

PINOAK

ISSUE 73: TERM 3, AUGUST 3, 2018
OXLEY COLLEGE



rites of
passage

senior
athletics

cosmology

Contents

- 3 Headmaster's Report
- 4 Big Issue
- 5 Take Inspiration
- 6 Junior School News
- 7 More Junior School News
- 8 Feature Article
- 10 Deputy Head Reports
- 11 On the Branch
- 12 Old Oxleyan
- 13 What's happening...in the World
- 14 Gallery
- 15 Calendar
- 16 Newsflash

Pin Oak Team

Student Editorial Team

Jemima Taylor, Jade Gilles, Tully Mahr, Maya Chance, Hugh Corbett, Liam O'Connell, Kiara Rochaix, Sam Crowley, Cooper Barker, Lily Magill, Mack Kane, Ava Lambie, Eva Macevicius, Izzy Moore, Brad Worthington, Peggy Holmwood, Bridgett Drewet, Lily Hogan

Head Designers

Cameron Grice, Juliette Swain

Designers

Bree Feary, Aisha May, Holly Hutchings, Jaz Irving, Amelia Davis

Head of Marketing and PR

Emma Calver

Staff Editor

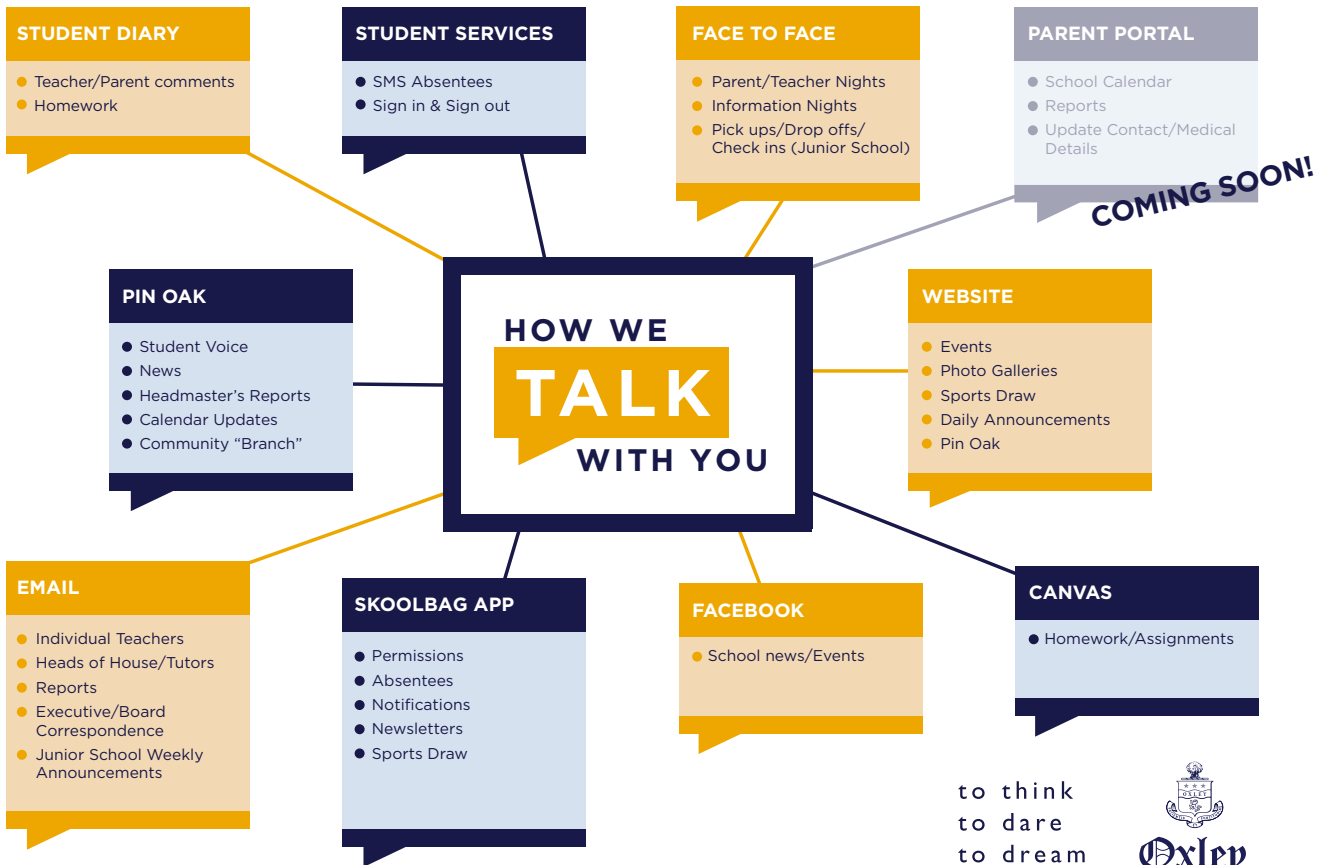
Beattie Lanser

Oxley College

Railway Road, Burradoo, NSW, 2576.

Ph: 4861 1366

office@oxley.nsw.edu.au



to think
to dare
to dream



HEADMASTER'S REPORT

How we talk with you.....

It is hard to believe that only a generation ago the main way that schools contacted homes was with paper notes that often ended up subsiding into paper mache at the bottom of the bag with the banana and the missing sports sock. Once or twice a year report went home – all the teachers' handwritten comments crowding on a single page - and there was also an annual speed date with all of the teachers in a draughty hall. We haven't quite fixed the 'speed date' phenomenon, but everything else has moved on. There are a myriad of ways now that schools and parents communicate, not just at Oxley, but at many good schools. I thought I would expand upon a chart and a letter that was sent to you towards the end of last term outlining the main ways we at Oxley try to communicate with you. There is always more that we can do, but I hope that cumulatively these make for good coverage.

Skoolbag – the app

This is something that we started a few months ago, and hopefully many of you are using it already. It is an app that pushes notifications, notes and other information at you through your phone. You select which groups you want to be a part of (year groups mainly) and you get tailored information to these groups. You can also report your child's absence easily using this app. If you haven't got this yet, you can download it via the App Store by searching Oxley College Skoolbag.

Canvas

For students in Years 5 to 12, this is where most, if not all, of your child's assessments, dates, notifications etc for each subject can be found. It is also a trove of the resources that students are using in class. If the student loses a document, leaves it at school, or has the dog eat it, there is usually a soft copy of the document in Canvas. It also contains a myriad of links to sites and resources for many projects and assignments. Students in Kindergarten to Year 4 may experience some of this in Library to supplement more familiar resources and centralise digital material. You can use Canvas too in order to keep track of your child's work. You can now have your own log in to this portal as well. You can find it at: <https://oxley.instructure.com/login/ldap>

Website

This is mainly an introduction to the school for new or prospective parents, but it also contains some key updated information. There is a news and events section. It is in three places; on the top ribbon, just a tiny scroll down from the opening screen, and also about three scrolls down. You can also access the sports draw each week from about Tuesday. It is on the right hand side about one scroll down, as the third item in 'Quicklinks'. The sports draw is a fairly vital piece of information each week, so it is as close to the homepage as possible. Daily Announcements for students in the senior school are available daily: <https://www.oxley.nsw.edu.au/news-events/daily-notice/>

The website also contains our vision, mission, strategic plan etc. As a bonus, you get to see many of your children in the opening video looking.... um.... a number of years younger than they are now. www.oxley.nsw.edu.au

Instagram and Facebook

We have an Oxley Instagram page. Our Instagram handle is @t.h.e.o.c and it is maintained by the Year 12 students and has a good range of images and snippets.

We have our own Facebook page for more informal posts, College happenings and relevant news or information. It has very little fake news.

Email

We will send significant messages to you in email as well. We try not to overuse this function so as not to clog up your inbox and will try to batch information as well. In the Junior School, our Weekly Announcements come to you via email with current notes and reminders each Thursday afternoon. Our other weekly email is for parents whose child(ren) is receiving a merit certificate at the week's assembly. In the Senior School, to contact a tutor or teacher using email, the standard form is firstname.lastname@oxley.nsw.edu.au. Messages sent to office@oxley.nsw.edu.au will also be passed on by Ms Alex Stone.

Pin Oak

We have a regular newspaper. It is something that combines great student writing with a lot of information too. Of course, if you are reading this, by definition, you already know about it! We get used to it, but it is useful to remember that not many schools have this regular, polished and student centred publication. Hopefully the calendar and other sections towards the back of the Pin Oak each fortnight are helpful. All the back issues can also be found at <https://www.oxley.nsw.edu.au/news-events/pin-oak/>

Reports, parent teacher nights and tutors

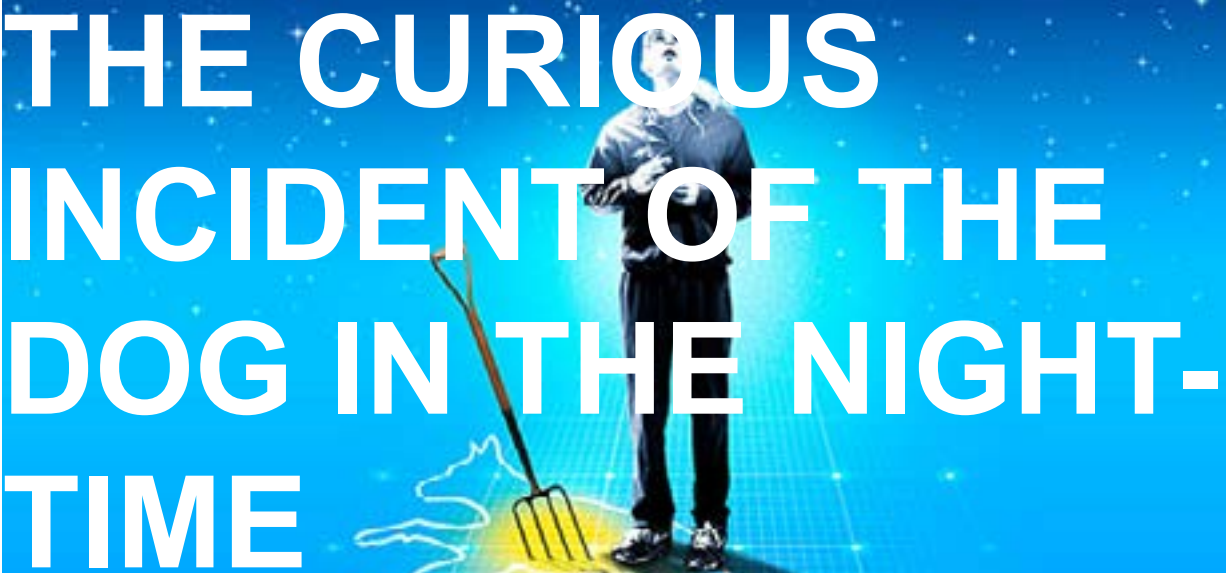
These have been good ways for many years for parents and teachers to make contact. When reading the reports I do find them usually personalised and helpful. I know they take teachers a long time to put together. I hope too that the face-to-face of parent teacher nights are useful, even if we are often challenged to get to each appointment. (As a parent, I missed one appointment on Monday - and I at least know what all the teachers look like in advance). Our parent information evenings at the start of each year are a vital way to share with parents the aims and practical arrangements for the year ahead.

Paper

Yes, we still use paper. Many notes will also come in hardcopy, so you should keep an eye on your son or daughter's bag (although it is their obligation to give it to you, not your obligation to go rummaging around for it). The student diary is also quite an important source of information and a communication tool between parents and students from Kindergarten to Year 12. Used properly the diary still gives a good snapshot of how each week is going for your son or daughter. This is why we still ask you to sign it each week.

Collectively, we hope that these portals, sites and sources mean that you are kept up to date about what is happening at Oxley from week to week and year to year.

THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME



A poignant, visually interesting and slightly off-beat portrayal of life...

Christopher Boone – is 15 years, 3 months and 5 days old. He likes to count red cars, play with trains and hates the color yellow. Christopher lives with his father and goes to a school full of “stupid” people. His father has recently told him that his mother has died of a heart attack. His response “what type of heart attack?” He hates being touched and often feels overwhelmed by the world. The world Christopher and his pet rat Toby, a world of numbers, dreams of outer space and his beloved counselor Shiborn, is thrown into chaos when he finds Wellington, the dog belonging to the lady who lives across the road. Wellington is lying dead on the ground. Killed by a fork. A garden fork.

What follows is a comical yet heart wrenchingly beautiful insight into the mind of Christopher while he takes it upon himself to uncover the murder of Wellington, against the wishes of his father. He questions every person who lives on his street, and comes across some rather unusual characters until he stumbles across an aged Mrs Something, cutting her roses in her garden. As Christopher begins to trust her she reveals that his mother was having an affair with Mr Sheilds, the owner of Wellington, right before her alleged heart attack. Christopher does not take this news well, however, he has no idea what other secrets he is about to uncover. As a boy who is very opposed to lying, EVER, he is about to realize that he’s been told one of the biggest lies of all...

This story line is brought to life in a led-light black and white cube intended to reflect Christopher’s black and white perception of the world. The lights come to life as the story goes on, presenting magical scenes of the sky, the stars, an underground railway and even a miniature train set of London. The images shown on the set combined with the somewhat overwhelming music draw us into Christopher’s world - they help us experience the world from his perspective. The underground station is portrayed particularly well; we watch Christopher get caught up in the whirl and panic of the station and as audience members, we begin to

feel his panic and understand why the situation is so stressful. Every sense is exaggerated and feels ten times more intense than usual. Without us knowing it, we build up and develop an empathy, not only for Christopher and his situation, but for people who process the world differently.

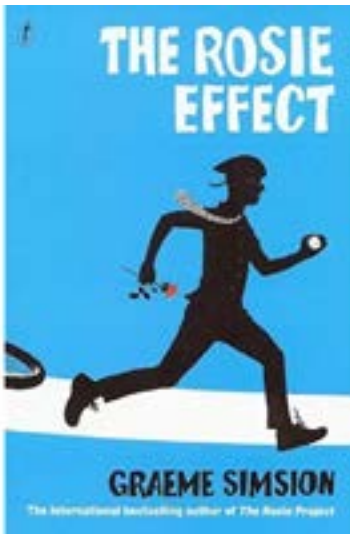
The ensemble, a small group of about ten, played a range of often comical different characters and added an interesting element of physicality that helped bring the piece to life. Understudy Kaffe Keating brought Christopher to life, with perfect timing and attention to detail in his movement. The show also explores the complexities of raising Christopher and the pressure this puts on his parents played by Julie Hale and Stuart Laing. Shiborn, Christopher’s counselor, played by Julie Hale, helps him with his mission along the way and they end up forming a beautiful relationship.

Credit should also be given to other more furry members of the ensemble - including the (hopefully not actually alive) Toby the rat, and the adorable cameo of newly born pug puppy Sandy, who had much of the audience in hysterics.

The sudden goose bump inducing ending, though unexpected, perfectly captures the reality of life for people living on the spectrum; a heart wrenching mix of utter hope and triumph - combined with the harsh truths of life. How a life can be so full of hope yet simultaneously hardship is a beautiful contradiction that will stay with me for a long time to come.

Jemima Taylor (Year 11)

TAKE INSPIRATION



BOOKS

★★★★★

The Rosie Effect

First came Graeme Simsion's debut novel, *The Rosie Project*, a story about the socially inept professor of genetics, Don Tillman, a man on a mission to find the right woman that fits his compatibility questionnaire. Then came *The Rosie Effect*, one of the few exceptions to the many sequels of bestselling novels that are twice as long and only half as good. Anyone who's read *The Rosie Project*, will be sure to tell you that it is one absolute quirky gem of a book, and a definite must read. The same goes for *The Rosie Effect*. The sequel finds Don, everybody's favourite geek icon, and his wife Rosie, the woman who although scored zero on his compatibility questionnaire, confirmed the theory that opposites attract, relocated in New York. Content with life, Don has learnt to abandon aspects of his tight schedule and standardised ways, and has managed to survive ten months and ten days of marriage so far. However, when Rosie makes an overwhelming announcement, Don must prepare for the biggest challenge of his life, whilst also avoiding prosecution, deportation, professional disgrace and the greatest risk of all: losing Rosie forever. A profound, smart love story, bound to make anyone laugh out loud, will without a doubt, forever remain one of my favourite books of all time.

By Jade Gillis (Yr 11)



MUSIC

★★★★★

Yungblud- 21st Century Liability

This chaotic mesh of alternative-rock-meets-reggae-electro-trap-rap is a surprisingly uplifting ode to all things youthfully rebellious. In an unorthodox and outspoken lyrical nature, Yungblud is clearly unafraid to stir the pot, criticising with a sharp cynicism the likes of politics, conformity, gun violence, sexual consent and mental health issues. By no standards a gloomy production, the album boasts a high - energy, up tempo and often experimental electric backing to feistily delivered oh-so-british vocals.

Absolute must - listen song: 'California' is perhaps the most rhythmically interesting song on the album, shifting between a chorus of piano block chords with only insubstantial droning to accompany and a powerful yet sparse, syncopated and bass heavy groove in the verses. A nod to older generations' incessant judgements of kids making the same mistakes they once did, 'California' brings to mind the times of great social change of the 60s and 70s.

Absolute must - read lyrics: 'Polygraph Eyes' frequently cops a 'skip' on my Spotify, I'm not going to lie. But lyrically it is a very important social commentary on rape culture and sexual assault amongst teenagers and young adults. The 19 year old boy's concerns with such matters is so important to be broadcast to his young fan base and beyond.

By Maya Chance (Year 11)



FILM

The Staging Post

A few years ago the phrase "Stop the boats" was everywhere. It meant sending back people who were trying to make it across by boat from Indonesia to Australia in search of safety. Most of these people had made their way overland to Indonesia from Iraq, Afghanistan, Syria and other places of conflict - but once in Indonesia, they found queues for processing by the United Nations for Refugees that were literally thousands of people long.

When Border Patrols from Australia began turning back boats, more and more people realised they were stranded in Indonesia without hope of either settling in a new country or being able to return to their old lives. The film "The Staging Post" tells the story of a couple of young Afghani refugees who found themselves in exactly this situation - not able to go forward or back. Instead of settling into despair, they rallied the refugee community around them and started a school for the kids of the families who were 'in the same boat'. The strength and resilience that they show, against all odds, is truly beautiful to watch. These vivid strong characters, coupled with interesting cinematography makes it hard to take your eyes off the screen! The film shows what its like, right now, to be forever living outside your own country, with no opportunity to work or support yourself, and still doing it with hope.

By Jemima Taylor (Year 11)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

In Term 1 we started sharing notions of Oxley as A Place of Wonder and already this term we have been immersed in moments of utter awe. We launched the term with the promised Cosmology Convention to a very appreciative audience undaunted by the cloudy evening sky. Stephen Hawking would have been proud of all who attended. Our goal was to provoke wonder and curiosity and we were delighted with the response. I was particularly thrilled to see so many grown-up astronomers immersed in the experience and modelling adult versions of wonder and curiosity in the process.

Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious.

Stephen Hawking

The two days involved several visits to the giant sized Planetarium set up in the PCC, Planisphere workshops, visits from Mr Parker with his now famous Cosmology Buffet in Stage 3 and playground sized scaled Solar System arrangements by the students in Stage 1. Classroom experiences included intergalactic stories and Constellation Mapping, all amongst the teacher's noble aims to launch each unit of work for the term. We have been grateful to hear of the anticipation and antidote for the "return to school butterflies" that bother some of our students, that the Convention provided, as well as many conversations filtering into homes and follow-up sky gazing in the wee small hours of Saturday morning.

I so love being part of the learning community at Oxley when students and parents share their discoveries with us because they know we will embrace them and be grateful for the enrichment they provide to our endeavours. I shared one such contribution at Friday's assembly provided by the Hamblin family of amateur astronomers. The Cosmic Eye is mind blowing in its visual effects and the scope of the cosmos it reveals. I have provided the link here for those who could not join us last Friday and thank the Hamblins on everyone's behalf, <https://youtu.be/8Are9dDbW24>. We also thank Ms Belinda Dyson who has been planning the Cosmology Convention since her arrival at Oxley in Term 1. Mr Ayling and the Year 9 students who raised funds for their up-coming Service Learning Trips to Nepal, Botswana and Fiji are grateful to Junior School families for their support of the BBQ on the evening.

The celebrations of learning continued throughout the first week with the Year 6 Legends and Legacies Showcase. Each child displayed the passion and inspiration gained from their extended research into the life of one significant person. We are grateful to the parents who visited the exhibition and engaged so generously with so many of the students. This is a fantastic unit that never disappoints and it is a clear example of the impact of personalising the curriculum and allowing each child's strengths to shine. By providing individual choice, the students can choose a topic they have an interest in and often some existing knowledge or expertise. The expo format means that students can present their learning and insights in a wide variety of ways that reveals their personal strengths.

Weekly Awards:

Learning Journey

KL: Tessa Hunter
Yr 1S: Thomas Berry
Yr 1W: Eli Winn
Yr 2: Scarlett Curr
Yr 3: Aiden D'Iorio
Yr 4: Emily Byrne
Yr 5C: Zane Todorcevski
Yr 5H: Jess Pinzi
Yr 6A: Lora Ross, Harry Smith

Yr 6L: Hamish Hunter

Oxley Values

KL: Tatenda Jamba
Yr 1S: Asher Lawler
Yr 1W: Jemima Anson
Yr 2: Charlotte Bissett
Yr 3: Fraser Findlay
Yr 4: Sienna Wimborne
Yr 5C: Grace Pettaras
Yr 5H: Chloe Legge
Yr 6L: Ben Davis



Learning Journey

KL: William Palmer
Yr 1S: Arabella Lawler
Yr 1W: Andrew Clothier
Yr 2: Grace Kean
Yr 3: Henry O'Riordan
Yr 4: Ben Scott
Yr 5C: Oscar Sanchez
Yr 5H: Lily Smith
Yr 6A: Oscar Plummer
Yr 6L: Emma Scott

Oxley Values

KL: Harper Anstee
Yr 1S: Parker Harriott
Yr 1W: Charlotte Holmes
Yr 2: Cecilia Vild
Yr 3: Leila Palmer
Yr 4: Allegra Mineeff
Yr 5C: Georgia Rapp
Yr 5H: Jack Pether
Yr 6A: Ilana Sheezel
Yr 6L: Lawrie Nethersole

This combination of building on a topic of competence, content that is personally interesting and engaging and a menu of tasks that encourages deep understanding to show their best performance achieves what we strive for; student empowerment, "eudemonia" or human flourishing. The students have invested in the process and been rewarded by the result. We trust all who visited were as proud of each student as we were. We look forward to some encore presentations as upcoming assemblies where the Year 6 students will share the lessons of their legends through the lens of our Oxley Values and their relevance to our daily lives in the here and now. We congratulate the team of Year 6 teachers, Mrs Kathryn Lonze, Mrs Alison Rasheed, Mrs Shona Apostolatos and Mr Peter Ayling for such effective stewardship in guiding the students through such a significant unit of work.

This term rich learning continues across the Junior School classes with an upcoming International Interdependence Expo in Stage 2, Documentary production in Stage 3, collaborative studies into Ecosystems and Biomes in Stage 1 and a study of local and global agriculture in Kindergarten's wonderful Harvest unit. We trust you have received your Curriculum Newsletters outlining more specifics for your child(ren) and will find even more opportunities to share in your children's continuing quest for knowledge inspired by curiosity and wonder.



On Heaven

People come up to me, reciting their rehearsed lines; "She's in a better place now, Gabe". I bite my tongue. "Heaven has gained another angel". I bite it harder. "This weather is Heaven sent!" I actually draw blood. They move cautiously over to her, as if she's sleeping. They touch the coffin, the flowers, maybe her hair. But never her. Because people don't want to touch the dead. I pull the well - weathered palm cards out of my jacket. What a different person I was when I wrote this, my head clouded in a fantasy I've since reassessed. There is no hubbub to holler over.

"I remember the day we packed up mum's things. It wasn't like when we moved house when I was young. No new beginnings. Just the thud of boxes on a too-clean carpet in a home that was no longer my mother's. Dying supermarket flowers on the prayer table. A mountain of momentos she insisted never be thrown away. I sat and sifted through a lifetime of "season's greetings" and "he hath risen!" My entire school life's works - drawings of God, complete with beard and staff. A burning bush suffocating in comic speech bubbles."

It never occurred to me writing that how brain-washy it was. Some people smile and I want to vomit. Arts and crafts to express youthful religiosity is as much their baby as Heaven is. Heaven knows I'm miserable now.

"I suppose it was God's doing that I spied the scribbled title, 'MY Heaven by Gabe'. It was dated 2007, first grade.

MY Heaven looks like mum's kitchen. We're making cinnamon buns with little white crosses at the top because Easter's here. Mum's in her favourite yellow dress, and her hair is all long and brown with no white bits because in Heaven everything is fixed. We eat them with our hands because it's more fun and Jesus eats them with us too. Then mum and I jump back down to Earth because Heaven is only for old people, and I'd miss her if she stayed."

People are smiling through their tissues, grateful for this tactfully added distraction down memory lane. It's true, though - I never registered until recently that mum would grow old one day. Who knew that time would weave its way into her bones, fold her in half, shrivel her mind. My next cue, it's embarrassing to read, recalling how deeply invested I was in some transcendental golden city. Magz told me it was overkill, that I was deepening the shade of their rose - coloured glasses, "too perfect, just like everything in the Bible, Gabe". These people are entitled to like their glasses, though, even if I recently took my own off.

"When I think of Heaven now, I know that mum can see through the clouds. She sees us here, and she sees our grief, and she scolds us for not seeing this coming sooner. She smells of cinnamon buns, and there's canned laughter from 'Green Acres' ringing in the background. She's drinking black tea- with lemon and milk. She wants me to finish up because she has some ironing to get to. She's already well accustomed to her angel status, she was always so Holy- dying of old age is such a Heavenly way to die".



I pause for laughter. Laughter the result of a deceitful, insincere affirmation of Heaven's existence. The fact that when I wrote this months and months ago, way before mum's actual death, I believed wholeheartedly in this fairytale is both horrifying and laughable; I had so much growing up to do. I grew up in a split second, just like that. Like when mum told me it was her eating Santa's cookies all along. Like when Magz told me Jesus wasn't going to come back in our life time (although she could never explain why). Disarmed by a shard of sudden realization that left me ice cold and shaking at Magz's kitchen bench, trying to fathom that mum had 'passed on', realizing I absolutely could not. I said a final goodbye to the mother I knew I'd never again be loved by. And that was sad but not pitiful, as these people are. I'm selling this idea of mum's eternal happiness with as much vigour as the auctioneer who sold mum's house.

"Her gone-ness is temporary."

They're on the edge of their seats, clutching their crosses for dear life.

"Not damned, nor dust. To quote Psalm 46: 'There is a river whose streams make glad the city of God, the holy place where the Most High dwells.'"

I'm disgusted in the adoration they have for God's word. How do they not know it's the end? Do they not question why death is this big of a deal when they'll see her again? What's a few decades compared with eternity? To stop people from hurting is all Heaven is. It, like my speech, is a blindfold from the wounding realisation that the deceased are gone, forever and always.

"Like God, she is here with us, now and forever." She's not here. Not anywhere.

The congregation's nodding intensifies, joining their hands in silent prayer. Their prayers beg for heaven's existence. They don't know their insistence of it will blind their children's ability to ask questions of their own, make their own decisions in what they believe. A spoonfed storytime. I see Magz's face buried in her hands, so obviously cringing and not crying. She'll be cursing my name for not rewriting my speech when I'd rewritten my beliefs. But I don't care, because I have decided that funerals, like Heaven, are for the living.

By Maya Chance

This is a Year 11 Extension English Imaginative Response from 2018.

DEPUTY HEAD REPORTS

Deputy Head Pastoral: Mark Case

MindMatters – Term 3

Year 7: Mental Fitness

The focus for Year 7 MindMatters this term will be on developing mental fitness. The programme and activities have been developed from 'ReachOut', one of Australia's premier organisations in the provision of mental wellbeing resources for students, schools and parents (<https://parents.au.reachout.com/>). Topics this term include emotional awareness and self-regulation, positive self-talk, flexible thinking and empathy. Personal development in these areas is important for success in dealing with the challenges of senior school and in building resilience to navigate the social and emotional changes that students will experience in the coming years.

Year 8: Empathy and Leadership

Year 8 will be participating in a series of online workshops in Terms 3 and 4 from 'Project Rockit', Australia's first youth-designed platform for young people, which aims to develop empathy and leadership as well as providing strategies to address bullying in schools and online (<https://www.projectrockit.com.au/>). The practical and engaging activities seek to empower students to develop positive relationships and bring about change when it is needed.

Year 9, 10 & 11: Stand By - or Stand Up?

These groups will be focusing on strategies to address bullying. The phenomenon of 'bystander behaviour' is not unique to the school environment, but it is one that can easily be overlooked as the focus tends to be on the bully and the person being bullied. Research in this area has identified several factors that can affect the response of onlookers (this includes witnessing bullying online). In addition to factors such as the perceived cost to the individual of intervening, a key factor that can stop people intervening is the diffusion of responsibility. A finding from multiple social experiments in this area has been that, counter intuitively, the likelihood of an individual intervening or reporting bullying decreases when the number of bystanders increases. This is particularly problematic on social media, when membership of an online group may be very large. In such scenarios, non-action by witnesses can seem easier to justify, on the basis that "surely someone else will do something". When intervention or reporting does not occur, the actions of the perpetrator are implicitly legitimised. It is hoped that the MindMatters program will help students become aware of these factors and develop strategies to address bullying when it occurs – to stand up, not stand by. In addition to 'ReachOut' mentioned above, resources for parents and students can be found at these websites: <https://www.youthbeyondblue.com/understand-what's-going-on/bullying-and-cyberbullying> and <http://www.bystanderrevolution.org>

Deputy Head Learning: Kate Cunich

Welcome back to term 3. It is great to see students return refreshed and ready to learn (despite the bitter July winds!). We are all looking forward to a term of thriving and learning.

Year 12

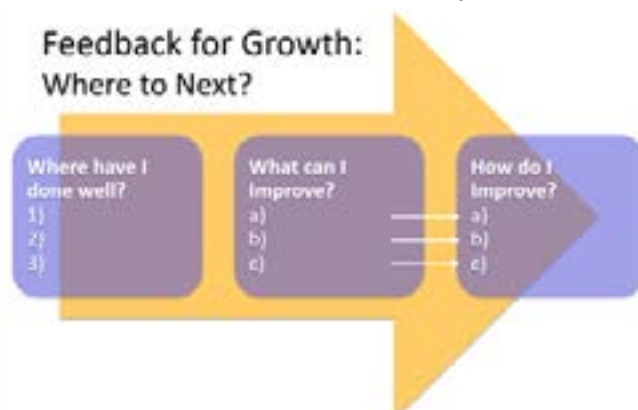
Our Year 12 students are just about to start their Trial HSC Examinations and we are already impressed with their dedication, commitment and resolve as they prepare for each of the examinations. The Trial is the last part of the internal HSC Assessment programme. The assessment mark (a culmination of 4 – 5 assessment tasks) forms 50% of the final HSC mark, alongside the external examinations that will occur in October this year. We are very grateful to the teachers who have so diligently prepared students for this important milestone and we look forward to the feedback that will inform the final work to be done prior to finishing classroom learning at the end of this term. Our best wishes to these students as they enter two and three hour written examinations alongside ongoing English Extension 2, Design and Technology, Visual Arts, Music and Drama projects – we are proud of you!

Walkthrough

This week we have completed the first of our Term 3 walkthroughs. As an evidence-based school, a walkthrough provides the opportunity to get a quick snapshot of learning in K – 12 classes on an ordinary, everyday sort of day. Our students are well used to talking to teachers as they sit beside them, asking questions about their learning, progression and understanding. A key focus of our walkthroughs will be the addition of specific questions about feedback, alongside intention and success.

Feedback Project

This term we will continue to work with students and teachers on our Feedback in Action Project. As teachers, we are looking in particular at the research around the specific questions that lead to growth in the preparation of a task (formative assessment) as well at the summative end. In practice, this has led to in the introduction of a simple, 3 stage approach for teacher feedback in class, peer-to-peer feedback and in self-reflection activities, which are calling the Where-What-How model. We will continue to evolve the model, but a snap-shot:



ATHLETICS CARNIVAL



Age Champions

12 Girls

- 1st Leah Halstead
- 2nd Phoebe Pether

13 Girls

- 1st Lily Hogan
- 2nd Harmony Barker

14 Girls

- 1st Molly Knowles
- 2nd Camille Falshaw

15 Girls

- 1st Clancy Aboud
- 2nd Anneliese Wansey

16 Girls

- 1st Philippa Kettlewell
- 2nd Isabella Price

17 Girls

- 1st Eleni Connell
- 2nd Sienna Knowles

18-19 Girls

- 1st Kiara Rochaix
- 2nd Olivia Davies

Record Breakers

Event

- 13 Girls High Jump Lily Hogan 1.46m
- 16 Boys 100m Bryce Wellman 11.43 sec
- 16 Boys 200m Joshua Mazurkiewicz 23.22 sec
- 17 Girls 100m Eleni Connell 12.83 sec
- 17 Girls 200m Eleni Connell 26.21 sec
- 17 Girls High Jump Eleni Connell 1.44m
- Senior Girls 100m Kiara Rochaix 13.53 sec

2018 House Champion

- 1ST Durack 1454 points



12 Boys

- 1st Thomas Fraser
- 2nd Cameron Houghton

13 Boys

- 1st Christian Gallina
- 2nd Cody Mooney

14 Boys

- 1st Jarrod Smith
- 2nd Hamish Tregenza

15 Boys

- 1st Joshua Bramley
- 2nd Ethan Henderson

16 Boys

- 1st Archer Kalde
- 2nd Joel Manton

17 Boys

- 1st Caelan Barker
- = 2nd Ravi Wikramanayake
- = 2nd Saxon Macquarie

18-19 Boys

- 1st Romain Antich
- 2nd Ben Hutchings



SNOWSPORTS



During the July holidays the Oxley College Snow sports team participated in the Northern NSW region Interschool's Snowsports Championships. We were lucky to have beautiful weather conditions throughout the weeks as we had 24 participants in our team this year. Everyone did incredibly well and maintained a positive attitude throughout the competition. We had a variety of ages this year which ranged to Division 6 – 1, allowing us to expand our team. We had excellent results with our Division 2 Males as well as Division 6 Males. Thank you to all the parents/guardians who organised and assisted managing as well as Mr.Wansey and Mrs.McNaught who without we would not be able to compete. Good luck to everyone who made it to the next round and thank you for a great season! By Jordan Colby (Snowsports Captain).

NORTHERN NSW STATE

Individual Qualifiers

- Alpine Div 6M Oscar Johnson
- Alpine Div 6M Brayden Anstee
- Alpine Div 6M Oliver Johnson
- Moguls Div 3F Bridget Schereck
- Snowboard Div 3M Samuel Gipson
- BoarderX Div 2M – Jack Gipson,
- BoarderX Div 2M Reece Masters

Qualifying teams include:

- Alpine Div 6M Team A – Oscar Johnson, Brayden Anstee, Oliver Johnson, Rory Shedden
- SkierX Div 6M Team A – Oscar Johnson, Rory Shedden, Oliver Johnson
- Snowboard Div 2M Team A – Reece Masters, Toby O'Sullivan, Jack Gipson
- Snowboard Div 2M Team B – Tom Gipson, Hugo Fay
- BoarderX Div 2M Team A – Jack Gipson, Reece Masters, Tom Gipson

In addition to the Alpine events, Oxley College will also have 33 students competing in Cross Country at the Championships.



OLD OXLEYAN INTERVIEW

SARAH LITTLE CLASS OF 1988



NOW THAT YOU'RE OFF IN THE BIG WIDE WORLD, WHAT HAVE YOU MADE OF YOURSELF SINCE FINISHING SCHOOL AT OXLEY?

I was in the second graduating year of Oxley, and have just attended our 30 year reunion! I really can't quite believe so many years have passed since I was at Oxley.

What have I made of myself in all of those years? Well I would like to say I had achieved all I set out to, but life has a funny way of sending you down paths that you neither considered or imagined were a remote possibility. I always knew I wanted to be involved in the cardiac specialty field somehow, having both of my parents involved in this field (my father was a leading cardiologist and my mother a cardiac diagnostic imaging specialist) I guess I could say it was in my blood. However, my HSC results did not support this dream, so I decided to pursue another passion and studied Commerce at University – what a disaster! I hated every minute of it! After two years I realised that it really wasn't my passion and did the one thing everyone advised me against – dropped out of Commerce and started a long journey to pursue my initial ambition and started studying my first love – the heart. I have studied both domestically and internationally and consider myself very lucky to have had such wonderful academic opportunities and the ability to attend leading academic institutions. Once I had completed my specialty training I joined my fathers practice and thoroughly enjoyed working alongside him for many years until he retired. I am currently working part time in a private cardiology practice in Sydney and reside in Bowral so my own children can have the opportunity to have a similar upbringing to the one I was fortunate enough to have. I currently have two children attending Oxley – what a surreal feeling it was dropping my own children off for first day at Oxley!

WHAT IS YOUR BIGGEST ACHIEVEMENT SINCE FINISHING HIGH SCHOOL?

Professionally, that is easy – working alongside my father for over twenty years, He was a great mentor and teacher and I was very privileged that I had the opportunity to learn from a great clinician. His great pearl of wisdom, always trust your instinct.

WERE THESE THE THINGS THAT DURING HIGH SCHOOL YOU EXPECTED YOU WOULD END UP DOING?

If I think back to Year 12, I guess I thought I would like to end up with the boy that I had been in love with for years (or months... who can remember it was decades ago!) that was the extent of it.

Now that I look back and try to remember all that was

and all those dreams that my younger self held for the future, I can honestly say that although I had a few false starts I am so glad that I had the courage to keep going and to believe in myself even when it seemed impossible – let failure flame your fire. I have learnt along the way to live with humble gratitude for all that I have achieved and all that I have.

HOW DID OXLEY PREPARE YOU FOR THE FUTURE?

I can now see how my years spent at Oxley helped foster and develop my resilience (who would have guessed cross country could prove to have a purpose) persistence (Mr Armstrong's 3U Maths class – it did pay off! I actually do rely on mathematical skills acquired at school everyday) and courage (turning up to school when everyone is gossiping about you – thank you to all those who made me stronger).

IS THERE ANYBODY FROM THE OXLEY COMMUNITY WHO INSPIRED YOU THROUGHOUT HIGH SCHOOL?

I was always very inspired by our then Headmaster Mr David Wright, the many wise words in school assemblies, that I still occasionally re- quote to my own children. My favourite "True knowledge exists when you know that you know nothing", shame it took me a few years to really fully appreciate and understand how true this is.

WHAT WOULD YOU SAY YOU MISSED MOST ABOUT BEING AT SCHOOL?

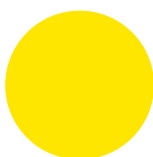
I miss time...time to sit, sit and talk with friends, sitting in the sun (with lemon in our hair – to make it blonder!) time to swim in the river on our walk home from school (yes... there were snakes!), time for all the important issues in life – does he like me? What is my favourite song? Should I wear my hair up or out? And, did we talk about whether he likes me or not yet?

WHAT WOULD YOU SAY TO YOUR FIFTEEN-YEAR-OLD SELF?

Just be your authentic self. You don't have to be the same as everyone else and it really doesn't matter if you are not in the popular group. Don't be afraid to be different, for the differences that you have are those that will help set you apart from everyone else and help you stand out and shine later in life. Let people see the real you - The weird, beautiful, quirky, imperfect you.

Listen to your inner voice, it may be only a whisper, but it is there for a purpose, to help guide you on your path. Follow your curiosities in life, for they will lead the way to live a life true to your inner passion.... In the words of Albert Einstein "I have no special talents. I am only passionately curious"

WHAT'S HAPPENING? IN THE WORLD...



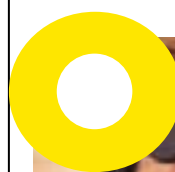
NATIONAL

Farmer's biggest enemy, drought

Being born in a drought, the first time I experienced water falling from the sky or most commonly known as rain, was when I was around two and a half years of age. Droughts have never been foreign to Australia and some say this drought is the worst in one hundred years.

In Central West New South Wales, conditions have been so dire and extreme that level six water restrictions have been placed upon the residents in Coonabarabran. Some restrictions include, the banning of emptying and filling pools, the commercial washing of cars and only using greywater for gardens.

The NSW government have given \$500 million worth of support to struggling farmers. The support given includes, emergency drought relief packages, transport for animal welfare, finance and wellbeing. Our Australian climate can't easily be turned off or switched to something more manageable but it's great to see that our Aussie farmers are getting help and support; as farming is a ruthless and an incredibly tough industry, I admire their strength. By Peggy Holmwood (Year 8)



INTERNATIONAL

Rescued Thai Boys are considering to be ordained as Monks

After the incredible rescue of the Thai boys and their soccer coach from Nang Non cave, 12 boys are considering to temporarily become Monks. The tragic death of Saman Kunan, a former Thai Navy SEAL, has left the Thai boys mourning the loss of Kunan. 38-year-old Kunan unfortunately lost consciousness on the return trip when laying oxygen tanks for the rescue effort, resulting in Kunan drowning in the cave. The action of becoming ordained as Buddhist Monks is to donate the merit the boys receive towards Kunan in the afterlife, to ensure a better rebirth in the next life. The donation of merit from the boys towards Kunan is the greatest gift they can offer. "Saman once said we never knew when we would die. We can't control that, so we need to cherish every day." – Ms. Kunan

By Tom Lloyd (Year 11)



LOCAL

SEASONAL FOOD?

Have you noticed at the supermarket where the fruit and vegetables that you buy are grown? You are probably very busy or in a rush and you don't notice where it is coming from. I was outraged to see mandarins in a local supermarket had been grown in Egypt. That is the other side of the world. Egypt to Sydney then to Bowral is 14,549 kilometres. That's a lot of transport for mandarins that can be grown in Australia.

Buying unseasonal food causes pollution that is given off by transporting the fruit to us. Carbon emissions are given off by planes and trucks that that are used to transport the produce. This pollution will destroy the ozone layer. As you may know, an ozone layer is a bubble around the earth and because of pollution it has a hole in it so that is why we have to put sunscreen on.

These are some of the suggestions to try and help fix this problem.

Firstly, look for seasonal Australian grown fruit and vegetables in your supermarket. This is easy because the government said that they have to be labelled. Secondly, go to local farmers markets where local farmers sell their food to you direct. There is one in Bowral every second Saturday at Bowral Public and the Farmers and Flea Market is at the Moss Vale Showground on the fourth Saturday of each month. Also you can stop and buy from farmers at stalls outside their gates. Finally, grow your own fruit and vegetables. It's easier to do and you don't need a lot of space. Then, instead of having to go to the supermarket, you can simply go out to your backyard and get your own home grown produce.

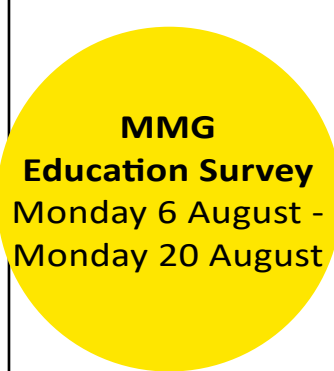
Do you want to just help one single student to try and make the ozone layer stop getting bigger? Well start buying seasonal or local grown fruit and vegetables or grown your own. By Claudia Carpenter (Year 3)



GALLERY



AUGUST CALENDAR

	Mon 06 HSC Trial Exams to 17 August Y10 Student Parent Teacher Night	Mon 13 HSC Trial Exams to 17 August House Debating Week	Mon 20 HICES Music Camp 2018 Nepal Trip meeting 5pm HSC Drama Night 5-7pm	
	Tue 07 ICAS Maths Y3-11	Tue 14 ICAS Maths Y3-11	Tue 21 HICES Music Camp HICES MusicFestival	
	Wed 08 Y3/4 Excursion China Town	Wed 15	Wed 22 BOOK WEEK PARADE	
	Thu 09	Thu 16	Thu 23 HSC Visual Art Exhibition	
	Fri 03 Junior School Assembly Senior School Assembly	Fri 10 Junior School Assembly Senior School Assembly	Fri 17 SHIPS Athletics	Fri 24 Junior School Assembly Senior School Assembly
	Sat 04 ISA Round 9 K-6 P& F Cocktail Party Berida	Sat 11 ISA Round 10	Sat 18	Sat 25
	Sun 05	Sun 12	Sun 19 HICES Music Festival	Sun 26

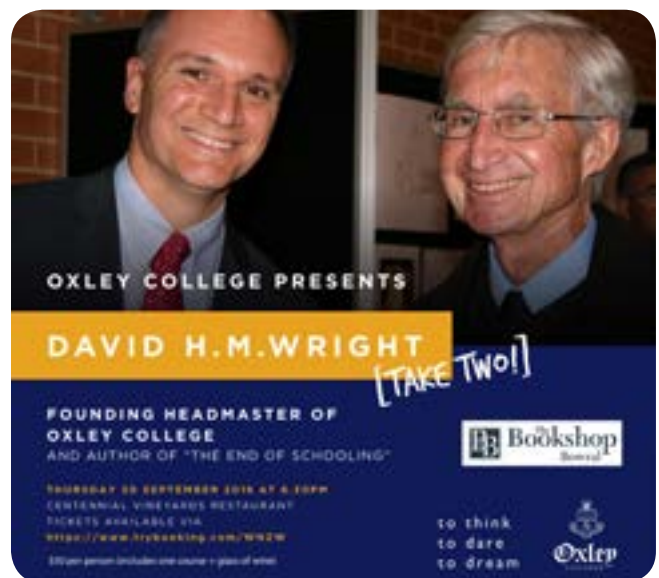


MADE IN 1983

DATE: SATURDAY
22 SEPTEMBER 2018
TIME: 7.00PM
DRESS: MADE IN 1983
COST: \$90 PP

BOOKING: 13938000000/04427
 WHEN: FRIDAY 7 SEPTEMBER 2018
 WHERE: THE PAVILION, OXLEY COLLEGE
 FROM: 5.00 PM
 MORE: 5111 WAY & CROWN LANE
 CASH BAR FOR DRINKS. FULL LICENCE EVENT.
 STRICTLY NO BIC.

Oxley



OXLEY COLLEGE PRESENTS

DAVID H.M. WRIGHT [TAKE TWO]

FOUNDING HEADMASTER OF
OXLEY COLLEGE
AND AUTHOR OF "THE END OF SCHOOLING"

THURSDAY 20 SEPTEMBER 2018 AT 4.00PM
CENTENNIAL VINEYARDS RESTAURANT
TICKETS AVAILABLE VIA
<https://www.trybooking.com/WX2W>
\$30 per person (includes one course + glass of water)

to think
to dare
to dream

Oxley

NEWSFLASH

○ AMELIA DAVIS - MATHS

Maths camp with Mills

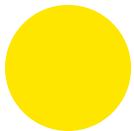
Explain to us what you did in the holidays? I did a 5 day maths camp at Sydney University in the holidays, 1:30pm - 5pm in the afternoon. It sounds boring but it was actually so fun!

Who was there and how did you get in? There were loads of people from around NSW, lots from Sydney and only one other Southern Highlands person! I just applied and then...showed up.

So what did it entail? We revised what we did in the year, learnt some new stuff and did some past papers. All sorts of maths really! It was a really chill environment, everyone was really passionate about maths.

Would you recommend it to as a thing for others to do? Definitely recommend to other people with a passion for maths. They also have loads of other subjects, legal, chemistry, biology e.t.c. You can find it on the University of Sydney website.

By Eva Mackevicius (Year 11)



OSCAR MORAN



What did you get up too this holidays?

I went to the Nationals Schoolboy Rugby Tournament, to play for the combined States side. It involved a 4 day camp followed by a week of games, during the week we played 4 games. We played against New South Wales, Queensland, Western Australia and Victoria.

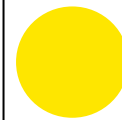
How was the experience?

It was a great experience, I had a lot of fun meeting new players and coaches, as well as catching up with some mates I've met over the past few years.

What did you get out of the experience?

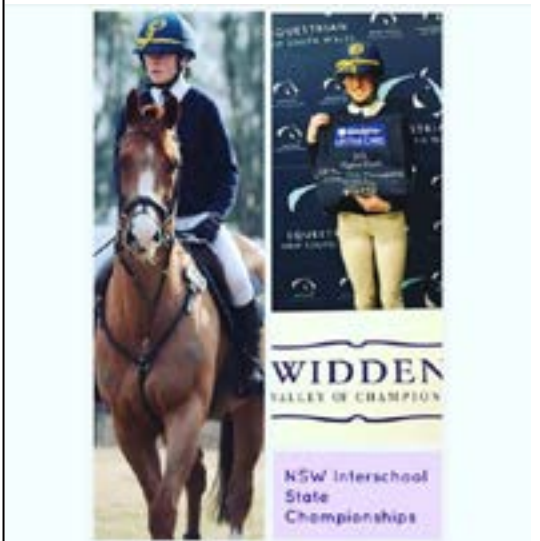
I learnt a lot about rugby both on and off the field. It took away some good lessons about recovery, mobility and all the other one percenters.

By Tom Whyte (Rugby Captain)



EQUESTRIAN

Anneliese Wansey was very honoured to be awarded the Off The Track prize for the highest placing thoroughbred in the NSW Interschools State Championship Combined Training 105cm, riding Lavender Equestrian's, Flash O Fury.



LACHLAN MINEEFF



Year 10 student Lachlan Mineeff, has improved to seventh in the Australian Formula Ford Championship. It is a great improvement after being in eighth place prior to the race at Sandown. The fifth round of the Australian Formula Ford Championship will be held at Tailem Bend, 24-26 August. We wish Lachlan all the best!