk and as many as four students can plug their headphones into the one device.





They set their iPad up on a desk then follow the text with audio keeping them all reading at the same pace regardless of ability. To our delight, we often hear them laughing together at funny passages in a book (Louis Sachar's *Holes*) or gasping at something surprising. We are thrilled to hear these responses because it shows that our students are effortlessly comprehending the text.

Students can adjust the typeface and the font size as well as the background colour to suit their reading needs. For students who have trouble selecting a book, the iPad has a collection of the most popular books in the library. Instead of wandering the shelves aimlessly wasting time, students can start a book, sample it, then start a new one if they are not happy with their initial choice, all without leaving their seat.

### **What the students said**

The first students to trial this technology completed a short, informal, survey to provide feedback. Our students wrote consistently about improvements in their focus and understanding; they enjoyed reading with their friends, and they loved the expression in the audio voices.

### **Ease of access**

Kindle eBooks with audio, once purchased in Amazon, are seamlessly delivered to phone and tablet devices attached to the Amazon account. In the library, this means we can buy the book once and have it appear automatically across all five of our iPads. It is a cost-effective and fast way to update our collection instantly. Students who purchase books in this form can have them on as many as six devices allowing for family sharing, playing through the car audio on long drives and available via the Kindle app on their phones. In my family, we all share an Amazon/Kindle account and read, listen and discuss the books together.

### **Lifelong reading**

Text and audio together provide a unique reading experience for all our students and an enjoyable social experience for small groups. For some of our students, it is transformative, their faces light up when they talk about the book they have experienced on the iPad. They are a solution for students who have, so far, found reading far less than enjoyable. When complex texts that would normally be hard work for a student become accessible, enjoyable and part of a social experience we have the opportunity to transform student attitudes to reading and to help open up new worlds through literature. The iPads enable us to provide opportunities for all students to participate in a school-wide reading culture and discussion.

*Library Vision: To be a school library whose focus on student passions, interests and learning contributes to an education which builds lifelong reading for leisure and academic rigour in research and decision making.*

*By Elizabeth Antoniak*

# DEPUTY HEAD REPORTS

## Deputy Head Learning: Kate Cunich

As our Headmaster wrote in the last issue, it was very reassuring for us when reading the Gonski report to find that so much of what is recommended is already being addressed at Oxley. We are proud to celebrate that our vision, mission and daily learning experiences speak to the core of what we do here. Indeed, there are moments when the report clearly mirrors our Oxley vision:

Australian students should receive a world-class school education, tailored to individual learning needs, and relevant to a fast-changing world. They should be challenged and supported to progress and excel in learning in every year of school, appropriate to each student's starting point and capabilities. Schooling should enrich students' lives, leaving them inspired to pursue new ideas and set ambitious goals throughout life.

In particular, the report speaks of the need to prepare more school leavers with the skills that are not easily replicated by machines, such as problem-solving, interactive and social skills, and critical and creative thinking. Our Senior School students' encounter this in rich and various ways in both our traditional and distinctive curriculum areas. Cornerstone, Big History, Rich Problems in Mathematics provide additional opportunities for our students to develop these skills.

Most importantly, it is gratifying to see that the five key recommendations are already embedded in our twin academic strategies: Academic Rigour alongside Enriched and Enlightened Learning:

- Equipping every student to grow and succeed in a changing world
- Creating, supporting and valuing a profession of expert educators
- Deliver at least one year's growth in learning for every student every year
- Equip every student to be a creative, connected and engaged learner in a rapidly changing world
- Cultivate an adaptive, innovative and continuously improving education system

At Oxley we are dedicated to finding ways to beat the constraints caused by inflexibility in curriculum delivery, reporting and assessment regimes, and tools focussed on periodic judgements of performance. We have consciously gone to the research-based evidence on what works best in education, using the Visible Learning framework as the impetus for academic improvement.

What does this look like in practice? A delicate and deliberate mixture of what works best: a pedagogy that grows students and teachers alike, a curriculum that includes Distinctives, explicit teaching of back-to-

basics and an eye for innovation and inspiration for all students. Elizabeth Antoniak's article on Reading, and these updates on Writing in Context and our Year 12 Study Programme provide just a small sample of the ways in which we are delivery world class education for our students.

## Writing in Context

Students in Year 7 and 8 English, Science and History or Geography classes have been working on developing writing skills, set in the context of subject-specific content. The Writing in Context team has developed training videos and consistent PowerPoint presentations for all staff. They work with teachers to customise their lessons for their subject, their topic and their pedagogy. Year 7 are now working on their sixth language priority since the programme started in the middle of Term 1. They have addressed vocabulary, cohesion, spelling, ideas, paragraphs and whole text structure. Year 8 have joined the programme this term, working on ideas, paragraphs and whole text structure, with both year groups culminating this term in a writing task where teachers and peers will analyse the text based on these priorities. This will allow the staff to discuss a 'where to next' approach as they plan for Term 3 and adapt the final four priorities in their lessons.

The students receive a personalised sticker in each of their lessons. The purpose of this is to ensure consistent terminology and structure across the years and subjects. Ask your children to show you an example and discuss with them how it applies to different subjects. The student and teacher feedback the team is receiving is very positive, making the literacy expectations present in all teaching curriculum documents easier to access and hopefully, improving the writing of all students. Here is an example of a Writing in Context sticker:

**Writing in Context** **Paragraph Structure in Y8 English**  
The segmentation of text into blocks to assist the reader to follow the progression of ideas

4 things to remember:

- Structure devices are the starting point, not the end goal.  
*So why use paragraph structure devices?*  
Mnemonics such as PEEEL help you remember the order of components in a paragraph. But the real goal is that you write full, well-organised paragraphs. Ultimately, the length and structure of paragraphs should be customised to your purpose. So stick with paragraph structures until you are confident, then move beyond them!
- A paragraph should contain one main idea  
The main idea is called the **point**. The point goes in the first sentence, which is called the **topic sentence**. After the topic sentence comes your **elaboration and supporting detail**. Finish off with a **link** – usually to the question.
- There are a few different kinds of paragraph structures:

BASIC	INTRO	CONC	TEXT ANALYSIS
<b>P</b> oint <b>E</b> xample <b>E</b> xplanation <b>L</b> ink	<b>P</b> osition <b>E</b> laboration <b>P</b> oints in order <b>L</b> ink	<b>S</b> ummarise <b>S</b> o what? <b>E</b> mpathy	<b>P</b> oint <b>C</b> oncepts <b>T</b> echnique <b>A</b> nalysis <b>L</b> ink

• If you are aiming high in English, you could vary paragraph structure in these ways:

- Include different kinds of paragraphs within the body of a response
- Try a split paragraph (one comparative concept over two paragraph blocks)
- Use a single sentence paragraph to emphasise a point in the text



# MUSIC AT OXLEY

## The Sydney Symphony Orchestra

The Sydney Symphony Orchestra did not fail to impress. In a spectacular performance Friday Week 4, this group of talented musicians put on a stunning one-hour performance for a number of schools across the Southern Highlands including our Year 10 and 11 Music students and Senior Strings members. They featured many classics by Beethoven and Mozart as well as solos, duets and an incredible opera singer. Throughout the performance, the audience was informed about all the parts and roles of an orchestra. The concert finished with a bang with a whole audience singing along to the Aussie favourite 'Waltzing Matilda'. Afterwards, three Oxley students, Rose Barnett (violin), Alexander Martinek (violin) and myself (flute) were lucky enough to take part in a one-on-one master class with a musician from the orchestra specialising in our instrument. In the masterclass we each performed a piece of our own in front of an audience and received advice and feedback from the musician. This tutoring was incredibly helpful, providing new insights into the character of the pieces and assisting us improve our technical skills and musical expression. In all, a fabulous opportunity to share our love of music with some true professionals.

Lucie Drysdale (Year 11)



## Australian Haydn Ensemble

The string quartet students had the opportunity of participating in a workshop with members from the Australian Haydn Ensemble. The workshop consisted of individual sections working on two pieces, baroque style and tango, developing technique and learning to approach the music with emotion and feeling. At the end of the workshop, all the sections combined, and we played the piece together. I found this a very educational and eye-opening experience, as we played with professionals, and they gave us useful tips. The following weekend, we played at the reception of the Australian Haydn Ensembles concert. This gave us the experience of playing with experts and learning how to play professionally. It was a great experience, and it was very educational and enjoyable.

Bethany Grice (Year 11)



## Oxley Instrumental Programme

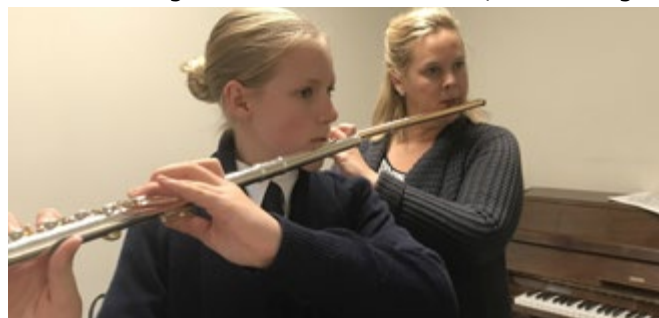
In Stages 2 and 3 Mr Dom Lindsay is building music literacy and performance skills in the Instrumental Programme. All students learn how to play an instrument of their choice. In Years 3 and 4 this involves the orchestral string family; violin, cello or double bass and in Years 5 and 6 students choose from the Concert Band instruments such as the; flute, clarinet, alto saxophone, trumpet, French horn, trombone, euphonium and percussion. Currently students engage in a fortnightly group lesson with a Tutor of their instrument in small groups and on alternate weeks, they learn and rehearse as a class ensemble. All Tutors that are engaged in this programme are qualified and experienced professionals in their instrument. They all possess a teaching and performing background. The Year 6 students displayed their instrumental talents in the Music item at Foundation Night. To support this initiative Mr Lindsay and Mrs McBride have introduced a Junior School Band on Thursday mornings at 7.45am. It is wonderful to see the students engage in such rich learning.

## Music Tutorial Programme

At Oxley, students have the opportunity to learn an instrument or learn to sing on site during school hours. We have a number of highly skilled independent Music Tutors. The instruments we support include piano, violin, cello, double bass, guitar, flute, clarinet, saxophone, trumpet, trombone, french horn, drums and percussion and bag pipes.

## Meet the Music Tutor

Edwina Carter contributes to the Tutorial programme with lessons in Flute. Edwina graduated from Sydney Conservatorium of Music with a major in Flute performance in 1999, and then went on to study a Master of Arts, graduating in 2002. Edwina has been playing flute for over 30 years and teaching for over 20. She has taught at various private schools in Sydney before moving to the highlands. Edwina was excited to have been asked to be involved in the inception of the Oxley College Year 5 and 6 Band Programme. It has been an incredible opportunity to watch the growth in these children over such a short space of time. Edwina believes passionately in the importance of fun in musical tuition across all genres from classical, to jazz and popular music, and for the individuality of each child's musical journey, whether that be aiming for a brilliant HSC result, to learning for



sheer joy. Bookings are now being taken for new students starting in Term 3. Please use the booking form on the co-curricular page on the website. <https://www.oxley.nsw.edu.au/co-curricular/music/> By Jacqui Pugh



## DANIEL LEE CLASS OF 1996



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

Since finishing at Oxley in 1996, I had a brief stint at trying to achieve my dream of becoming a professional surfer. Unfortunately, I was a little late to the game, and at the age of 19 my best results were nearly drowning twice and a twisted ankle, so I decided to go after my other dream, which was to get into the film industry. I joined a little editing house called Karl Marks in 1997 and started off making coffee and getting shouted at a lot. My coffee making skills were terrible, so they decided to promote me to assistant editor, where I went on to assist on the feature film *Lantana* with Karl Sodersten. In 2002 I edited a short film for Tropfest called 'Boomerang' which nabbed me the best editing award. Since then I have mainly been doing television commercials (which is my main bread and butter), music videos and the occasional short film, and hopefully one day a feature film.

### **What is your biggest achievement since high school?**

On a professional level, I'd say the biggest achievement was this year at Cannes film festival, where the film I worked on, called "All These Creatures", took out the short film Palm d'Or. On a personal level, probably learning how to surf without the drowning part, oh, and teaching my 11 month old how to crawl....finally.

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

Surfing? No, but it was great to take six months off, straight after school, and just concentrate on learning how to. Getting into the film industry?

Ever since I was a little four year old seeing *Empire Strikes Back* for the first time in the cinema.

### **How did Oxley prepare you for your future?**

I'd say that Oxley prepared me by teaching me that perseverance pays off, being part of a team is better than doing it alone and don't take everything at face value, dig a little deeper to get the facts.

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

I would have to say Peter Craig, he believed in me when I didn't even believe in myself.

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

The thing I miss most is probably the simplicity of life at that age, the hardest thing was studying for exams and handing in assignments on time.

### **What would you say to your fifteen year old self?**

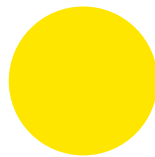
Don't ever be afraid to take a chance, you never know where it'll take you, and the more chances you take the better you'll understand yourself, and, which chances are the right ones to take. Also make sure you take up surfing, there's nothing better than sitting out in the ocean to give you perspective and let all your worries wash away.

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



World No Tobacco Day

World No Tobacco Day, Thursday 31 May, advocates the risks of smoking and the horrible and preventable outcomes. The World Health Organisation (2018) states that over one billion people smoke around the world and leads to more than seven million tobacco associated deaths every year. The day encourages 24-hours tobacco free. The theme of World No Tobacco Day is "tobacco and heart disease." 17% of heart disease related deaths around the world is caused by both first and second hand smoking. World No Tobacco Day has been in place for 31 years yet Australia's smoking declining rate has only dropped 0.2% between the years 2013 and 2016. Even though our declining rate may be minuscule, the number of worldwide tobacco smokers in 2000 was 27% and dropped to only 20% in 2016. Hopefully these numbers dramatically decrease to save the lives of tens of millions and make Australia, and the world a happier and healthier place. By Peggy Holmwood (Year 8)



## NATIONAL



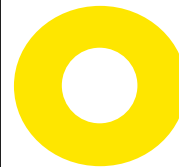
## CROWLEY'S CONSPIRACY CORNER

Good day, fellow conspirators, and welcome to the fortnightly conspiracy column, where I uncover the plots of agencies around the world, you may recall the last column about the helicopter that flew over Oxley. This week I discuss my very own conspiracy theory on bowling alleys, that I discovered while visiting one in the past few weeks, that the bowling alley is only a front for the real goings on. Bowling alleys, with their advanced pin detection technologies, are actually shooting ranges for secret agents, used as training grounds. I hear you raise two main questions. 1. Why keep up a front? and 2. Won't people hear gunshots? Well I have prepared answers to both these questions. 1. It would be far too suspicious to occupy such a large area of a building without having a public business there. 2. They do it at night, silly, when there's nobody there. So, there you have it, if this doesn't educate you about the operations going on in all bowling alleys, nothing will. If the government haven't kidnapped me by the next issue, I'll talk to you again then.

By Sam Crowley (Year 11)



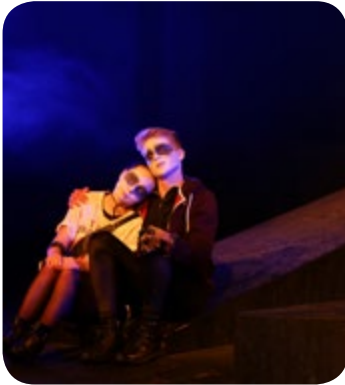
## INTERNATIONAL



### Abortion in Ireland

In May 2018, Ireland – a predominantly Christian country – voted for the notion of legalising abortion. Sixty six percent of the Irish electorates were in favour; hence the abolishment of the Eighth Amendment Right to the Constitution was the result. Before Friday 25 May this year, abortion was only available when there was a proven risk to the mother's life, including suicide. The 1967 Abortion Act, establishing legal abortion, was adopted throughout the United Kingdom, but was resisted by Ireland due to their strong Christian principles. Irish women were forced to travel to Britain for an abortion, or have an illegal termination with pills bought online, covering all costs themselves. With the passing of this historic referendum, women will now be able to seek termination within the first 12 weeks of pregnancy.

By Tully Mahr (Year 11)



# GALLERY





# JUNE CALENDAR

 <p>Welcome to Clare Winkler. Congratulations to Michael and Jess Winkler.</p>	Mon PUBLIC HOLIDAY <b>11</b>	Mon <b>18</b>	Mon EXC: Year1 and Year 2 Puppet Making Workshop, Sutton Forest <b>25</b>
	Tue Year 10 Half Yearly Exam week Year 9 Rites of Passage begins <b>12</b>	Tue K-6 Dress Rehearsal (HH) <b>19</b>	Tue <b>26</b>
 <p>The next generation! Old Oxleyans enjoy catching up with their families after the recent reunion.</p>	Wed <b>13</b>	Wed ICAS Spelling/Writing Junior School Drama Showcase <b>20</b>	Wed Term 2 ends for Junior School <b>27</b>
	Thu NSW CIS Cross Country <b>14</b>	Thu Junior School Drama Showcase Year 10 Parent Get Together Tap House, Moss Vale <b>21</b>	Thu Team 2 ends for Senior School Mission Day <b>28</b>
Fri Open Morning for prospective parents <b>08</b>	Fri <b>15</b>	Fri Junior School Drama Showcase <b>22</b>	Fri <b>29</b>
Sat <b>09</b>	Sat ISA Round 6 <b>16</b>	Sat ISA Round 7 <b>23</b>	Sat <b>30</b>
Sun <b>10</b>	Sun <b>17</b>	Sun <b>24</b>	Sun <b>01</b>

## CANTEEN NEWS

In our continued efforts to be environmentally aware and responsible we have supplied stainless steel forks and spoons for use by those bringing their lunch in from home and heating it up in The Pavilion. For those that are unaware, once the students have finished using it, they place the spoon or fork in the bucket. The canteen staff wash them, dry them and return them for use the next day. Last year we trialled this and in three weeks all 80 forks & spoons had gone. Gone where? We have no idea. But we suspect they are in lockers, perhaps school bags, maybe some have made it home in lunch boxes and ended up as rogue items in the family cutlery drawer? But we have restocked, from our local vinnies store and are giving it another go. Please support us in this and we ask students to return their cutlery every day. If anyone finds any random cutlery at home that they think may not belong to them, please throw it in our direction - we're also open to donations of any spare you might have - as long as its dishwasher friendly! Please understand that the canteen can only supply disposable/bamboo cutlery with orders placed through our system or items bought over the counter. Many thanks, Your Canteen Staff



### Unleash your child's imagination these school holidays!

More than 35,000 Australian Kids have loved Code Camp




#### Camps we offer at Code Camp

##### Little League

Ages 5-6

2 days of fun where our littlest coders make the first small, but important steps to becoming creators of technology, not just consumers.

##### Spark

Ages 7-12

3-4 days of creativity, design, fun and coding. Our most popular Code Camp where every child aged 7 and above learns their journey and builds their very own downloadable app.

##### Ignite

Ages 13-15

Ignite is for those who have completed Code Camp Spark or who already have a lot of coding experience. Build your own coding game with the help of mini games and fun features!

##### Blast 3D

Ages 8-13

Your child will immerse themselves in a 3D world of their creation! Our most advanced camp is designed for those who have completed Spark & Ignite and are ready to take on the world of programming.

16-18 July  
8:30 AM - 4:00 PM

Oxley College

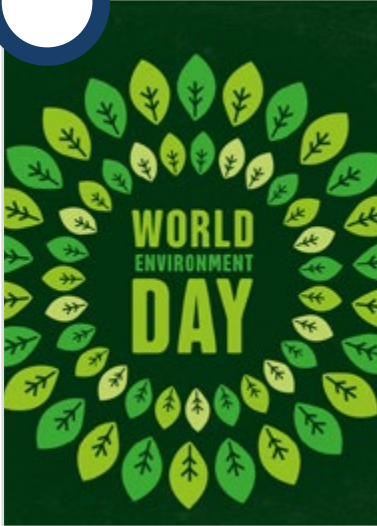
\$349 for 3 days  
BYO Laptop or Hire

[www.codecamp.com.au/oxleycollege](http://www.codecamp.com.au/oxleycollege)

Alternate dates and locations available (no camps on public holidays)

# NEWSFLASH

## WORLD ENVIRONMENT DAY



"Beat Plastic Pollution", was the theme for W.E.D. 2018 and is a call to all of us to consider how we use plastic. While plastic has many valuable uses, we have become overly reliant on single-use or disposable plastic and it is causing problems in our environment. On Saturday 2 June the BBC reported that the whale that died off Thailand had eaten 80 plastic bags! The June edition of National Geographic leads with Planet or Plastic? and uses some remarkable images to get us thinking about the issue of plastic.

Since the beginning of Term 2, we have been collecting plastic bottles as part of the container deposit scheme and have raised \$49.40. While this is a good start, there is work to be done as the canteen sells over 100 eligible bottles per day. If we can encourage everyone to put their used bottles in the green bins, we will generate money that can be fed back into other initiatives.

Closer to home, Wingecarribee Shire Council is supporting Plastic Free July and encouraging households, businesses and schools to take part in the Plastic Free July Challenge ([www.plasticfreejuly.org](http://www.plasticfreejuly.org)). In the coming weeks the Oxley Environment Group will consider what we can do as a school to reduce our reliance on single use plastics and beat plastic pollution. By Ruth Sheddon

## NETBALL

This season Oxley College 1st Netball is off to a killer start, having won all but one game the rest of the season is looking very promising for Oxley Netball, with the top team of our division 2 competition been moved up to division 1 we currently sit at top of the table. This year started with a strong team of nine coached by the amazing Emma Olsen, we sadly lost one of our best players due to injury early on in the season, however, we have power on with the remaining eight. With most of the team playing full games it can be challenging at times but thanks to our wonderful coach we have learnt that netball is just as much a mental game as it is physical. The highlight of our season so far would be our game against Oakhill which we won 31-28, despite some setbacks at the beginning of the game and a mix up of team all the girls certainly delivered their absolute best managing to just pull away at the end from what was definitely a very tight game. We have all come a long way since the beginning of the season having improved greatly on our passing, defence and set plays however we still have a lot to learn and much to improve on. Myself and the rest of the team really hope to make it to this year's finals and by keeping our positive spirit, attitude and determination up I have no doubt we will be able to reach this goal. By Meribel Greenop (Year 12 Netball Captain)

## TENNIS

During our weekly tennis game last Saturday, we were hit by two unfathomable tragedies, one of the players in the division 9 team was sick, and another had been moved up to fill in for a missing player in a higher team. This meant only two players remained in a ravaged team. Morale was low, and the atmosphere was sombre. The show had to go on though, even if division 9 was only able to play half of its games. We fought through the pain and grief to play two singles and two doubles games, which we lost due to the immense grief we were both feeling. We were able to reunite with our third player after our games had finished and we were destroyed as we learned he had lost all his matches as well; it was not a good day for Oxley division 9 tennis. By Sam Crowley (Year 12)

## WHERE IN THE WORLD IS FRANK SPARROW?



Oxley's most recent production which had opened on Wednesday 30 May, 'Where in the World is Frank Sparrow?', was met with thunderous applause and praise. The play focused on Frank Sparrow (Lachlan Moore) and his walk down struggle street in the ominous setting of Stab City, a gritty gang-controlled city in England. The surreal play was stolen by the performances of the resourceful Kira (Lucie Drysdale), the peckish Nyx (Hal Canute) the foxy Warren (Benjamin Canute), and the confused Frank (Lachlan Moore). Every aspect of the performance worked cohesively to draw audiences into the story; The set provided a sense of drive and direction to the play and fully envisioned the dark tones and structure of Stab City, the makeup highlighted each actor's face and focused the audience's attention to the spectacular yet also confusing story being unravelled before them. The only question left to ask for anyone interested in the performing arts would be when in the world is House Drama? By Brad Worthington (Year 11)