

PINOAK

ISSUE 82: TERM 1, FEBRUARY 8, 2019
OXLEY COLLEGE

WELCOME BACK | YEAR 7 ORIENTATION CAMP | JENNY ETHELL ARRIVES

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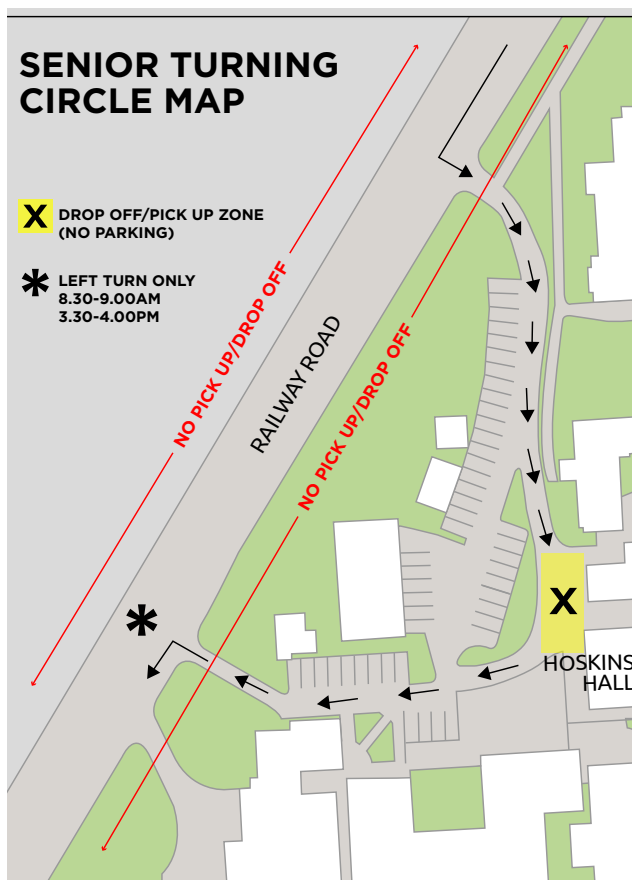
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OXLEY COLLEGE

2018 HSC RESULTS

**DUX: KATHRYN DALTON WITH ATAR 99.25.
10% WITH ATARS OVER 95.**

OXLEY COLLEGE LISTED 85TH IN THE TOP 150 SCHOOLS IN THE STATE IN THE SYDNEY MORNING HERALD RANKINGS.

16.6% BAND 6+ (STUDENTS ON DISTINGUISHED ACHIEVERS LIST) AMONGST OUR 52 STUDENTS.

GABRIEL KOLOVOS ACHIEVED 1ST IN THE STATE FOR HSC MATHEMATICS GENERAL 2 (WHILST ALSO RECEIVING THE CULTURAL AWARD AT OXLEY'S RECENT SPEECH NIGHT). TWO YEARS AGO AMELIA WORTHINGTON ALSO RECEIVED 1ST IN THE STATE FOR MATHEMATICS GENERAL 2.

JULIETTE SWAIN 3RD AND JESSICA DEAKIN 9TH IN THE STATE FOR DESIGN AND TECHNOLOGY.

IN DRAMA 10 OF 14 STUDENTS NOMINATED FOR THE HSC DRAMA SHOWCASE ONSTAGE. THE FOLLOWING GROUP WERE SELECTED FOR ONSTAGE AND WILL PERFORM THEIR PLAY '7' AT THE SEYMOUR CENTRE IN FEBRUARY 2019: LACHLAN BILLINGTON-PHILLIPS, CAMPBELL DE MONTEMAS, CAMERON GRICE, FREYA KENAY, CONOR O'MEAGHER, JACOB SULLIVAN.

IN VISUAL ART AND DESIGN AND TECHNOLOGY, JESSICA DEAKIN'S WORKS HAVE BEEN SELECTED FOR SHAPE 2019 (Q & T) AT THE POWERHOUSE AND ARTEXPRESS AT BATHURST REGIONAL ART GALLERY.

We are really proud of all of our Year 12s. There was a healthy dose of competition amongst them, but there was a much, much stronger sense of collaboration and community. They helped each other, they strengthened each other and they worked so closely together as they scaled the final summit of the HSC. They worked hard but they didn't let the HSC dominate their horizons either. They worked in cafes, played international level soccer, starred in community plays (as well as our school productions) and volunteered in local organisations.

Although we report on the higher level results here we are every bit as proud of our students who achieved significant personal academic growth. We wish them all the best and look forward to hearing about what they achieve in the decades to come.

2020 SCHOLARSHIP PROGRAMME
[▶ OXLEY.NSW.EDU.AU/ENROLMENT/SCHOLARSHIPS](https://www.oxley.nsw.edu.au/enrolment/scholarships)

to think
to dare
to dream

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HEAD OF COLLEGE'S REPORT



Many Colleges and Schools have fortnightly newsletters which are simply a transaction of information for parents and the community. So it has been with great interest I have been following the Pin Oak magazine since my appointment in June 2018, which comes out regularly at Oxley. I am very impressed that rather than a recapture of events by staff, there is great consideration to the liberal education provided by Oxley College and there are opportunities for both students and staff to express their thoughts and opinions on issues that affect us all. It promotes the deep thinking we want students to undertake to develop their individual moral compass and core values so they can take their place confidently in their world and make a difference.

People talk about Oxley as a place of welcome and I can certainly attest to this. Whether it be staff, parents or students I have been particularly captivated with the friendliness of people, the love and passion for the College and the dedication and commitment by staff to each and every student. As you can appreciate I have spent much of the past month reading, observing and talking to people. I have now met with nearly two thirds of the staff, some parents and most of the College Governors to get to know everyone and hear how people see Oxley through different lenses. It has been a very rewarding experience and has been a rich source of information for me to gain an understanding of the distinctive features and culture of Oxley.

I have been very impressed with our young people and their confidence, open personalities and grounded nature. In particular, many have been very willing to demonstrate their bravery by coming up to me in the playground or indeed in the streets and to introduce themselves and welcome me to Oxley. I look forward to getting to know each and every one of the students during the year. I am already building my memory bank of names!

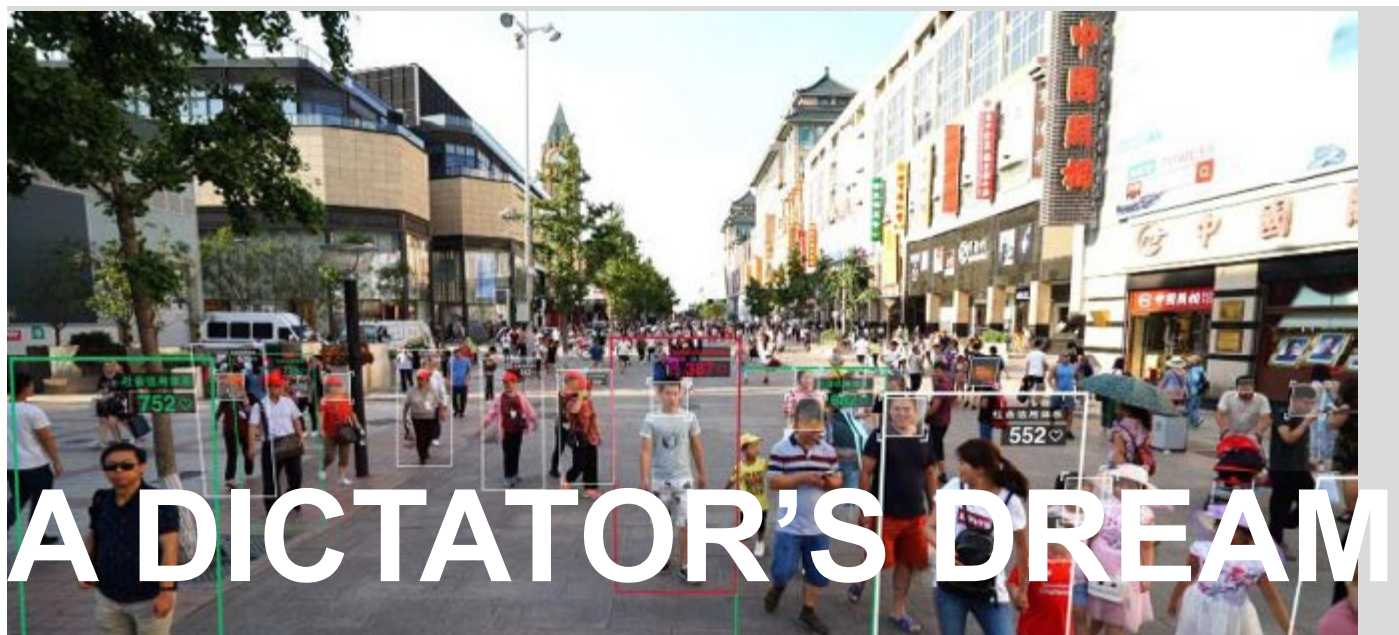
While people bring a school alive it is the distinctive features that really set one school apart from another. The focus on rigour in Academic Enrichment and Enlightenment aligns with my belief that we need to provide a broad education where students are encouraged to be fearless thinkers and compassionate in their learning to become the very best version of themselves they can be. I believe subjects like Cornerstone, Big History and Global Perspectives are all fabulous learning experiences for students to explore this deep learning and I encourage the liberal thinking of all students and staff.

It has been very exciting to learn more about the focus on the value of Humanity and the overseas Service Learning trips as well as Other Learning Experiences (OLE!) and Outback. I also look forward to witnessing the Rites of Passage programme in action as this seems to be one of the highlights in the Year 9 learning programme.

I have always seen education a partnership between parents, staff and students. It is important that we all support each other in our endeavours to care and nurture our young people. I would ask that parents trust the staff members at Oxley - they are highly professional and I have witnessed the deep care and commitment they have for every student. Any decisions we make as educators are always done with the best interests of all students in mind. Should you have any concerns about the progress of your child is making please contact your child's classroom teacher, Tutor or Head of House in the first instance.

I would like to thank the Oxley community for making me feel so welcome and I look forward to getting to know all members of the community over the coming months. Best wishes for a positive year at Oxley.

Jenny Ethell



A Dictator's Dream

The Chinese government have created a rather controversial technology which aims to keep a personal score card for all 1.4 billion Chinese citizens by the year 2020. This social credit scheme can be seen as a way to control the countries' massive population. A quote from the official Party outline states that the programme will progress to "allow the trustworthy to roam freely under heaven while making it hard for the discredited to take a single step."

This authoritarian regime is seen, by some, as a way of encouraging prosperity and hope throughout the nation. Though, others view the programme as wrongly restricting the lives of many Chinese citizens. This article will explore the components of this programme to try and understand how it works.

The credit score consists of several factors. These elements include your criminal, academic and medical records as well as state security assessments. On top of that are the purchases that you make. Buying too much alcohol indicates weakness, so points are deducted. Purchasing nappies shows responsibility, so points are added. If you delay in mortgage or tax return payments, you also lose points. Your love life contributes to your point score too. How you measure up next to all these factors has consequences in certain privileges or punishment. The credit score is out of 800 (other programs 900) and how high your score is determines your freedom. A high social credit means you get VIP treatment when at airports or hotels and it also provides cheap loans and front-of-the-line job and university opportunities. When it comes to low credit scores, it's a whole other story. A low score will result in isolation; effective house arrest. This is because, a low score cuts off the ability to purchase a high-speed train ticket or flight. The system is run by the highly observant 200 million cameras across China in which algorithms are able to dictate your freedom.

The social credit system, in my opinion threatens to devalue aspects of our humanity. This is because, the system incorporates critiquing each action you take, how you do it and your thoughts behind the action. Living is already complex and the fact that another 200 million eyes are watching you scares me. This programme sees failure and basic human qualities as flaws. From all of 14 years I have been living, the one thing I have learnt that will always stick with me is that we learn from our mistakes. Yet how are you able to learn from your mistakes when they are looked down upon instead of encouraged. This system aims to demolish the defects of human kind instead of embracing them to help support and look after one another.

What I love most about writing is the power that I possess to spark conversation and to bring awareness to certain issues going on around the world. Chinas' digital dictatorship is one of them. Will it inspire other countries to implement this system? Before we know it, our world may become an institution of robot-like beings. Or, will our planet inherit order and peace as we are played by the puppet masters. Yet perhaps this world speaks of a greater amount of safety which provides further harmony between beings. This may then have the opportunity to bloom into a world in which doubts and worries are diminished by the simple fact that there are none.

Is a social credit programme the answer to all leader's problems?

In a nutshell, the system comprises of managing a structured society in which freedom becomes the bargaining chip for good behaviour.

By Peggy Holmwood (Year 9)

(Resource: ABC online Foreign Correspondent: 'Leave No Dark Corner' Tuesday 18 September 2018)

TAKE INSPIRATION

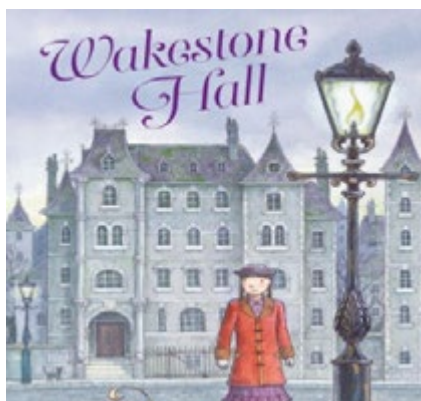


BOOKS

★★★★★

Me Before You

With over 13 million copies sold worldwide, the international best seller romance novel 'Me Before You' by JoJo Moyes is a heartbreaking novel that requires a full box of tissues by your side. A quadriplegic, Will Traynor, had skied, sky dived, snorkelled, climbed mountains and travelled the world before his tragic accident. Ending up in a wheel chair paralysed for the rest of his life, Will decided that this was not the life he had wanted, promising his parents six months before he chooses to end his life. Within the six months, however, he does not know that Louisa, a young happy and bright lady with an interesting choice in clothing, will lose her job at the local café and become Will's new carer. In the six months, she found that she could cheer Will up and make him enjoy life. Louisa even found that she fell in love with Will planning many outings to change Will's mind about ending his life. Will it be enough to change Will's mind though? This tremendous read has been made into a film which was made in 2014 and has two other books in the trilogy. It definitely changes your point of view on life, encouraging you to live boldly and live life to the fullest. It also inspires you to appreciate the opportunities you have and push yourself. Overall it's a very emotional read, and is located in the adult fiction section in most book shops. Although it is adult fiction, I really enjoyed it and I'm sure many others would as well. By Meg Gordon (Year 8)



BOOKS

★★★★★

WAKESTONE HALL

Written and Illustrated by Judith Rossell

Judith Rossell's latest entry in the Stella Montgomery's trilogy is an absolute treasure. Wakestone Hall is a heart-warming, exciting story with exquisite purple-toned illustrations and vignettes that bring the Victorian era to life. Rossell's world is shaded with darkness and brightness and is beautifully written with a powerful message of hope.

Orphan Stella Montgomery's life has been filled with tragedy, drama and heartache. She has discovered new friends, learnt self-reliance and discovered an inner-magical self. Living with her dreadful aunts in Victorian England, Stella is sent to a terrible boarding school whose headmistress has a sinister secret. There are so many regulations, from no-conversation after lights out and no arising from bed until morning. Stella and her new friend, Agapanthus are forced to investigate when one of their friends goes missing. Their dangerous mission leads them through underground passages in slum apartments. Driven by the need to find answers and a sense of belonging, Stella and her friends learn resilience as they rely on each other's abilities.

With five-star ratings and coming from the multi award-winning author, Judith Rossell, fans both young and old will be touched by the end of Stella Montgomery's journey.

By Breanna Billett (Year 8)



MOVIE

Instant Family

When married couple Pete and Ellie decide they want to have a child they look into foster care adoption hoping to adopt a child. When going to a 'Foster Fair' their eyes open to the world of foster care and they feel they must help. But then realising that one child comes with another two siblings things start to get hectic. From having zero children to three they now have a rebellious teenager (Lizzie), a boy who doesn't use his head and is super clumsy (Juan) and a little girl who will only eat chips for breakfast, lunch and dinner (Lita). What could possibly go wrong?

Pete and Ellie have to quickly adjust to the new factor of being parents and having three children to take care of. Jumping through the challenges of court cases, the biological mother of the children and being overlooked by other extended family plus much more. But also having their firsts! Their first dinner, their first night and their first time being called mum and dad.

Instant Family is a hilarious comedy that will make you laugh cry and smile. It covers all family dynamics of difficulties as well as the joy of adoption. Like most movies that are based on a true story, Instant Family has that more powerful and moving factor particularly when the credits role and images of the real families who have adopted or fostered appear on the screen. Based on the Andres family who fostered their three children and inspired the director, Sean Anders himself to make a movie on events from his family. Starring Isabela Moner, Octavia Spencer, Mark Wahlberg, Rose Byrne and Director Sean Anders.

By Lily Magill (Year 9)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

Oxley College has long been a place of welcome, long before my time here and introduction of the "call to arms". It has long celebrated our small, strong community in the heart of the Southern Highlands. Already this year, new students are being inducted into this spirit of inclusion and celebration and their individual voices remind us that the spirit is palpable to all. They are keen to contribute to our place of welcome.

As part of our collective sense of this vital culture, this year we are enhancing the ways in which we foster each child's sense of connection and capacity for generosity and compassion. We know that children (and adults alike) need to feel safe and secure in order to extend that inclusive spirit of generosity to others and that some need to have these skills explicitly taught.

In 2019 we have integrated a number of initiatives into the school week as part of our shared approach to each child, each class and our collective wellbeing.

'Circle Time' will occur each morning to enable each child the space and time to arrive and settle into their day. On Mondays, we will continue to gather as a whole Junior School for morning lines where we will give any announcements and celebrate all birthdays for the upcoming week. On Tuesdays to Thursdays the students will gather in their classes to provide a more intimate check-in, to share their experience in coming to school and their sense of confidence in approaching the day ahead. These 5 to 10 minute gatherings may include some sharing time, personal reflection, philosophical discussion and mindfulness. A focus will also be placed on acknowledging gratitude or acts of "kindfulness" which enhances our sense of contentment and optimism. Our Junior School Assemblies will continue to be held on Friday mornings at 9.00am in the Peter Craig Centre (PCC) and parents are warmly invited to attend whenever they can. Each Pin Oak edition will acknowledge those students whose Learning Journeys or character defining Oxley Values were celebrated at assembly with Merit Certificates. Ms Hope in Student Services will send a secret email to parents of children receiving awards so you can arrange to be in attendance.

In addition we are looking more broadly at the range of endeavours that engender a sense of connection to College, Junior School, House, Stage and Class. Many existing experiences will remain and new additions will be outlined throughout the year.

2019 sees the pilot of a new Personal Development, Health and Physical Education (PDHPE) Syllabus, which gives us the opportunity to expand our programmes in this area to include more contemporary theories such as Mindfulness, Emotional Intelligence, Moral Development, Neuroscience and Wellness as appropriate to each developmental stage.

Weekly Awards:

Students of the Week Learning Journey

K: Max Curr, Albert Herrmann
Yr 1: Ian Phillips, Leo Le Guay
Yr 2C: Ivy Bacon, Oscar Le Guay
Yr 2S: Anna Sutherland, Mariella Vlahakis
Yr 3: Sam Cottle, Sophia Denington
Yr 4: Brigitte Pietsch-Liddell, Miranda Hunter
Yr 5C: Charlie Ryan, Emily Byrne
Yr 5H: Allegra Mineeff, Sam Plummer
Yr 6A: Hugo Findlay, Alec Simpson
Yr 6W: Harry Greenfield, Riley Fergusson

Oxley Values

KL: Amelia Gordon, Luella Sewell
Yr 1: Euan Shedden, Matilda McCarthy
Yr 2C: Zoe Sneddon, Flor Pereira Merlini
Yr 2S: Charlotte Holmes, Aari Poole
Yr 3: Coco Sewell, Fraser Wisken
Yr 4: Joel Sheezel, Alexander Sheezel
Yr 5C: Chris Mansour, Sofia Perin
Yr 5H: Sam Harwood, Aislinn Kenny
Yr 6A: Ben Shields, Madison Walters
Yr 6W: Oscar Sanchez, Xanthe MacDonald



The teachers will look forward to sharing this work at the Parent Information Sessions next week and we strongly encourage everyone who is able to attend. It is a vital opportunity to share in the foci and classroom routines for the year ahead to enhance your child's sense of confidence and chance of day to day success.

These aims for the wellbeing for our students and wider community are particularly pertinent at present as we learn of members of our Oxley family undergoing personal hardship. Please be assured that once we have more clarity about the nature of support that will be most helpful, we will get the word out via our class parent reps to enable us to show the full spirit of community support that is such a distinctive characteristic of Oxley. Wishing you all a wonderful year ahead.



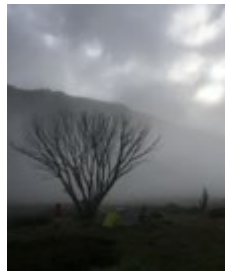
What is so great about Duke of Edinburgh's Award at Oxley?

The Duke of Edinburgh's International Award is a voluntary programme that has been enriching the lives of young people since 1956. Participants design their own unique programme that challenges them to set and meet goals, while forging qualities of strength, resolve and commitment. Open to young people aged 14-25, the programme is run in over 140 countries and is available at Bronze, Silver and Gold levels. At each of these levels, there are four sections – Skill, Service, Physical Recreation and Adventurous Journeys. Additionally, the Gold Award has a fifth section – the Residential Project.



Jess Malcolm

I participated in DOE, honestly because it looks great on resumes, however, I got a lot more than I anticipated out of it. With DOE, I've learnt how to play numerous instruments, teach little kids and improve my sports skills in a variety of sports. In the future, it will look great when applying to jobs, universities, etc, but I will also benefit from gaining essential life/survival skills. In the beginning, I thought the hikes would be quite hard, and a little bit of a drag, but they are the best thing about the award! I had never really done any hiking and camping before DOE, so looking back, I have gained much knowledge from the hikes and many memories. When I started DOE, I found that a lot of the activities I needed to do, I was already doing anyway, so there wasn't a lot of change that I needed to make to complete the award. Year 9, if you're thinking about doing DOE, grab a friend and do it together, you really won't regret it!



Jade Gillis

My name is Jade Gillis, and I am soon to complete my Gold DOE Award. I joined the programme in Year 9, not because I wanted to snag a possible ATAR point if I completed Gold, or because I thought it would look great on my resume, but because of the hiking appeal. Of all the six hikes I have done since Year 9, I have thoroughly enjoyed the challenge that each and every one has presented, and not to mention some of the stunning views I have witnessed with some pretty amazing groups of people. The skill and physical recreation component was something I already covered in my day to day school life, however the service component to the community proved to be a very engaging and rewarding factor of the award for me, as I was able to take part in Rotary BBQ's as well as stage managing and spot-lighting for the school musical and HSC drama. To anyone who is thinking of starting DOE in Year 9, give it a go and then stay on top of it, because trust me on this, completing the award is a truly fulfilling and worthwhile experience.



Eva Mackevicius

I thought it might be fun when I was in Year 8...once I started I wanted to finish the whole thing!

The past few hikes I have gone on have been some of the best times of my life, strangely enough. They are hard and sometimes we question why we even do Duke of Ed but that just makes them all the more rewarding and a genuine bonding experience. There is definitely something to be said for consistently working on a service, skill and form of physical recreation... it takes persistent work and effort but an undeniable sense of fulfilment is gained.

The adventurous journeys have taught me some pretty interesting things about the great outdoors. I'll forever be prepared for a lightning storm and don't think I'll ever forget how to read a bearing.

The biggest challenge is some of the hikes have been on the first or second day of holidays. That's pretty rough when everyone else gets to wind down, but they always end up being worth it!

What would you say to a Year 9 student who is thinking about beginning DOE? Give it a shot, and don't give up when it gets rough! It feels so good to finish it!

Bridget Drewett

I thought DOE would be a great and rewarding experience! I wanted to try new things and push myself. I really wanted my service that I was already doing (firefighting) to count for something, as well as being able to go on amazing hikes. The Duke of Ed award is also an impressive achievement which is internationally recognised. I love my service (firefighting)! And I love the team spirit which is shown and demonstrated during the Duke of Ed hikes. I have learnt resilience from my Duke of Ed hikes. To push myself to keep going even when all odds are against you. From my skill, physical and service, I have learnt about dedication. To try my best at everything I do. On a superficial level, the Duke of Ed award will give me an internationally recognised achievement on my resume, as well as give me extra ATAR points. But on a deeper level, it has really driven me to keep up with community service in the future. The hardest part has definitely been the Silver and Gold hikes, even though I have enjoyed them immensely, they have been very physically and mentally taxing.

What would you say to a Year 9 student who is thinking about beginning DOE? I would say that it is very beneficial, on paper and personally. You learn so much about yourself and the wider community and it is really fun if you do what you enjoy and make the most of it.



Eleni Connell

I participated in DOE because it pushed me to reach my full potential, developing strong leadership and team building skills. The thing I have most enjoyed is the benefit it has had on my physical and mental health. "It's rewarding", that the pain in your legs struggling up the last couple steps will be worth it when you reach the top.

I think DOE will help me in the future because the skills I've learnt will teach me in later years that teamwork is mandatory in succeeding.

The most challenging thing for me has been logging hours, keeping a track of the physical, skill and service hours. Paperwork!

What would you say to a Year 9 student who is thinking about beginning DOE? DOE is an experience that only comes around once. You learn and feel the satisfaction of helping those who need it through service. Doing valuable work for other people is at the core to the DOE values.

Lucia Pinn

The things I have most enjoyed from DOE are the friendships and the physical hikes. I have loved the hikes, they are challenging both physically and mentally but the amount of amazing memories you make outweigh the challenges. Even the bad hikes just turn into an unforgettable experience. You create new friends who you become really close to throughout the programme and without them I still wouldn't be doing Duke of Ed. I have honestly just enjoyed the challenges on the hikes as they have come along because they have left me with fond memories.

For me, the biggest challenge has been finding time to do the actual logging for the award, even though I completed the hours, it's just putting time aside to do the computer work.

What would you say to a Year 9 student who is thinking about beginning DOE? Do Duke of Ed! You will not regret it, it is loads of fun. It teaches you resilience and creates unforgettable bonds and memories between your peers. It is also very rewarding when you finish!!!!

Latest Hike Report

Silver-Gold Duke of Edinburgh's Award Hike Report December 2018

At the beginning of the last holiday, 23 Year 9-11 students set off to walk in the Munyang Valley in Kosciuszko National Park. For some it was their final Gold hike, while others were beginning Silver. For all, the fatigue that comes at the end of a busy year and the extreme weather, proved the biggest challenges. Yet, despite constantly changing route plans and enforced delays, the group completed the four day expedition relatively unscathed and with typical Oxley grit and spirit! Highlights included conquering Australia's highest peak outside the Main Range, rafting the Dickie Cooper Creek on air beds, drying out in front of blazing fires in the mountain refuge huts, games of 'Camouflage' at White's River, ghostly stories at the Schlink 'Hilton'(!) and the relief of the final downhill stretch to the finish and a long anticipated lunch at Maccas! Less agreeable experiences were becoming saturated within minutes of the start, bush-bashing across hidden rock hazards, dodging the Copperhead snakes, sharing a soggy lunchtime with another group of school students and falling in the swollen creeks!

Many thanks to Jenni Rees for her usual enthusiasm, care and fortitude, to our indomitable Land's Edge instructors Ashley and Mitch and most of all to the students who made the expedition so much fun and enjoyable.

By Tim Dibdin (Duke of Edinburgh's Oxley Award Leader)

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

Welcome back to all Oxley families on behalf of our wonderful teachers. It has been so good to see our students arrived looking excited, relaxed and ready to learn. We talk often about the fact that a school is not alive without children, so while we teachers relished the time to plan over the break, this last week has been the best bit for us!

2018 HSC

There is also nothing like a headline from the Sydney Morning Herald to encourage us in our work at Oxley. We strive here not only to be local and regional, but also to be global in our ambition to provide the best education possible for all our students. There is a link to the article below but basically Oxley was named as:

'Dramatically effective': Five Schools Top Most Important HSC Honours

They might not be leading the HSC honour roll, but five schools have topped the state on what many experts consider a more important measure.

A Herald analysis of five years' worth of HSC data identified the schools that have shown significant and sustained improvement to climb from the middle of the pack in 2014 to the tightly-held top 100 in last year's results. Experts say improvement is a better indicator of school quality than achievement. SMH 29.1.2019

<https://www.smh.com.au/education/dramatically-effective-five-schools-top-most-important-hsc-honours-20190123-p50t6e.html>

The article speaks to our goal to continue to build the quality of our school through constantly evolving and refining our focus on "what works best" in learning and teaching. We continue to work actively with world-class experts who often remind us of how "ahead of the game" we have been with our Visible Learning strategy, in the introduction of our "Distinctive" curriculum, of our openness to feedback and to work as genuine learning community, with all the challenges, bumps and that that

can bring.

We are incredibly proud of our students, parents and teachers, who have all worked together to bring about an extremely successful outcome for our 2018 Year 12 HSC cohort. Students continue to let us know how happy they are, how many doors are open to them and how excited they are about their futures – all that we can ask really!

Elevate Study Skills

We have begun the year with the first of our series of Study Skills sessions, provided by Elevate. Many parents will be familiar with the reason we use this company – young dynamic presenters, not long out of school themselves, successful learners wanting to share their knowledge of the best way to study. Initial feedback from Year 8, 9, 10 and 12 students is that they found the sessions useful, interesting and immediately applicable to their studies.

Parent Information Sessions – Week 3

Next week Senior School parents are invited to the Orchestra Room for a series of Information Sessions. These provide broad brushstrokes of the year ahead, including an overview of curriculum and pastoral priorities. Presentations will be provided to those unable to attend.

Learning Engagement Team

This team was previously known as our Learning Support Team and we have moved to their new name to reflect the nuanced and collaborative nature of their work to support all students to approach their learning with motivation and the necessary skills to engage with increasing independence in the learning experiences. Mrs Ismay and the team will continue to support students, teachers and families in seeking additional support for students through our referral process that is made via the class teacher.

Speeding

Minimum Fine

\$196 + 2 Demerit Points

Road Rule 20

Bus Zones

Buses Only or Penalty Exceeds

\$337 + 2 Demerit Points

Road Rule 183 (1)

No Parking

Penalty Exceeds

\$187 + 2 Demerit Points

Road Rule 168 (1)

No Stopping

Penalty Exceeds

\$337 + 2 Demerit Points

Road Rule 67

Help ensure our children are safe in school zones

Parking rules exist to keep children, parents, carers and teachers safe, as well as minimising speed and traffic queues around schools.



You too, can help familiarise yourself with the parking restrictions around your school and teach your children to be safe around traffic.

YOUR GUIDE TO

School Zones



A road safety initiative of Wingecarribee Shire Council as part of Local Government Road Safety Program.

Wingecarribee Shire Council
Civic Centre, 68 Elizabeth Street
Moss Vale, NSW 2577
P: 02 4868 0888
www.wsc.nsw.gov.au

Park safe, stay safe
Help keep all our children safe in school zones
Working with you for a safer community



Fines current at time of printing in September 2018

For a full list of penalties and offences, please visit

<http://www.rms.nsw.gov.au/documents/roadsafety/notes/demerits-school.pdf>

10

Deputy Head Pastoral: Mark Case

Courage, Humanity, Justice & Wisdom: Year 7-10 Merit System

You may have noticed that these four qualities above feature on each week of the school year in your child's diary. In the past, teachers have provided positive reinforcement and feedback to students informally and frequently. However, Oxley has not, until now, had a more formal and regular system to explicitly acknowledge and recognise students for demonstrating the character qualities and values that we want our students to develop. Rather than simply rewarding 'effort', the new merit system seeks to link positive actions with character qualities. Teachers have an important role to play in this regard: "Teachers are a big influence on their student in their day-to-day interactions and the simple attention to wording of positive reinforcement makes a difference" (<https://positivepsychologyprogram.com/what-is-positive-education/>). Students may receive a merit for their persistence in completing a challenging academic task (Courage), helping a friend who is hurt or upset (Humanity), showing curiosity in going further in a research task (Wisdom), or loyalty in their supporting a team on Saturday despite being injured (Justice).

Courage – integrity, persistence, enthusiasm

Humanity - kindness, respect for the natural environment, social awareness

Justice – citizenship, teamwork, loyalty

Wisdom – curiosity, creativity love of learning

In awarding a merit, teachers will place a sticker in the student's diary on the relevant day and enter a brief comment, indicating which of the four values have been demonstrated. Tutors will keep a record of merits in their weekly diary checks and these will be monitored by Heads of House.

Year 7 Camp

A crucial aspect of student wellbeing is connectedness to their school. It is very much with this in mind that we run a Year 7 Camp at the start of the school year, attended by all new Year 7 students, their Heads of House and Student Leaders. The two-day Year 7 Camp was held at Attunga, in Canyonleigh on Thursday and Friday of the first week of term. From archery to leaping off a high platform, from the flying fox to swimming, the students enjoyed getting to know others in their House and across the year group. Whilst storm conditions prevented us from embarking on our evening bush walk and camp fire, the Student Leaders put on an excellent evening of entertainment and activities to help the students feel part of the Oxley community.

Pick up and Drop off Changes – Second Driveway

As announced in the parent pack at the start of the school year, the second driveway in to the College can be used to access a new Senior student drop off and pick up zone (formerly used by the buses). I am appreciative of all those parents who have already adjusted to the new arrangements. Parents are reminded that pick up and drop off is not available on Railway Road, in either direction, within the School Zone. As indicated by the signage, cars exiting the second driveway must turn left only on to Railway Road between 8.30am and 9.00am, and 3.30pm and 4.00pm. No parent parking is available via the second driveway. If your child is not present in the pick up zone, parents are asked to exit the school on to Railway Road and re-enter the second driveway, having utilised the turning bay at the end of the road. Parents are asked to follow these protocols for the safety of all of our students.

See Senior Turning Circle Map on page 2.

REGULATORY & TRAFFIC ZONE SIGNS		COMMON PARKING VIOLATIONS	
Bus Zones What does this mean? No stopping or parking permitted. Can only be used if driving a bus. Why is it there? To provide a safe place for buses to set down and pick up passengers. Drivers parking in bus zones put lives at risk by forcing buses to double park and out of 'their' designated safety zone.		No Parking How to Use? You can stop here for a maximum of two minutes to drop off and pick up passengers. You must stay within three metres of your vehicle at all times. Why is it there? To provide a safe place for children to be set down and picked up without endangering other children and increase parking turn over during busy school times.	
SCHOOL ZONE 8 - 9:30 AM 2:30 - 4:00 PM SCHOOL DAYS 	Children Crossing Hand held stop signs at children's crossings must be obeyed. PENALTY EXCEEDS \$561 + 2 Demerit Points <small>Road Rule 170(1)</small>	No Stopping What does this mean? You cannot stop in this area for any reason. Why is it there? To keep sight lines clear for drivers and children so both have more time to avoid accidents.	
		Parking Across Driveways and Footpaths You must not stop your vehicle across a driveway or footpath in a school zone, not even to drop off or pick up students. PENALTY EXCEEDS \$337 + 2 Demerit Points <small>Road Rule 198(2)</small>	
		Stopping in Intersections You must not stop in an intersection. PENALTY EXCEEDS \$448 + 2 Demerit Points <small>Road Rule 170(1)</small>	
		Double Parking You are not permitted to stop on a road between the centre of the road and another vehicle that is parked at the side of the road, to wait or pick up or drop off passengers. PENALTY EXCEEDS \$337 + 2 Demerit Points <small>Road Rule 189</small>	

WELCOME MRS ETHELL

When I was first asked to interview Oxley's new Head of College, I admittedly felt both nervous and excited, anxious to see if everything I had read about Mrs Ethell's professionalism, character and leadership could really be true. Yet my apprehension instantly melted away as soon as Mrs Ethell beckoned for me to enter her office, a broad smile playing across her face.

She began by praising the Oxley community, especially staff and students, who had so kindly welcomed her to the area.

"Oxley really is a place of welcome...I've been really impressed with the openness of the young people. Their bravery in coming up and shaking my hand and looking me in the eyes."

She confirmed the dedication of the Oxley staff, establishing how "they are incredibly professional, passionate about education and Oxley College and I think it is really clear that they have a deep commitment – and care deeply for – every student in the school."

She emphatically stated that "everyone seems to have a real sense of belonging. So that strong sense community I think is probably what has really impressed me" – a tribute to the often-taken-for-granted, unique Oxley relationships and sense of identity forged by everyone who passes through the school.

Mrs Ethell surprised me when I asked her what had made her choose a career in education. "I wasn't going to go into education," she said, "I wanted to do a Bachelor of Business and Agriculture. The further I got through my degree the less I thought I wanted to do teaching. But I also thought that if I didn't do it I might regret it when I got older." She paused a moment, before smiling warmly and continuing her tale. "So I did my teaching and I have to say I fell in love. It was about making a difference, about being privileged to influence and shape people."

I was curious to know what had changed the most about education since she began teaching. Instantly, she replied "Technology. Technology has changed the face of learning. Number two I think we now teach for understanding more so than just knowledge. And because our world is changing so rapidly we have to teach for understanding rather than just knowledge because we can all Google facts and we can get knowledge but it's actually important, that deep understanding."

"Ultimately I believe education is about relationships and developing a love of learning in young people", she confirmed.

I asked her about her upbringing – had she always been as passionate about education as she is now?

"My mother finished school at Year 10 and my father finished school at Year 8. And it was my mother that really pushed me and pushed us all to go to university. And she was the one that really supported us", she said, her voice inflected with gratitude. "I had great fun at school, I loved school so, you know, it was a happy place. And I have happy memories."

I was inquisitive what her motive for coming to Oxley was. Surely, with two daughters and a mother in Perth, she would be reluctant to leave the life she was accustomed to? But Mrs Ethell met my queries with an assertive answer.

"I knew the school [I was at] and I've been there for 16 years. So I knew I wanted to make a change. And there were some strict criteria I had. I wanted to get back in touch with kids. I wanted to come to a small school. I had the blessing of a regional education so I wanted to give back. Because my children live all around the world, I wanted to be within approximately two hours of an airport, but regional was really important for me."

Her next remarks were especially noteworthy.

"And I wanted to come to a place that was ahead of the game. That was dynamic. That was doing and was going places and

doing exciting things. And that's really what appealed to me about Oxley."

Feeling obliged to ask the question on everyone's lips, I gestured to the long-standing Pin Oak out the window. "Do you have aspirations or a vision for Oxley's future?" I asked, anticipating another insightful answer.

Mrs Ethell confidently launched in to her reply. "Mr Parker has done a fabulous job of lifting academic rigor and enlightenment and he has introduced some distinctive programmes within the school. I want to send the foundational roots deeper because we're a maturing school so that then the foundation won't move but it will continue to grow."

When asked what the role of a Head encompassed, Mrs Ethell paused a moment, considering the way to best describe her answer - "I think the role of the Head of College is to provide the vision and help develop the culture. It's been like an orchestra conductor. You have to get everything working in beat to make a beautiful sound."

Eager to potentially adopt some of her keen wisdom, I questioned Mrs Ethell what her advice to students would be. Her reply was simple but astute. "Dream big, and dream about the world being a better place, but also dream about your place in the world."

"Work hard because nothing comes without hard work."

"But I think our world needs compassion and kindness. So be kind and caring and inclusive to others."

When asked what traits she admired most in a person, Mrs Ethell contemplated the query for several seconds before declaring, "Honesty, kindness and zest." Pleasantly surprised by her choice of characteristics, I asked, why zest? "You've got to have a bit of spunk," she chuckled.

Next, I asked what skill she would like to master, and if she had any hidden talents she was keen to divulge. "I started to learn to fly. That's always been a bit of a bit of a passion and I would love to pick that up at some stage. And I'd love to be as good a cook as my husband."

"I ride a motorbike, I ride a pushbike, I cycle, we have motorbikes. I sew. I made my wedding dress so I can make clothes and sew - not that I get much time! I can water-ski, cycle, but snow skiing is not my thing!" she finished with, her humorous side showing.

Mrs Ethell finished by acknowledging her bucket list for the future. "Oh, what's on the bucket list... to walk the coast to coast in the UK. I've walked the Camino de Santiago in Spain which was 780 kilometers. 31 days back to back. Loved it!" she exclaims, her face lit up with passion. "So walk the coast to coast in the UK. And see the Northern Lights."

I have no doubt that we are incredibly fortunate to have attracted such an eminent leader. I anticipate great things ahead from Mrs Ethell and Oxley College, and would like to acknowledge and thank her for her willingness, participation and openness towards this interview.

By Ava Lambie (Year 10)



WHAT'S HAPPENING?

IN THE WORLD...

NATIONAL



AUSTRALIAN OF THE YEAR AWARDS

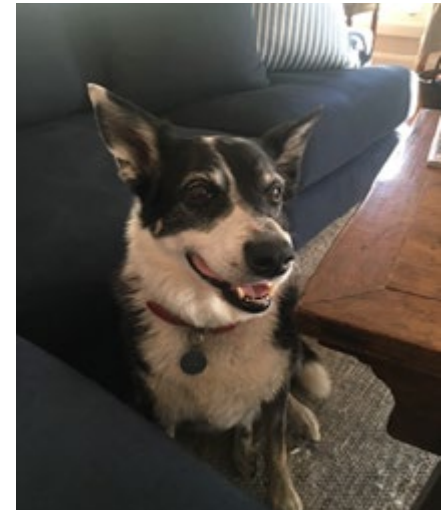
On Friday 25 January, the Australian of the Year Awards commenced in Canberra. There are four different categories: 'Australia's Local Hero', 'Young Australian of the Year', 'Australian Senior of the Year' and the biggest award: 'Australian of the Year'. The awards recognise Australians and their greatest achievements and contributions to Australia. All awards were presented by our very own Prime Minister Scott Morrison. (Sco Mo)

Awards: Australia's Local Hero Award went to Kate and Tick Everett parents of Dolly Everett who tragically took her own life due to cyberbullying in 2018. Tik and Kate founded 'Dolly's Dream' to create a positive legacy for their daughter Dolly. This has created more awareness from government and the people of Australia about how serious bullying and cyberbullying really is.

Young Australian of the Year was presented to Mr Danzal Baker known for his rapping as 'Baker Boy'. Rapping in his indigenous language 'Yolngu Matha' he raps "To inspire Indigenous youth to embrace their culture and take up leadership positions."

Australian Senior of the Year was given to Dr Suzanne Packer for her work as a paediatrician since 1972. She has worked hard to advocate for the rights of children. Suzanne has also been a leader for child abuse prevention.

Australian of the Year was awarded to both Dr Richard Harris and Dr Craig Challen for their heroic work in saving 12 boys from the Thailand soccer team who were trapped in the flooded caves in Thailand. Both cave divers alongside the international rescue team were able to get the whole team plus the coach out of the caves alive and well. By Lily Magill (Year 10)



FAREWELL LOLA

If you've spent anytime on the oval you've probably been greeted by the friendly face of Boarder Collie Kelpie Cross - Lola. Lola came from Robertson then lived in Glebe from when she was a puppy until the age six, when she was adopted.

A Burradoo local - Lola loved visiting Oxley whether it be for a quick game of soccer on the oval, a quick dip in the water near the music rooms or of course looking for scraps of food and attention. Despite how much she was at the college Lola was always home in time for dinner! Despite her playful demeanor Lola was actually almost 15 years old (The same age as most Year 9s!) Unfortunately with age Lola's physical health began to decline and she was put to rest on Sunday 16 December 2018. I'm sure we will all miss Lola's goofy hijinks around the college and I'm sure there's plenty more games of soccer to be played in doggy heaven.

By Pearl Bendle (Year 10)

LOCAL LEGACY REOPENED



Just in time for the scorching heat that the Southern Highlands have been experiencing Mittagong pool has re-opened! The swimming centre was shut back in 2016 due to extensive damage from an extreme east coast storm that hit the Highlands hard.

Duncan Gair, the Wingecarribee Shire Mayor Councillor reported "Mittagong Swimming Pool is not only the Shire's oldest public swimming pool but arguably one of the prettiest" (Southern Highlands News, Monday 14 January 2019).

Records indicate that the site of the pool has been used from as early as the 1870s for recreational swimming. It was officially opened in 1931 and as the years went on the baths were transformed in 1959 into an Olympic sized pool. The structural integrity of the pools have now been improved so as to be more prepared for extreme future downpours.

So, I highly recommend to go and check the pool out for yourself and enjoy the beautiful atmosphere whilst recalling the community's vast history behind it.

By Peggy Holmwood (Year9)

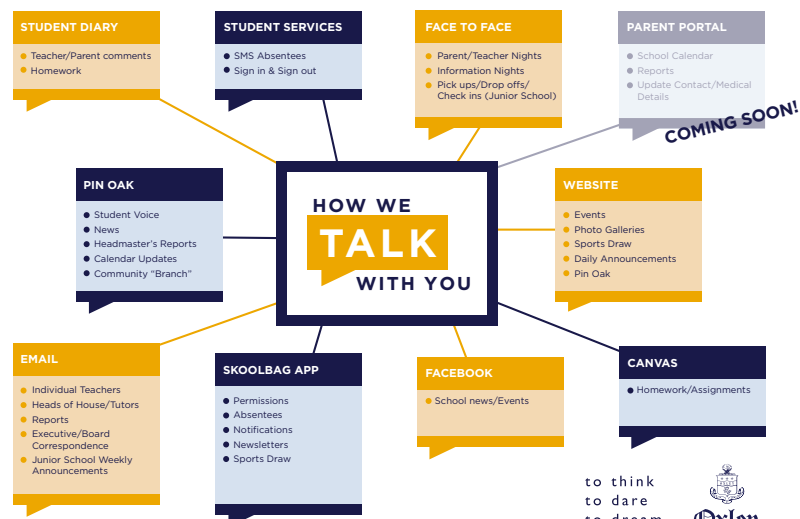
GALLERY



FEBRUARY CALENDAR

	Mon 11 Kindregarten Information Session Scholarship Applications Close	Mon 18	Mon 25 SS Swimming Carnival Wet Weather Date Y12 Student Parent Teacher night
	Tue 12 Y9/Y11 Information Session Orchestra Room Y9 DOE information session Library Y2 information session	Tue 19	Tue 26
	Wed 13 Y7 information session Orchestra Rm Y3/ Y4 information session	Wed 20 Y1 information session JS	Wed 27
	Thu 14 Y8/Y10 information session Orchestra Room Y5/Y6 information session EXC: Y11/Y12 Onstage, Seymour Center	Thu 21 JS Swimming Carnival SS Twighlight Swimming Carnival	Thu 28 SHIPS Swimming Carnival Bowral Pool
Fri 08 Welcome Drinks, 6.30pm - 8.30pm	Fri 15 K-12 Welcome Assembly for Head of College, Jenny Ethell, 9.00am	Fri 22 SS Swimming Carnival Y5 Design Excursion Wollongong	Fri 01 Y8 Medieval Feast
Sat 09 ISA Sports Round 8	Sat 16 Scholarship testing ISA Sports Summer Round 9	Sat 23 ISA Sport Summer Round 10	Sat 02 ISA Sport Summer Semi Final
Sun 10	Sun 17	Sun 24	Sun 03

HOW WE TALK WITH YOU



TIGHTROPE

Staff on hand in the Library to help

with homework, Canvas, etc

Tuesday and Wednesdays

3.30pm - 5.00pm

Maths Help

Tuesdays

Himalaya Room 6

8.00am

Just turn up!

NEWSFLASH



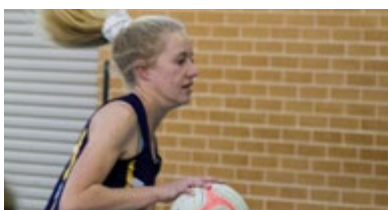
YEAR 7 CAMP

On Thursday and Friday of Week 1, the Year 7 students travelled to Orientation Camp, held at Attunga camp, Canyonleigh. The purpose of the camp, was to bond with their peers and work in teams as well as individually encouraging them to try new things and push themselves out of their comfort zone. The students stayed in small cabins and participated in many recreational outdoor activities with their Houses. These activities included Raft building, Archery, initiative games, swimming and the scary but extremely fun 'power fan'. The 'power fan' is a 13 metre pole where students are encouraged to climb up using side rungs to reach a small platform where students push themselves out of their comfort zone and jump off. Overall, the Year 7 students had a fantastic time at camp and it has made a great start to their first year of High school.

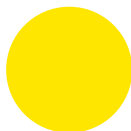
By Meg Gordon (Year 8)



'The highlight of my camp was the power fan, the food and making a lot of new friends. It has really given us a chance to bond with one another and work in teams as well as individually. Year 7 camp has helped us to push ourselves and encourage others to as well. It has made a great start to high school at Oxley' – Annalee Watson, (Year 7)



EMILY BOW



Emily Bow has been selected for the under 17s Regional Development Talent Netball Squad. I've asked the following questions to learn about her netball experience as well as her overall connection and love for the sport.

Q. What does being selected for this squad mean to you?

Emily: I was really surprised when I was offered a position in the squad. It was a massive surprise but definitely a good one. Being selected has definitely boosted my confidence and it really means a lot to me. I am excited to learn more from new coaches and players.

Q. When facing challenges in Netball what empowers you to overcome them?

Emily: Because Netball is a team sport and everyone's role is so distinct and important, when challenges arise I work hard to overcome them as I don't want to let down my coach, teammates or myself.

Q. Have you always played Netball, if so what has kept you playing?

Emily: Yes I have played netball since I was six and the one thing that has really kept me going is my genuine love for the sport, I couldn't imagine not playing it. I have also been exposed to so many great coaches and players who have increased my passion and drive to continue playing.

Q. If you didn't play Netball, what other sports might you be interested in having a go at?

Emily: I can't really imagine playing anything else, but I do enjoy playing Basketball for the school so I would probably give that a go.

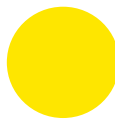
Q. What are your goals and aspirations for your future in Netball?

Emily: Mainly, I hope to keep improving my game and continuing to have fun when I play. If I happen to advance into higher level squads then that is an added bonus.

Q. How would you advertise the sport to younger people who might be interested?

Emily: Netball is open to everyone to come and play no matter your skill level or age. It is a very welcoming sport and has a great culture surrounding it in which you can play with many different people and create strong friendships.

Peggy Holmwood (Year 9)



ORIENTEERING COMES TO OXLEY



Orienteering is a sport where you run around and try to find controls which are like checkpoints. You have a map and a compass so you know which way to go and you know where the controls are by reading the map. You use an SI stick, a short plastic stick that tracks your time to each control. There are different courses for different abilities from very easy to hard.

I like orienteering because it is fun and you can challenge yourself no matter how fast or how slow you are. We let everyone have a go and there is always a course for everyone any age. At Christmas my family and I went to Sydney to run in the Christmas five days, an event with over 300 competitors. Day 1 was at Milsons point and I got to run under the harbour bridge, Day 2 was at Centennial Park, Day 3 was at Beacon Hill, Day 4 was at Cardinals Palace in Manly and the last day was at the University of Sydney. 2018 was the first time I completed courses on my own without any help at all from mum or dad so it was nice to end the year with five fun events even if it was very hot!

This year is going to be really exciting because the 2019 NSW Schools Orienteering Championships (sprint discipline) is being held right here at Oxley College. There will be students from lots of different schools running around the school looking for controls. The event is not until September so if anybody wants to try orienteering, there is plenty of time to get some practice in. Visit www.shoo.org or www.boldhorizons.com.au for further information on orienteering and upcoming events in the local area.

By Rory Shedden (Year 3)