

PIN OAK

ISSUE 96: TERM 4, NOVEMBER 1, 2019
OXLEY COLLEGE



JUNIOR SCHOOL

OTHER
LEARNING
EXPERIENCES

PIPE BAND

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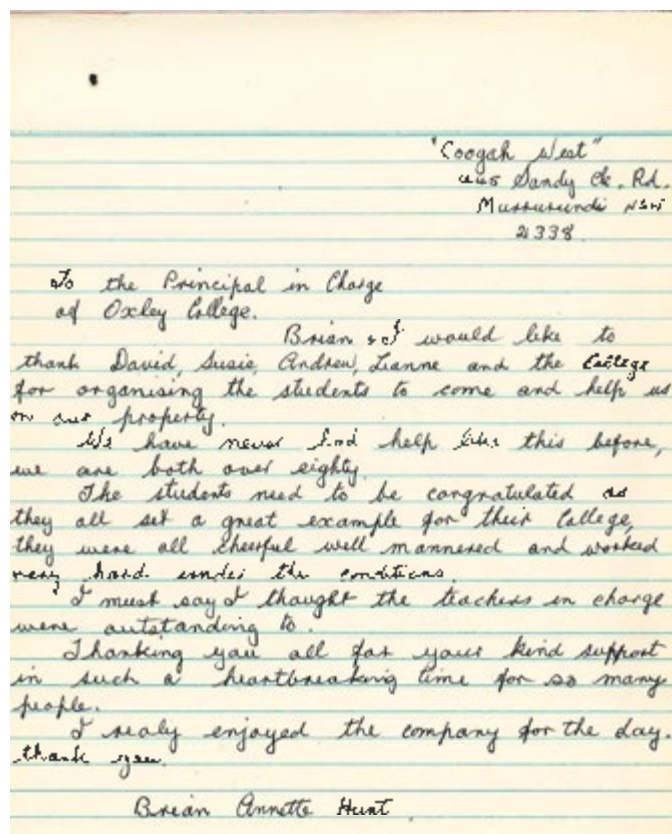
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DROUGHT RELIEF



MONSTER FOOD DRIVE

23 October
-
8 November
2019

More than 4800
people, including
1080 children, now
access food
support from the
Asylum Seeker
Centre.

**Let's help fill the
shelves at the
Asylum Seeker
Centre!**

Collection Points:

- **BOWRAL**
Bowral Church of Christ
55 Wingemah St, Bowral. Mon-Fri 10am-4pm
- **BURRADOO**
Oxley College, Railway Rd, Burradoo.
School hours only
Hartzer Park Conference & Retreat Centre
25 Fringe Park Blvd, Burradoo.
Mon-Fri 8am-4pm
- **HILLTOP**
Hilltop Public School, 12 Linea St, Hilltop.
School hours only
- **MITTAGONG**
Mittagong Veterinary Hospital
109 Main Street, Mittagong.
Mon, Fri 8.30am-12.30pm
Sat 9am-12pm

DONATION

HEAD OF COLLEGE'S REPORT



Dear Parents,

I am sure if you have visited the College in the last couple of weeks you will have seen some changes including new umbrellas providing shade and a seating area for students in the courtyard outside 'Off the Shelf' Coffee shop and of course the installation of the new playground for the Junior School. Whilst it has been a long time coming we are hopeful it will be completed over the next few weeks and the children will get to enjoy it over the remainder of the term. They are certainly excited about the height of the slide and it will be both exciting and challenging for the students. We are happy with how it is blending into the environment and how our vision is coming to fruition. None of these new additions would be possible without the valuable support provided by the parents through their contributions to the P&F fundraising. The support of the College's 'Wishlist' by the P&F has been outstanding this year and the College is very fortunate to have such an engaged and supportive parent community. On behalf of the staff we would also like to thank all the parent representatives that helped out with the morning tea for all College staff on World Teachers' Day last Friday. Our staff are highly professional and dedicated to the students of Oxley College and I know they felt very appreciated and supported by both the morning tea and the cards written by our student leaders.

Last term we asked our parents, students and staff to undertake a survey around Technology at Oxley College. This survey has been extremely useful to help us with developing our strategic direction moving forward. Some of the feedback from our students and parents included:

Students	Parents
<ul style="list-style-type: none"> Students currently use both Mac (83%) and PC (17%) devices. They liked having the choice of device. 	<ul style="list-style-type: none"> Parents like the BYOD environment but would like more advice around specifications of machines to purchase for students.
<ul style="list-style-type: none"> 37% of students said they use their device every lesson. 58% use it every day. 	<ul style="list-style-type: none"> Some parents expressed concerns about their children spending too much time on devices. Was it being used for 'everything'?
<ul style="list-style-type: none"> 70% of the time teacher decides when and how device is used. 	<ul style="list-style-type: none"> Only 55% of parents had accessed Canvas to see what their children were using.
<ul style="list-style-type: none"> Majority of Students were happy with how technology was used in their classes. 	<ul style="list-style-type: none"> Parents were keen on a parent portal especially for; accessing reports, calendar information, communication regarding students, online payments to assist with communication.
<ul style="list-style-type: none"> Having multiple log on and passwords for different resources makes it difficult for students to access what they need efficiently. 	<ul style="list-style-type: none"> Parents would like options for Text Books to be available in both hard copy and online.
<ul style="list-style-type: none"> 56% of students said they needed to use technology for homework every day. 	<ul style="list-style-type: none"> Positive feedback about educating students to be cyber safe.
<ul style="list-style-type: none"> Students felt that there is generally a good balance between digital and face to face teaching and learning. 	<ul style="list-style-type: none"> Parents wanted greater focus on effective use of technology to ensure students were on task and not wasting time.

I am unsurprised by any of the feedback from students and parents and as an Executive we are in the process of developing plans for 2020. While the development of a clear strategy for the use and integration of technology at the College will take some time, the plan is for it to be finalised in early 2020 and to commence implementation. In the meantime we will continue to build on our strengths as well as take this opportunity to address some of the concerns raised. As part of this we have taken the following actions;

- 'Bring Your Own Device' Specification Information is being updated to ensure that it will suit the needs and requirements of the students for use at the College. This will be valuable to both new students and for those needing to update their devices.
- Students will purchase their Text Books through an Australian Company, Box of Books and will be provided with the option of purchasing eBooks or paper texts. If parents choose to purchase physical text books they are bundled with the eBook and shipped to your home address.
- Year 7 students will be undertaking a new subject in 2020 which will be called L2L or Learning to Learn. This will ensure we have a systematic and planned way to introduce our students to the ethical and effective use of technology for their learning.

As a College we will be continuing our development of CANVAS, our online learning system, to support our students and parents. We will be developing clear policies and standards for the use of CANVAS so students and parents are offered a more effective and improved user experience for each subject they are studying.

A longer term goal will be to develop a one stop shop for parents with the establishment of a Parent Portal. This will be in development in 2020 to be rolled out for use in 2021 for parents. In the meantime we will continue to make our communications as clear and effective as possible.

I would like to thank all the parents who completed the survey as the information gathered was extremely valuable and is helping to shape our Technology strategy moving forward. In the meantime, we will keep you updated via our regular Pin Oak publication.

Kind regards

Jenny



DEAR HALLOWEEN HATERS

Dear Halloween Haters,

If you object or disagree with Halloween on a religious basis or simply don't celebrate it; Great! You do you boo! This article isn't for you. This article is out there for all the women who like to wax poetic on Facebook about how disgraceful it is for her little Braxton, Paxton and Gwen to want to dress up one time a year (I mean there's already book week) and participate in a terrible, grossly Americanized holiday.

So take a deep breath Carol, because I'm going to blow your mind;

Dear Halloween haters,

Halloween is not American; It's Irish. Halloween originated in Celtic Ireland, initially called "The Festival of Samhain" where the Celts believed at the conclusion of Summer the barrier between the living world and the universe of ghosts and spirits weakened. The Celts would celebrate "The Festival of Samhain" with large parties in an attempt to "Scare off the spirits". This occasion was later renamed All Hallows' Eve (As it falls the day prior to All Saints' Day on November 1st). Halloween was not actually popularized in the USA until Irish immigrants began to carry out their celebrations in the late 19th century. As already established Halloween is not American, but even if it was why is that an inherently bad thing? Something being American is not synonymous to being bad, without things invented in America we would not have personal computers, the internet (Although wireless internet is Australian), mobile phones, cardiac defibrillators, Ferris wheels or chocolate chip cookies.

"Halloween is bad because it is just to facilitate the sales of lollies and make kids obese because the government is encouraging a sedentary lifestyle so we all spend money on healthcare so they can build more car parks or something. "

Look, you got one almost right! Halloween does increase the sales of lollies. But if somebody was to eat enough lollies for it to have extreme consequences on their health, they more than likely would be consuming and purchasing the same volume of lollies regardless of the occasion. Also Carol it sounds like you are projecting.

Finally, I ask you: what's wrong with fun? If I want to pull a sheet over my head and knock on stranger's doors asking for free lollies; I'm going to do it and I'm going to like it.

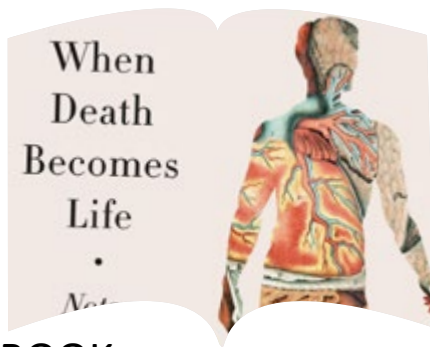
So ultimately, don't celebrate Halloween if you don't want to. Stay at home and watch The Block or listen to Christmas carols (Ahaha get it because... Carol?), but please don't put your opinion on other people. To put it frankly, you are not morally superior regardless of your stance on Halloween; Let people have fun.

Happy Halloween,

Me.

By Pearl Bendle (Year 10)

TAKE INSPIRATION



BOOK

When Death Becomes Life: Notes from a Transplant Surgeon
Joshua D. Mezrich

One would think a book concerning organ transplantation would be dry and uninteresting; filled with technical jargon and truly inaccessible to the general public. However, this compelling narrative crafted by gifted surgeon Dr Joshua Mezrich was an absolute page-turner. In logical fashion, Dr Mezrich not only retells the history of organ transplantation – from its origins in early operations without anaesthetic and anti-rejection drugs to complex dual-transplantations involving bypass – but also weaves personal anecdotes and heart-warming stories of his own patients. He delves unfearfully into descriptions of operations, and I found the description of the consuming profession (where one may be flown expressly from one side of the country to another for organ procurement several times a day) fascinating. However, Dr Mezrich's humble and deeply respectful tone made the narrative thoroughly enjoyable and his reverence for human bravery and selflessness was evident. I was particularly intrigued by his description of how the complex-yet-common operation of a kidney transplant had evolved. He chronicled how initial attempts in animal subjects were persistent in the face of adversity (namely immune rejection), and also detailed the surgical techniques and strategies used, which seem primitive in the face of our available modern technologies. Finally, however, it was deduced that immunosuppressant drugs were a necessity, after an operation involving identical twins succeeded. Dr Mezrich's passion for his craft is clear, and all the more aweing is his ability to ensure the book is accessible for all readers – from the most gore-fearing to professional academic. I would highly recommend not only for medical-profession enthusiasts, but all who will one day make the decision to perhaps become an organ donor.

By Ava Lambie (Year 10)



MUSICAL

BILLY ELLIOT

A BOY, A DANCE, A DREAM

On Wednesday 23 October Year 9/10 music and drama classes took a trip to Sydney's Lyric Theatre to watch Billy Elliot the Musical.

The musical starts in a small town in England during the miners' strike in 1984/5. Billy has been going to boxing lessons while his dad and older brother have been dealing with the stress of the mining strike. One boxing lesson Billy stays behind and gets caught up a ballet lesson where he is forced to join in with the girls dancing around the room. Here is where he discovers his new love for ballet. Instead of going to boxing lessons he sneaks off behind his dad's back and goes off to Ballet to try fulfill his dream of becoming a dancer. Soon the Royal Ballet School auditions are open, and Billy has to decide whether to keep his family happy or to pursue his dreams.

This musical was so incredible with music from Elton John and such great acting from the 12-year-old boy who played Billy. It explored the themes of Love, Family, friendship and individuality. Billy Elliot is such an inspiration for everyone. It's a story about being yourself and doing whatever it takes to accomplish your dreams.

A big thank you to Ms Bull, Mr Young and Mr Hugh's for making this trip possible. I think it's safe to say we have all learned so much and been inspired by Billy Elliot.

By Lily Magill (Year 10)



MUSIC

LIZZO

Music is incredibly powerful as it has the ability to inspire anyone from every walk of life. I believe Lizzo's recent 'Cuz I love you' album showcases this message in its entirety. She sings with a sort of passion and desire that is not easy to come by. The album takes the listener on quite the ride through energetic, vibrant and fierce lands where we are enchanted by the rapping and singing ability Lizzo acquires. Her song 'Truth hurts' is the perfect remedy and cure for the blues. The song has topped the Billboard hot 100 for a consecutive six weeks now! I assure you, if you come home after a bad day, pop on some Lizzo and you will feel so empowered, which I think is the true magic of her art. Lizzo also incorporates her views on body positivity in her music and performances. The artist has shared her experiences on being a plus sized black woman who has struggled with body image through her songs. I believe it is so crucial to have people of high influence to be so open and free about their struggles in life as to truly connect with their audience as well as help shape a more inclusive and caring world. Overall, she is hitting these charts hard and hopefully will continue to spread her love through her boppy and oh so very catchy tunes.

By Peggy Holmwod (Year 9)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

It seems the world is a buzz with the wonder of bees! We haven't yet included bees in the narratives of Oxley which we share to illustrate our distinctive culture and values, and yet suddenly they have converged upon us.

As part of OLE Week, our students in Kindergarten to Year 2 created a hive of activity (more puns to follow) in and around the Junior School playground. We base our endeavours on the philosophy and practice of the Reggio Emilia approach in Northern Italy. It is about the students transforming the playground to be a place of wonder that is child centred and reflective of their voice, choice and agency in constructing, creating, composing and converting spaces that provide joy to others in an ongoing manner.

This year was no exception as artistic and environmental initiatives thrived. One of the projects was to create Inspiration Totems to celebrate our aim to be 'A Place of Welcome, Wonder and Wisdom'. The students involved worked with local artist Heidi McGeoch to design symbols of the three ideas to decorate the three timber posts that now stand proudly beside the much loved 'wobbly bridge'. Their crowning glory will be three finials that Heidi will create out of steel to fly above each post. The students needed to work collaboratively to co-design these top art pieces and to find symbols that would add to those depicted on the poles. There were many insightful and familiar ideas and then a new theme started to emerge. During the previous days of the workshop children had drawn several bees to represent wonder, and wisdom and there was a bee hive as well to reflect welcome. Suddenly a story floated above and between the ideas of the three poles. Bees, like Oxley, reflect a thriving community, that values co-operation and conservation. Like our students, they are small but together achieve extraordinary things. They stick together to make the world a much better and sweeter place.

Did you know.....

1. Honey bees must gather nectar from two million flowers to make almost half a kilo of honey.
2. One bee has to fly distances that equal about three times around the globe to make half a kilo of honey.

3. The average bee will make only 1/12th of a teaspoon of honey in its lifetime.
4. Honey bees communicate with one another by dancing. The dance to point to a new source of pollen is called the "waggle dance".
5. A colony of bees consists of 20,000-60,000 honey bees and one Queen.
6. Worker honey bees are female, live for about 6 weeks and do all the work.
7. The Queen bee can live up to 5 years and is the only bee that lays eggs.
8. When the Queen dies, the community select a new queen and feed her "royal jelly".
9. Larger than the worker bees, the male honey bees (also called drones), have no stinger and do not work in the hive. All they do is mate and fly around the hive like security guards.
10. Honey bees share their wisdom and have been producing honey in the same way for 150 million years.
11. The honey bee is the only insect that produces food eaten by humans.
12. Bees contribute to the production of about one third of all the food we eat.
13. The bees' buzz is the sound made by their wings which beat 11,400 times per minute.

(Source: <https://matteroftrust.org/20-amazing-honey-bee-facts/>)

It seems that bees are a great symbol of the things we value at Oxley and it sounds like they are also very good at striving, stretching and sticking to the things they need to do to not only survive but thrive. We are looking forward to when the finials are in place.

Our treehouse is also taking shape and building much excitement among our students as they watch it reach into the sky and hold all the exciting elements for activity and play. Our Kindy students are convinced that they will be brave enough to climb to the top on their very first go!

Students of the Week Learning Journey

K: Clementine Stirling
Yr 1: Harper Anstee
Yr 2C: Andy Clothier
Yr 2S: Lisa Mussett
Yr 3: Ollie Johnson
Yr 4: Bronte Morgan
Yr 5C: Amber McGlynn
Yr 5H: Madeline Gordon
Yr 6A: Leio Reader
Yr 6W: Juliette Johnson

Oxley Values

K: Alexander Clarke
Yr 1: Euan Shedden
Yr 2C: Robbie Clothier
Yr 2S: Oscar Johnson
Yr 3: Scarlett Curr
Yr 4: Henry O'Riordan
Yr 5C: Tina Farhan
Yr 5H: Jerome McIntosh
Yr 6A: Hugo Findlay
Yr 6W: Bryn Wiseman



Students of the Week Learning Journey

K: Hannah Cochran
Yr 1: Zara Finlayson
Yr 2C: Ava Gomes
Yr 2S: Rhodes Feller
Yr 3: Coco Sewell
Yr 4: Oxford Feller
Yr 5C: Liam Halloran
Yr 5H: Tiffany Matar
Yr 6A: Jess Pinczi
Yr 6W: Sasha Pratten

Oxley Values

K: Angus Sheer
Yr 1: Hugh Pratten
Yr 2C: Raphaela Abreu
Yr 2S: Remy McIntosh
Yr 3: Sam Cottle
Yr 4: Ginger Elias
Yr 5C: Estelle Fragar
Yr 5H: Sam Plummer
Yr 6A: Charlotte Kent
Yr 6W: Abi Hunt



JUNIOR SCHOOL NEWS



OXLEY OTHER LEARNING EXPERIENCES

OLE! Week is a wonderful opportunity for Kindergarten to Year 11 Oxley students to immerse themselves in activities that will extend and enrich their lives beyond the classroom, with a strong focus on outdoor, service and cultural activities. It culminates in the Year 11 Outback trip to the centre of Australia which is now in its 32nd year. Over the past few years, OLE! has also expanded to include Service trips to Nepal, Botswana, Fiji and regional Australia. The OLE journey is unique to Oxley and we hope you enjoy these reports reflecting the huge variety of experiences offered to our students.





MOUNTAIN BIKING

So, riding more than 120 kilometres may not sound like fun, but you're wrong. The mountain biking camp was probably the best OLE week I have ever been on. Every aspect was so enjoyable, and I couldn't have hoped for a better bunch to experience it with.

We explored tracks at Mount Stromlo, Majura Pines, Bruce Ridge and Sparrow Hill. Each unique trail came with its own challenges. From day one, we learnt everything someone would need to become an awesome mountain bike rider...which is absolutely what we all became... or at least, better than we were at the start!

'Homebase', (our very comfortable scout campground), was the place where we got to expand our horizons. Whether it be talking to new people, growing your confidence with weird and wonderful games, or simply just trying not cut off a finger in tear-filled blindness while cutting onions.

Everyone learned or gained something from this week. For me, I found that those 20cm drops didn't feel like cliffs anymore by the end of the week and instead, became something I could fly over.

Thanks to Ms Stanton, Mr Bollom and Mrs Wolstonecroft. Without you, this week would not have been possible, nor as unforgettable.

Now I just have to convince my parents to buy me a mountain bike...

By Jade Neath (Year 10)



SCUBA

This year for OLE, the College provided the opportunity for students to participate in a scuba diving course to obtain their PADI Open water diving license. The course was taken up by 21 Year 10 students who were accompanied by Mr Woffenden, Miss Cox and Mr Hetherington.

We travelled down to Jervis Bay where we began our course with the Jervis Bay Dive Centre. For the first day of diving we were predominately in the pool. Here we practised dive skills and exercises the highlight being turning off our oxygen underwater.

For our second day of diving we enjoyed our first open water shore dives. We all took our skills from the pool to the ocean where we saw a number of interesting things from the aquatic environment.

Our last day of diving was epic! We ventured out offshore to Bowen Island and boat dived to a maximum depth of 18m2. We saw sharks, dolphins, whales and awesome underwater terrain.

Between dives we got amongst some 'munted munchies' as we cooked a whole array of yummy food. Cards, ball games and swimming were all commonplace at scuba camp.

Everyone who participated in this adventurous OLE came away feeling enriched, invigorated and ready for Term 4. Scuba diving was certainly an experience to say the least.

By Will David (Year 10)



YEAR 8

The focus for Oxley staff on the Year 8 camp was to urge students to bring their 'best selves' into new circumstances. We draw on two of the criteria that are used by students and staff when electing the College's Student Leaders. We asked students to strive for the unity of their groups by being team players. In addition, we encouraged them to show initiative, being interventionists who took action to benefit others.

We believe that all the Year 8 campers have built new resilience in some way. As a cohort, they have developed their determination to persevere. But the great achievement is that many have done so while still looking out for others. The staff would particularly like to acknowledge the following students, who showed particular strength of character in their care for others during camp. These students were outstanding team players, interventionist and resilient all-rounders. They showed an understanding of the main learning concept behind this camp: that becoming resilient is not the same as hardening yourself to face challenges. It can mean collaborating and caring for others too, so that everyone's resilience grows.

Team Players: Bridget Schereck, Georgie Morton, Hamish Barber, Monte Francis, Tyra Beckett.

Interventionists: Milly Arthur, Alexander Martinek, Harmony Barker, Jeremy Henderson, Dan Murray.

All Rounders: Oscar Greenfield, Brydie Taylor, Madeleine Bragg, Ella O'Connor, Hugo Dyer.



Outback is an expectation and we all expected different things to come from this trip. Some of us were assured that our expectations would be met with fantastic stories we'd heard from the previous years, and others like myself were pessimistic.

It is said there's a magic behind Outback, but that magic doesn't come right away. Our first day on the buses was conventional; we shoved our way onto seats with people we knew most and settled into the status quo. But as the distances grew longer, our patience grew stronger, and after a while, it didn't matter who you sat with, we were all heading to the same place, Uluru, and a new-found belonging to something bigger than ourselves.

For many, Uluru was the turning point. After walking around that great rock and seeing its beauty from every angle we learned a greater sense of home and a more thorough empathy for one another and the land we share. By Archie Waters (Year 11)

On Outback we experienced so many special things: vivid sunsets, mirages in the middle of nowhere, the feeling that we were the only ones in a world that consisted of one straight dirt road. Seeing so much of nothing turns that nothing into something beautiful.

But what made it special for me was a feeling in the air, a feeling of blood, sweat and tears. A feeling that definitely cannot be described. Even though the Oodnadatta Track was so dusty that one of our buses leaked dust at the back to the extent it was like a fog inside, it was still one of the best experiences of my life.

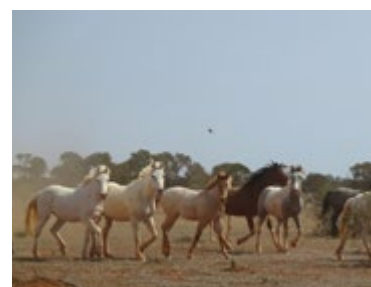
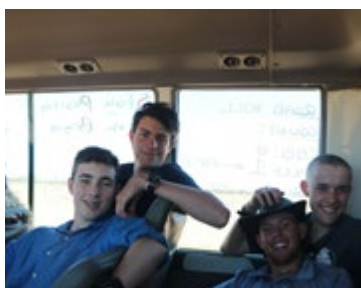
I now know the true meaning of being tired, of waking up early, of being fed up, and I can honestly say I now know the true meaning of the Oxley spirit because that is what this trip is run on, spirit. With a group of dedicated teachers and volunteers as bearers of this torch, it took a while for us to hold it up high but in the end we got there. It was our teachers who pushed us through to finish on a high note.

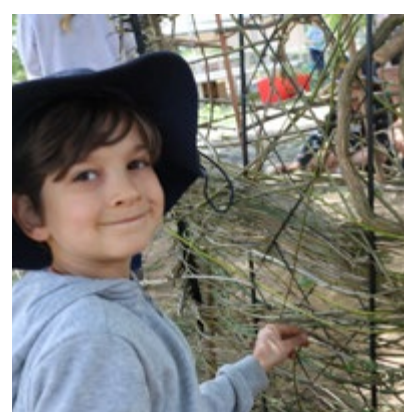
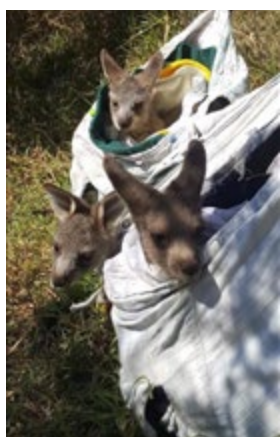
To all future Year 11's: take advantage of this trip because once it's gone it's gone and it's safe to say we all miss it terribly. By Michael Dowe (Year 11)

I would like to thank all the staff for so generously giving of their time and selves on Outback 2019. The contribution of volunteers who leave their employ, or a business, and nearest and dearest must be acknowledged. This year Paul Milner as a parent joined us alongside three Old Oxleyans, Daisy Morrissey, Sam Purnell and David Block who have all done multiple trips, and Adam Grice as an ex-parent returning for a 6th consecutive year.

All employed Oxley staff brought a mix of skills in organisation and understanding of working with teenagers that was challenged daily in so many ways. Along for the first time were Jenny Ethell and Dougall Ethell and Brett Bacon from the Junior School. Nick Wansey, Beattie Lanser, Tristan Bevan and Dene Patterson, returning for a repeat-event, have a deep understanding of the heart of Outback and perhaps can't stay away. Many of these staff spend inordinate hours assisting with planning in its multiple forms before we depart, and it must be acknowledged that for a number of recent years it was Tristan who kept the torch held high as its co-ordinator.

The degree of commitment from and cumulative experience of Oxley teachers and volunteers is the fundamental reason for the success of Outback every year. As gruelling and joyful as the trip is for Year 11, so it is too for the adults as their companions for 15 days. How the staff manage these strains is what allows for the magic that the students discover. We become an unlikely family for 15 days and see the best and worst in each other from time to time just as the kids do, and this willingness is appreciated beyond measure. By Annik Schaefer





ANIMAL WELFARE GROUP

Whilst everyone else in Year 9 spent their OLE Week paddling 63km up the Hawkesbury or recovering from jet lag, the animal welfare camp group was taking care of adorable native animals and having the time of their lives.

Unlike the other camp groups, we in the animal welfare group got to start slow with the amount of work we had to do. We got to go on a wonderful bushwalk at Fitzroy falls and learnt about all of the native wildlife in the area from our tour guide. After that, we headed back to school to make possum boxes, one of which being hung at Oxley College for our wonderful mother and baby possums that usually just dangle at the top of trees. We went to Robertson to Woody & Kerstin's "Native Animal Rescue Rehabilitation & Release" sanctuary. Together, using the power of teamwork we built a completely functional koala enclosure, which now is home to a rescued koala.

On Wednesday, we started with hand weeding a paddock of fireweed getting about a bag and a half of it each before taking a break. After our break, we made at least 50 wombat mange treatment containers that dangle over their burrows to deposit the treatment on their backs. Lastly, for that day we were lucky enough to get to watch Tania feed all of the babies that she had in care at the time, which was worth all the hard work we had completed that day.

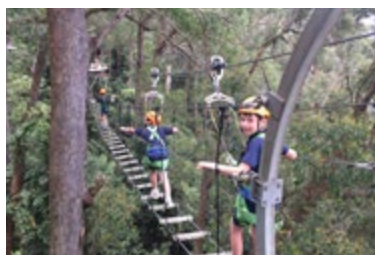
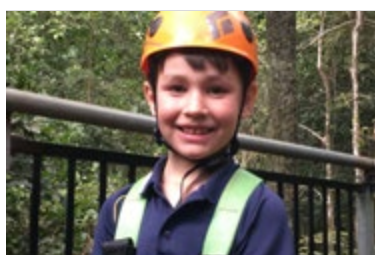
On Thursday we rode to a koala sanctuary where we went on a long walk to observe all of the wildlife and we helped clear out sticks and branches in an area that is soon to be turned into a cemetery to bring more money into the sanctuary.

After again being lucky enough to spend the night sleeping in our own beds, we went back to the koala sanctuary where we went for many bushwalks as well as going on a hunt for fossils where we found many rocks covered in petrified wood or fossilised leaves. After this, we also got to work on creating artworks made completely out of the materials we found around us in the forest. After that, we arrived back at school at the late time of 2.30pm and went home tired but with a smile on our faces.

Over the five days, we spent hours helping, protecting and learning about the amazing animals our country is home to. I highly recommend this camp to next year's Year 9 or 10 students as is an incredible experience with invaluable knowledge and memories that will last you a lifetime.

Ali Cavanagh (Year 9)

YEARS 3 & 4



K - 2

"To construct, also together with the children, an educational environment for learning.... By setting up spaces, furnishings, materials, tools, projects, encounters, collaborative experiences, exchanging and comparing ideas."

In Dialogue with Reggio Emilia – Listening, researching and learning, by Carla Rinaldi, Routledge Press (2006) p.99

1. Woven Landscapes – our resident weaver, Kylie Fountain, worked with the students to dream, design and deliver a woven construction to provide an enchanting portal to our Junior School Playground.

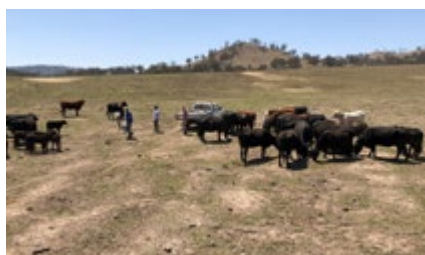
2. Inspiration Totems – local artist, Heidi McGeoch, worked with students to celebrate our sense of Welcome, Wonder and Wisdom.

3. Nano Communities - this workshop engaged aspiring ecologists and conservationists in our midst.

4. Artscaping Antics – resident artist, Mr Montoya, assisted students in enhancing our existing spaces for increased interaction and inspiration.

5. Documentary – a team of dedicated image hunters will record the activities of OLE!





DROUGHT RELIEF

On Monday 14 October, nineteen students and four teachers hopped on a mini bus and headed on a five-hour drive to the town of Murrurundi. The town is in such a severe drought that occupants are on level six water restrictions. These restrictions mean that water is trucked in every day, and can only be used when absolutely necessary. Lawns and gardens can't be watered, pools can't be filled, and cars can't be washed. Showers must be under three minutes. Upon arrival, none of us really knew what to expect, however by the end of the week, we had settled into a rhythm of early mornings and hard work. We would split into two groups and get dropped off at two different farms, whether it was a cattle farm, sheep farm or a horse stud. We would then swap farms halfway through the day. On Wednesday we travelled across to Quirindi, another town in drought. At all the farms we were given a multitude of different tasks, some of which included rock picking, clearing sheep sheds, mending fences, digging trenches, bagging manure and digging and levelling ground in sheep sheds. All students and teachers were willing to get their hands dirty, and everyone put all their effort into every task. It's fair to say we learnt a lot about the drought, and we left with a greater understanding of how deeply farms are impacted when something that seems so abundant to us is taken away. We'd like to thank all the farmers for letting us help at their farms, along with Mrs Hanrahan, Mrs Bull, Mr Young and Mr Spies for making the trip so special.

By Ruby Zupp (10)

Please see letter of gratitude on page 2 and here is the link to the Drought Relief trip video: <https://www.oxley.nsw.edu.au/drought-relief-trip/>

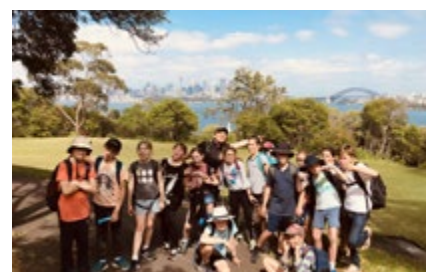
PADDLING

As one of the opportunities for Oxley college OLE, a group of Year 9 and 10 students paddled up the Hawkesbury river. A week filled with bursting blisters, sizzling sunburn and leg numbness, we paddled over sixty-five kilometres in just nineteen hours on the water. The week was filled with various exciting activities besides paddling down the scenic river. Some students chose to do the paddle as part of their Duke of Edinburgh's International Silver Award. As part of the award, learning new skills and activities was part of the criteria which added adventurous events and lessons to the week such as; navigation and orienteering and emergency canoe training. Throughout the week, we made some detours to try some different activities other than paddling including; hikes leading to views of the valleys, swims and cap-size drills in the river and even a stop at Australia's oldest-standing church; Ebenezer Church. The OLE canoe Hawksbury trip is an excellent opportunity to get to know new people through a sport while learning useful skills. The trip is very useful for students undertaking their Duke Of Edinburgh's International award as the trip was a different experience to the hikes Oxley has done previous years.

By India O'Brien (Year 9)



YEAR 5 & 6



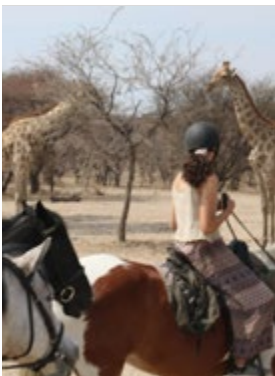


BOTSWANA



Wow. It's difficult to write about such an amazing experience when even words fail to do it justice, though I will attempt it.

From the ever so magical sunsets to the pulsing beats of African music and welcoming smiles, our souls were soon blessed with a trip that did not fail to impress. The first part consisted of safari like activities where we were introduced to the land, animals and culture of Botswana. We immersed ourselves into the culture whether it be by eating Mopane worms, dancing, singing or even by braiding our hair. On the game drives, we had the amazing opportunity of watching a lioness prepare for her attack on a nearby Impala, as we sat nervously watching in our jeeps only meters away. Seeing the wildlife so up close and personal felt as though we were living out David Attenborough's highlight reel! We soon learnt that there are issues threatening the African wildlife. Hence, it was such a great opportunity to meet ex-Oxley student Tempe Adams from Elephants Without Borders to see what conservation is doing to help the poaching issues in the country. We also heard from Rhino, Lion and Cheetah conservationists. It was inspiring to hear from those whom are putting their words into actions and making a real difference in our world. Our time on the largest inland Delta in the world, was a time to never forget. Even though many stood with searing sunburn, on the last night we exchanged cultures with the polers whom stayed with us on the island. They shared their songs and dances and soon it was our turn. There was no other song to sing then the school song itself. We linked arms and began swaying as we sang and shared our little bit of home. We then visited the Sedie Secondary school and taught in the Mathiba primary school in Maun. It was so amazing to work with those little kids who were so incredibly happy to have these people from Australia. There is no doubt that there was a culture shock when we first arrived yet we came to embrace it all so we could learn more about their culture.



Overall, it was such an awe inspiring and magical experience that I cannot recommend enough. I want to thank Mr and Mrs Marnoch, Mrs Calver as well as Mr Craig for all the hard work they put into making this trip so memorable. Also, on the behalf of my fellow students, thank you parents for working so hard to send us on what honestly was a trip of a lifetime.

I asked a few other students what they took most out of the trip, this is what they said:

"To bring joy into others' lives even if it's just for a day or two. The schools and culture were truly amazing." - Olivia Scott

"To see people who live there enjoying the small things in life was really eye opening." - Sienna Spagnol

"It's extremely important that we maintain the animal population because they're amazing" - James Wilson

YEAR 7





NEPAL

This year, I was lucky enough to be a part of the 2019 Oxley Nepal Service Learning trip. A bit of a mouthful, I know. But, as the title accurately suggests, these trips are not just a getaway from home/school. They do involve a decent amount of commitment and effort. From planning lessons to organising resources, applying for travel essentials (ie. passports, visas) to waking up at 5.00am for a 10 hour flight, packing a bag to last for two whole weeks to wearing maybe three items the entire trip. Despite these challenges, I believe my cohort of 27 other classmates handled everything very well, and we also managed to have a bit of fun along the way.

We left on Monday 30 September, departing from Sydney Airport on a 10 hour non-stop flight to Bangkok. Our touchdown and subsequent disembarkation at Suvarnabhumi Airport reminded many of us (myself included) just how hot, humid and bustling Thailand is, and I think I speak for everyone when I say we were glad to get to the Novotel.

When we arrived at Kathmandu the next day, my first thought was: Wow, I'm incredibly hungry, my second thought was, this is really what I came to see. It felt like we had just arrived on another planet. If we thought Bangkok was busy, we were in for a massive shock.

Jibjibe was something else entirely. Going from the big sprawling city of Kathmandu to a small agrarian village in the North is really quite something, and we really noticed the difference. Especially in peoples' behaviour. Here the motorists would stop and let us pass, the farmers and their families would all give us a friendly "Namaste".

My favourite part, I would have to say, would be the treks. It was just such a phenomenal feeling hiking up a mountain at an altitude of 2800 metres and literally walking through a cloud every five minutes. Seeing the sun rise over the Himalayas at 3200 metres on the High Camp was just jaw-dropping. Seeing the smallest of men carrying upwards of a hundred kilos on their backs made us realise that we have no idea about carrying heavy loads, at least not physically.

Although very brief, this will hopefully give all of you, students, teachers and parents, an insight into the joy and unbelievable learning experience provided by this overseas trip. I strongly recommend it to anyone with an interest in broadening their cultural perspectives and travelling to another country.

By Hugh Corbett (Year 9)



FIJI

The Fiji trip was without a doubt one of the most, if not the most, amazing experience in my young life. Armed with only excitement and high expectations, a group of 12 students and two teachers boarded a plane, to travel overseas. Some even for the first time, and returned 10 days later as a close-knit band of enlightened young adults.

For the first five days, we stayed in a main town called Tavua. When spent our days in the village of Korovu and most of the time in a small kindergarten. The children there were the kindest, and most inviting group of four-five year olds I've ever met, making us quickly feel welcome. We spent the first few hours of the day playing, and teaching the children counting, reading and writing. Once the kindergarten children went home Ms Brochard and Mr Lee quickly put us to work painting and digging holes. In the late hours, the other children would come to the kindergarten to meet us and we quickly got some close friends who would take us to all the mango trees they could find. On the second final day, we were held a traditional Fijian feast, with the kindergarten performing some dances and songs that we later learned were directed at us.

I will never forget the touch football match that Oxley played against the Fijian village group. I sat on the sidelines having broken conversations whilst the children tried to braid my hair, my burnt scalp really felt that, and placed flower crowns on our heads. I developed a really unique connection to the children in the village and will miss them and the kindergarten students who I grew to love in only five days.

After a sad farewell to our friends in the village we headed off to a small island for three days, it was almost completely deserted and felt like our little slice of paradise, with pristine waters and gorgeous beaches. We went snorkelling almost three times a day and even saw a turtle. We spent our days talking on the beach and bonded as a group of 12 people who didn't know each other very well at the beginning.

Apart from the fun and games the Fiji trip put my life into perspective and made me realise how lucky I am to live in this environment. I also noticed how happy the village people were even though they had little, this makes me want to be a better person and to push each day to embrace the opportunities that are presented to me.

To anyone thinking about going overseas I would highly recommend the Fiji trip as I have come back an improved person and had an absolute blast.

By Claudia Brady (Year 9)

DEPUTY HEAD REPORTS

Learning: Catherine Dobner

The beginning of Term 4 is always an exciting time of the year. Weather is warming up, the grounds have come to life and summer holidays are close by. Students are beginning to close off their year of studies and have begun their preparations for Yearly Examinations. We are also in a cross over period between the 2019 Year 12s and the 2020 Year 12s. The 2019 Year 12s are doing their HSC Examinations, some have already finished and many are still using the Year 12 study centre. Wherever they are up to all our best wishes are with them.

The 2020 Year 12s have begun their new Extension subjects and adjusted their programmes of study. Mrs Ethell, Mrs Simpson and myself had the privilege of meeting with each new Year 12. We discussed their End of Preliminary Reports, how they see their future beyond Oxley and how we can get there. They are an impressive group of students. The students prepared for their meetings by using their Year 12 Academic Planner and it was clear that they are ready for this new part of their journey.

Deputy Head Pastoral: Mark Case

Student Leadership 2019/20

Mrs Ethell: *Will you serve this community with dedication and humility, fulfilling your duties with integrity, and in reflecting the values of the College, act as a role model to others?*

Student Leaders: *We will*

- Leadership Pledge, Leadership Assembly, October 2019

At Oxley, we are keen to ensure that student leadership is much more than a badge or tie. Student leaders have the potential to make a significant contribution to the school community. They can set the benchmark in terms of expectations as role models to others.

In the last couple of years we have tried to raise the profile of our leaders and develop their responsibilities. Student Leaders now conduct duties through recess and lunchtime as an additional presence around the Pavilion and Founders Oval to support the supervising staff. All student leaders now have specific portfolios. Whilst the House Captains have always had a clear leadership role within their House, this has not been the case for our Prefects. This year each of our four Prefects will have responsibility for promoting a positive school culture in a specific area of the school: Academics, Community, Performing Arts and Sport.

To be considered for leadership in the Senior School and in keeping with a model of servant-leadership, students are required to complete a mandatory 20 hours of service during Year 11. Towards the end of Term 3, students and staff elected 20 Student Leaders for the upcoming year. The ballots involved rating the candidates in six aspects

of leadership: their contribution to the College; being respected by others through being strong, responsible a loyal, rather than seeking popularity; being a role model to others; being a team player; being an interventionist who takes the initiative, rather than standing by or waiting to be asked. There are many students throughout Year 11 who have the potential to be excellent leaders amongst their peers and who possess qualities that can enable them to make a significant contribution to the culture at Oxley in the upcoming year: they do not need a formal position to do this. Indeed, every year at Speech Night we recognise a Year 12 student who has demonstrated excellent leadership in the school without being in a formal leadership role. Nevertheless, we are delighted with this year's Student Leadership Team and they have made a terrific start over the past week.

Following the Leadership Assembly, the student leaders took part in a workshop with Anthony Bonnici at Links House. Anthony works primarily with executives in multinational corporations, but his message is also applicable to student leaders. He worked with the students to identify and challenge the mental barriers that might limit them, and encouraged them to apply that to a school leadership context. The workshop was well received by the team.

"I really enjoyed Anthony Bonnici's workshop as he explored how to bring about a change in our limiting beliefs. This process was interactive, personal, simple and powerful as he walked through deconstructing a limiting belief that I had, encouraging me to imagine a proactive alternative belief" – Josh

"This workshop will help me navigate through the task of leadership whether it's this coming year or later in life" – Clancy

Anthony has two (free) downloadable e-books, available at: <https://www.anthonynonici.com.au/>

Student Leadership Team 2019/2020

Head Boy: Connor Taylor-Helme

Head Girl: Clancy Aboud

Deputy Head Boy: Joshua Bramley

Deputy Head Girl: Mya Bertolini

Prefects: Claire Allan (Performing Arts), Michael Dowe (Sport), Georgie de Montemas (Community), Max Lambie (Academics)

Dobell Captains : Alex Webb, Emily Bow

Durack Captains: Euan Barrett-Lennard, Alicia Brain

Florey Captains: Nic Milner, Lucy Pike

Mawson Captain: Bryce Wellman, Dimity Deitz

Monash Captains: Joel Manton, Charlotte Gray

Oodgeroo Captains: Ben Ahern, Claudia Fair



ART GALLERY

Gallery Community Day

Sunday 17 November we are celebrating our new Southern Highlands Regional Gallery with the Our Gallery Community Day at Retford Park in Bowral and we would love YOU to be part of it.

From 10.00am - 4.00pm the Retford Park gardens will be open to explore, Ben Quilty will share architectural plans of the new gallery in the beautiful old dairy building; Mahalia Barnes, Trinity, Michelle Cashman, Angus Murray and more will entertain on main stage; and Tertini Wines, Southern Highlands Brewery, Billy Chan's Dumplings, Wandering Pizza Oven, A Van Called Delilah, Kombi Kapers and more will ensure a memorable day out for all the family.

All funds raised will go towards supporting the establishment of the new Southern Highlands Regional Gallery - sound and lighting systems, education programs, office fit out and landscaping.

To celebrate creativity in the Highlands, local artists to be working en plein air; Natalie Miller will be running an interactive public wool weaving; Ink Brush and Willow are doing public workshops in painting, weaving and printmaking. We will be offering art making activities for youth of all ages - from preschool to primary and high school. <https://ourgallery.eventbrite.com.au>



LIBRARY



2020 Year 12

The library you see when you walk into school is very visible and obvious but is just one aspect of the facilities and help the library provides for students and the school community. The new 2020 Year 12 students, for instance, are already the recipients of library services that have been carefully researched and built up over the last year. The beauty of these services is that they will evolve and continue to be modified and updated based on feedback and student learning needs.

LibGuides

Canvas courses are up and running for Year 12 and within this online learning platform we have embedded customised library services such as access to databases of scholarly articles, curated collections of websites with pertinent content, selected chapters of textbooks (within the boundaries of copyright laws) and citation tools. The Extension 2 English LibGuide is one example where students are directed to online resources, within their Canvas course, to help them with their unique journey towards producing a major work. The LibGuide, <https://oxley-nsw.libguides.com/X2English2020>, continues to evolve following discussion and feedback from the teacher and students.

Textbooks

Box of Books is our new textbook provider and is already in use by Year 12 families. It offers students the choice of digital only or paper textbooks bundled with digital. Families order their books online from booklists based on the student's enrolled subjects and once purchased the digital texts are available immediately with online tracking for delivery of any paper texts. Mindful of the cost to parents, we have in some instances, taken the best content from a range of textbooks and embedded the pages into Canvas courses for students.

Wellbeing

There is a new collection of books in the office of our school psychologist, Rani Ritchie. These books are our Wellbeing Collection, a group of books to help people delve deeper into understanding all sorts of challenges. With Year 12 in mind, there are books about managing stress, the power of practice, the importance of sleep and strategies for managing distraction. In many cases there are additional copies in the general library collection and we also promote the books in assembly, on our Instagram account and in the Daily Notices.

Kindle Text and Audio on the library iPads

Audio books are growing in popularity and provide an extra dimension to understanding text. We put the Kindle eBook and Audible file for the English Advanced text, 1984, on our library iPads. Text with audio will often improve comprehension and are a convenient way of accessing the text by playing the audio during long drives (I love the idea of families listening to books in the car and discussing the stories together). iPads are available for weekend loan.

JUNIOR		
NAME	EVENT	PLACING
Claudia Carpenter	9 years Girls 100m	24th
Fred Hamblin	11 years Boys 800m	6th
	11 years Boys 1500m	6th
	11 years Boys Long Jump	11th
Molly Harwood	8 years Girls 100m	22nd
Amelia Legge	Junior Girls 800m	17th
	Junior Girls 1500m	14th
Oscar Le Guay	8 years Boys 100m	5th
Georgina Marks	Junior Girls Discus	7th
Bryce Rodger	Junior Boys 1500m	12th
Chiara Shannon	11 years Girls 100m	19th
	11 years Girls Long Jump	22nd
SENIOR		
NAME	EVENT	PLACING
Jennifer Allan	15 years Girls Discus	11th
Joshua Bramley	16 years Boys Hurdles	4th
	16 years Boys Triple Jump	6th
Hal Canute	14 years Boys Shot Put	7th
	14 years Boys Discus	8th
Sophie Dunn	14 years Girls Hurdles	10th
	14 years Girls High Jump	2nd
	14 years Girls Long Jump	6th
	14 years Girls Triple Jump	8th
Camille Falshaw	15 years Girls 400m	4th
Lily Hogan	14 years Girls Discus	11th
Alexander Kolovos	17 years Boys Javelin	4th
Amelia May	13 years Girls 1500m	10th
	13 years Girls 3000m	4th
Sienna Soster	13 years Girls 800m	12th
Hamish Tregenza	15 years Boys Shot Put	4th
	15 years Boys Discus	3rd
Celeste Walker	14 years Girls 200m	10th

Sophie and Hamish were named in the NSW CIS Secondary Athletics Merit Team.

ANNELIESE WANSEY - EQUESTRIAN

At what age did you first become involved in the sport of equestrian, and who introduced you to it?

I started sitting on ponies at a very young age (around 1 ½ years old) but I properly started riding when I was six at pony club. Both my parents had ridden before; dad had grown up on a farm and mum had gone to riding camps. They joined me in to a local Pony Club which is where I then started getting lessons and learning to ride.

What competition did you recently compete at, and how did you go?

I recently competed at the NSW State Show jumping Championship which was held in Canberra at the Exhibition Park. I competed in the Junior Series which consists of three show jumping rounds over four days. The Junior Title Series is for riders 18 years and under and the first-round height starts at 120cm and it increases over the next two rounds with the last round being 130-135cm. I had two horses in this competition with both of them performing extremely well in all three rounds. My points were added up over the three rounds for both horses, and I ended up having the highest point score out of the 40 junior riders, meaning I won the overall NSW State Junior Title Champion on my horse KS Saint Patrick. My other horse, TP Classic Act, ended up coming 3rd overall.

Do you find it difficult balancing your sport commitments with school/leisure time?



Yes, I used to find it quite difficult balancing my riding and my school commitments in the afternoons as I often don't get home until 6.30pm-7.00pm from riding. However, I am getting better at my time management and I do find time either in the morning or during school to get my homework done.

What is your favourite aspect of equestrian?

I love the feeling of coming out of the show jumping ring having a clear round and being extremely happy with how my horse performed.

What advice would you give to people just starting out with the sport?

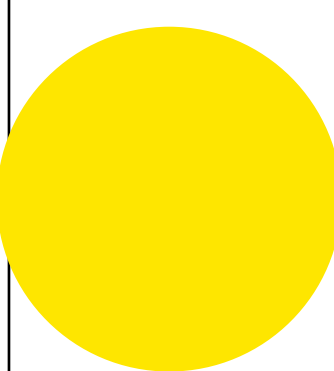
I would tell them to stick with it and keep training as this is a sport where the rider must be extremely patient with the horse and even yourself. Equestrian riders don't always have a great round but when they do, they know that it is because of the hours and hours of training that they put in.



GALLERY



NOVEMBER CALENDAR

	Mon 4	Mon 11 Remembrance Assembly	Mon 18 Year 7 - 10 Examinations
	Tue 5 Junior School Musica Viva Incursion, PCC	Tue 12	Tue 19
	Wed 6 EXC: St Judes Lunchtime Concert, Bowral	Wed 13 EXC: Y5/6 Aquatic Safety Day, Cronulla Yer 10 Film Festival	Wed 20
	Thu 7	Thu 14 Junior School Orientation Day Year 12 Formal	Thu 21
Fri 1	Fri 8 Term 4 Open Morning for Prospective Familie	Fri 15 Senior Orientation Day	Fri 22
Sat 2 ISA Sport Round 2	Sat 9 ISA Sport Summer - Round 3	Sat 16 ISA Sport - Summer Round 4 10 Year Reunion, Pavilion	Sat 23 ISA Round 5
Sun 3	Sun 10	Sun 17	Sun 24

P+F NEWS

Pin Oak Christmas Twilight Market – Saturday 30 November
3.00pm - 8.00pm

We hope you can join us and spread the word about our Pin Oak Twilight Christmas Market. We have been so fortunate to now have nearly 60 hand-picked and high quality regional makers stalls. This number is still growing. If you know anybody that would like to apply for a stall at the event, the cost is \$150 for a self-contained 3x3 marquee. The concept is "makers" but also "Christmas". We are still getting enquiries every day. There will be local food, beer & wine as well as live music. Forecast on numbers is somewhere around 2000 people if the weather is good. This number could realistically double. The back up weather plan is in the school gymnasium – which looks out onto the main oval. Funds raised will go to our local branch of CanAssist and one of our parents are doing a Drought Relief tent with prizes and raffles. For all inquires, please contact Prue Wade via pruewade@bigpond.com
Don't miss this wonderful Oxley community event.

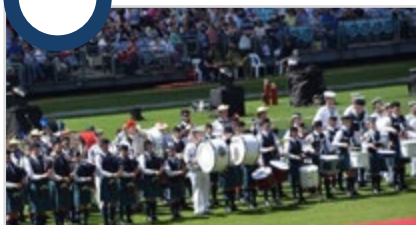


NEWSFLASH



PIPE BAND

The Royal Edinburgh Military Tattoo



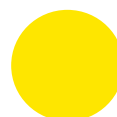
On Saturday 19 October, the Oxley College pipes and drums band had the fantastic opportunity of performing in the pre-show of The Royal Edinburgh Military Tattoo in Sydney. This is the first pre-show performance in history, there has never been a pre-show before. The Royal Edinburgh Military Tattoo is a well-known event and took place at Sydney's ANZ Stadium this year. The REMT doesn't come to Australia very often, so this was a very rare opportunity. Pipers and drummers from all over the world perform in this event, showcasing incredible talent. Highland dancers and marching bands also perform in this large event. After months of practice and lunchtime rehearsals, Oxley College pipes and drums worked very hard and learnt the different tunes in order to play in the pre-show in the massed bands. This was a fantastic opportunity for the Oxley College pipe band and something for the school to be proud of.

Meg Gordon (Year 8)

FUTSAL TOUR



Congratulations to Jamie Gordon (Year 10) who was a part of the Australian under 16's Futsal team tour to Greece from Wednesday 9 to 24 October 2019. A wonderful achievement.



ISA SPORT

ROUND 1 ISA SUMMER SEASON

CRICKET

1sts XII: Oxley win by 27 runs v SPC

TOUCH FOOTBALL

1sts: SAS 4 v 1 Oxley

1sts: Kinross 10 v 2 Oxley

1sts: Redlands 8 v 1 Oxley

2nds: Kinross 11 v 1 Oxley

2nds: SAS 5 v 2 Oxley

2nds: Redlands 9 v 2 Oxley

3rds: bye

Junior As: Kinross 3 v 4 Oxley

Junior As: Redlands 2 v 4 Oxley

Junior Bs: Kinross 0 v 4 Oxley

Junior Bs: Redlands 1 v 5 Oxley

Junior Cs: SACS 0 v 0 Oxley

BOYS BASKETBALL

1sts: Oxley 49 v 19 Oakhill

U17A: Oxley 27 v 49 Oakhill

U17B: Oxley 5 v 12 SPX

U15A: Oxley 11 v 29 Oakhill

U15B: bye

U14A: Oxley 27 v 21 Oakhill

U14B: Oxley 22 v 24 SPY

U13A: Oxley 14 v 44 Oakhill

U13B: Oxley 14 v 8 SPY

GIRLS BASKETBALL

1sts: BMGS 16 v 22 Oxley

2nds: Barker 10 v 30 Oxley

Junior As: BMGS 10 v 32 Oxley

SOFTBALL

1sts: bye

Junior As: bye



YEAR 5 HISTORY



Oxley Year 5 students, Emma- Georgie Marks, Summer Hagan and Imogen Gair were the Year 5-6 NSW Winners of the National History Challenge. The girls were presented with their awards at a special ceremony at the Anzac Memorial Hall, Sydney on Thursday night. Congratulations on this outstanding achievement.