



1983 TO 2023
OXLEY COLLEGE



Oxley
COLLEGE

SENIOR SCHOOL

INFORMATION



to think
to dare
to dream

WELCOME TO OXLEY COLLEGE

**ALTHOUGH THE
SCHOOL BEGAN ONLY
FORTY 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. Analytical thinking, creative thinking and AI and big data will be the most in-demand skills for workers by 2027. By then it is predicted that almost half of workers core skills will be disrupted, with technology moving faster than companies can redesign their training programs.* Our evidence-based approaches to teaching and learning, as well as to wellbeing, are at the heart of all we do.

* Source: The World Economic Forum's Future of Jobs 2023 report, May 2023.

Although the school began only forty 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 this 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 this community have made the conscious choice to raise their children in a local setting- one with forty thousand people, not four million. People want a school that reflects that. The beautiful grounds and relatively small size mean that every student is known and cared for. At the same time we are large enough to offer a strong variety of subjects, sports, activities, bands and social groups.

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 forty 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.

Scott Bedingfield
Head of College

In the Senior School, every child is known and cared for. We see education as education for the whole child: 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 learning or our 'Oxley distinctive' programs, 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
Deputy Head of College

OUR VISION

Oxley is a vibrant, respectful and inclusive learning community, where development of character, care for the whole child and enlightened academic rigour inspires individuals to thrive.

The Oxley College Wellbeing Framework has been developed from research in the area of Positive Psychology.

It expresses the key principles that enable individuals to thrive: Build Connections, Find Meaning, Be Authentic, Stay Fit and Show Gratitude are the basis on which emotional, social, physical, cognitive and spiritual wellbeing is cultivated.

Wellbeing is the foundation of 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.



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

OXLEY COLLEGE HISTORY & PHILOSOPHY

**OXLEY COLLEGE IS AN INDEPENDENT,
CO-EDUCATIONAL AND NON-DENOMINATIONAL P - 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 program offers a combination of compulsory studies and elective subjects. The opportunity for choice grows as students progress towards their senior years, reflecting the importance of student agency in maximising academic achievement.

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

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:

- Cornerstone
 - English
 - Geography
 - History
 - Language
 - Mathematics
 - Music
 - Personal Development, Health & Physical Education
 - Science
 - Technology (Mandatory)
 - Visual Arts
-

BYOD

We are a Bring Your Own 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 program, choosing subjects that reflect their particular interests and aptitude. A substantial, but smaller program of compulsory studies maintains the breadth and balance.

STUDENTS UNDERTAKE CORE SUBJECTS THAT ARE COMPULSORY FOR ALL STUDENTS:

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

YEAR 9 STUDENTS CHOOSE THREE ELECTIVES FROM THE FOLLOWING:

One must be an international elective (denoted with):

- | | |
|------------------------|----------------------------------|
| • Commerce | • History Elective* |
| • Computing Technology | • Industrial Technology - Timber |
| • Design | • Music |
| • Technology | • Philosophy* |
| • Drama | • PASS |
| • French* | • Arts |
| • Geography Elective* | |
| • Global Studies* | |

YEAR 10 STUDENTS STUDY PIP (PERSONAL INTEREST PROJECT) & CHOOSE 2 ELECTIVES FROM THE FOLLOWING:

- Commerce
- Design Technology
- Drama
- French
- Food Technology
- Computing Technology
- Japanese
- PASS
- Visual Arts

CORNERSTONE

This subject, unique to Oxley, enables students to critically explore many of the big ideas and questions that have concerned cultures and traditions since the dawn of civilisation. Devised specifically for our context and taught to all students in Years 7-10, it is also adaptive to a rapidly changing world. In exploring different perspectives, thinking critically and appreciating the complexity of what it means to be human, it is the cornerstone of an enlightened and rigorous 21st century education.

The topics include:

WHAT IS A GOOD LIFE?

21ST CENTURY ETHICS

HOW TO THINK CRITICALLY

WHY SHOULD I BE GOOD?

CAN MACHINES THINK?

FIVE STEPS TO TYRANNY

HOW DO I KNOW WHAT IS REAL?



rites of passage

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

The Rites of Passage Sydney program has been designed around psychologist Michael Carr-Gregg'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 program around the theme "Identity - Telling Your Story". It has included tours, workshops and lectures at the Australian National University, 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 program 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 program 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 program provides an unforgettable, transitional moment in the lives of Oxley students.



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CLASSROOM.**

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

OTHER SUBJECTS OFFERED

- Ancient History
- Biology
- Business Studies
- Chemistry
- Design & Technology
- Drama
- Earth & Environmental Sciences
- Economics
- Engineering Studies
- English Extension 1
- French
- Legal Studies
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Standard
- Music 1
- Music 2
- Modern History
- Personal Development, Health & Physical Education
- Physics
- Studies of Religion 1
- Visual Arts
- VET: Entertainment
- Society & Culture
- Sport
- Lifestyle & Recreation 1
- Studies of Religion 2

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 Program of Study commences during Term 4. Students have the opportunity to amend their program with the addition of various extension courses:

- English Extension 2
- History Extension
- Mathematics Extension 2
- Music Extension

TRANSITION PROGRAMS

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

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 Heads of Department and Heads of House in order to determine initial groupings. 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, Heads of Department and Head of Teaching and 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.

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 Mentor.



CAREERS

The Careers program at Oxley is an individually tailored program beginning in Year 10 to ensure our students receive up to date information and support on their future career options. The program 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

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 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' diaries can be used to record how much time they spend on each subject each night. This allows Mentors and parents to monitor how much homework they are doing. 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.

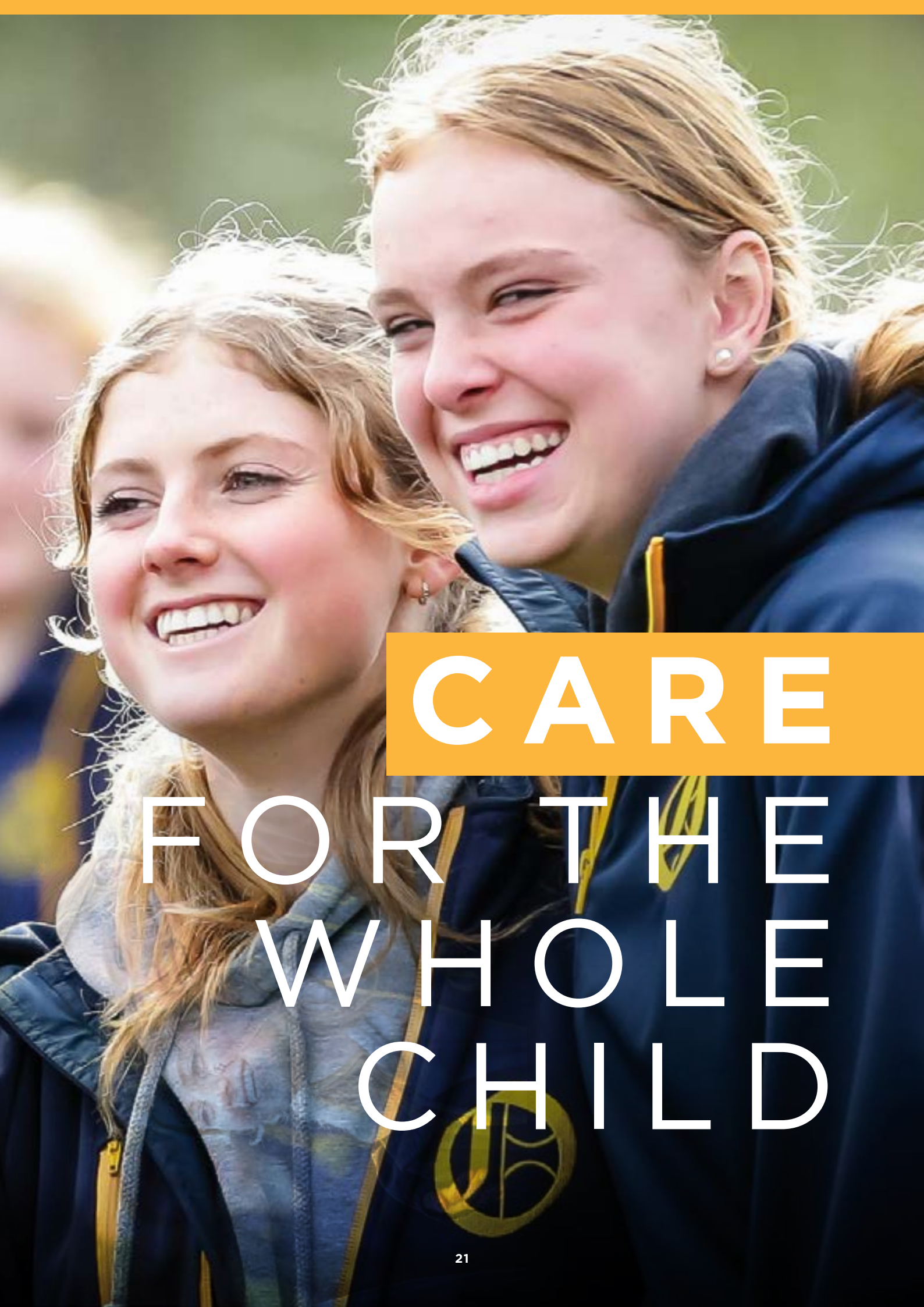
A school's climate has much to do with the spiritual, moral and social development of students. Children and young people feel most secure in an ordered environment where they know what is expected of them. This implies a structure of guidelines and frameworks and an awareness in staff and students of 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

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.



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.



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.



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:

College Captains
Deputy College Captains
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 programs.

OXLEY STUDENTS HAVE THE OPPORTUNITY TO EXPERIENCE A WIDE RANGE OF INTERNATIONAL AND NATIONAL TRIPS.

Further details can be found in the link below
<https://www.thebuzz.net.au/ox...vice-learning-tours/>

SEVERAL LOCAL PROGRAMS HAVE INCLUDED:

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.

A group of students in 1920s flapper costumes are dancing in front of a large, illuminated neon sign that reads 'CHICA'. The students are wearing black dresses with fringe and headbands. The background is dark with purple and blue lighting.

CULTURAL RICHNESS

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

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 Program 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 program 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 8 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. 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 program in Year 9 and Service Learning in Year 10 which include overseas and regional trips. The program 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 programs 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 program.

There is an expectation in the Senior School that every student will participate in either a Summer or Winter ISA sport. Many students play both Summer and Winter sports.

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

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.



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	Mentor Group	Period 3	Period 4	Lunch	Period 5	End of Day
8:45am	8:45am	9:48am	10:51am	11:16am	11:36am	12:39pm	1:42pm	2:22pm	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 Manager on 4861 1366.

TIMETABLES

The College runs an integrated school day, including 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 Period 1. Daily announcements are also read at this time.

ABSENCE

You will receive a notification via the Oxley Portal (and App if you have access to it) at the start of the day alerting you to the absence. If you know your child is away, at this stage, please don't do anything. If you were not aware of their absence, please contact Student Services at studentservices@oxley.nsw.edu.au or call 4861 1366. We will continue to mark the roll at each lesson throughout the day and at the end of the school day send you another notification, we ask that you please follow the prompts and fill out the details at that stage.

LATENESS

School begins at 8.45am. Students are late if they are not in the Classroom 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.

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 – Announcement given through the bell system. "Lightning has been detected in the area; please proceed to a safe location". All students are to be directed by staff to a safe location.

SPOKEN WORD

The College has a vibrant spoken word program, entering multiple teams in Debating competitions and Model United Nations Assembly (MUNA), as well as in Public Speaking.

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.

THE DAVID WRIGHT LIBRARY

Formal supervision is not available before 8.00am. The David Wright Library is open until 5.00pm, Monday to Thursday.

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 should be made online via Flexischools by 9.00am each day.

DRIVING TO SCHOOL

Only Year 11 and Year 12 students are permitted, under certain conditions, to drive to school. 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, for them to report to Student Services, and The Clinic will contact parents if needed. The College has a First Aid Management Plan for each child that is to be kept up to date by parents via the Portal.

SPORT

Students are required to complete one season of ISA sport per year (summer or winter), although many play both. There are several additional sports throughout the year including Swimming, Cross Country, Athletics, Mountain Biking, Fencing and Equestrian.

INFORMATION FOR STUDENTS

Information is passed on to students either at Assembly, or via the Daily Announcements. 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 Year 7 - Year 10 students are not permitted to use them between 8.45am and 3.25pm. They are to be kept in school bags or lockers. There is a "see it, hear it, lose it" policy at the College.

VALUABLE ITEMS

Items of value 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.

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 and in the links on the Oxley App.

PORTAL AND APP

We have streamlined the way in which we communicate with families and offer an easy-to-use digital method for you to access information about your child/children. The App will allow you to receive push notifications, notify the College of student absences, digitally grant permissions for excursions, view the College calendar and for Senior School students view upcoming assessment tasks and more.

The Portal is a web-based full version of the Oxley App – everything that is in the App will be in the Portal. You can access these via the College Website

[Parent Documents – Oxley College](#)

PIN OAK

Twice a term, Oxley produces Pin Oak – our newsletter. This is uploaded onto our website and Broadcast to families. This is an important communication tool for our community. 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 Performing 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 Oxley College reception).

CO-CURRICULAR AWARDS

Tabs and colours are awarded to senior students for commitment and excellence within co-curricular 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 the website:
www.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 recharged 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 that occur during school activities and meets the insurer's guidelines. This cover relates to accidents occurring within and beyond school time. Full

details may be obtained from the Business Manager.

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. Hair must be clean, neat and tidy. Hair that is long must be tied back off the face. 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

GIRLS

Summer Term 1 & 4

- College Blazer
- College Hat
- **Summer Dress or optional Girls Shorts with short sleeve Blouse and tie
- 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

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



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 **P-12**

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