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OXLEY COLLEGE

BOOKS THAT
CHANGED OUR
LIVES

CRICKET

JUNIOR
SCHOOL

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HEADMASTER'S REPORT

I am very pleased to be able to say that we have found bore water on the Bray Fields. This means we will be able to have lush, green, playable, fields in the years to come on the other side of the Wingecarribee. Our three failed plantings over the last three years will not become four failed plantings.

Finding water was not without its dramas. Getting the licence to drill for a bore took almost twelve months, including having to 'restart' our application twice (the second time back the same place that we had applied to in the first place).

We were very excited when we got the licence and were able to contract the drilling service Watermin. They turned up one Saturday and began drilling in the space that we chose. As the days went by they got deeper and deeper. Usually you find water at the 100 metre mark or so. We went down beyond 100 metres – no water- 200 metres – no water- 300 metres – no water. Apparently the machine could go down even further, so we kept going. Hot magma and refugees from the EU started spouting up through the hole, but no water. At 342 metres with heavy hearts we gave up on this hole. We wondered if we were unlucky enough to have one of the only dry fields in the Southern Highlands.

However, we were not finished yet. On the water company's suggestion we employed a water diviner. In one of the more extraordinary things I have seen this year, the diviner we contacted used two metal rods in plastic holders to walk around the field and confidently predict where water was, how deep it was, and what the flow rate would be. The metal rods twisted and turned in their plastic holders as he walked, apparently telling us where each and every fissure in the earth's surface is. We drew up a grid on the basis of the diviner's predictions and started to drill. We were looking for 3000 or even 5000 litres per hour.

In sixty metres we had got through the topsoil and the shale and struck water.



Working at Oxley has felt like one long, pleasant, interesting conversation.

When I first arrived at the school I was struck by how willing the students were to approach me and have a chat. It took me a while to get used to this happening in the aisles at Coles, or in the queue for a movie, but I grew to love how personable the students here are in any context. Perhaps seeing teachers around town helps them understand that teachers are people.

But this sense that Oxley is a conversational environment is not just due to geography. It is deliberately woven—from the top down—into the fabric of the school.

An obvious example is the construction of the new staff room, which I was lucky enough to join soon after its introduction. Having the majority of staff in one place forces us to get to know each other. We share laughs, we share music; we share two printers, two sinks, two microwaves

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MOVIES

**Five Movies to watch to get into
the Christmas spirit**

1.Home Alone

Weekly Awards:

Learning Journey

KL: Euan Shedden

Yr 1S: Hamish Aston

Yr 1W: Robert Clothier

Yr 2: Rory Shedden







by reminding me to live in the moment, while always having empathy for people around you.

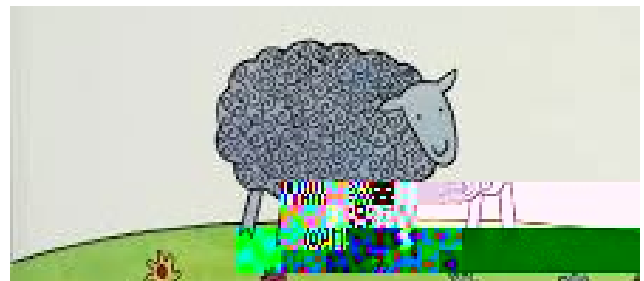
You can learn a lot from books about humanity and misdeeds from the past that can help you focus on living your best life now!

you love history and are ready to let your heart ache at the same time. Dene Pat erson.

An amazing insight into the fundamental structures of society, which was written more than 2000 years ago and still strikingly relevant.

by seeing the continuity of deep thinking over thousands of years.

you want to spend the rest of your life asking difficult questions about people, society and existence. You should read this if... you are wondering what democracy is all about??? Simon Baird



because I was tired of reading books to my young children like Fireman Sam, Spot and The Wiggles.

you have young children under the age of 5 you should purchase this book. I still love it.

Peter Ayling



I read Orwell's Animal Farm when I was in Year 8. I read it in the garden chair that my mother usually occupied, with a cup of tea in one hand, because reading it made me feel grown up. I didn't

and plain not to be clever. It had perfect symmetry—something about the way the chapters lined up with the seasons. The sight

aware of the power of storytelling. Boxer's death didn't make me sad—it made me feel euphoric, in a way—because Boxer's death made total sense of everything contained within that

experience than anything I'd felt in church. I started listening to

back to Animal Farm. It changed what I've read and the way I've read since. Alex Hayman

At Oxley we value student voice. As part of our ongoing Feedback in Action project, we have been speaking with students about their learning and what works best for them in the classroom. Ms Lara Sheils, one of our Visible Learning Leaders has been working with Junior School students and teachers throughout the year, initiating conversations and collaborations that empower students to reflect on their learning. Here are two examples that speak to the rich, authentic learning that takes place daily:

Learning Agenda

In the classroom there are lots of things that improve my learning. Here's what works in my classroom:

- Wall spaces with information about current topics inspire me.
- Clear instructions are given by teachers. Sometimes these are written down and sometimes just explained. I usually know what I am meant to be doing.
- I have approachable teachers who are open to questions and they spend as much time with me and other students as is needed to understand the topic.
- I love being able to listen to music while I work. It gives me motivation and a rhythm to work to. It's also calming because I like classical music to work to.
- Longer sessions focusing on one thing are more useful than short sessions. I can really engross myself in the project, focus on what I am doing and actually get something done.
- I am enjoying group work more. I am learning from others and teaching others as well. I enjoy choosing who to work with. Working across the stage for our filming project made it more interesting because I got to know people from outside the class better.

Learning Intention and Success Criteria

The LI helps me to understand what the aim of the session is and what we are trying to get out of the topic. The SC gives me a goal to work to and understand the level of detail needed to succeed. Having these written on the board keeps me on track. I found having LI and SC in front of me for our Legends and Legacy project really made me explore ideas that I hadn't thought of and stopped me from spending too much time on just one thing.

Feedback

Helpful feedback

Both written and verbal feedback are useful but I find when writing longer pieces, written feedback is best because I can keep referring back to it. The more detail in feedback the better. I like feedback at the idea stage (sometimes this has changed my choice of project completely!), shortly after starting and just before final editing.

Unhelpful feedback

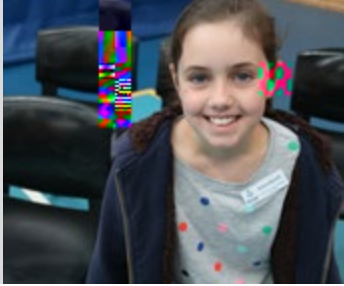
I prefer feedback in the middle of a task rather than when I am finished because, when I think I am finished, I don't like having to edit the entire piece. Student feedback is sometimes helpful if it is detailed and if the student has an understanding of the task but often student feedback is incorrect or lacks enough detail to be helpful. By Cameron Wood (Year 6)

Learning Intentions

The Learning Intention works because it tells you why you are

doing this, and this is good because it would make you want to do this particular thing, so this would make you try more.

JUNIOR SCHOOL SUPERSTARS



EMMA BARNETT

When you were Head of the Junior School did any of the routine surprise you?

There were a lot of meetings and it was quite interesting talking about the school and what we were doing.

How about the responsibility, did any of that surprise you?

A little bit, because I thought the some of the responsibility wasn't mine, when in the end it was.

INTERVIEWS BY

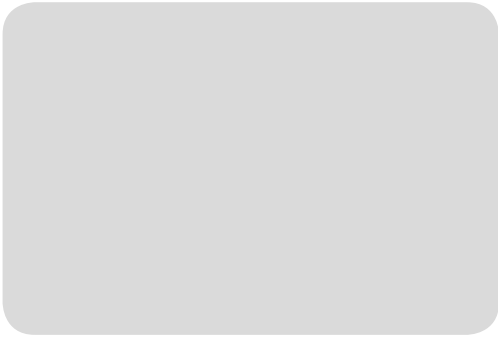
what have you made of yourself since

I've bounced around a few different places (Art school, music school etc), at first not really being

WHAT'S HAPPENING?

Expanding and connecting our knowledge from a typically disjointed, narrow schooling system, DIAR has enabled its members to make their own, informed decisions on the so-called 'big ideas' of today, without an 'instruction manual' to decide for us. Where so many other courses have failed, DIAR has





DECEMBER CALENDAR


	Mon 3 K-4 Swim Week 2 Year 10 Australian Business Week	Mon 10 Year 6 Wet n Wild Excursion Year 6 Farewell Dinner, Briars	Mon 17
	Tue 4	Tue 11 LAST DAY TERM 4 Speech Night, 6.30pm	Tue 18
	Wed 5 Girls "Come and Try Mountain Biking" Session	Wed 12	Wed 19
	Thu	Thu 13	Thu 20
Fri 30 Year 7 - 10 End of Year Exams K - Year 4 Swim Week Year 4/6 Pool Party, Bowral Pool	Fri 7 Assembly Headmaster's Farewell Assembly Year 10 Business Week Dinner, Gibraltar Hotel	Fri 14	Fri 21
Sat 1 ISA Round 6 Year 12 2019 Parent Xmas Party	Sat 8	Sat 15	Sat 22
Sun 2	Sun 9	Sun 16	Sun 23

On Tuesday 20 November at the Oxley College P & F AGM, the following parents were unanimously voted in as the 2019 P & F Executive team:

- President, Bec Biddle
- Vice President Senior School, Megan Moore
- Vice President Junior School, Vanessa Garton (post AGM)
- Treasurer, Trevor Fair
- Secretary, Lynda Smith

During the Thank you to the P&F Drinks which followed the AGM, we farewelled and thanked Kate Gair (former Vice President, Junior School) and Rachel Harman (Junior School Parent Rep Coordinator) for their outstanding contributions to the P & F

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At the half-way mark of the ISA Cricket Season Oxley College leads the ISA 1st XI competition. With 5 wins from 5 matches, Coach Keiran Staples has been very impressed by the way the team have banded together and are focussed on achieving their best. He said, "The boys have worked hard this year and are developing into a great team. They are very focussed on performing at their best and are so supportive of