

PINOAK

ISSUE 51: TERM 2, MAY 12, 2017
OXLEY COLLEGE



BOTSWANA

DUTCH
VISIT

ANZAC
DAY

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STORIES IN THE DARK

Junior Production

Oxley College presents

Debra Oswald's **Stories in the Dark**

Thursday 25th,
Friday 26th,
Saturday 27th May
7.30pm

Hoskins Hall,
Oxley College

\$10 concession and \$15 adults
Tickets available at the door

Creative Writing

LAST WORDS...

I yank my father's car door open and slam it when I get inside. I brace myself as I remember back to what has happened today - my bus being re-routed to another street because of a grisly murder that occurred, seeing my father there at the crime scene, hidden and smiling, and my father having my mum's phone with no straight forward answer as to why, as well as my father being outside the school, with no answer of how long he has been watching me. Great, this is soo great.

I feel my breaths quickening as I turn my head toward my father, I feel my hands shaking and hold them together, praying that this is not my end. I want to beg! I want to scream! How dare he! Why! I just want to forget everything!

"Hello my ever so beautiful daughter," I see him reach forward and cradle the side of my face, his hands are so cold. "We have a lot to talk about." I look up through my eyelashes to see him grinning at me. I feel the heat from my body leave me and rush to my chest as it squeezed and constricted my lungs, chocking me. My eyes burn as try to stop the tears from falling, but my attempts are futile, as I feel tears burn streaks down my face. I squeeze them shut and hold my breathe. Please. Save. Me.

By Bridget Drewett (Year 10)

HEADMASTER'S REPORT

(COMPLETELY) OPEN DAY

On behalf of all of the staff I would like to invite you to our first ever '(Completely) Open Day' at Oxley on Friday 19 May at any time from 9.30am- 2.30pm. All of our classes are going to be open all day to anyone who would like to walk in and watch what is happening in any of them.

There are several reasons to do this. Firstly, as parents, you probably get to hear a lot of what goes on in classrooms from your children, but you never get to see it yourself. All you get to see firsthand is the homework, which is only a small part of what we do each day. Secondly, classes have changed quite a lot since we were students and we would like to show you more about how they look now. Some things are different (no chalk, no cane, there are computers, the teachers are usually much nicer) and other things have stayed the same (the outcome of WWII and the value of pi haven't changed yet, and nor has the passionate enthusiasm of many of our best educators).

Thirdly, we think Oxley is in good shape. We are good teachers. The staff and the kids relate well together, and most lessons have great things going on in them. All of our work with the 'Visible Learning' programme, as well as our inherent ability mean that almost all of the fifty minute lessons are really worth it. In addition, the new building's classrooms are up and running and look excellent. We can say this until we are blue in the face. However, we would rather show you.

How will this work? You will register on the main lawn and receive a master timetable with what is being taught, by whom and where for the rest of the day. (If you want to find out where your own child is being taught, you will have to get a copy of their timetable the night before from them). Then you are free to go into any class. You can stay for the whole class or you can leave again after fifteen minutes. You are free to stay for the whole day or pop in for any half hour, or hour that you like. There will be parking on the oval.

A few points to note. Except at the beginning of the class, the teacher will probably just get on with teaching instead of welcoming you. They are not being rude - they are just trying to show what a genuine class looks like, even though there are adults wandering in and out of it consistently during the lesson. If you could try to be a 'fly on the wall' we would appreciate that. Also, if you are one of the first into the class, please try to move away from the door along the wall to allow other people to come in later. You can try waving subtly at your child, but please don't go and join their group or sit with them unless they or the teacher asks you (your children will thank you later). No matter how long you stay in a class, you won't get any homework.

As well, we will be having tours throughout the day. These are primarily for prospective parents, but everyone is welcome on them. There will also be tea, coffee and cakes served on the main lawn throughout the day too.

We are inviting members of the public to the College too. It will be great to show the community the good things that we do. We will also be firm about registration

and have strong teacher invigilation during the day, particularly at recess and lunchtime.

Schools often have 'Open Days' at which parents get to look at the facilities, hear from the Head, receive publicity material and listen to a string quartet. We think this is worlds away from our 'Completely Open Day' in which we are hoping to give you a genuine view of how our College really ticks. There will probably even be litter and students with their shirts untucked. Of course with several hundred parents going in and out of classes, it won't be a 'typical' day, but we are aiming at getting as close as we can for you. We hope you can join us.

FOUNDATION DAY

Just a reminder for all new parents that Foundation Night is on Thursday 18 May at 7.30pm. It is compulsory for all students Years 3-12 and I warmly encourage all parents to attend as well. Its purpose is to celebrate and remember the founding of the College as well as giving us an opportunity to showcase some excellent music, speaking and drama. I hope that you can join us.





BIG ISSUE: 13 Reasons Why

If your Easter holidays were anything like mine, they consisted of a LOT of chocolate, family lunches and most importantly an epic binge watch of "13 Reasons Why". And if you're anything like me, it left you completely gutted, questioning every single thing you've ever done/said to another person. Aside from the string of classic memes and jokes that circulated Facebook because of it, the show stirred up a lot of controversy.

When the show first came out my Facebook feed was full glowing reviews of the show - people couldn't seem to get enough of it! I had some spare time so decided to give it a go - 13 episodes devoured in just a few days. The show was so compelling and complex, but in all the wrong ways. And it's only now I realise just how damaging it is.

Before I go any further, it should be noted that I am not an expert on suicide, and that anything I write is simply a product of the mostly sheltered, naive life I've been fortunate enough to live.

I have mixed feelings about the show - I don't think it's right to make entertainment about something as serious as suicide, but then again, the realness of the situation may have been what made it so compelling and relatable for audiences. And isn't that what the "drama" genre does consistently? From Game of Thrones, MadMen, Breaking Bad, Orange is the New Black to Home and Away, all explore some pretty intense and dark themes. The show covers very confronting issues such as rape and assault, and depicts a graphic death at the end (one that I was unable to watch). It covers these issues with maturity and isn't afraid to delve into the messier issues of life.

Here's what "13 Reasons Why" does well -

It captures the reactions of Hannah's parents and the people she left behind accurately - it doesn't sugar coat the way they feel, and portrays their emotions with honesty. However, it doesn't over dramatise the way they feel and definitely keeps it real. Each character's background is explored, and there is no black or white, good or bad. We understand the characters, most of them are even likable and are people that we can relate to. This is also one of the most confronting elements of the drama- the people who "bullied" Hannah - are not purely bad people. Our whole lives bullies have been the ultimate bad guys - now they feel so much closer to home. They are just like you and I, they are the people we share classes with each day and we can all relate to the things they've done or said. This really brings it home to us, and questions our assumptions about bullying. For Hannah, lots of little things build up (although some pretty big things happen to her too) and there is no one person to blame for her death. At the same time, the causes of suicide can not simply be put down to "13

reasons" and to suggest this is simply naive.

"Not only are the characters complex and sympathetic, the story goes beyond simple teen drama. This is a suicide story, but it's also a story about a community affected by loss. Parents, teachers, businesses. It's a story that grown-ups can relate to, not just a story directed at teenagers.."- Erik Cain of Forbes.

What's troubling about "13 Reasons Why"?

Mamamia recently published an article criticising the show - the review describes the show as "fascinating and brilliantly crafted teen drama", but also as a "suicide manual", claiming that it is a harmful and dangerous, especially for vulnerable teens. It also states that the show completely ignored the guidelines around safe and responsible reporting on suicide.

"Mindframe (a resource that evidence-based information to support the reporting, portrayal and communication about suicide and mental illness) advises that we don't a) divulge the method of suicide or b) refer to any explicit details left in a suicide note. These two points form the entire premise of 13 Reasons Why."

Dr Michael Carr-Gregg says that media coverage can "romanticise, glamorise, sanitise and normalise" suicide, and overall, studies show a significant relationship between exposure to suicide and increases in suicidal behavior as an example.

The other thing that I disagreed with on the show was the fact that mental illness was not mentioned once. Hannah was highly likely to have suffered from some form of mental illness throughout the show and this should at least be acknowledged as a contributing factor to her death. There are also very few resources offered for viewers offering assistance or advice for people going through similar issues.

"13 Reasons Why" offers us a brutal wake up call about suicide. The concepts that it talks about are ones that need to be addressed - however on balance it's not enough to have good intentions when raising awareness. There are aspects of the show that could have been dealt with better so that the conversations around suicide weren't just controversial, they saved lives.

If you're going through a tough time, there are so many amazing resources out there. Here is a link to the beyond blue website; <https://www.beyondblue.org.au/get-support/get-immediate-support>.

By Jemima Taylor (Year 10)

TAKE INSPIRATION



THE AUSTRALIAN CENTRE FOR INNOVATION

During the school holidays I got the opportunity to do some work experience with an origination called TACSI- The Australian Centre for Social innovation. After getting very lost in the city (it was google map's fault, I swear) I found myself suddenly a part of a humming, thriving office. TACSI isn't the place you typically go to do work experience, the center helps the government and other organisations solve social issues by getting to know the people who are most effected. They work with the motto that "good intentions are not enough", and basically gain an in depth understanding of the people and what their needs are. This type of thinking is one that will become increasingly important for the future as we decide the best way to solve issues. Coincidentally - a lunch with the "young women's expert advisory panel" was happening just next door. I popped over and sat in on the meeting, and although I was way out of my depth on a lot of the issues, I found it a really valuable and inspirational experience. The young ladies taking part on the meeting had this amazing wealth of knowledge and were doing so many impressive things with their lives. We met with the NSW Minister for Women. I have come away from this experience with a much broader view about the world.

By Jemima Taylor (Year 10)

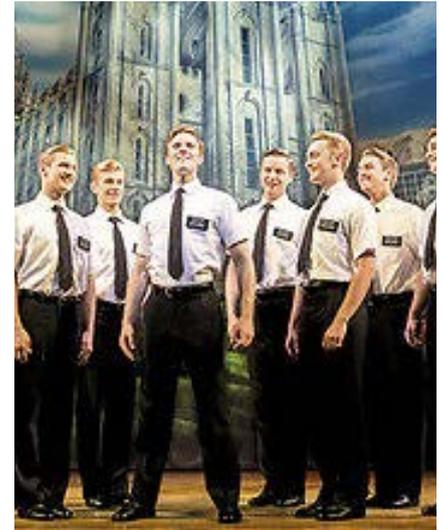


GROOVIN' THE MOO

★★★★

There's a lot to adore about Groovin' The Moo. Every year it draws in a diverse lineup from scattered locations all over the world in order to craft an audience equally as varied. As the icy winds of Canberra started settling in as the day hit off, the now Melbourne-based Bec Sandridge warmed the air with her enchanting, anthemic tunes and excited novel fans while enthralling new ones even more. As the population of the festival became denser, an elevated and ardent vibe started to fix itself down and that mood was only intensified by the colossal and vast punk sounds of American band, Against Me! That high, raging energy was only continued when Melbourne folk-punk outfit, The Smith Street Band took to the stage playing memorable hit-after-hit and conducting their large audience to sing messily along with their iconic tunes. As night settled in, international acts such as Milky Chance and The Wombats embraced keen audiences with their generational songs and exuberant aura. The day clocked off with Violent Soho and The Darkness both giving momentous sets filled with sing-alongs and an eager crowd.

By Izzy Moore (Year 10)



BOOK OF MORMON

The musical

On Oxley's recent senior drama tour to Melbourne we were fortunate enough to see a number of outstanding performances. We watched small shows in dingy little theatres, to comedy performances in Southbank, to Broadway shows at The Melbourne Theatre Company. While picking a favourite show is very difficult, I could not recommend "The Book of Mormon" more! The musical performance was laugh out loud funny, engaging and compelling. The predominantly Australian cast demonstrated true eloquence in their satirical and witty portrayal of Mormonism. The stand out performer, Ryan Bondy, played Elder Price, a young, naive character forced into Mormonism by his parents. The story follows Elder Price and Elder Cunningham as they attempt to bring their religious beliefs to the developing world. The brilliant acting and musical elements were paired with a phenomenal set design. Mid way through the performance the set comes alive revealing the most incredible show of light and colour. I can safely say that I would see the show again in an instant. Its feel-good, light hearted nature is contagious and leaves the audience mesmerised. I would highly recommend you find yourself some tickets to see this hilarious performance. A month later you'll still be singing the tune of the opening number to yourself, and I can attest to that!

By Ella Moran (Year 12)

Head of K-6: Justine Lind

K-6: What to look for in a Wisdom Era Classroom

We look forward to welcoming all our current and potential future community members to Oxley next Friday 19 May for our inaugural Open Day. We are immensely proud of our students and staff and invite you to visit with eyes wide open to the nuanced and complex world of contemporary education that is preparing our students to enter the Wisdom Era. What examples do you see during your visit that allow us to live out our moral purpose each day?

What is honoured in a place will be cultivated there.
Plato

A place of welcome...

1. Our students are confident and happy in their school.
2. Our students have the grace to encourage and support each other.
3. Our students have the grit to persevere in the face of appropriate challenge.
4. Our students' voices are encouraged and appreciated in what they can contribute to our community.
5. Our students have the trust of teachers to strive towards independence and engage with significant concepts and real world issues.

A place of wonder...

1. The surrounding environment inspires a sense of wonder and beauty.
2. The playground provides opportunities for security, fun and discovery
3. The classrooms offer dynamic opportunities for different modes of learning; lecture, tutorial, small group discussion, small group working hubs, individual pods.
4. Classroom displays reflect the students evolving understandings, visible thinking and works in progress; the business of learning in action.
5. The Learning Intentions and Success Criteria displayed in each lesson provide clarity of purpose in the learning process.



Weekly Awards:

Students of the Week Learning Journey

KK: Arabella Lawler
KL: Pollyanna Landrigan
Yr 1: Anneliese Ewald
Yr 2: Dakota Winn
Yr 3: Ben Scott
Yr 4: William Gilbert
Yr 5C: Ilana Sheezel
Yr 5H: Dylan Davis
Yr 6: Eleonora Berzins



Oxley Values

KK: Lexi Mendes Da Costa
KL: William Kean
Yr 1: Bronte Morgan
Yr 2: Matthew Morschel
Yr 3: Aislinn Kenny
Yr 4: Ben Shields
Yr 5C: Greta Perin
Yr 5H: Madeleine Garton
Yr 6: James Witcombe



Learning Journey

KK: Lachlan Stanners
KL: Thomas Berry
Yr 1: Annabel Wickenden
Yr 2: Alexander Psarakis
Yr 3: Mimi Legge
Yr 4: Chloe Legge
Yr 5C: Hudson Alexander
Yr 5H: Oscar Arnold
Yr 6: Billy Cameron



Oxley Values

KK: Robert Clothier
KL: Bliss Brisa
Yr 1: Charlotte Gordon
Yr 2: Imogen Diver
Yr 3: Sienna Wimborne
Yr 4: Jameson Greene
Yr 5C: Oliver Deakin
Yr 5H: Luke Suttie
Yr 6: Leah Halstead



A place of wisdom.....

1. Students are challenged by the pitch and complexity of ideas that provides a stretch in thinking.
2. Students with diverse capacities collaborate in teams to contribute complementary perspectives.
3. Students are active in their learning and empowered to make informed choices about the content and process of the learning experience.
4. Students apply their creativity to a range of predicted and novel tasks or problems.

The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.

John Schaar (Political Scientist, Santa Clara University)

PS A very big thank you to all the parents who helped with Grandparents' Day. It was a huge success and the spread of food provided by the P & F was incredible! More in next issue of Pin Oak.



Uniforms Around the World and Discrimination

The world is moving forward quicker than ever, change is rapid and bigotry is slowly dying. However, one place for which this (mostly) cannot be said is the schools of the world. Every day, schools discriminate against their students. This discrimination may feel subtle but it is here, glaring at us and we need it acknowledged. Schooling systems across the world, the breeding grounds for our future leaders, are still stuck in the past, forcing students into strictly gendered uniforms. It could be said that our schools are no longer a place for future leaders, for the kids that will one day control our earth, it is a place for the reinforcement of discriminatory treatment. This is not an ideal that we can foster in our students. Across the world, there are schools progressing and pushing the boundaries, while in other areas of the world, there are schools that are, in no uncertain terms, failing their students.

Australia

Australia, on the whole, cannot claim to be a progressive nation in many ways. Among other things, recent contention over whether or not people of colour can be legally harassed based on race and repeated blocking of bills to allow same-sex marriage have proved this. There are beacons of change and progress however, though they are few and far between. Newtown Performing Arts High School made headlines in February of 2016 for removing gender labels from its uniform and allowing students to simply choose their uniform. This move was deemed "radical gender theory" and "rainbow ideology" by the notoriously homophobic Australian Christian Lobby and other conservative groups, whilst being widely applauded across the country by the general public for its progressivism.

In most schools however, in particular independent schools, uniform is still strictly gendered. Boys wear pants and girls wear skirts or dresses. We are told it is tradition, but it contributes to a wider atmosphere of discrimination in our schools. Girls in pants and boys in dresses should not be considered radical, and for many people hasn't been for decades, so maybe it's time for our nation's schools to catch up.

Britain

Though it is so historically successful, Britain is most certainly having its own issues on this front. Mere months apart, two separate incidents have sparked protests across the nation. Midway through 2015, Stoke-on-Trent's Trentham High School quietly made changes to their uniform policy, disallowing female students from wearing skirts. The reasoning given for this change? That skirts were too distracting for male teachers. This change went largely unnoticed by the public until a few months later when the rule started to come into force. On the first day of the rule being enforced, everything became so much worse. Ten students were sent home in one day and the reason given for this sounded all too familiar- the pants were deemed 'too tight' and 'unflattering' on students with bigger body types.

Across the country, Lord Grey School in Buckinghamshire was making its own mistakes. Though female students had the option of pants or skirts, over 70 students were sent home on the first day of the semester due to dress code violations - either their pants were considered unflattering or their skirts too tight, there was no way to win for these students. In a statement later issued by the head teacher of Lord Grey School, even more appalling comments were made - "Ironically, for those girls who are not very slim, the tight clothing emphasises their heftiness and is unflattering", "the last thing we want is boys peering up girls' skirts while they are climbing the stairs". These comments display an alarming attitude towards girls and women alike, inadvertently perpetuating the idea that a girl's appearance to others is more important than her own education, as well as saying that girls should be punished for the actions of boys, rather than the boys being reprimanded or taught not to mistreat girls. This is dangerous territory for a school to be veering into as body-shaming and humiliating students will do nothing but damage.



New Zealand

There aren't many examples of a gender-neutral or inclusive uniform in the media, but the best model is the one of Dunedin North Intermediate School in New Zealand. The students there are in Years 7 and 8 and their uniform policy is one of the most forward thinking and logical out there. They have five uniform options, available to students of any gender; they have culottes, kilts, long pants, regular shorts and athletic shorts. Any student can wear whatever option they wish and the school has reported that the changes have been easily accepted by students, but has caused more of an issue with the parents than their children. I must put emphasis on the nature of this policy - it is based on choice. Not on all students wearing the same thing, but students being able to choose what suits them best.

South Africa

On another note, it is not just sexism running rampant in schools. In South Africa, Pretoria Girls High School has found itself under fire recently after a number of young black girls were punished for wearing their natural hair to school and for speaking their native languages. Zulaikha, a 13-year-old student of the school, made a controversial in-class speech on racism in the school which sparked a series of protests that have been widely dubbed as 'uprisings'. Black students banded together in protest, facing threats of suspension from the school and arrest by local police forces with nothing but courage and strength. The stories shared by past and current student's alike paint an awful picture of the situation, explaining in detail the abuse suffered at the hands of white staff- many were told they looked awful, unprofessional and untidy due to their natural hair.

Where next?

This sort of behaviour from schools can no longer be condoned, it is damaging student's sense of self and allowing grown men and women to get away with discriminatory, and often offensive, behaviour. Moving forward, removing gender labels from uniform options and allowing students a choice in what they wear is the next step. Teaching people to view girls as more than their bodies and clothes is imperative. Allowing young people to exist freely, comfortably and safely in schools is the most important thing and maybe allowing them choice in what they wear is a vital step in the right direction.

By Imogen Hatcher (Year 9)

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

At Oxley we talk often about growth mindset and the importance of "stretch, strive and stick". We encourage students to develop their abilities through dedication, hard work and effort when learning something new. As adults, we know that this fosters a love of learning through experiencing the reward that comes through meeting challenge, acquiring the strategies to meet that challenge and the satisfaction that comes with achieving the set goal.

What we enjoy most is when students talk about this; when they are able to articulate the meta-cognitive part of learning, that is, understanding how they learn. Our students continue to help us understand where they are at, providing regular feedback about what they are thinking about and feeling when receiving feedback.

Here is a snapshot of students talking about their growth mindset in learning, describing "stretch, strive and stick" in their own words:

This means to try to extend myself to be a better student, to always try to do my best, and to keep working hard, even when it seems difficult.

To stretch myself out and push myself out of my comfort zone, strive to do my best at what I push myself in and always do this by sticking with it and not giving up easily. Stretch, Strive and stick mean to me that you stretch your ability to do things, strive to always do your best and that the learning sticks in my mind.

You stretch to understand the question. You strive to do the question and you make sure the question or answer sticks.

Stretch, strive and stick means to me that to achieve and become successful you have to stretch to do things you might not be familiar with, try your best to strive at that subject and stick to it to improve your learning.

To be challenged about what I am facing then to strive to reach it and then to stick at it even when it gets tough Stretch strive and stick means in my own words that if there is something hard to work put is that you work hard to complete it and if you cannot do it or if you don't do it the result you want you try harder like you do that extra revision and study and homework

To me it means to try new things or new questions which you may not normally attempt and to keep working at them and not give up

Stretching beyond your current ability and improving it. Striving for excellence in learning. Continuing to attempt things, even if you're awful at them - with the aim to improve upon it.

Stretching to achieve difficult goals, striving to meet those goals and sticking to new habits, which allows you to attain those goals.

With attitudes like this, our students are progressing well to their goal of life-long learning.



Deputy Head Pastoral: Peter Ayling

On Tuesday 25 April at 4.30am we had over 20 senior students help set for the Dawn Service and pay their respects to our service men and women. Later that morning we had over 250 students march in the ANZAC Day parade in Bowral. Although this is not a compulsory event it was so pleasing to see so many students and staff attend.

We also had our Pipe Band march out in front of the College who received the Thomas Meckiff Moon Memorial Trophy for best presented group. This award is in memory of Major Thomas Meckiff Moon.



BOTSWANA

Service Learning trip to Botswana: Friday 7- Saturday 22 April 2017



In the April holidays a group of 10 Oxley students from Years 10 and 11 travelled all the way to Africa, specifically, Zimbabwe and Botswana. After 30 hours of travel time, we finally arrived in Zimbabwe, where we would be staying for two nights. We visited one of the seven Natural Wonders of the World, Victoria Falls, where everyone was astonished by the unforgettable views of the endless amounts of water. We had a guided tour around the falls where we saw the falls from a multitude of different angles, including viewing from the Zambian border. To say the falls are vast is an understatement; the sheer enormity of the volume of water is unbelievable. By the end of our tour we were completely drenched by the spray created by the sheer force of the falls.

are living in a developing country. It was fascinating to see the differences between our cultures and the way of life, which led us to understand just how lucky we are. At Oxley we are so fortunate with the incredible facilities, resources and environs, and our experience at the Sedie School highlighted the vast contrasts. We spent two days at the Mathiba Primary School, where we taught, played games and interacted with children around eight years old. Although the children's level of English made it difficult to communicate with them, it was incredible to see how much communication could be achieved by hand movements, lots of laughter and smiles.

During the trip we were incredibly fortunate to meet an old Oxleyan, Tempe Adams, who gave us an inspirational discussion of her time spent in Africa working for 'Elephants Without Borders'.

It's difficult to put into words the incredible experiences we had on our journey. And despite the travel at times being challenging, we formed close bonds as a group and we know that the experience will always hold a special place in our hearts.

We cannot thank Mr Craig, Mrs Ritchie and Mr Parker (who joined us for the final five days) enough for their incredible support, good humour and care throughout this amazing journey.

By Jess Deakin (Year 11) and Amelia O'Sullivan (Year 10)



We were then driven by bus to Botswana by our Tour Guides, Gift and Dumi. In Botswana we visited Kasane (Chobe National Park), Nata and Gweta. Here we partook in lots of safaris, both on land and in the water. We saw the animals everybody dreams of seeing, up close with some just meters away. Although we didn't get to see the 'Big Five' we saw so many incredible animals, such as Elephants, Giraffes, Hippopotamus, Sable, Kudu, Impala, Baboons, Buffalo, Crocodiles and Meerkats, just to name a few.

Towards the end of our safari week we ventured into the Okavango Delta. We had a bumpy truck ride to the entrance of the Delta and then got into mokoros (small traditionally dug out tree canoe) where we were pushed by polers through masses of reeds. The ride to the campsite was picturesque and relaxing apart from the occasional spider in your face. Throughout the two nights in which we camped in the Okavango Delta, we enjoyed multiple long nature walks in the morning and afternoon, with lots of relaxing time during the heat of the day. On the nature walks we saw, Elephants, Hippopotamus, Zebra, Wildebeest and we even had an elephant walk straight past our campsite.



On the second week we visited the Sedie Secondary School and Mathiba Primary School. After meeting our Sedie School partners, we enjoyed an afternoon of horse riding where we saw Zebras, Giraffes and Ostriches. The nature of this safari allowed us to be within extremely close range to these animals, which was a breathtaking experience. Throughout the time we spent with the Sedie students we got to exchange cultural values, which opened our eyes to how people



OLD OXLEYAN INTERVIEW

Tim the Yowie Man CLASS OF 1990



Now that you're off in the big wide world, what have you made of yourself since finishing school at Oxley?

After a few years working as a natural resource economist for the Australian Government, I saw the light and for the last twenty years have been investigating and reporting on the mysterious phenomenon. Everything from trying to catch falling fish in outback Australia (really!) to uncovering hidden pyramids in the Pacific. I also work as a travel and broadcast journalist specialising in natural and paranormal phenomena and host a series of night tours which shine the spotlight on hidden Canberra (yes, even spies).

What is your biggest achievement since high school?

Beating corporate monolith Cadbury-Schweppes in a trademark legal battle to enable me to trade under the name 'Tim the Yowie Man'. Cadbury argued that their customers may mix me up with their chocolate eggs. Not sure they have much faith in the intelligence of their customers for I don't come wrapped in foil, don't look like an egg, nor can you eat me.

Were these things that during high school you expected you would end up doing?

Not at all, I thought I'd be Federal Treasurer by the age of 27.

How did Oxley prepare you for your future?

Routines, timetables and deadlines. Oxley's strict schedules prepared me much better for life than all that gobbledygook algebra and quadratic equations in Room 7. Everything in life has a deadline, so get used to it and embrace it.

Favourite memory of school?

Classes below (and in!) the big pin oak, especially acting out Shakespeare's *Midsummer Night's Dream* there as part of our Year 7 (or was it 8?) English lessons. I've watched the same play performed at the famous Globe Theatre in London and it doesn't even come close to my Oxley memories with Anouk Pavlic playing Titania, Queen of the Fairies and almost falling out of a tree branch.

Is there anybody from the Oxley community who inspired you throughout high school?

At almost every assembly (they were outside in front of Elvo back then) Founding Head Master David Wright would repeatedly tell us 'you are educated when you know nothing.' It was lost on me at the time (and just about everyone else I think) but I've slowly realised it really is impossible to know even an infinitesimal amount about one discipline. If you think you are an expert on something, you are not. There's always more to learn.

What would you say you miss most about being at school?

My mum making my lunch for me every day! (Back in my day there was canteen once a term). I definitely don't miss Peter Craig's PE lessons which involved swimming in the Wingecarribee River. At the end of the period, we'd have nine or 10 minutes at best to get out of the water, scamper through the blackberries, up the road to the change rooms, have a shower (there were only three back then and only one with hot water), get changed and to run to English class in Room 3 (top of old block), a feat which much to Mrs Christie, our English teacher's annoyance was never achieved.

What would you say to your fifteen year old self?

You only live once so follow your dreams. Sounds clichéd, but it's true. That said, sometimes you have to do the hard yards to enable you to do this.

WHAT'S HAPPENING?



AT SCHOOL



It takes 24 trees to produce one tonne of paper and only 25% of the tree is actually used. As a year group the 2017 Year 12 cohort has made the executive decision to create an environment group. The environment committee is a group of Year 12s aiming to make Oxley a more eco friendly school. Our first initiative is the blue paper recycling bins. We hope all students remember our blue tower and are now actively using the bins in the classrooms. As a school we want to reduce the amount of rubbish the school produces. One simple way we can all help is by placing our paper rubbish in the BLUE bins. We want to eventually place a blue bin in every classroom. But for now we just need students to make sure they empty the Tutor group bins to help the recycling project. In the future as a school we want to introduce plastic recycling as well as integrating both plastic and paper recycling into K - 6.

By Magdalene Downes (Year 12)



INTERNATIONALLY

Late last year, many questions were raised about the result of the American Election. How much of the population actually voted? Was it based on religious or racially motivated grounds? Should there be an Electoral College system? But, of all these questions, one stood out; Did Russia have anything to do with it?

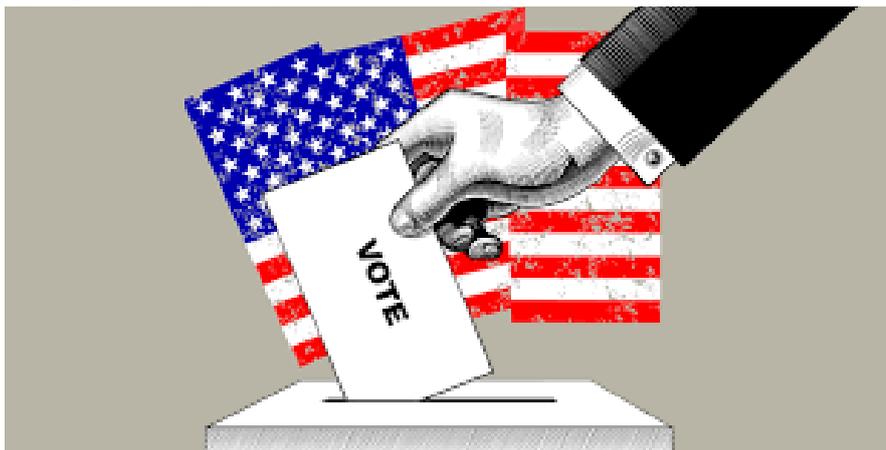
The US government publicly announced in October that it was "confident" Russia orchestrated the hacking of the Democratic National Committee and other political organisations of the Democratic Party. The tactics of these hacks were simple: send bombardments of phishing emails and hope that someone clicked. A major target of these scams was John Podesta, the chairman of Hillary Clinton's campaign. A New York Times investigation revealed Podesta's aide spotted the dodgy email and forwarded it to a technician. However, the aide accidentally reported that the email was OK.

This in-turn resulted in the exposure of over 60,000 stolen emails and damaging revelations regarding the Democratic Party and their nominee, Hillary Clinton.

Intelligence agencies did not, however, go so far as to suggest that the purpose of these hacks was aimed at boosting Trump's chances and destabilising Clinton's.

Until, early in December the CIA announced to a group of top US senators its latest finding; the Russian hacks were aimed at helping Trump.

By Hugh Corbert (Year 7)



LOCALLY

Oxley College Mathematics teacher, Meaghan Stanton, has had a successful year so far on the mountain bike. In March, she travelled to Brisbane to compete in the Cross Country National Mountain Bike Championships, winning her Masters age category, on a steep, technical course, in a race of around an hour. Then in April, Ms Stanton won another Masters national title at the Marathon Mountain Bike Championships in Townsville. This was a much longer format race, made gruelling by the hot, humid conditions and the hilly terrain of the Pallarenda Peninsula. Ms Stanton now has her sights set on the Masters World MTB Championships, held in Andorra, the small province between Spain and France, at the end of this term. She is out training every morning before school, and has ridden 5000km so far this year! We wish her all the best.

GALLERY



THANK YOU

MAY & JUNE CALENDAR

A huge thank you to the following for generously donating to our monster Equestrian Raffle: Sydney Swans, Jennifer Gill Design, Bowral Mowers, Raw and Wild Market and Café, Country Accent, Nina Leon, Susie Webster Wearable Art (from Ten Thousand Paces), The Vogue Room, Joh Bailey Salon, Anytime Fitness, Bowral Co-op, Freedom Hair Design, Palate Pleasure, Babilonia, Horsewerks, The Potting Shed, Margaux Le Guay, Dirty Janes, The Moose Hub, Glam, Coffee Culture, Bowral Books, Endota Spa, Imperial Hotel, Shibumi Equestrian Centre, Horseland, Bistro Oficina, Rabbit Trap Timber, Suzie Anderson Home, Highlands Merchant, Artemis, Tertini Wines, We Know Pets, Hot Canary Meats, The Shed Fitness, Bowral Cook Shop, Showgirl Equestrian, Ludo Restaurant, The Little Hand Stirred Jam Shop, Folly Farm, Noad Family, and the Quirico Family	Mon	15	Mon	22	Mon	29	
	Tue	16	Tue	23	Tue	30	
	Wed	17	Wed	24	Wed	31	
	Thu	18	Thu	25	Thu	01	
Fri	12	Fri	19	Fri	26	Fri	02
Sat	13	Sat	20	Sat	27	Sat	03
Sun	14	Sun	21	Sun	28	Sun	04

P & F NEWS - OXLEY EQUESTRIAN DAY

The weather gods were definitely on our side for the Oxley Equestrian Day this year. Bong Bong Racecourse was the new venue and included five sand Dressage arenas, two Show Jump arenas and plenty of space for Show Horse and Sporting. Horse trucks started to flow in from 6.15 am. With over 100 competitors entered, the first were on course by 8.00 am. The day ran smoothly with competitors riding in their chosen disciplines. Delicious breakfast, snacks and lunch were also provided by the amazing Oxley parents running the canteen. Raffle tickets were on sale and as the day progressed there were some very happy raffle winners being announced. Placings in the various disciplines were also announced with ribbons excitedly collected from the office. The Oxley Equestrian Team members looked very smart and stood out with their well groomed horses, matching Oxley saddle cloths and helmet covers. A presentation was held at the end of the day for the final awards. Congratulations to our Oxley riders – Sophie Artup was the overall Dressage Champion and Hunter Taylor was the overall Show Horse Champion. Congratulations to Will Quirico who was awarded the Boy Champion and Oxley Champion. There are so many people to thank for organising and running such a fun day. The parents involved in organising the various disciplines. The parents who helped to set up, cook on the BBQ, serve in the canteen, run the raffle, the list goes on. Most of the judges, marshals and pencilers were all volunteers, including Richard Lavender who assisted with the Show Jumping course design and set up. Thanks also to the student helpers for their great contribution to the smooth running of events. The day simply could not have run without all of these people. Thank you also to the teachers Mrs McNaught, Mr Wansey and Ms Lane for planning and helping with the day. Lastly, we must not forget to thank our amazing four legged allies, who we compete with, have fun with, and occasionally become airborne from! It's a crazy sport! We are so lucky to have these wonderful animals in our lives and they probably mean more to us than anything else. Sadly, this will be my last Oxley Equestrian Day, but I and the rest of the riders in the Oxley Equestrian Team are very much looking forward to the State Championships coming up in June. Thank you everyone for a wonderful day. By Rosie Bowyer (Year 12 - Equestrian Captain)

A special thanks to Alex Wansey, Ruth and Greg Bowyer, Joady Artup, Louise Jensen, Amelia Feetham, Kate Fair, Holly Kramer, Sue Brown and many many others who helped make this day such a success.

NEWSFLASH

DOE HIKE



On the first Sunday of the Easter holidays, a cohort of Year 10 students, together with several Year 11 girls, set out to complete their practice or qualifying Adventurous Journeys for the Silver Duke of Edinburgh's Award to the Royal National Park just south of Sydney. With gorgeous views, inviting waterfalls and copious amounts of bush bashing, 10 kms later we made our way to Bonnie Vale our campsite in darkness and torrential rain. The next morning, we woke up bright and early, and set off through Bundeena and onto the coastal track. With incredible views of vast amounts of blue ocean, stunning rock formations and plants, this 20km trek was incredibly mesmerising. The following morning was another pretty early rise, woken up by the sounds of the wind and ocean. We all got a little surprise from the Easter bunny that morning which put us in incredibly high spirits! We walked along the top of the cliffs for around 10km until we arrived at our final destination – Otford. On behalf of all students who attended, we would like to thank Mr Dibdin for organising and coming with us on the trip, Ms Rees for joining our group and spending her holiday time with us, and finally to our excellent Land's Edge leaders Annie and Josh who made the success of this hike a possibility with their helpful guidance and providing us with a very good time. By Jasmine Irving (Year 10)

RUGBY TOUR: COFFS HARBOUR



On Tuesday 18 April, members from the 1st XV Rugby team flew to Coffs Harbour to pursue a full week of hard work, training sessions followed by some fun activities. The boys arrived at the Novotel with pure excitement and eagerness to commit their time working towards their rugby but also personal goals. To introduce the week ahead the rugby team was split up into two teams to play a friendly game of 9 v 9 rugby. On day two we set our alarms to walk along the road towards the gym where we cycled our way through pain and sweat. During the nights at Coffs Harbour Mr Gauchat, Mr Combes and Mr Moran organised conferences discussing Rugby goals and plans for the season to come. The first public activity that the 1st's participated in was the surfing session which involved many laughs and banter. Throughout the early days of the week the team was preparing for the game against the local team (snappers).

The Coffs Harbour tour was made to create a new formation of Oxley rugby, we planned the future season at night and worked during the day to achieve the rugby goals and a successful season. The tour brought the team together through different activities and tasks also we have now formed a new vision for our season which will motivate us through the games to come. Thank you again to Mr Gauchat, Mr Combes and Mr Moran for making this tour work so smoothly.

By Harry Ballieu (Year 11)

DUTCH VISIT

The Koninklijke Scholengemeenschap (KSG), Apeldoorn from the Netherlands staying at Oxley College, Bowral in Australia for a week, sounds like an awful lot of fun doesn't it? Well, it certainly was, but in fact it was so much more than that. First of all, we would like to thank Mr Parker and Oxley College for having us here and taking such good care of us. Mr Dibdin did a great job of matching us up with our billets and we were really impressed and surprised by how warmly welcoming the host families were, and how much effort they put into making us feel at home.

From the moment we were picked up from the train station in Bowral, we all had so much fun discussing all the similarities and differences between the countries and teaching each other typical Dutch or Australian words and sentences. The first day we went to school with our hosts and followed both Year 10 and Year 11 classes. Oxley College students are open and friendly and helped us with finding our way around all the buildings on the property. We think that the KSG and Oxley have a lot in common, from the atmosphere at school to the way everyone is chatting and rushing to class.

By Diantha Jansen & Famke Koppers, KSG Apeldoorn

DRAMA TOUR: MELBOURNE



First stepping on the plane to Melbourne, there was definitely a sense of anticipation and excitement, but I don't think any of us quite expected the amazing theatre we would soon experience. It was an awesome trip, completely jam-packed with a feast for the senses: delicious food, groovy Melbourne street art and design, and mesmerising performances - all incredibly unique in their own way. From Friday to Monday we watched a total of eight different shows, ranging from musicals and horror theatre, to drama and hilarious comedy. There was something that appealed to everyone (and for most of us, almost every show was captivating). Thanks so much to Mr Cunich, Mrs Bull and Ms Lanser for making this adventure possible. Izzy Knowles (Year 12)