

# PIN OAK

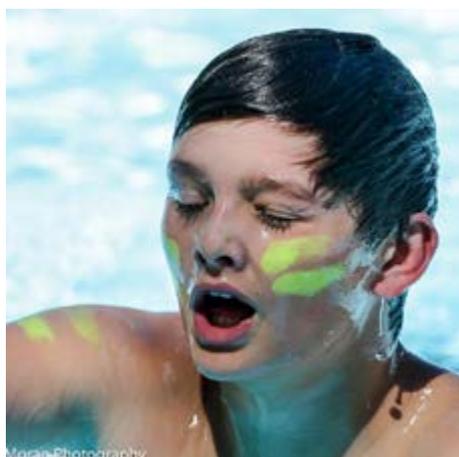
ISSUE 30: TERM 1, MARCH 4, 2016



Welcome to the 30th issue of the Oxley College fortnightly magazine.



IGNITE



SWIM



K-6

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## YEAR 8 MEDIEVAL FEAST



# HEADMASTER'S REPORT



Last week I spent four days in Botswana making a relationship with two schools- Sedie Junior School and Mathibe Primary School (they are on the same site). I am confident we can 'twin' with them. They are safe, vibrant, in-need schools to which we can contribute and from whom we can learn a lot. We plan at the moment for the first Oxley trip to go there mid/late next year and be open to students in Year 9 and above.

This is linked to the Year Nine 'Rites of Passage' programme. The programme has three elements- a three week Sydney experience, a project based Cambridge subject called 'Global Perspectives' and an international social service trip for many.

The international social service trip allows students to be immersed in another school and society's culture. By living and working in a close knit community for a week students get many more rich experiences than the much maligned 'slum tourism' model where you drop in for a day, paint a wall, have a game of soccer and leave. In addition, by learning about the community in advance in Geography, Global Perspectives and Design and Technology, students will be well aware of the community into which they are going. Indeed, in many cases the students in the developing world have Facebook (they may not have enough food, but they have Facebook) and we can kick start friendships months in advance of meeting. We can also keep the relationships going after our Oxley kids return to Bowral. Indeed, students may ultimately choose to take a GAP year in these developing world communities.

If two thirds to three quarters of Year 9 were ultimately involved in international social service, this would be fifty to sixty students. They can't all fit in the one village. This is why we have attempted to find three separate schools in the developing world. I think we have been successful in this:

- One in Jib Jhibe in the Nepali foothills
- One in Korovua in Fiji (more on this very soon)
- One in Maun in Botswana.

I am hoping that ultimately we will get fifteen to twenty students in each of these places. They are very different experiences with different focuses.

Which brings me to my trip to Botswana. I knew what I was looking for when I left, but I wasn't sure if I would find it. Luckily I think I did. The Botswanan education system is healthy due to the funds put into it from the Government's diamond mines. The kids there learn English in Primary School and speak it very well by about the age of ten. The health system is strong and Maun is a small scale town that felt safe. The staff at both schools are excellent- smart, professional,

personable people many of whom would work well at Oxley. There is a decent hotel 700 metres away.

At the same time there are real challenges. Many of the students walk five or six kilometres a day to and from school in the hot sun. In the primary school, eight of the twenty four classes are run underneath trees because there are not enough classrooms. The tap water ran out when I was there because the river dried up. A number of the students have HIV (from birth). On a more prosaic level the school's only photocopier has broken down and can't be fixed.

There is much that our students could do in Botswana. We can raise funds before we go. We can teach English in the Junior School. We can be a part of the lessons in the high school (two of the lessons I watched were about HIV and the nature of government corruption - both projects for the Global Perspectives course. Sitting in a Botswanan classroom learning about these would give our students an amazing first hand insight into these issues for their course). We can put on a joint cultural festival together of acting, singing and dancing - I saw something similar when I was there. We can spend a day tree planting with their environment group, an activity that they already do on Saturdays. We can play some sport with them- although they are the National Basketball Champions so we should be wary.

At the same time, once the exchange finishes there is another week to explore the Safari Parks of North Botswana, visit the salt pans and see Victoria Falls.

So Sedie Junior School and Mathibe Primary School fit well into the pattern of international social service that we are already establishing in Nepal in 2016 and hopefully Fiji in 2016.

I am aware that this article may have raised as many questions as answers. I did want to give you a flavour of my visit last week, but we are still in the early stages of putting together an programme. However, we plan to be able to have much more information for you in the next few months.

## Wheat

### The Master Manipulator of all Mankind

Dearest Readers,

The wool has been pulled over our eyes. Everyone's eyes. We (humankind) have been the victim of a mass defraud, a gigantic manipulation, a coup conspired by a carbohydrate. Wheat and other 'domesticated' vegetation have managed to reduce, and essentially enslave, our entire species and force us into serving to wheat's every whim. We have gone from the happy, small, secure group of foragers we once were to the massive hoard of self-replicating, greedy, starving, insecure drones that we are today.

How has wheat done this? Simple.

1. Bribe Homo Sapiens into cultivating wheat by promising an easy source food - because they're lazy.
2. Homo Sapiens have more food, they breed and make more of themselves - because they're stupid.
3. Homo Sapiens realise they don't have enough food, cultivate, sow and harvest more wheat - because they're desperate.
4. Repeat steps 2-3 exponentially

Around 8500 BC, Homo Sapiens began to farm. They domesticated, cultivated, tended to, laboured for, selectively bred and and harvested a couple of species of crop and wildlife. This is known as the 'Agricultural Revolution', but as the historian Dr Yuval Noah Harari has articulated, it really wasn't a revolution of humankind, but instead a revolution of domesticated vegetation. The Agricultural Revolution is "history's biggest fraud".

Wheat and other grains used to be a small part of the average forager's daily collection, it was relied upon as much as any of the other 20 staples, even less so due to the amount of effort that was required to process the stuff. But as soon as the foragers began to collect the wheat, they noticed the wheat had grown ever closer to and around their walking trails. The minuscule nature of the grain had made it difficult to carry it all back to the foraging camp, and some fell, and it grew. And humans, now so lazy, decided to harvest the grain closest to them - an easy source of food, which became in surplus.

Of course that led to people breeding, increasing the need for the wheat - forcing people to cultivate, plant and harvest it. And wheat is not an easy thing to cultivate, plant and harvest. It does not share with other plants, so humans broke their backs weeding the land. It needs just the right soil, so humans spent their time fertilizing and removing stones from their fields. It needs water, and so humans spent countless hours irrigating and watering the grass. Its vulnerable to pests, so humans were up night and day protecting their future. And when the season came too early or late, when the sun was too hot, the nights were too

cold, the rains too heavy (or light) or the wheat just felt bad - the new farmers would just die. They only had one crop.

And then they'd have more babies and were trapped in this endless loop of slavery.

Why would humans go from their stimulating and varied lifestyle foraging for the bountiful foods, as they had been for the previous 2.5 million years - that provided a wholesome diet and supports your entire band of fellow sapiens, to dedicating your life tending to one or two types of ungrateful plants. Wheat has us wrapped around it's grainy finger of manipulation

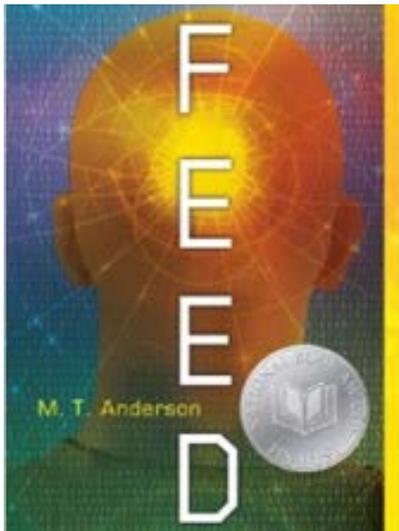
Some might say that wheat has allowed us to grow, to become the dominate species and 'win at life', and that is true - if we only think of the amount of copies of DNA as the only measurable way of determining a species success. But if we include/account for the happiness of individual members of a species - then wheat is satan.

And this applies to any species that is in abundance. Humans are the wheat of poultry and cattle. They would be considered the most successful species of all time, due to our intense farming, breeding and slaughtering of them into abundance. They are also the most unhappy, caged into tiny pens - with short-lived lives, bred to die. How do we measure the success of a species? Is it the number of copies of DNA or the collective happiness of the species?

If you want to know more about wheat, social constructs, fictions and cyborgs, I suggest 'Sapiens' by Dr Yuval Noah Harari, an intellectually engaging, and generally fascinating book about the history and future of all humankind.

By Tom Hill (Year 11)





## Books

★★★★★

### Feed

"Nightmarish.....like those in a funhouse mirror, the reflections the novel shows us may be ugly and distorted, but they are undeniably ourselves" – this is a quote from a review on [The Horn Book](#).

This novel impacted me more than any other I've ever read. 'Feed' is set in a future dystopia, where technology and consumerism control the lives of adolescents, as they are constantly connected to a computer network called "the feed", implanted in their brains.

For a book that was published in 2002, it is scary to see how accurate the predictions of the future made in this book are rapidly becoming our reality. Not only was this book incredibly engaging and impossible to put down, portraying the rollercoaster of first love, but it opened my eyes to the dangers and horrifying possibilities of our future.

This is a must read for ALL young adults and holds ideas and messages that will not easily be forgotten.

By Isabella Knowles (Year 11)



## Music

★★★★

### Yung Lean

Are you willing to take a leap of faith and indulge in some psychedelic music, from the outer realms of abstract art, to brighten up your melodic taste? Jonatan Aron Leandoer Håstad, better known as his stage name, Yung Lean, is a 19 year old Swedish rapper. Lean along with his group, Sad Boys, are a Swedish internet rap sensation who produce an alternative rap genre known as cloud rap. His music mainly consists of exotic, atmospheric beats combined with auto tuned, emotional and unenthusiastic lyrical content. Lean first attracted attention in 2013 following the release of his debut album, Unknown Death 2002, after his single "Ginseng Strip: 2002" went viral. The music video portrays the baby-faced rapper halfheartedly dancing whilst sippin' Arizona Ice Tea, in his now-trademark bucket hat. Since then, Lean has produced more of his unique art through songs such as "Kyoto", "Yoshi City" or "Diamonds", gaining a cult of followers along the way. Lean recently dropped his third album "Warlord". The album features much of Lean's trademark content as well as some rather dissimilar such as the track "Hoover". So if you're feeling rather 'blissful' on a fine day, feel free to give Yung Lean a listen, maybe his music is just your style.

By Ted Ottaviano (Year 11)



## Films

★★★★

### Hail Caesar!

Normal film reviews begin with a short overview of the plot, then will offer the audience with witty anecdotes that subtly show their opinions. Well, like Hail Caesar!, I'm going to subvert these traditions and utterly confuse my audience. The Coen Brothers like to subvert things, whether it be having an actual structure to their film or it being to notions of what is humorous in today's society, and for this film, it's the latter. Although the film is extraordinarily boring, its connotations are quite interesting. The Brothers decide to challenge what people find funny in film today; obscene language, crude humour and dysfunction, they portray what was known as a cinematic blockbuster in the 1950's. Complete with crooners (Channing Tatum apparently?) and tap dancing on various pieces of furniture, Hail Caesar is a different sort of cinema which the modern viewer isn't used to. So you can either love it, or hate it.

By Alexia Cheaib (Year 12)

## Head of K-6: Justine Lind

On Monday, our Year 6 students attended the National Young Leaders Day, held by the Halogen Foundation. The focus for the day was on inspiring young leaders to not only lead others but themselves. I was proud of the way they represented themselves and The College and inspired to hear about the origins of the name and logo when they returned.

"The filament of the modern Halogen light-bulb is surrounded by a Halogen gas compound. The gas protects the filament and provides the conditions for it to burn hotter, longer and brighter than ever before. The Halogen Foundation seeks to provide the right conditions for producing a generation of leaders who will burn bright on behalf of those they lead." (<http://halogen.org.au/>)

The halogen light starts off pale and gains brightness the longer it burns which is a fantastic symbol for the potential of each child to gain power and momentum in their life's quest, inspiring others in quests of their own.

In K-6 we are inspired by the potential of every child to contribute to the life of our planet and its people. This is achieved little by little, step by step, and by our trust in them to understand the world in which they live and to treat others with compassion and respect and care. We can all lead in this endeavour by our own example.

*And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our fear, our presence automatically liberates others.*  
Marianne Williamson

Light bulbs are sparking all over K-6 and no more than in our vibrant Kindergarten class. Miss Kearins has started the week by sitting down with the students each morning, outside the classroom and tuning in to each child's journey to date. This demonstration of deep care and investment in the children is enchanting. Once inside though, the learning space is a buzz as I've seen twice each week when I join in on literacy groups. The world of words and symbols, reading and writing and the complex business of learning is explosive among this wondrous and capable group of learners.

In Years 1 and 2 the students are exploring the concept of 'Perception' which is enormous and abstract but they are undaunted. In Stepping Stones we are looking at perspective and preference to build a sense of empathy as we broaden our thinking. In Visual Arts, the students have focussed their creations on the experience of the audience, creating multi-sensory mobiles to engage visitors to our veranda and spark their attention through sight, sound and touch.

This week Years 3 and 4 visited Fitzroy Falls to take a field trip into local natural spaces. These classes are immersed in the complex consideration of our collective responsibility to care for our planet and its

06 people.

## Weekly Awards:

### Students of the Week

K: Theo Marshall  
Yr 1: Matthew Morschel  
Yr 2: Willa Soster  
Yr 3: Eva Duffy  
Yr 4: Will Barnett  
Yr 5: Benedict Regan  
Yr6: Genevieve Chapman



### Respect Self

K: Livie Marks  
Yr 1: Barnaby Jensen  
Yr 2: Ben Scott  
Yr 3: Will Gilbert  
Yr 4: Grace Macquarie  
Yr5: Jacqueline Worthington  
Yr 6: Rosie Phelan



They have explored global, national and local matters and the perspectives of multiple stakeholders. These are the concepts of life and leadership; how should we treat others to allow them and our planet to flourish? Who should be ultimately responsible? These are big questions and our Stage 2 students are wrestling them with audacity!

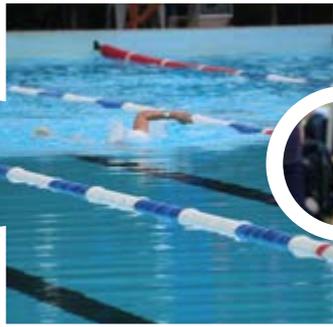
On Monday I was in with Year 5 looking at creative writing techniques. There was a great spirit of determination in the room to wrangle the sophisticated techniques of suspense that evoke a response in the reader. The students were identifying techniques and analysing their effectiveness. When it came their turn to employ these in their own writing the effect was brilliant. Resilience to challenge is the hallmark of effective leaders and these children have it in spades. These students are growing into the leaders they will become and have risen beautifully to the challenge of setting the tone and leading by example now they are in Stage 3.

Across our campus sparks of learning ignite a curiosity and passion that is self-sustaining. Each classroom door displays a poster of this term's major investigation. We invite you to join in the adventure, engage with your child's current topic or recent learning experience and listen to the insights they are able to share about their own learning. I trust you will be as inspired as we are!





# SPLASH!



# The Angel

Year 9 have been writing Suspense stories in English. Here is one extremely suspenseful story by Layla Ross.

Ariane enjoyed the feeling of sand sifting through her toes as the surf rumbled and reflected the silvery light that came from the moon, which also illuminated the rocky crags that jutted out towards a distant island.

She spied a rusty fence that encircled a large area of land atop the cliff face on the south end of the beach. Having been adventurous since her first days of walking, she ruffled her blonde hair and jogged to the end of the beach until she reached the rocky cliff face. Ariane started to inspect the precipice for ravines that were traversable, until she came upon on a lightly travelled path that twisted under tangled scrub and mangrove trees. Barely containing her excitement she travelled along the path until she chanced upon a raggedly torn material, that looked black with streaks of... red? She could not be sure, so she continued on without hesitation, until the rusty fence came into view.

The headstones were barely illuminated, but even then, the mossy carpets were visible, leaving Ariane to trace the letters with her fingers, and straining her eyes to catch glimpses of the words etched upon the granite of old. The graves were unusually descriptive, as were the cause of death, which in some cases were surprisingly gruesome.

One man had died in 1673 at twenty-two, he had been brutally hacked to death; but the surprising thing was a thin, seemingly crimson substance that seemed to be scattered all over the grave. Somewhat disconcerted she moved to the next headstone half buried in the ground with grass sprouting over it. There sat an old doll with its stuffing spilling out and a rope around its neck.

Although scared, she could not help but move onto the last gravestone in the row. It was magnificently carved out of marble, in the guise of an angel with her hands covering her face, as if in mourning. The angel had flowers and moss hanging off her, giving the effect of having been standing there for the last three-hundred years grieving her son's passing. The son's description was "Mysteriously disappeared". The moon vanished behind the clouds and left Ariane in spooky darkness to fumble across the graveyard back to the trail. She looked behind her, and as the moon flashed in and out of the clouds, she thought she saw the noose around the doll subtly shift to a more comfortable position.

\*\*\*

Because of her late night excursion, Ariane slept through the day, but was unable to keep away from the old graveyard. This time she used a torch to guide her way through the scrub of the hill, to the angel and her morbid companions.

She retied her pony tail, combing her blonde hair with her fingers as she studied the cemetery anew.

The first angel was still beautiful, meant to comfort the dead. But an angel just a few meters beyond was a screaming wretch, whose sharp, pointed teeth wanted to taste the blood of her daughter's killer.



## “She saw the doll with the noose tottering to her side, with a long dagger”

Its left hand covered its face as its right was grabbing the grave. With the cast of torch-light, the angel looked ravenous... murderous. Barely able to contain a scream, she hurriedly read the description “12 year old, Ariana Sorte, stabbed after reawakening the Head Angel amongst the village”. Ariane ran back to the path and in her hurry, thought she saw the doll lift her head and smirk.

At her beachside cabin, she sat stonily, scared into a temporary stupor. When she was a child, her mother would tell stories about her home town, Narooma, which her family had suddenly left for “work opportunities in the city”. Her mother would recall the sweet little cupids perched at the entrance of their house. But on thicker nights, when her mother had been drinking, she would stare blankly outside and tell of the cupid’s gurgling laughter, and how her great great grandmother had been brutally murdered by a neighbour who thought she had brought the curse of an angel upon the small village

of Narooma, and how people started disappearing every couple of years since that dreadful day. On days that followed these stories, her mother would deny the tale as nothing but silliness, and until now so had Ariane.

Back at the cemetery she let her hair hang loose, glimmering in the starlight for the sky was clear. The once sweet angel had opened her hands and was bearing a toothy grin. Looking closely at the second angel, she saw that her hair was twisting to her left, as if preparing to look towards Ariane.

In front of the angel was the grave, which now bore a new passage of script, but before Ariane had a chance to read it, she saw the doll with the noose tottering to her side, with a long scary dagger, rusted with age old blood. There was a flash of movement behind the trees, her torch flickered and died. Ariane could have sworn she’d heard a small gurgle of childish laughter. She noticed a cupid at the official gates of the graveyard, lit by the stars. The doll was closer now, and Ariane ran to the bloody gravestone, which she was drawn to, like being reeled in by a fishing line. The doll’s bloody dagger glinted in the moonlight as it climbed the small footholds on the stone, which Ariane had not previously noticed. She heard laughter, before a squirt of blood spattered the little boy’s grave, for Ariane had not protected herself, she had just stood, staring.

# DEPUTY HEAD REPORTS

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## Deputy Head Learning: Kate Cunich

A couple of snapshots of academic life this week:

Year 8 History students in Medieval costumes (with NIKE shoes underneath), being shown weapons and jousting, feasting on fine food, learning by doing in the glorious grounds, accompanied by a student playing harp.

Year 10 Cornerstone students in groups on the Elvo lawn, earnestly discussing (in peer- led discourse), grappling with the big ideas of the interrelationship of art and beauty, wisdom and age, dreams and regret, life and death.

Year 12 students, Period 6 in Academic Prep being challenged to enter "right now" into the collaborative study space to do an Area of Study English Exam question – to be bold and brave and write in order to refine this key skill (and to get written feedback from experienced external HSC markers within the week).

There are of course hundreds more examples that I could share, but these three pictures alone tell the story of our inspired and passionate teachers and our continuing drive to make our teaching and learning visible, vibrant and world class at Oxley. We celebrate our commitment to providing distinctive and innovative ways in which to connect learning for our students, but most of all, we are grateful to our community of teachers and parents who are together striving for the best for these fortunate young people.



## Careers Update

Mrs Phillipa Condon has been appointed as our Careers Counsellor for 2016. She will begin interviewing all Year 12 students with their parents and will be in contact with parents to schedule times over the coming weeks. Further information can be found on the following website: <http://career counsellingandcoaching.com.au/index.php/contact-us/>

## Deputy Head Pastoral: Peter Ayling



Under Your Influence

I recently read an article published by Drinkwise - Under Your Influence where they talk about our sport leaders supporting a positive approach to drinking. I am concerned about the number of alcohol related issues in the news and continue to be angered by the number of fatal punches reported in the media. We want to do everything to protect our children and help them to make good decisions when they are exposed to alcohol or alcohol related issues. I encourage all parents to visit this website and have a discussion with your children. This is not only a Bowral issue or a community issue, this is something that is happening right across Australia.

[http://raisingchildren.net.au/articles/preventing\\_alcohol\\_use.html](http://raisingchildren.net.au/articles/preventing_alcohol_use.html)

<https://everydayhero.com.au/event/tkyfdonate>



## YEAR 11 IGNITE

There wasn't a single person left 'un-challenged' after the Ignite 11 Camp that the Year 11 students participated in during Sunday 14 and Monday 15 February. We jumped off trees, pulled cords that sent us plummeting to the ground (I think my scream scared off all birds in a 50 metre radius of the swing), had detailed conversations with someone we previously didn't know much about, meditated, wrote creatively about what the forest looked, smelt, sounded, felt and even tasted like, had one on one conversations with different inspiring individuals and most of all learnt how to not only help ourselves through the coming HSC years, but support and encourage each other as a year group.

By Isabelle Knowles (Year 11)



## OLD OXLEYAN

Stephanie Allman (Year 12, 2011) received the University of Wollongong's French Embassy Prize for Second Year students with the highest level of French Language proficiency in 2014 and again for Third Year students in 2015.

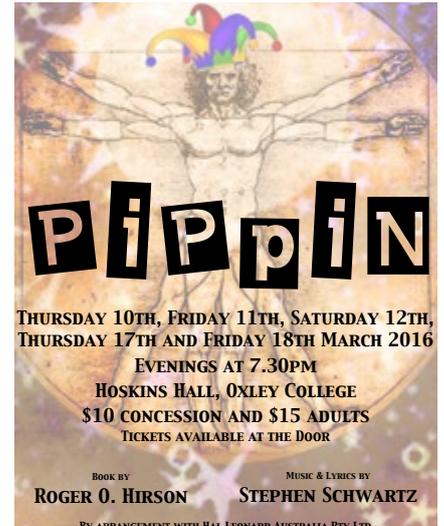
Stephanie was also awarded the Dean's Scholar Award.

Stephanie received her award from the Convenor of French Studies.



## THE YEAR OF THE PIT

It's already Week 6 and there are so many exciting things going on in the Oxley community. The Pit Crew are really excited at how much The Pit has been embraced this year and we're delighted to see so many students putting their names down on the list! Just a reminder that The Pit is a really fun way to connect with people you don't know and we'd definitely recommend you put your name down on The Pit list at Student Services or outside the Canteen (that includes teachers!) to try the Pit out at lunchtime. So I guess if we haven't already... we'll meet you in The Pit!



## PIPPIN REVIEW

There is just a week left before the well-known musical, Pippin Oxley-edition, airs live. It's very exciting to see Oxley take on the challenge of performing a musical and with Mr Cunich as the director, as well as particularly special performance from Ms Lane; we're expecting wonderful things! The lead role of Pippin is played by Year 12 student Patrick Newton. So we interviewed Patrick, to see how things were coming along.

**Ella:** Is this your first time performing in a musical?

**Patrick:** No, I performed in Oliver Twist in primary school.

**Ella:** Do you get nervous singing in front of large audiences? If so, what do you do to calm your nerves?

**Patrick:** Occasionally and when I do get nervous I try and only focus on the beginning of the performance and let it come naturally after that.

**Ella:** What has been the best thing about performing in Pippin thus far?

**Patrick:** It has definitely improved my singing and acting skills, which I hope to carry through to my end of year music and drama HSC performances.

**Ella:** What is your top tip for somebody who is scared to perform in front of a crowd?

**Patrick:** My top tip would be to just try as hard as you can to focus entirely on only what you're doing, because if you do your part well you can't go wrong!

Don't forget to come and see one of the performances of Pippin next Thursday 10, Friday 11 and Saturday 12 March and Thursday 17 and Friday 18 March at 7.30pm. Tickets can be purchased at the door.

Ella Moran (Year 11)

# TOP FOUR COVERS

In celebration of the 30th Pin Oak edition



## Year 7 Geography Photo Competition

Where did you visit/explore during your summer holidays





Winner of Fortnightly Pin Oak Photography Competition

Photo by Freya Kenay: "A sea of surfers. Taken with a Nikon D5200 at The Farm, Killalea beach on Boxing Day."

Comments: An amazing image with very vivid natural colours! The single surfer in the foreground combined with the group of surfers in the background is an excellent composition. Fantastic interpretation of the brief, the viewers of this image now have an insight into your Summer holiday! Great shot! Congratulations!



Winner of Fortnightly Pin Oak Photography Competition

Photo by Ben Hardy: "Exploring Sydney with a 500d."

Comments: The light trails in this image are fantastic! Taken from a great vantage point to capture your view of Sydney. Awesome use of a small f-stop to create lights that appear like stars. Great interpretation of the brief, creating a time lapse has made an image that doesn't need describing, it speaks for itself! Great capture! Congratulations!

The brief for this fortnight is ... 'Black and White'. B&W images are great for showing tone and contrast in certain compositions. It doesn't matter whether you take an image originally in b&w or convert it to B&W in post production. Only some images work in this format so don't get rid of the colour too quickly! If you want to extend your photography you can create a half colour/half B&W image using photoshop! Tell a story through your image. Send your entry to Liv Donovan by Monday 14 March (at the latest!!!) at [olivia.donovan@oxley.nsw.edu.au](mailto:olivia.donovan@oxley.nsw.edu.au) to enter. Good luck!



## PIN OAK FAIR UPDATE

You may not have seen our past notices, so a friendly reminder that we are seeking local businesses who may be owned by current families, or past families, or friends of families who would like to exhibit at the Pin Oak Fair on Saturday 12 November 2016! Small stands available in the Pin Oak Fair Market Place.

We are looking for any type of stall from plants to soaps, and anything in between. Please email [pruewade@bigpond.com](mailto:pruewade@bigpond.com) to receive an application form.

Skye Sandilands is also eager to start sorting books for our wonderful Nearly New book stand at the Fair. If you have books gathering dust on the shelf and would like to donate them to the Fair please bring them into the Oxley Reception for Skye to collect. Please email [skye@projectsolutions.com.au](mailto:skye@projectsolutions.com.au)



# MARCH CALENDAR

|  |  |  |   |
|--|--|--|---|
| <p><b>School Photo Day on Friday 11 March Full School Uniform, 7 - 12 boys in long trousers, K - 6 boys in shorts.</b></p> | <p><b>Mon</b><br/>EXC: Y5/6 Science &amp; Eng Discovery M'Gong RSL</p> <p style="text-align: right;"><b>07</b></p>   | <p><b>Mon</b></p> <p style="text-align: right;"><b>14</b></p>  | <p><b>Mon</b><br/>EXC: Y11 Ancient History to Nicholson Museum<br/>EXAMS: Y12 Half yearly examinations<br/>Y7 Student/Parent/Teacher Interviews, Music School</p> <p style="text-align: right;"><b>21</b></p>                           |
|  | <p><b>Tue</b><br/>SPORT: HICES (K-6) Swim Carnival Details TBC<br/>EXC: Y10 Sci &amp; Eng Challenge M'Gong RSL</p> <p style="text-align: right;"><b>08</b></p>           | <p><b>Tue</b><br/>INC: Y7-12 POETRY WEEK</p> <p style="text-align: right;"><b>15</b></p>   | <p><b>Tue</b><br/>SPORT: CIS Y2-6 Swimming Carnival<br/>EXAMS: Y12 Half Yearly Examinations</p> <p style="text-align: right;"><b>22</b></p>   |
| <p><b>OXLEY SHOP IS OPEN THIS SATURDAY 5 March from 8:00am-10:00am</b></p>   | <p><b>Wed</b><br/>SPORT: ISA Swimming Carnival at SOPAC Details TBC</p> <p style="text-align: right;"><b>09</b></p>  | <p><b>Wed</b></p> <p style="text-align: right;"><b>16</b></p>  | <p><b>Wed</b><br/>EXC: Y11 DT Powerhouse<br/>EXAMS: Y12 Half Yearly Examinations<br/>Y8 Student/Parent/Teacher Interviews</p> <p style="text-align: right;"><b>23</b></p>   |
|  | <p><b>Thu</b><br/>K-6 open Classrooms 2:30pm - 3:30PM<br/>Pippin Opening Night, 7:30pm, Hoskins Hall</p> <p style="text-align: right;"><b>10</b></p>                     | <p><b>Thu</b><br/>INC: Y7-12 POETRY SLAM P4-P5<br/>INC: Y8 Tangara Students Visit PCC 12:45pm-1:15pm<br/>EXC: HICES Debating<br/>STUDIO CONCERT 4:00pm ORCH<br/>Pippin Night 4 of 5, 7:30pm Hoskins Hall</p> <p style="text-align: right;"><b>17</b></p> | <p><b>Thu</b><br/>EXC: Y7 GEO Mt Keira Fieldwork<br/>EXAMS: Y12 Half Yearly Examinations<br/>K-6 Grandparent Day w/Easter Egg Hunt &amp; Picnic<br/>EXAMS: Y12 Half Yearly examinations</p> <p style="text-align: right;"><b>24</b></p> |
| <p><b>Fri</b></p> <p style="text-align: right;"><b>04</b></p>  | <p><b>Fri</b><br/>K-6 Opening Classroom 9am- 10am<br/>PHOTO DAY Details TBC<br/>Pippin Night 2 of 5, 7.30pm Hoskins Hall</p> <p style="text-align: right;"><b>11</b></p> | <p><b>Fri</b><br/>Pippin Final Performance, 7:30pm, Hoskins Hall</p> <p style="text-align: right;"><b>18</b></p>   | <p><b>Fri</b><br/>GOOD FRIDAY - Public Holiday</p> <p style="text-align: right;"><b>25</b></p>  |
| <p><b>Sat</b></p> <p style="text-align: right;"><b>05</b></p>  | <p><b>Sat</b><br/>SPORT EXC: Seven-A-Side Rugby Pittwater<br/>Pippin Night 3 of 5, 7.30pm Hoskins Hall</p> <p style="text-align: right;"><b>12</b></p>                   | <p><b>Sat</b><br/>SPORT: ISA 7-12 Cross Country (Oxley host at Chev)</p> <p style="text-align: right;"><b>19</b></p>   | <p><b>Sat</b></p> <p style="text-align: right;"><b>26</b></p>   |
| <p><b>Sun</b></p> <p style="text-align: right;"><b>06</b></p>  | <p><b>Sun</b></p> <p style="text-align: right;"><b>13</b></p>  | <p><b>Sun</b><br/>Rotary Community Fun Run at Oxley College</p> <p style="text-align: right;"><b>20</b></p>  | <p><b>Sun</b></p> <p style="text-align: right;"><b>27</b></p>   |

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# Sport

## NUMBER 1 FITNESS TREND OF 2015/2016



They're guilty of starting a fitness craze we never saw coming, with well over 10 million active users, it's clear to say that wearing a Fitbit is officially the no.1 fitness trend of 2015/16. Coming from a Fitbit wearer herself, I intend to not sound bias however I can't help but promote these great little gadgets. Fitbit is a physical activity tracker, which you wear just like a watch, designed to help you become more active, eat a more well-rounded diet, sleep better and ultimately, turn you into a healthier human being. There are several variations on the Fitbit, however the main component of each device, is a step tracker and in turn the purpose of this is to reach an individual daily step goal. Newer editions of the Fitbit also have heart-rate monitors, the time, distance travelled throughout the day and calorie trackers. But I'll have you know, they aren't just a coloured strap we absent-mindedly wear around our wrists to look sporty, the Fitbit has proven to have a positive impact on fitness levels. Statistics show that people who wear these little gadgets are far more inclined to do exercise and eat healthily than those who don't. Furthermore, the Fitbit app available from the app store allows you to connect with fellow fit friends and compete against each other to see who can take the most steps, travel the furthest distances or climb the highest mountains. And although, I can't say I've taken out the title yet against my softball team, the challenge is always great fun!

By Ella Moran ( Year 11)

## SEMI-FINALS

Basketball Semi-Finals:

### First Girls

A solid performance from the girls on the weekend saw them win 29-27. Captain Emma Croker had a standout game which went down to the wire, holding onto a two point lead over St Spyridon in the final minute. According to Amber Thorpe, "the last minute seemed to go on forever".

### 15/16s Girls

The 15/16s girls secured a Grand Finals berth in what has been an amazing season. With the "defence on point" and Michaela Pugh at her usual best, the girls were able to overcome the opponent 23-13.

### First Boys

The First boys put in another phenomenal performance, winning 46-14 over St Patricks B. Mr Hayman's expertise on the sideline and Mitch Wellman's dazzling defence saw the boys ease into the Final. Tom Bancroft continued his red hot form contributing 23 points.

### 17s Boys

The 17s suffered a heartbreaking loss 15 - 35 in favour St Patricks B. Mr Hicks' guidance saw the boys achieve a breakout season and reach their first Semi-Final after years of devastation. Notable mention to captain, Finn Loiterton after three years of dedication to the team.

### 15s Boys

The 15s Boys recorded a 27-21 win in what was a tight game under tough conditions. Scores were locked with under three minutes on the clock and Mr Cunich was at his charismatic best. The boys were able to keep their cool in the dying minutes, playing smart basketball, allowing them to build a lead in their favour.

By Ted Ottaviano ( Year 11)

## TEAM OF THE WEEK

In the final round of the season, the Oxley 'Gold' team was hosted by second-placed Chevalier College. After winning the toss, captain Connor Taylor-Helme put Chev into bat. In hot fielding conditions, Chev scored quite freely but the Oxley bowlers persevered and regularly took wickets. The best of the bowlers were Connor with 2-23, Lochlan Kennedy 1-3 and Hugo Manka 1-7. Chev declared on 8-231. Oxley made a bright start to its innings reaching 1-32 at stumps on the first day.

Pink was the name of the game on the second day of play; pink stumps, pink pads, pink hats, pink zinc, pink drink and pink cakes, all to raise money for the Jane McGrath Foundation, as so many cricket clubs do at this time of the year.

Connor Taylor-Helme and Euan Barrett-Lennard continued to take on the Chev bowlers and reached 66, before Connor lost his wicket. Good partnerships were made between Euan, D'Arcy Gotterson, Hamish Pinn and Michael Dowe. Euan went on to score a well-earned 48 and Michael hit a lusty six, during one over

that produced 16 runs. As overs and batters ran out, it was left to Tom Dunn, Jack Crowley and Ella Jackson to hold out for the full 45 overs – a very good achievement. Oxley finished its innings on 8-161. In its second knock, Chev struggled against some great Oxley bowling and fielding limping to 7-84. Connor, Archer Kalde and Hugo each took two wickets in a splendid effort to finish the season on a high point with much to look forward to next season.

