PIN OAK
ISSUE 15: TERM 2, MAY 1, 2015

Drama
DoE Hike
K-6
MUNA

At the end of last term some Oxley Year 11 students were involved in a ‘Model United Nations Assembly’. It’s a competition in which students from a range of schools represent different countries and debate world topics. Oxley entered two teams. The Russian team consisted of Alex Cocks, Meg Hutchings and Jaime Pryor and the Afghanistan team consisted of Jack Scandrett, Kelsey Scholes and Kaarina Allen. Complete with microphones and flags, it had a professional atmosphere. The competing schools included: Frensham (Israel and Indonesia), Moss Vale High (Fiji), Southern Highlands Christian School (China), Bowral High (Japan), and Chevalier College (Canada and Australia). Some of the unofficial awards were: Best dressed to Fiji with their colourful shirts, and best note passing to Russia. The first of the official prizes was the Peace Prize, for the team contributing most to world peace. This was awarded to Oxley’s Afghanistan, with the members receiving medals and a glass trophy. The overall winners were the China team, who will compete at the next Round of MUNA at Old Parliament House in Canberra. MUNA is conducted around the world at locations including the offices of the United Nations in New York.

By Kaarina Allen (Year 11)

CROSS-COUNTRY

There are two things that a cross country (or sports report for that matter!) can be: That is boring or funny. This report however, professes to be neither; in true Oxley style it presents to you only the facts; cold, hard, informative and only maybe slightly fabricated...

Urban dictionary’s definition of cross country is ‘kids that are generally thought of as being insane by other members of the population, because they seem to take pleasure in agony, a level of enjoyment that is only surpassed by that of inside jokes and other people’s agony’. So with this definition in mind let us think of the 100ish Oxley runners that turned up (and ran!) at the Oxley hosted 2015 ISA Cross Country Carnival held at Chevalier College on Saturday 21 March. Some notable performances include Clancy Aboud, Sienna Knowles, Jade Gillis, Bronte Smith, Kiara Rochaix, Gabby Taylor-Helme, Heidi Bevan, Nicholas Milner, Alex Webb, Finn Ottaviano, Jensen Barker and Michael Zawal who made it to CIS. All in all it was a great day with some outstanding performances. Thanks goes to all the competitors and to the student helpers on the day as well as to Mr Wansey and Mrs McNaught for organising the day.

By Michael Zawal and Lucie Van Der Schalk (Year 12)
In the last edition of Pin Oak I wrote: ‘I also look forward to being able to let you know next term about a very focused charitable initiative in the developing world that we have been planning for months. We certainly take the view that it is our responsibility and privilege to also raise funds for those in need. Our charitable (developing world) and philanthropic (Oxley building) initiatives will be both important to us.’

That initiative was in Nepal. The plan was (and is) to ‘twin’ us with a main village Jhib Jhibe and a number of outlying villages in the Rasuwa region, sixty kilometres north east of Kathmandu. I went to these villages recently with the purpose of forging a relationship such as this. Our bridging contacts are Matthew Swait of World Horizons (Australia) and Balaram Neupane of Rasuwa Treks (Nepal). Matthew Swait was in the region two weeks ago doing more groundwork for the establishment of this relationship. This area receives no tourism and is much poorer than the Annapurna and Everest regions. Nonetheless the trekking and the views are spectacular.

The long term relationship involved:

• Studying about the villages in Year 8 Geography as part of ‘Impact of Globalisation in the Developing World’. Our Head of Humanities, Ruth Shedden, Matthew and I had met about this.

• Making toys for the children in the villages as part of Year 8 Design and Technology.

• Having an overseas service trip, focused mainly on Year 9 as part of the ‘Rites of Passage’ experience. See Draft Overview. This would particularly involve the Oxley students teaching at the Primary and High School in Jhib Jhibe with Gagan Devkota (who you can see in the video link https://vimeo.com/126261229).

• Studying more about the region in Year 10 Design and Technology as part of the sustainable development unit. The D+T Teacher and Matthew Swait had met about this at the end of last term.

• Fundraising for projects.

• Having students spend longer in this village as a GAP year at the end of their schooling. We had already organised Ed Bowyer, Billie Coupland and Ruben Seaton to go at the end of this year as a pilot programme.

We were/are planning to add more elements as the relationship deepens between us. The following video was made two weeks ago with children and adults from the village (several of whom I know) welcoming Oxley to their region and looking forward to seeing us.

https://vimeo.com/126261229

The earthquake last Saturday demolished most of the village of Jhib Jhibe and killed eight people. Of course it has also destroyed significant areas in Kathmandu and elsewhere. Many wonderful people in a desperately poor and needy country have just got desperately poorer and needier. I know that Balaram and his family are camping under a tarpaulin in the rain. So too is the school teacher Gagan Devkota whom we had planned, and are planning, to share our teaching experiences with.

I would like for us to forge ahead with our connection to the people of Jhib Jhibe, though what form it takes in the short term we will have to monitor in the weeks and months to come. It does seem clear to me that fundraising, which we initially had as further down the priority list, has just jumped to the top.

The students who were/are planning to go on a GAP visit to Nepal will be organising fundraising activities for this term (three of the proposed activities are a disco in June, a ‘Nepali Colours’ day and standing in the main street of Bowral with a donation box).

If you are looking to give to the relief efforts in Nepal, there will be many worthy organisations who will receive your money and spend it well. However, if you wanted to give some financial assistance directly to Jhib Jhibe, then Oxley College would gladly take on any contribution you would be willing to make using BSB 012-547 Account 527338956. Please identify any deposits with ‘Nepal’ and your name.

Unfortunately, it would not be tax deductible, thus you should perhaps send very large donations elsewhere! However, I can vouch for Balaram Neupane of Rasuwa Treks who is the closest thing to a ‘head man’ at Jhib Jhibe and who would receive the money from me. I would get accounts (such as they are in a subsistence poor and needy country) from him as to how the money was spent, and send on to you photographs of aid/reconstruction. I have previously funnelled $30 000 to Balaram for the construction of a school and was satisfied with the accounting I received for it. It is quite possible that your children would, in years to come, visit the houses to which you contributed. In addition Matthew Swait is returning to Nepal next week (using his own money) to oversee the distribution of monies that he (and we) will raise.

I am sorry that this project and relationship has to be announced in this way. I had very different ideas indeed. However, I hope you can understand why and will want to be involved in the weeks and years to come.
A question: Why are you here? Are you here out of a sense of duty? Do you feel morally obliged? Are you paying respects to a family member who served? Do you want a history lesson? Or are you just curious?

I consider all your reasons relevant and appropriate, considering that ANZAC day means a variety of different things to a great number of people. Today, I would like to share what ANZAC day means to me.

Recently, I had the privilege of visiting many of the battlefields of World War One throughout Belgium, France and the Gallipoli Peninsula on an international school trip. Whilst travelling, I was able to reflect on the sacrifices made by my great great grandfather, George Atkinson Smith. Before he enlisted George was simply a shop keeper and it was this that made me realise what the true ANZAC legend is. It is not that the Australian diggers were superhuman but instead they were ordinary Australians from all walks of life - butchers, shopkeepers or shoemakers, with very little military training who managed to achieve extraordinary things in spite of their inadequacies. Collectively they shared a strength to fight against massive odds, and the courage and mateship embodied by the ANZAC legend saw the birth of our national identity. For the first time Anglo Australians, mixed-race Australians and Indigenous Australians were able to stand shoulder to shoulder on common ground and battle the threats before them. It is for this reason that of all the celebrations on the Australian calendar, ANZAC day seems to unify us the most as Australians.

As for my great great grandfather, he joined the 1st machine gun company. George then served in Gallipoli, where due to his injuries he retired from battle and was hospitalised. To actually walk on the same soil that 100 years ago was a battle field was a personal and memorable experience. My history lessons at school intimated that the Gallipoli peninsula was unforgiving and harsh but seeing it myself allowed me to appreciate how difficult it would have been to have fought as a professional soldier let alone as a newly enlisted trooper. After traveling around Turkey, 100 years later, I understand the words of Ataturk (the first president of Turkey) who told of the Australians and said: “Having lost their lives on this land they have become our sons as well.”

The concept of ANZAC disobedience seems paradoxical to me as the ANZACs worked so hard when fighting yet found it difficult to honour authority. However larrikin behaviour was prevalent, this at times may have been hindering and yet understandable, given the numbers of soldiers on site. Nonetheless, the disregard had some positives. When fighting under British command in Ypres, Belgium, Australian soldiers were told to leave behind the wounded. Due to their strong sense of mateship, the Australians felt perturbed to just abandon the injured men. One Australian officer rebelled against his orders and made peace with the German commander so that the injured could be rescued, even offering himself as a prisoner of war to save the lives of the mutilated who would have otherwise been left to die.

After he had healed, my great great grandfather re-joined the first machine gun company. A week later on 19 August, 1915 George Atkinson Smith was killed in action on the Western Front by a mortar shell. His body was initially recovered but due to heavy fighting was lost. I was able to visit Villers-Brettoneux where his name is inscribed as one of the many thousand missing soldiers. Here I placed a poppy and a cross of remembrance. These seemed such insignificant things considering the sacrifice he and many thousand others had made for all of Australia. Nevertheless, his story is etched on my heart.

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So now 100 years have gone by and Indigenous Australians have been given citizenship, the Sydney Opera House has been built, we have had two Olympic Games and Australians have invented WiFi. One wonders what will happen over the next hundred years?

Hopefully we find the time to stop and commemorate the sacrifices made by Australian service men and women through all conflicts and peace keeping operations so we can pause and remind ourselves not to take our freedom for granted.

Everyone might remember different people, but across time, the message is the same.

By Wiliam Lamrock-George (Year 11)

This speech was given by William at the Oxley ANZAC Assembly and on Saturday at the Bowral ANZAC Service.
Books

And the Ass Saw the Angel
By Nick Cave

And The Ass Saw The Angel invites you to enter the fantastically twisted world of Nick Cave’s mind. The debut novel from the legendary Australian musician is a troubling journey through themes of the absurd and the profundities of religion set in the darkest depths of America’s South. Following eagerly behind the narration of delirious mute Euchrid Eucrow as he watches his fanatic 1940s town of Ukulore Valley descend into madness, Nick Cave utilises his wealth of otherworldly creativity to conjure a morbidly fascinating dystopia of disturbing characters and metaphysical experiences. When the amusingly naïve citizens of the Valley are convinced that a new Messiah has been delivered upon them to solve their troubles, it is up to the outcast protagonist to attempt to expose the truth. It’s a tumultuous ride, and existentially probing one at that, and is a story that could only come out of the head of a man like Nick Cave.

By Ruben Seaton (Year 12)

Music

Courtney Barnett – Sometimes I Sit and Think, And Sometimes I Just Sit

If you don’t know anything about this goddess that is Courtney Barnett, a), YouTube her and, b), if you can’t be bothered to do that, imagine her music as poetry backed with distorted guitars and lively drums. Sometimes I Sit And Think, And Sometimes I Just Sit is a riveting and crazed, yet beautiful album that takes you through just about every single emotion you can think of.

Single, Pedestrian At Best is four astonishing minutes of completely refined and charming word vomit accompanied by warped and contorted guitar riffs. For tracks such as An Illustration Of Loneliness, Kim’s Caravan and Depreston, Barnett has completely mastered the art of simplicity but still managed to keep me captivated and allured with the messages in these heavenly songs.

To sum it up Sometimes I Sit and Think, And Sometimes I Just Sit is eleven tracks of pure and honest lyrics with swift guitar melodies behind it. And it goes to show, just when I thought Australia was having a bad year in music, in waltzes Courtney Barnett, bringing me an album that I won’t be forgetting any time soon.

By Izzy Moore (Year 8)

Films

Get Hard

If the name doesn’t already veer you away from this movie, then I hope this review will. Get Hard is a try-hard comedy trying to embrace and breakdown modern day stereotypes. Although from the outside the film looks like a hoot, it really isn’t. Will Ferrell and Kevin Hart try their best to evoke some laughter in the theatre but honestly the only thing you are left laughing at is how this movie made it through production. It’s borderline offensive and although it tries to break away from stereotypes, the whole plot arc is overused and horridly predictable. Guy has it all. Guy loses it all, leading him to a friend he never knew he needed (which is quite racist in this instance) and they form an unbreakable bond and defeat a bad guy. Yep that’s all it is, along with cringe worthy “comedy”.

To put it simply, the trailer and cast may look enticing but don’t put yourself or any of your loved ones through 100 minutes of disappointment. Stay in and watch re runs of Friends instead.

By Alexia Cheaib (Year 11)
Term 2 has started with a bang! K-6 students, despite being a little damp for the first few days back at school, have been learning with enthusiasm. We welcome Mrs Cupitt back into the Oxley fold as our new Year 3 teacher. Students in her class are enjoying her great sense of humour and colourful lessons as they and Year 5 work to prepare for NAPLAN in the coming weeks.

Unfortunately, this term has also seen the absence of our beloved Mrs Lind. She had to be dragged off, kicking and screaming, for some much needed heart surgery. We miss her almost as much as she misses us, but will undoubtedly make a full recovery and return to us as soon as possible. Fortunately, Mrs Bull, Mr Ayling and Ms Barnett will join us to assist the staff and students cope in Mrs Lind’s absence. We wish Mrs Lind a speedy recovery and know she will be back with us before we know it. She has asked me to pass on the message that she is thinking about all the K-6 students and the thought of getting back to them and their smiling faces is a great motivation to follow the advice of her Doctor.

Anzac Day services were well attended on Saturday – to say the least. About 40 Oxley students, including some committed K-6 students, attended the dawn service at Bowral and over 250 K-12 students attended the march through Bowral. It was a sight to see and we were all very proud to be part of the Oxley entourage. Thank you for supporting this amazing event.

A reminder about uniform, students must now be in full winter uniform, including clean black school shoes (with a hard sole, not black leather jogger-style shoes) and neat, short hair for boys and tied back for girls. No nail polish or jewellery, except a watch and plain studs or sleepers for pierced ears. Sport uniform should now also include full school track suit, no ‘skins’ under shorts and ankle length white socks – not anklet socks. Incorrect uniform will result in a reminder and then a note home, so please assist us in this matter. If part of the sport uniform is missing on a PE day (for example, shorts lost or shirt in the wash), items must not be replaced by non-uniform items. If the sports uniform cannot be worn completely, then full winter uniform must be worn to and from school.

Finally, we look forward to a busy and rewarding term in all our classrooms. There are lots of exciting activities coming up at Oxley and we look forward to welcoming you to assemblies, activities and class events.

Year 1 shared some of their work in assembly this week. We are learning to write narratives and as an initial part of our unit, we created storymaps based on a few class favourite stories, Owl Babies and Snore!. We drew four pictures showing the setting, the problem, the next event and the solution. We are also enjoying the story of A Bear Called Paddington. As Paddington arrives from Darkest Peru, he meets and stays with the Brown family. We drew and painted Paddington as he arrived at the station after which he is named.

Weekly Awards:

Students of the Week
K: Elke Hunter
Yr 1: Allegra Mineeff
Yr 2: Maximo Ramos
Yr 3: Emma Scott
Yr 4: Paloma Ramos
Yr 5: Alice Gilbert
Yr 6: Madeleine Sargeant

Respect Oxley
K: Ivy Halstead
Yr 1: Ben Scott
Yr 2: Rose Vaughan
Yr 3: Georgia Pride
Yr 4: Bronte Johnson
Yr 5: Eloise Goodman
Yr 6: Jack Crowley
ANZAC Day

Photography by: Chris Dunn

Year 3 Visual Art
Invisible, plugged-in and programmable

Technologies of the near future

Technology more than ever in our history is advancing at a break neck pace. From micro controllers that notify us when our plants need watering, to new materials that make science fiction a reality, technological developments are redefining our world and our understanding of what is possible. Below we take a look at some technologies, some that we use on a daily basis without knowing, and some that are just emerging.

3D Doodler

The 3D printer continues to be one of the most exciting advances in the past few years and we can now look forward to the next big development, the 3D printing pen. Its popularity was obvious from the beginning; passing its initial target of $30,000 on Kickstarter in just a few hours- and the appeal is understandable. Using an anchor the pen allows you to build three dimensional structures in real space. It’s easy to use, costs under $100 and does not require any computer aided design (CAD) software. With the ability to let you draw 3D structures in much the same way you would sketch 2D drawings, it has the potential to revolutionise the way we are able to communicate ideas through sketching and prototypes. It will be particularly useful in design and the first generation of the pen has already been used in a variety of ways including; architectural modelling, braille text, jewellery, clothing creation as well as making an exoskeleton to protect broken bones and no doubt other uses will be found. The pen contains plastic thread that is melted within the body and is then cooled by a tiny fan as it leaves the nib, enabling it to produce a solid structure. The 2nd model of the pen was released in January this year, boasting a slimmer, lighter and stronger pen with a number of initial problems being overcome. Undoubtedly, further refinements will be made and as their tagline states, you will now be able to practically “lift your imagination off the page”. By Eilidh Main (Year 11)

Arduino microcontrollers.

We use microcontrollers every day. We use them in our phones, our laptops and our TVs. The Arduino is not aimed at being invisible to the end user. Instead it is designed for electronics projects, prototypes and general electronic ‘hacking’. It is what the maker uses to connect all the different components a project might need. Lights, motors, buttons, even sonar. Once these are connected the Arduino becomes the controller of them. By programming the Arduino you don’t just put something on a screen. You turn lights on and off, spin motors up or down and generally impact stuff in the real world. That’s not to say you can’t use graphical software to run the electronics. You can. Just connect a computer to it and suddenly you’ve got a website that can control a robot. Or a programme that uses an Xbox Kinect to control a drone. And that’s the real beauty of it. The Arduino can be all of these things and more. You can start with the small stuff and get more ambitious. It’s a device that lets you influence the physical world. Google Arduino projects to see videos of the incredible things people are creating with this versatile bit of technology. By Darcy Longworth (Year 11)
Avegant Glyph – virtual reality headset

There are a number of Virtual Reality (VR) Headsets currently on the market but they all have the same problem. They all use a physical screen. This means they all suffer from a number of limitations. The resolution of the screen determines the picture quality and when it’s only a few centimetres from your eyes the individual pixels become visible. This is where the Avegant Glyph blows everything else out of the water. There is no screen. Instead the Glyph uses two million mirrors to project images directly onto the wearer’s eyes. This creates a much more solid picture and, because it more closely mimics the way humans naturally see the world, reduces eye strain, dizziness and other symptoms commonly associated with VR headsets. The Glyph can also project an image that counteracts any eye issues the wearer may have, eliminating the need to wear glasses while wearing it. By using the headphone form-factor the Glyph doesn’t just reduce the ‘nerd factor’ of wearing them but also finds a way into our collection of devices. The VR industry is projected to generate billions of dollars of revenue in the next few years so we should expect the VR headsets to progress in leaps and bounds. The Avegant Glyph is definitely a step in the right direction.

By Darcy Longworth (Year 11)

Blacker Than Black: Vantablack

Possible invisibility cloak? I think YES! This paper-thin material that absorbs 99.95 percent of light makes it by far the darkest substance ever made. If no light is bouncing off it, then none can reach the eyes of the viewer. When looking at it, one gets a dizzying sense of looking at a black hole. It sucks photons in, and they never come out. When the company was asked to describe the material, they had a lot of trouble, because they really couldn’t see it. If you bend or crumple Vantablack, you can’t see the creases because there is no light reflected back to you to see the shadows, meaning it looks completely flat. Sprayed onto a dress, it would just be arms and a head floating around a hole of blackness. Vantablack, standing for vertically aligned nanotube arrays, is made of carbon nano-tubes, each 10,000 times thinner than a human hair. Each nano-tube is spaced far enough apart to allow light in, but not for it to go back out again. It could also be used for stealth aircrafts and weaponry in the military or telescopes that can detect the faintest of faraway stars. Shawn-Yu Lin and his team in New York are working on perfecting it to complete invisibility. Goths and Coco-Chanel will have to wait for a while before it comes on the market as well as it being so expensive, it’s been labelled priceless. Hopefully in a few years, it will come onto the market and you’ll see it walking the catwalk, or rather, won’t see it.

By Emma Croker (Year 11)
As we contemplate the events playing out around the globe this week, we are again reminded that our role in education is a vital one. Our mission statement speaks of our desire to help students prepare for their futures in the exciting, dangerous and uncharted twenty first century. As the year continues to unfold, we are more than ever conscious of developing resilience in particular in our students, both within the classroom and beyond its walls. We were privileged to have Prah Mana address this with Year 7 – 11 students on the very first day of term: challenging us to be mindful; to care for others; to bring joy to those who need it; to start each day with hope. Most importantly he spoke of effort as action, a theme that we continue to pursue in learning experiences each day.

Our conversations with students also remind us of what a strong future we have. In each class and course, and particularly in Cornerstone and Philosophy for Children, we continue to explore topics and content that are both challenging and provoke much thought. Within safe and supportive classroom environments students are actively developing their skills to wrestle with big ideas and to build their ability to think critically and creatively.

As a staff, we are continuing to work on our skills too. Our recent focus has been on how to stimulate classroom discussion in a way that gives each child a voice. We know that the articulation of ideas, the development of a clear argument and a dialogue filled with specific content-related language will lead to deep and long-term understanding.

Year 9 parents will have received communication this week regarding our very exciting Rites of Passage experience later this term. As part of the initiative, all Year 9 students will spend the last three weeks of Term 2 completing a residential programme in Sydney where they will undertake learning activities in museums, galleries, universities, theatres and the historically rich urban environment of Sydney’s CBD.

The Rites of Passage Sydney programme, under the leadership of Mrs Bronwyn Tregenza has been designed around psychologist Michael Carr-Greg’s identified needs for 14 and 15 year olds:

- Emancipation from parents
- Strong, healthy friendships
- Vocational direction
- Strong sense of personal identity

A cross-curricular academic programme around the theme “Identity – Telling Your Story” has been developed and includes tours, workshops and lectures at Macquarie University, University of Technology Sydney, Art Gallery of NSW, ABC Studios, Foreshore Authority, Observatory Hill Education Centre, Museum of Human Disease, the Opera House, Museum of Contemporary Art, Australian Film and Television School and Cockatoo Island.

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

ANZAC DAY

I am so proud to be associated with Oxley College on such an important day of the year. We had over 250 students from K-12 attend the march and about 40 students attend the Dawn Service. William Lamrock-George delivered a personal account of: What ANZAC Day meant to him. There was a strong representation from our senior students and K-6 classes. We have received many positive comments on the appearance of our students and the way in which they conducted themselves before, during and after the service. This shows a true sense of community and respect for our service men and women.
The Gold Duke of Edinburgh’s Award group set off Easter Friday on a four-day adventure through Tantangara, north of Mt Kosciuszko. Through the hike there were many breathtaking scenes at the tops of mountains, memorable and laughable moments, wild brumbies, stunning sunsets and misty mornings. There were many, many highlights to this trip.

The 5 Pros of Hiking

It’s Inexpensive.
Hiking is cheap and easy. Compared to other forms of exercise, there is no need to buy expensive equipment (you can borrow): just kit up and go.

Beautiful Scenery.
Every morning you wake up to a different scene as you crawl out of your tent and every morning it never fails to capture you.

Sense of Accomplishment.
When you reach the very top of the mountain and look back over where you walked, that sense of pride is not coming from how many TV shows you managed to watch in one go.

Friends.
Hiking is a great social event. You are spending 24/7 with these people and for four days, you have nothing better to do than to talk to them.

Burns Calories
Remember all those Easter eggs you ate over Easter? We woke up to an Easter egg hunt, ate all the chocolate while zigzagging up that hill and didn’t have to feel guilty about it.

By Emma Croker (Year 11)

Students have spent the Term 1 maintaining their vegetable gardens. They have regularly weeded, watered and mulched their garden beds to keep them growing healthily. In Week 10 of Term 1 students were able to harvest some of their garden produce and produce a ‘garden innovation recipe’ of their choice. Recipes were varied and included vegetable spring rolls, lasagne, Asian chicken noodle salad, tomato, basil and garden vegetable pasta. Year 7 Technology students have proven to be enthusiastic green thumb gardeners and innovative cooks!

Well done Year 7! Keep gardening, harvesting and cooking delicious and nourishing recipes from your gardens.

Heidi Smart

As you can see from the photographs, she worked through from the beginning to the finished work and explained her strategies and thinking processes as she progressed. In all this was a most enlightening educational opportunity to see a master at work.

By Vanessa Forbes
On the first Saturday of the holidays, sixteen bleary-eyed highlanders boarded a flight to Melbourne for the annual Drama Tour.

We had no time to rest however, as we began an intense three days of experiencing productions back to back.

We all jived along to Dirty Dancing (featuring a spotlight on superstar and Old Oxleyan, Hannah Stanton – and a trip backstage), a side-splitting hour with Will Anderson, had our brains picked apart by the absurdism of Endgame, and in the depths of Fitzroy’s La Mama theatre, Technology Memoirs made our heads hurt.

There were cries of delight at the size of the buffet at the Ibis hotel, our newfound Melbourne home, the girls swooned to Lion King’s Simba, the boys (especially Spencer) swooned to our favourite actress, Caitlyn Armstrong from Dancing with Dinosaurs.

And so, it was with heavy hearts that we boarded the plane home on Monday afternoon, after a wildly fun and busy Melbourne adventure. Thanks again to Mr Cunich and Mrs Stanton for taking us along!

By Nicholas Isaksson (Year 12)
The Junior HICES Music Festival is on again!

One of the highlights of an Oxley musician’s school life, the HICES Music Festival is a four day music camp held at Stanwell Tops Conference Centre in early August. Students are selected for one of the many ensembles including Choirs, Orchestras, Concert Band and Symphonic Wind Band. They work with expert conductors for four days, culminating in a wonderful concert in the Sydney Town Hall. It is a very worthwhile experience, recommended to all woodwind, brass, string and percussion performers or singers in Years 5 to 8.

Please see the Music Department staff this week for application forms.
GALLERY
**MAY CALENDAR**

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<td><strong>Exc:</strong> Year 10 Geography, Sydney</td>
<td><strong>Exc:</strong> HICES Debating, Chevalier College Year 12 Student/Parent/Teacher meetings, Orchestra Room, from 4:00pm</td>
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<td><strong>Inc:</strong> Year 8 French, French Breakfast</td>
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<td>Year 11 examinations, Monday 4 May – Friday 8 May</td>
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<td>P&amp;F Meeting, Library, 7:00pm</td>
<td>NAPLAN – Years 3, 5, 7 and 9 Exc: Year 10 and Year 11 LGS to Sydney Law Courts</td>
<td>NAPLAN – Years 3, 5, 7 and 9 Inc: Year 1 Harbison Seniors Visit Drinks with David Wright, Founding Headmaster, The David Wright Library, 6:00pm – 8:00pm</td>
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<td><strong>Exc:</strong> Year 10 and 9 Science and Engineering Challenge, Mittagong RSL</td>
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<td>Cricket Tour Meeting, Room 13 (5:15pm)</td>
<td>NAPLAN – Years 3, 5, 7 and 9 Foundation Day evening, Peter Craig Centre, 7:30pm</td>
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<td>Junior Production Opening Night, Hoskins Hall, 7:00pm</td>
<td>K-6 Mother’s Day stall, K-6 verandah</td>
<td><strong>Exc:</strong> Year 9 History, Australian War Memorial, Canberra</td>
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<td>ISA Winter Sport Round 1 Junior Production, Hoskins Hall, 7:00pm</td>
<td>ISA Winter Sport Round 2</td>
<td>ISA Winter Sport Round 3</td>
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<td>Mother’s Day</td>
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**Upcoming events**
+ Tuesday 26 May, Studio Concert, Orchestra Room, 4pm
+ Wednesday 27 May, Inc: Year 8 Australian History Competition, class time
+ Thursday 28 May, Headmaster’s Tour, 11:00am
+ Friday 29 May, Exc: Year 11 HSC & Careers Expo, Sydney
On Friday 24 April Oxley College winter sporting teams hosted Beaulieu College teams in competitive matches across the Southern Highlands. Beaulieu College is located in Johannesburg, South Africa and students were on a sporting tour in Australia, and before opposing Oxley, they competed in matches in Perth. Oxley College was well represented by 1st Hockey, 1st Rugby, 1st Netball and a select boys hockey team.

Errol Davis, Beaulieu College 1st Hockey Coach
PO: What is your involvement within the College?
ED: We are employed specifically to run the hockey programme, and coach the teams.

PO: Are the rules different in Australia than they are in South Africa?
ED: We have basically the same rules but our halves go for different time periods.

PO: Are the halves shorter or longer? How are they different?
ED: I think that our halves are shorter as they go for 25 minutes. I think that your games go for 30 minutes. I think we found it hard to adjust to longer halves and I found it was testing the fitness levels.

PO: What have been the outcomes of your previous games?
ED: All up, we lost two and then drew one.

PO: How long has your team been preparing?
ED: Well I only have seven of my 1st hockey girls here on tour, and we have been training since February.

PO: At Beaulieu College, is boys or girls hockey more popular?
ED: The girls play a lot more than the boys, but the boys team here, has their whole strength in numbers.

By Grace Patterson and Sascha Binder (Year 9)

Sascha Kroopin (Year 8) won the National Pistol Championships in Adelaide over the holidays and she is now the 12-25 year old Ladies 10m Air Pistol National Champion.

She shot 40 shots in one hour and had a score of 375 out of a possible 400. That score now also makes her a ‘Master Grade’ shooter, something that only a few shooters in Australia have achieved.

Cricket Matches between Oxley College and Combined Schools, Jaipur, India

During the Easter holidays, two cricket matches were played against Under 15 and Under 13 teams from India. The visiting players were chosen from a regional academy in Jaipur. This academy is one of a number of its type in India, supported by Cricket Australia.

An Oxley XI played its match at Centennial Park. The weather was wintry and the match was lost, but the boys performed well and enjoyed the experience of playing against, and sharing lunch with boys of similar age from the sub-continent. Oxley was represented by Oliver Clark (captain), Sam Purnell, Harry Norman, Ethan Holloway, Caelan Barker, Jock Heinrich, Ravi Wikramanayake, Chris Wilson, Blake Barnes, Euan Barrett-Lennard, D’Arcy Gotterson, Joshua Mazurkiewicz and Hamish Pinn.

A Southern Highlands Representative XI, included Connor Taylor-Helme and Lachlan Muldoon from Oxley College. Connor scored 30 runs and made two direct run-outs.