



Oxley
COLLEGE



SENIOR SCHOOL

INFORMATION



to think
to dare
to dream

WELCOME TO OXLEY COLLEGE



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

In an uncertain world in which the rate of change itself is exponential, schools need to be innovative and agile, but also grounded in values and principles that do not change with the times. To meet tomorrow's challenges at local, national and global levels means that traditional and narrow knowledge-based education models must be consigned to the past. At Oxley, our vision is one of enlightened academic rigour and cultural richness; our evidence-based approaches to teaching and learning, as well as to wellbeing, are at the heart of all we do. In the Senior School, every child is known and cared for. We see education as education for the whole child:

Although the school began only thirty six years ago, it feels like it has been a part of the Southern Highlands landscape for much longer than that- perhaps founded in 1883, not 1983. This is partly due to the graceful main building, Elvo, and the grounds. It is also, however, something deeper than that. I think it is because it seems necessary, indeed inevitable, that a community such as ours should have a school such as Oxley.

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

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

it is based around the social, emotional, cognitive, physical and spiritual wellbeing of each student. Personal achievement, emotional resilience and social competence are predicated on children feeling safe, challenged, supported and connected to others. Our House-based vertical structure of Mentor Groups seeks to develop authentic relationships within and across year groups, and between students and staff. In the Senior School, we seek to provide a unique, world-class education, developing skills in critical and creative thinking, problem solving and collaboration. Whether in curriculum subjects, co-curricular activities, service

Many people in the Highlands want a school that is co-educational and non-denominational. This reflects their own world views about gender and the role of tolerant, ecumenical spirituality in a school setting. We respect the unique contributions of men and women and know the importance of them working together. We also respect the profound, personal nature of each individual's journey with regard to the 'big questions' of life. This respect is deep in Oxley's soil.

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

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

Jenny Ethell
Head of College

learning or our 'Oxley distinctive' programmes, we seek to nurture curiosity and a love of learning, alongside a willingness to embrace challenges and an appreciation for what we have. We are proud of our school. We look forward to you becoming part of it.

Mark Case
Head of Senior School

OUR VISION

To be a school whose unique combination of **ENLIGHTENED ACADEMIC RIGOUR, CARE FOR THE WHOLE CHILD** and **CULTURAL RICHNESS** provide a distinctive, world class education.

ACADEMIC RIGOUR:

This means having high expectations and working hard. This means students thrive and strive for personal excellence through purposeful learning and a positive mindset. This means students are well prepared for their lives in an ever changing world.

ENLIGHTENED ACADEMIC:

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

CARE FOR THE WHOLE CHILD:

This means knowing and understanding each child and nurturing their wellbeing: body, mind, heart and spirit, so that they thrive.

CULTURAL RICHNESS:

This means students engage in high quality, distinctive and diverse experiences beyond the classroom that build connections and an understanding of local, national and global communities.

OUR MISSION

TO (AND FROM) OUR STUDENTS

AS YOUR EDUCATORS WE WILL:

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

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

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

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

Help prepare you for the future in these exciting, dangerous and uncharted times.

AS YOUR EDUCATORS WE EXPECT YOU TO:

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

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

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

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

Approach your life with courage, optimism and passion; embrace the challenges of living in a VUCA (volatile, uncertain, changing, ambiguous) world and get comfortable with being uncomfortable.

OXLEY COLLEGE HISTORY & PHILOSOPHY

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

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

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

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

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

ENLIGHTENED ACADEMIC RIGOUR

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

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

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

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

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

In the Senior School the academic programme offers a combination of compulsory studies and elective subjects. The opportunity for choice grows as student's progress towards their senior years.

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

Kate Cunich
Head of Academic and Innovation

STAGE

4

YEARS 7 AND 8

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

ALL STUDENTS TAKE THE FOLLOWING SUBJECTS:

- English
- Mathematics
- Science
- Geography
- Visual Arts
- Personal Development, Health & Physical Education
- Language
- Cornerstone
- History
- Technology (Mandatory)
- Music
- Learning to learn
- Personal Interest Projects (PIP)

BYODD

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

STAGE

5

YEARS 9 AND 10

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

STUDENTS UNDERTAKE CORE SUBJECTS THAT ARE COMPULSORY FOR ALL STUDENTS:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health & Physical Education
- Cornerstone

STUDENTS CHOOSE TWO ELECTIVE SUBJECTS FROM THE FOLLOWING:

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

and a Personal Interest Project.

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

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

CORNERSTONE

Oxley is proud of its innovative new subject, Cornerstone, introduced in 2015 and taught to every student in Year 7-10. Cornerstone's curriculum is devised and written entirely at Oxley. It is a subject that draws upon many of the big, inspirational and ethical ideas across cultures and traditions and provides a platform for students to critically explore them. It is also a subject that will teach students how to think. This subject should be the cornerstone of an enlightened, rigorous education for the twenty first century.

The topics include:

WHAT IS A GOOD LIFE?

21ST CENTURY ETHICS

HOW TO THINK CRITICALLY

BIG QUESTIONS ABOUT BIG RELIGIONS

MUM, DAD AND TED

FIVE STEPS TO TYRANNY

**THE PHILOSOPHER'S ZONE
WISE MEN OF EARLY GREECE**

rites of passage

During Term 4, Oxley College Year 9 students complete a residential programme in Sydney where they learn in museums, galleries, universities, theatres and the historically rich urban environment of Sydney's CBD.

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

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

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STAGE

6

YEARS
11 & 12

YEAR 11 (PRELIMINARY HSC COURSE)

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

ALL STUDENTS UNDERTAKE THE MANDATORY STUDY OF

- English, Advanced

OTHER SUBJECTS OFFERED

- | | |
|----------------------------------|---|
| • Ancient History | • Mathematics Extension 1 |
| • Biology | • Mathematics Standard |
| • Business Studies | • Music 1 |
| • Chemistry | • Music 2 |
| • Design & Technology | • Modern History |
| • Drama | • Music |
| • Earth & Environmental Sciences | • Personal Development, Health & Physical Education |
| • Economics | • Physics |
| • Engineering Studies | • Philosophy |
| • English Extension 1 | • Studies of Religion 1 |
| • French | • Studies of Religion 2 |
| • Geography | • Visual Arts |
| • Legal Studies | |
| • Mathematics Advanced | |

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

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

YEAR 12 (HSC COURSE)

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

- English Extension 2
- History
- French
- Mathematics Extension 2
- Music
- Science Extension

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

TRANSITION PROGRAMMES

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

YEAR 12 STUDY CENTRE

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

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

ACADEMIC TOURS

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

CLASS GROUPINGS

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

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

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

COMMUNICATION

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

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

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

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

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

CAREERS

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

WHAT PARENTS CAN DO TO SUPPORT LEARNING

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

ACADEMIC PREP

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

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

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

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

WE EXPECT:

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

CANVAS

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

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

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

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

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

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

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



CARE

FOR THE WHOLE CHILD

OXLEY COLLEGE VALUES

Oxley College was founded on Christian principles and the core values are:

**KINDNESS
COURAGE
WISDOM**

We seek to explore all the broader values and virtues below in each of our students:

WISDOM AND KNOWLEDGE

Cognitive strengths that entail the acquisition and use of knowledge

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

FORTITUDE

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

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

HUMANITY

Interpersonal strengths that involve caring for others and provide meaning

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

JUSTICE

Civic strengths that support a healthy community life

- Fairness
- Leadership
- Teamwork
- Service

MINDFULNESS

Character strengths that protect against excess

- Forgiveness
- Humility
- Self-discipline
- Patience

Adapted from Peterson & Seligman, 2004

RESPONSIBILITIES AND RIGHTS

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

Oxley College aims to provide care for the whole child. This includes the social, emotional, cognitive, physical and spiritual wellbeing of each individual. Wellbeing is the foundation quality of life and human flourishing. Personal achievement, emotional resilience and social competence are predicated on children feeling safe, challenged, supported and connected to others. Our pastoral care system seeks to achieve this. At Oxley, all teachers are teachers of wellbeing.

All students and staff at Oxley College have the right to be treated fairly and with dignity in an environment free from physical and verbal disruption, intimidation, harassment, and discrimination. To achieve this, Oxley College will maintain high standards of student behaviour at all times. Respect for Self, Respect for Others and Respect for Oxley College replaces individual rules and acts as our guide to supporting students under our care.

We understand from time to time students will make some mistakes. Through our application of Restorative Justice, we aim to assist students in learning from their mistakes, reflecting on the consequences of their actions, developing empathy and modifying their attitudes and behaviour. Respect for Self, Respect for Others and Respect for Oxley College is also a partnership with parents working together to enable all students to flourish. The achievement of these aims is only possible with the full support and co-operation of parents.

As our Year 12 students exit the school gates for the last time we hope they have developed into young men and women of character and who respect the core values of the College.

HOUSE SYSTEM

Each of the six Houses in the Senior School are divided vertically into six Mentor Groups, each with approximately fifteen students from Years 7 to 12.

The purpose of the Mentor Groups is to establish a safe, nurturing and inclusive environment for all students and to foster connection across the year groups. Mentor Groups meet daily, with the House coming together at a fortnightly assembly.

The role of the Mentor is to know, care and be an advocate for each student in the Mentor Group. The Mentor is the central point of contact at school for parents. The Mentor will liaise with other staff, as needed, including the school Psychologist and Heads of House. The Head of House has overall pastoral responsibility for each student in their House and will deal with the more complex or serious matters. They work closely with the Deputy Head Pastoral – Senior School.

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



DOBELL

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



MAWSON

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



MONASH

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



DURACK

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



FLOREY

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



OODGEROO

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

RESTORATIVE JUSTICE

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

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

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

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

LEADERSHIP

At Oxley College we believe all students have the ability to lead, be good role models, and inspire others to be the best they can be.

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

Student Leaders have specific roles and responsibilities.

Our Student Leadership Team consists of:

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

STUDENT LEADERS SHOULD:

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

SERVICE LEARNING

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

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

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

OUR INTERNATIONAL OPPORTUNITIES INCLUDE:

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

SEVERAL LOCAL PROGRAMMES INCLUDE:

Year 7

Feeding the Homeless

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

Year 10

Aged Care

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

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

CULTURAL RICHNESS

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

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

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

THE ARTS

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

Wider opportunities for performance are not limited to students of Drama or Music. There are regular dramatic productions exploring a wide range of style, idiom and performance dynamic. The College has maintained its interest in Fast & Fresh, a state-wide competition for short plays.

In Music, a variety of ensembles perform across the musical spectrum. The Oxley Chorale, Concert Band, String Ensemble and the Stage Band often combine to perform larger works for formal occasions as well as presenting their extensive repertoire at more intimate musical evenings. Music ensembles and Drama groups have travelled interstate and overseas to perform in a variety of festivals and educational settings.

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

OUTDOOR EDUCATION

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

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

OLE! OTHER LEARNING EXPERIENCES

OLE! Week is a unique multi-day Kindergarten to Year 11 College event held at the beginning of Term 4. This is a wonderful opportunity for Oxley students to explore new experiences with their peers in a supervised and supportive environment. Oxley utilises the services of Lands Edge Foundation and our own Staff expertise to create experiences ranging from the South Coast of NSW to an Urban Exploration programme in Year 6. Each programme is integrated with Oxley's Vision and Mission. The learning outcomes of OLE! are also closely aligned with the Duke of Edinburgh's International Award Programme.

Students will acquire new skills as they begin their journey towards independence. Specifically, they will learn to prepare for the elements, camp in tents, navigate, canoe, cook and clean for themselves. They will also be involved in hiking, mountain biking and climbing. OLE! Week has close links to the Rites of Passage programme in Year 9 and Service Learning in Year 10 which include overseas and regional trips. The programme culminates in the ultimate Oxley experience of Outback in Year 11.

SPORT



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

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

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

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

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

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

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

OXLEY COLLEGE PARENTS' & FRIENDS' ASSOCIATION

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

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

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

Events held throughout the year are designed to be social or to raise funds. In reality the latter often become social as well, as this is a great way to meet and get to know other parents and members of the Oxley community.

Annual events have included parent year group functions, the Trivia Night, Oxley Equestrian Day, the Pin Oak Fair and Eve on the Green.

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

OXLEY COLLEGE DIRECTORY

BOARD OF GOVERNORS

Chairman	Dr Stephen Barnett
Deputy Chairman	Mr Tony Norris
Board Members	Mrs Mandy Lawson
	Mr John Rapp
	Mr Dennis Mudd OAM
	Ms Christine Windeyer
	Ms Anni Baillieu
	Mr Malcolm Noad
	Mr Roderick McAllery

HEADS OF HOUSE HOUSE NAME

Mr Keiran Staples	Dobell (Green)
Mr Bill Clewett	Durack (Purple)
Mr David Spies	Florey (Yellow)
Mr Christophe Gauchat	Mawson (Blue)
Ms Victoria Rintoul	Monash (Red)
Mr Phil Cunich	Oodgeroo (Ochre)

AREAS OF RESPONSIBILITY

Director of Students	Ms Genevieve Whiteley
Director of Curriculum	Ms Catherine Dobner
English (acting)	Mr Grahame Chambers
Mathematics	Mr David Houghton
Art, Technology & Design	Ms Beattie Lanser
Performing Arts	Mr Andrew Young
Science	Ms Annik Schaefer
Social Sciences	Mrs Ruth Shedden
Languages	Mrs Trish Gibson
Library	Mrs Elizabeth Antoniak
PDHPE & Sport	Mr Tom Kindred
History & Philosophy	TBA
Learning Engagement	Mrs Jo Ismay
Dean of Operations	Mr Tristan Bevan

EXECUTIVE

Head of College	Mrs Jenny Ethell
Head of Academic and Innovation	Mrs Kate Cunich
Head of Senior School	Mr Mark Case
Head of Junior School	Mrs Katherine Halcrow
Director of Business Services	Mr Euan Liddell
Head of Community Relations & Enrolments	Mrs Emma Calver

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

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

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

IMPORTANT GENERAL INFORMATION

THE SCHOOL YEAR

Term Dates are found via this link:
oxley.nsw.edu.au/news-events/terms-college-dates

THE SCHOOL DAY/WEEK

The College timetable rotates on a ten day cycle.

Days are known as:
**MONDAY A | TUESDAY A | WEDNESDAY A | THURSDAY A | FRIDAY A, AND;
MONDAY B | TUESDAY B | WEDNESDAY B | THURSDAY B | FRIDAY B**

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

Roll Call	Period 1	Period 2	Recess	Period 3	Period 4	Lunch	Mentor Group	Period 5	Period 6	End of Day
8:45am	8:55am	9:45am	10:35am	11:05am	11:55am	12:45pm	1:25pm	1:45pm	2:35pm	3:25pm

FRIDAY WEEK A ASSEMBLY

Roll Call	Period 1	Period 2	Assembly	Recess	Period 3	Period 4	Lunch	Period 5	Period 6	End of Day
8:45am	8:50am	9:35am	10:20am	11:05am	11:35am	12:25pm	1:15pm	1:50pm	2:40pm	3:25pm

MENTOR GROUP

All students are allocated to a Mentor Group which has a Mentor and students ranging from Years 7 to 12. The Mentor's role is to know, care and advocate for each student in their group. If students have any problems or difficulties, these are the people to ask for help in the first instance. If they cannot help, they will know who can.

HOUSES

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

FINANCIAL

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

TIMETABLES

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

ARRIVING AT SCHOOL

It is recommended that students should be at the College by 8.35am. Roll call is at 8.45am in Mentor groups. Daily announcements are also read at this time.

ABSENCE

If your child is ill please notify the College between 8.00am and 9.00am. If a student is absent and the parent has not made contact with the school an SMS message will be sent to one of the parent's mobile phones indicating that their child is absent. On the day of your child's return they should bring a note explaining their absence and give this to their Mentor. Special slips in their Diary can be used for this purpose. Absence for reasons other than sickness is actively discouraged. Requests for such leave should be made to the College via Student Services, in writing, well in advance of the leave. It should not be assumed that permission will be granted.

LATENESS

School begins at 8.45am. Students are late if they are not in the Mentor room by 8.45am. Students arriving after roll call are required to report with their Diary to Student Services to be signed in. Parents are requested to make a signed entry in the Diary and give a reason or to provide a note (Special slips in their Diary can be used for this purpose).

EMERGENCY PROCEDURES

In the event of an emergency the following will occur:

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

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

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

LEAVING THE COLLEGE GROUNDS

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

SUPERVISION

Formal supervision is not available before 8.20am. The David Wright Library is open until 5.30pm, Monday to Thursday. Supervised care is offered there.

CANTEEN

Oxley College has an excellent canteen which operates each day. Fresh produce from the Oxley College vegetable garden is used whenever possible. Canteen orders can be made online via Flexischools by 9.30am each day.

DRIVING TO SCHOOL

Only Year 11 and Year 12 students are permitted, under certain conditions, to drive to school. They must enter and reverse park on the eastern side of the College, along the driveway. Vehicles are out of bounds during normal school hours. Permission to drive, or to be a passenger in a car driven by a student, must be sought on the appropriate form (available from Student Services). Year 11 students are not permitted to have passengers except for siblings.

BICYCLES

Bicycles should be parked in the racks provided behind the Junior School office. Students must wear helmets.

ILLNESS

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

INFORMATION FOR STUDENTS

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

NAMETAGS

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

LOCKERS

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

LOST PROPERTY

Lost Property is kept in Student Services. Labelled items are returned to students via their Mentor. Clothing not labelled will be sent to the Oxley Shop at the end of the term if not claimed.

MOBILE PHONES

Students are allowed to bring mobile phones to school, but they are not permitted to use them between 8.45am and 3.25pm. They are to be kept in school bags or lockers.

CAMERAS

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

VALUABLE ITEMS

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

PHONES

Phones are not to be used during the school day at Oxley College. There is a "See it, Hear it, Lose It" policy at the College.

SPORT

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

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

MAJOR COLLEGE EVENTS

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

MAJOR DATES

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

PIN OAK

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

MUSIC TUITION

Individual Music Tuition is available at the College. Enquiries may be made to the Head of the Arts.

THE OXLEY SHOP

The Oxley Shop is located in the second demountable on the right, along the second driveway and operates on Tuesdays, Wednesdays and Thursdays from 8.30am -4.00pm. Occasionally the shop is open on a Saturday. Please check the website for details. Eftpos facilities are available during these hours. Special arrangements/ appointments will be made to assist new parents (Please call the Oxley College office).

AWARDS

Oxley Awards are made at three levels:

- Tab
- Half-Colours
- Colours

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

TEXT BOOK REQUIREMENTS

Box of Books will provide parents with the option of ebooks or paper texts via one simple, seamlessly delivered and simple to use platform.

All details are available via this link:

oxley.nsw.edu.au/learning/textsstationery

STATIONERY REQUIREMENTS

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

TRAVEL PASS APPLICATIONS

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

ACCIDENT INSURANCE

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

DRESS AND APPEARANCE

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

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

OXLEY COLLEGE SENIOR SCHOOL UNIFORM

BOYS

- College Blazer
- College Tie
- College Hat or Cap
- **Trousers (all terms) or Shorts (Terms 1 & 4 only) (mid grey)
- White Shirt
- Navy V-Neck Jumper or Vest
- College Sock (long grey 7-9, long blue 10-12)
- Black Shoes (plain – lace-up)
- Belt (black)
- ** Long trousers are worn on formal occasions

SENIOR VARIATIONS (YEARS 11 & 12)

- Senior Tie
- Senior Stripe Shirt

OPTIONAL ITEMS BOYS & GIRLS

- College Scarf and Beanie (Term 2 & 3 only. Travelling to and from school with overcoat)
- College Driza-bone Coat

PE and Non ISA sport Uniform

- College Track Suit
- College Blue Sports Top
- College Sport Shorts
- White Sport Socks
- Athletic Shoes
- College Hat or Cap (Cap Senior School only)
- Swimming Costume
- Sports Jersey (optional)

ISA Sport (Senior School only)

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

House Events

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

Bags

- Oxley College – Back Pack
- Oxley College Sport Bag

GIRLS

Summer Term 1 & 4

- College Blazer
- College Hat
- **Summer Dress
- Navy V-Neck Jumper or Vest
- College Sock (white 7-10, blue 11-12)
- Black Shoes (plain – lace-up. Ballet style shoes are strictly forbidden).

SENIOR VARIATIONS (YEARS 11 & 12)

Senior Tie

- Senior White Overshirt
- **Navy Skirt

WINTER TERMS 2 & 3

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

SENIOR VARIATIONS (YEARS 11 & 12)

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



to think
to dare
to dream



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

WE LOOK FORWARD TO WELCOMING YOUR
FAMILY TO OXLEY COLLEGE.

OXLEY COLLEGE **K-12**

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