

PIN OAK

ISSUE 50 TERM 1, APRIL 6, 2017
OXLEY COLLEGE



50th ISSUE OF
PIN OAK

BRIGADOON

CROSS
COUNTRY

HEADMASTER'S REPORT

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50th Issue

Congratulations to everyone on getting Pin Oak to 50 editions. When Emma Calver, Beattie Lanser and their crew in 2014 transformed the 'Weekly Record' into an engaging and topical magazine, we didn't know if it would work. Would students keep turning up, week after week, to write articles, take photos, edit and layout? Would one group of Seniors get enthusiastic, only to find that the next year there were no successors? Thankfully our concerns were unfounded and our hopes were realised. Pin Oak has gone from strength to strength, thriving as a place for students to express their opinions, write reviews and showcase their work. Members of the school staff such as myself also get an opportunity to speak with the Oxley community every fortnight. Pin Oak at 50 editions is stronger than ever and a part of the Oxley firmament now. We look forward to reading the 100th edition in 2020.

Brigadoon at Bundanoon.

Brigadoon has been a key element in the Southern Highlands calendar for decades and draws people from all over Australia. So it was terrific to see our Pipe Band featured there for the first time, marching alongside many, many established regional and club pipe bands whose members had been playing for decades. Indeed, we were the only school band represented.

We were the second band in the opening parade down Erith Street to the grounds and a crowd of people cheered us on. (We practically ended up as the third attraction as a car bizarrely drove the wrong way up the marching street to hold up the parade of 500 or so people and then got stuck!) Once we got to the grounds we participated in a mass piping march which was incredibly impressive - five hundred or so pipers and drummers all marching, turning and playing the same traditional Scottish pieces. Nobody in Bundanoon would have still been sleeping within a few bars of the opening. Our group then got an opportunity to showcase our talents playing several pieces such as 'Amazing Grace' with a solo from Connor Philpott-Tyson and Going Home featuring soloist Scott Simpson, to a crowd of thousands. We were very proud of them all. Tom Tregenza led the pipes with aplomb. Rob Parker, the bandmaster, has poured his heart and soul into this group, treating them almost like a second family. The results in such a short period of time is a credit to him. Thanks should also go to his wife Mary Lou for her 'behind the scenes' control, and to Peter Ayling, who spearheaded the formation of a pipe band at Oxley. We look forward to hearing them play at Anzac Day.

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HEADMASTER'S REPORT continued..



Photo courtesy of Kim Oliver

Rugby

Meanwhile at Burradoo, Oxley was just beginning the most exciting, high stakes, and... basically... incredibly stressful... games of rugby for many years, perhaps ever. The coaches and players' evinced coolness, but the parents and I were more frank about the feelings in the pits of our stomachs as the day went on, the games got closer and the stakes got higher.

Some background - Oxley placed well in the 3rd Division competition in Rugby last year, and having a full complement of five teams gave us the right to challenge the bottom placed school in the ISA 2nd Division for inclusion in that competition in 2017. The winning school would go play in the 2nd Division and the losing school would play in the ISA 3rd Division. Five games were to be played, one for each age group, and whoever won three or more games would be in the 2nd Division.

Redlands were our opposition, and a neutral venue – St Gregory's College in Campbelltown - was chosen. However, the torrential rain last week made these grounds unplayable. Despite much searching no other open neutral venue could be found. The only fields that were playable were at Oxley College and Redlands graciously agreed to come down. We do owe them a debt of thanks for being willing to do this.

Two games were to be played at 10.00am, two at 11.30am and then the Firsts at 1.00 pm. Most win/loss ratios (4-0, 3-1, 1-3 or 0-4) would have meant that the outcome was decided by the time the Firsts took the field. Only a 2-2 draw by 1.00pm would have left the Firsts as the decider.

We won the first two games easily – The U13s by 33 to 10 and the U15s by 31 to 7. Our congratulations go to all of these boys. It was looking like the day was really going to go our way.

But then determined openings from the Redlands U14s and U16s saw them well ahead on both fields by about 11.20am. We fought back tenaciously in both games, bringing our stamina and discipline to play.

The U14s went down in a heartbreakingly close 22-26, desperately near to picking up a try in the final minute. The U16s had clawed themselves to one point ahead 13-12 by the time of the regular full time buzzer. But as we waited on the sideline, hearts in our mouths, for that final whistle that would have the whole school into the second grade. It was just a few short minutes, but enough for the Redlands team to sneak through our defences and snatch a try in the final two minutes. So by 1.00pm it was two games all, with the momentum feeling like it was going their way.

Our 1st XV took to the field knowing everything was riding on their shoulders. They scored a jubilant try in the first minute, cleaving through the Redlands defence like butter, and it seemed as if we may be in the home strait for the day. But Redlands were electrified into a stronger level of play, and every point, every penalty was hard fought from there on in. We played with courage and skill so that the score was levelled at 17-17 for much of the second half. It was quite clear that whichever team broke through in the final minutes was going to carry their whole school into the second division. By this stage quite a few parents and staff were either unable to watch, or had kept watching only by chewing through their fingernails.

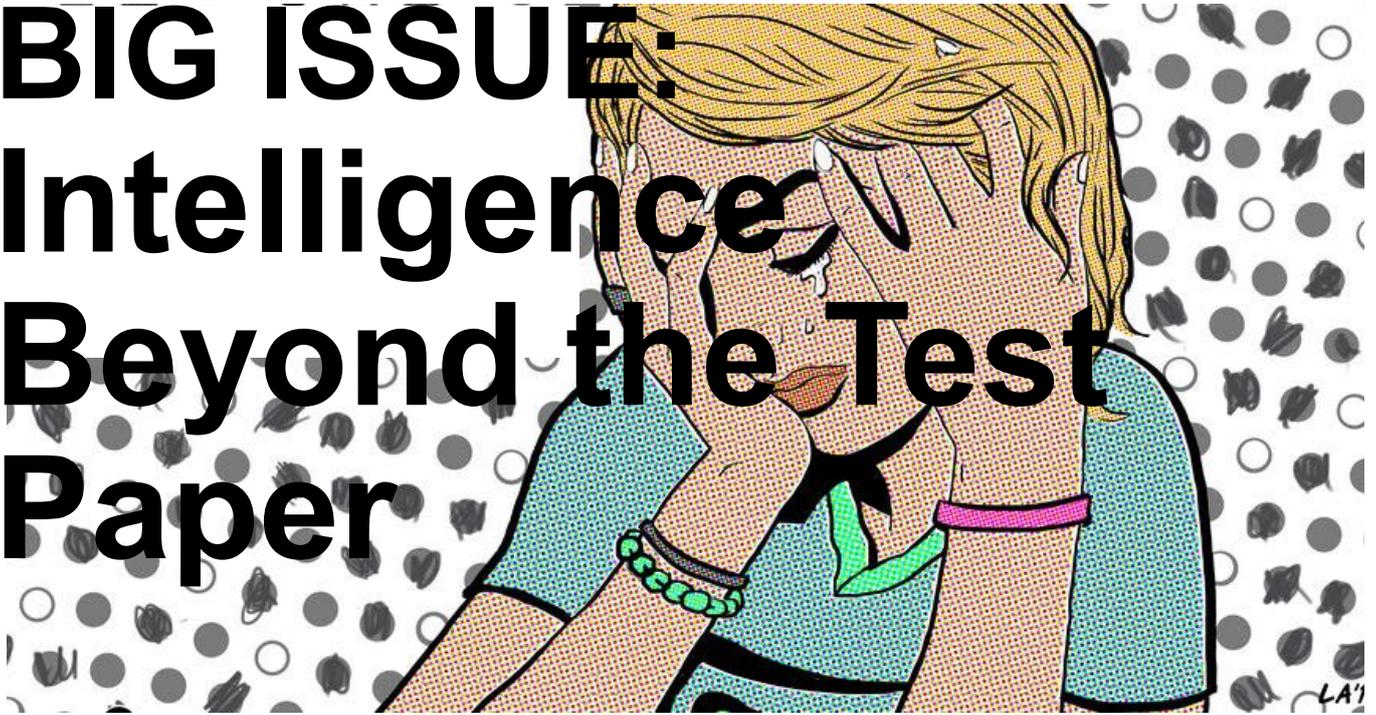
Finally our months of off-season fitness and skills work really paid off when it needed to. Our team's stamina and drilled play set up Tom Whyte and then Oscar Moran to score not one, but two tries in the dying minutes of the game. The cheers were the loudest heard on our rugby fields for a long time. The score was finally a convincing 29-17.

Everyone played with heart and courage, and as a result we are now get to play up a division for the first time in many, many years. We know full well that the games in the months to come are going to be hard and will expose our students to a new level of competition. However, our teams have shown they are up to it and will relish each week. We are proud of them all. It was a great day on Saturday.

Staff

Nick Carter will be leaving us at the end of term to take up the promotions position of Director of Teaching and Learning at Cranbrook School. Whilst we are pleased to see his promotion, we are very sorry to lose him. In the short time that he was here he gained a reputation as an outstanding and passionate teacher. He also spearheaded our innovative writing programme 'SWYM' and led the English Department with aplomb. He also scored most of the sixes in the recent student/staff cricket match. We wish him all the best. At the same time we are pleased to be able to tell you about our new Head of English, Mr Phil Turnock. He has been the Head of English at Knox Grammar and St Aloysius in Sydney, is a Senior Marker of Extension 1 English and comes with a real wealth of experience and enthusiasm. Certainly when I spoke to a number of people who had worked with him they were glowing in their praise. He has recently relocated to the Southern Highlands with his young family.

BIG ISSUE: Intelligence Beyond the Test Paper



My entire life, tests have always been a point of weakness. There's something about the pressure of them, the intensity, the importance to time ratio that has forever put me off and, in turn, made me perform poorly. As I got more and more papers back with average marks and stupid mistakes, I started to notice my confidence decreasing and not just my confidence in my smartness and intellect but my confidence in myself. I started over-thinking. "Well, if I'm barely passing this exam then maybe I'm not fit to study _____ in University". Sadly, I'm not the only one who has experienced this process. An exam (that has endless variables) that merely decides how much I could remember about one topic over the course of one-hour-and-a-half on a Tuesday morning was making me question whether I'm fit to study what I really want to after school? It sounds a bit absurd and that's because it is.

Before I progress, I want to make it clear that I'm not saying we shouldn't have exams at all. They're a great way to test knowledge of certain subjects and see how much a student has absorbed. However, what I am saying is we need to stop depending purely or mainly on them to see if a student is smart enough achieve a certain thing. Think about the HSC, clearly your ATAR isn't entirely dependent on various exam results but the majority of your ATAR is comprised of how you go in those final exams. Kids who desperately want to study law but didn't go quite as well in their exams as they needed are going to need to give up or find an alternative way to get in.

People seem to find it hard to admit that we use test marks to measure our intelligence and calculate how smart we are. It shouldn't be like that but due to the capacity and weight placed upon them, it ends up that way. The frantic scuttle across the classroom after a test is handed back just proves this. The problem isn't the exams themselves but more the saturation and pressure of them. The frequency and sheer importance placed upon them is scary enough in and of itself. They're used as the main measure to so many things: what University degree you get into, what set you're going to be streamed in, whether you're going to pass

a subject or not.

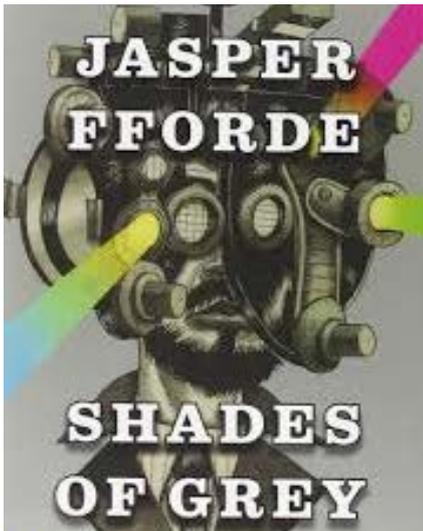
Students should never be working to pass a test they should be working to improve their knowledge and overall awareness. They should be working to have more informed conversations. They should be working to know more about the world. They should be working to have a joyful feeling of accomplishment rather than a joyful feeling seeing an A on a report card. Exams fuel a competitive aspect of learning, marks in general do that too. Even within Oxley, subjects like Cornerstone are helping kids to see their intelligence beyond the test paper. Applying knowledge acquired in class and experience to real life conversations is vital and by alleviating the importance of exams momentarily and replacing it with the importance of conversation, it assists kids to see they're more than a grade or a mark.

Not passing a test doesn't necessarily mean you have any less of an understanding of the topic than someone who aced it. It means that, due to potentially a variety of circumstances, you circled the wrong answer more times than others did. It's disheartening and aggravating to see my fellow peers think of themselves more highly due to their grades being better than someone else's.

I'm not saying that we should abolish exams forever. They are a great way to ensure an individual's knowledge of a subject and test one's understanding. However, I am saying that to place as much weight on them as we do now is unreasonable. There are better and more reliable ways to test whether or not someone is equipped to complete a certain university degree. There are better and more reliable ways to test whether or not someone is able to be in a higher set than another. As soon as we can start accepting that an individual's intelligence can be measured in more ways than one and actually start making steps to cater to that, the better things are going to get for everyone. Students need to stop holding themselves to a higher standard due to higher exam results and educational institutions need to stop placing such an emphasis on exams.

By Izzy Moore (Year 10)

TAKE INSPIRATION



BOOKS

★★★★★

Shades of Grey - Jasper Fforde

A world where colour blindness is the ultimate social stigma. A society divided by colour...perception. Jasper Fforde's Novel 'Shades of Grey' (no, not that one) describes a post apocalyptic (referred to only as 'The Something That Happened') civilisation where one's position in society is defined by one's ability to perceive a particular hue. Social hierarchies arise from common prejudice and distinct sets of characteristics tied to a colour - "purples" are perceived as snobby, "yellows" as ratbags and "greys" universally despised.

Whilst this society is particularly far fetched, and you are unlikely to draw many parallels between your own society - unlike Orwell's and Huxley's very contextually aware and apparent fictions, I don't think Fforde was really trying to do this. Shades of Grey is a nice read. The plot does drag on for the first half of the novel (however I think that can be exempted given the complexity of the society Fforde is setting up) however the characterisation and use of (quite punny) language is very well done and eccentric.

The book is not at all intense however is a fantastic read just to explore the world Fforde has constructed out of nothing but paint.

By Thomas Hill (Year 12)



FILM

★★★★★

Beauty and The Beast

With an exceptional cast and enchanting music, Beauty and the Beast is truly a standout film of the year.

Belle (Emma Watson), is a beautiful, intelligent revolutionary woman in a narrow-minded provincial town. She loves to read, sing and is an inventor, to the disgrace of the authorities of her town. While the film initially dwells on her nonconformity, this trait is somewhat forgotten when a love story unfolds, and Belle loses much of her depth in character. When taken prisoner by the Beast (Dan Stevens) in his dreary, helpless castle, she befriends his condemned servants - his furniture- and soon learns to see beyond his hideous surface and brutish persona. The beast loves to read, like Belle, and rediscovers his desire to live a happy life while consequently falling for Belle.

All the obligatory scenes are breathtaking, including Belle's yellow getup for Beast's ball and Beast's transformation into his formerly handsome self. The two kiss, end scene.

Regardless of a Pin Oak review of Beauty and the Beast, as a member of society you are morally obligated to support the newly released Disney film.

By Maya Chance (Year 10)



HOUSE MUSIC

It's the most wonderful time of year!

With the audiences clapping

And toes all a-tapping

To drive 'way the fears,

House Music's the most wonderful time of the year!

House Music is such a wonderful part of the Oxley year. The buzz among Houses about who will perform – some volunteering and some being volunteered! Much encouragement, back slapping and words of support ensues and then... it's the day of reckoning where you have to get up in front of in the Orchestra Room and perform! Performing takes the courage to be vulnerable to express yourself, and this is especially challenging and confronting to do in front of your peers. I am always so impressed by the kindness and respect that you all show to each other, despite your House alliance.

And what a great diversity across the year groups we had this year! It's also fantastic to see the growth of repeat performers and to welcome in new faces – from rock to classical there is certainly no lack of talent at Oxley.

It is always an incredible privilege for me to be part of this annual tradition and the judging doesn't seem to get easier as the years go by!

Keep singing and performing Oxley!

By Natalie Lane

K-6 NEWS

Head of K-6: Justine Lind

The Child

Is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, or speaking

A hundred, always a hundred
ways of listening,
of marvelling, of loving,
a hundred joys
for singing and understanding.
a hundred worlds
to discover,
a hundred worlds
to invent,
a hundred worlds
to dream.

The child has a hundred languages
(and a hundred hundred hundred more)
but they steal ninety nine.
The school and the culture
separate the head from the body.
They tell the child:

to think without hands
to do without head
to listen and not to speak
to understand without joy
love and marvelling
only at Easter and Christmas.

They tell the child:
to discover the world already there
and of the hundred
they steal ninety nine.
They tell the child:
that work and play
reality and fantasy,
science and imagination,
sky and earth,
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there
The child says:
No way, The Hundred is there.

Loris Malaguzzi 1920-1994



Weekly Awards:

Students of the Week

Learning Journey

KK: Evie Hammond
KL: Charlotte Holmes
Yr 1: Scarlett Curr
Yr 2: Zali Walters
Yr 3: Alessandro Brisa
Yr 4: Luca Colloridi
Yr 5C: Jack Snell
Yr 5H: Harry Hiscocks
Yr 6: Sarah Shields



Oxley Values

KK: Robert Clothier
KL: Anna Sutherland
Yr 1: Claire McBride
Yr 2: Neeson Greene
Yr 3: Imogen Hiscocks
Yr 4: Eva Duffy
Yr 5C: Lily Bingham
Yr 5H: Hugo Maxwell
Yr 6: James Witcombe



In K-6 this term we have been listening to one hundred languages and more. Our students have been reading, writing, talking and listening, researching, debating, discussing, brainstorming, goal setting, delegating, leading, co-operating, collaborating and reflecting. They've been modelling, demonstrating, moving, building, constructing, acting, singing, dancing, improvising, miming and also designing, drawing, painting, sketching, inventing, creating, collaging and connecting. Just to name a few...

It all adds up to lots of thinking, daring and dreaming! At Oxley we do not steal 99; instead we're busily teaching the second one hundred languages as our students head off to rest, our teachers are planning the next term of exciting, engaging units of work. We can't wait to get started, after we all have a little rest too. Enjoy the time with family, friends and whatever freedom you can find. Enjoy the time to listen to the hundred languages of your child. We all look forward to seeing you back on Monday 24 April in Winter uniforms!



Breaking Free of the Echo Chamber

I was watching the news last night- first SBS World News that went for an hour, followed by ABC's half hour coverage. SBS took on the famine in South Sudan, the refugee boat shot down between Yemen and Mecca, the awkward encounter between Trump and German Chancellor Angela Merkle and the flooding around parts of Australia. Each story was reported with great detail, giving a very broad view of the issue. When I flicked over to the ABC news, the main story was the flooding in Australia, with events in South Sudan and Yemen mentioned only as tragic, almost throwaway headlines. The big stories were housing prices for first time house buyers in Australia and the change of Monopoly playing figures.

This is a classic example of how the news is shaped according to what we want to hear: most of us want to know about things that effect us directly, not things that are happening far away and have no immediate impact on our lives. Apparently we genuinely care about the changing of Monopoly figures - this effects us directly because we all have some link to the game. However, many Australians don't really have any connection with events on the other side of the world. I don't think that makes us self-centred or horrible people either - it's natural to care about the things that directly impact us. But consider this: news and media should educate us, it should tell us more about the world. To do this we need to be pushed outside of our comfort zones and look at different sides of topics.

The "echochamber" effect is a concept that has surfaced recently and is something that impacts every single of us in one way or another. It's based on this idea that we ourselves shape the way we view the world and we do this through only ever being exposed to what we want to hear, especially on social media. We only "like" things that we agree with and we only follow people who think the way we do. This means that our Facebook, twitter, news feeds and sometimes Instagram feeds are only

filled with confirmation of what we already believe. We're simply being told what we already know but in more hard-hitting, witty and clever ways. As Tom Hill spoke about in an article a few weeks ago, sites like Facebook have actually developed algorithms so that our news feeds are tailored to exactly what we're interested in.

This definitely has its advantages. It means that you really do get a lot out of your Facebook feed - everything that seems to pop up as you scroll is something that you are in some way interested or invested in. Even the ads that we see are tailored to our interests. This might be harmless, but when it comes to news, which has so much influence on us, we need to be more careful about noticing the way things are reported to us.

It's highly unlikely that I would ever follow an anti-feminist Facebook account - I'm much more likely to follow a pro feminist account and then like, comment and tag people in their posts. This means that I only ever witness people who believe in similar feminist ideas to me. My ideas are confirmed and hardened by them and they feel affirmed that there are people like me who believe and support them. It's a win win, right? Well actually, nobody really wins in the end. Only being exposed to one view means that I'm only more certain about my ideals, and find it harder and harder to see opposing sides of the issue.

This is the echo chamber we're all part of, and in a world that's divided on so many issues, it's a dangerous place to be.

When we live here in an echo chamber, our assumptions are never questioned, we don't tend to meet or understand people who are different to us and when we're challenged on our views we often find it hard to come up with reasons or evidence as to why we are right, so we become defensive and attack other people. It can be really hard to break out of this cycle, and many people don't want to.



The Wall Street Journal published a website recently that demonstrated the difference in politically Progressive and Conservative Facebook feeds. The difference in the way President Trump, guns, abortion and immigration were reported were so vast, you'd think they were talking about completely different things. To me the liberal reporting seemed like 'the truth' while the conservative side seemed radical, a further example of the echo chamber effect. It serves as a valuable reminder that there are so many other views that we need to take into consideration.

A recent article entitled "How to fix your Facebook feed" suggests some ways to break out of the echo chamber. Although it's completely impossible to avoid Facebook tailoring, there are ways to ensure that you follow a well rounded range of sources. Try to follow news sites that are both conservative and also more progressive, as well as people who have views that are different to yours.

Progressive

- The Guardian
- Herald
- The Age
- Saturday Paper
- The Monthly
- BuzzFeed
- CNN
- Mamamia
- Huffington Post

Conservative

- The Australian
- The Telegraph
- Quadrant

- Fox news
- Counterpoint

Doing these things really require very little effort of our behalf - double tapping on a variety of posts and keeping an open mind while looking at our social media pages can have a massive impact on the way we view our world. By doing this we develop empathy, we begin to understand the way others think, and realise that there is more to people than the punchy headlines we have begun to associate them with. In order to move forward and make changes on issues, we need to understand what motivates people to think that way they do.

"You never really know a man until you understand things from his point of view, until you climb into his skin and walk around in it."

All of a sudden, we begin to understand that second aunt who can't seem to stop posting anti-Muslim articles on Facebook. Those conservative headlines that initially seemed ludicrous morph themselves into genuine valid views and concerns of real people. We begin to challenge the cycle we're stuck in, take interest in issues that may not directly affect us and gradually shape our understanding of the world, remembering that each story is a geometric complex of different sides and shapes.

By Jemima Taylor (Year 10)

50th Issue Celebration!



Creative Writing: Last Words

(continued)

My stomach feels like it is full of lead as I put the phone to my ear.

"Ahh, hi dad! I was calling mum! Are you with her?" I force the words out as I look around the car park full of busy students and parents. I look at all the cars, as if he could be in one, watching my very moves, as if he could know that I, his own daughter, suspect him of murder.

"Well sweetie, your mum has gone for a, well, a trip and won't be back for a while, why don't I pick you up from school? It has finished right?" Nerves tighten my stomach as I think of where my mum could be. I look at the busses departing, and realise that I have to take up my father's offer.

"Ah, yeah it has, that would be great, ah I'm just outside near the road." I squeeze my eyes close as I try to brace myself for what the car trip will be like. I will have to sit next to a murderer and act like nothing is wrong! Can I do that? "I'm just around the corner, I see you now."

It feels like a bucket of ice water was dumped on me as I frantically try to find his car. How long was he watching me!
By Bridget Drewet (Year 10)

The Pin Oak team is composed of the best bunch of writers, editors and creative designers at Oxley. Each week we meet to provide you, our readers, with the best possible issue which encapsulates life at Oxley. We've taken this opportunity to celebrate the work of our students and interview just a few of the long-standing members of our team. Here's to 50 fantastic issues & another 50 to come!

Editor & writer, Izzy Knowles says:

Q: How long have you been a part of the Pin Oak team for?

A: I've been in the Pin Oak team for almost three years now & love both writing and reading the magazine.

Q: Why did you first take interest in Pin Oak?

A: I've always loved writing and the Pin Oak is just a cool way to express ideas and then get them published.

Q: How has Pin Oak allowed you to express yourself?

A: The Pin Oak is great because it allows us to write about almost anything we are passionate about, and then get it published to be read by the school community. Even if I'm not the one writing the article, it's interesting to hear other people's ideas and what they find important in the world today.

Designer, Grace Patterson says:

Q: How long have you been a part of the Pin Oak team for?

A: I'd say I've been involved in Pin Oak for two and a bit years, as a part of the Design team, although I fill in occasionally with a sports article.

Q: Why did you first take interest in Pin Oak?

A: I read Ruben Seaton's editorial letter in the front of the first ever Pin Oak, which was super

creative and made me think of this team as something I'd love to be a part of.

Q: How has Pin Oak allowed you to express yourself?

A: Being part of the Pin Oak team has allowed me to learn skills in InDesign, which are real lifesavers for me in DT at the moment. It's also fun getting in touch with what's happening around the College, and sharing views on an array of topics, in a community like ours.

Writer, Jemima Taylor says:

Q: How long have you been a part of the Pin Oak team?

A: I first joined the Pin Oak team about half way through Year 7, so almost four years now.

Q: Why did you first take interest in Pin Oak?

A: I can still remember reading the first Pin Oak edition on my way home from school on the train, I read it cover to cover and found all the articles really interesting. I started coming to meetings, and was pretty overwhelmed by it all. It took a while for me to get the courage to actually write an article, but once I did I was well and truly addicted.

Q: How has Pin Oak allowed you to express yourself?

A: Pin Oak has given me a platform where I can write exactly what I think, and can explore and think through new ideas, in a style that is uniquely my own. I've also been exposed to some really interesting people, with interesting ideas about the world. I've learnt how to turn the messy thoughts that race around my head into coherent and structured ideas.

By Ella Moran (Year 12)

ISSUES WE'VE COVERED IN THE PIN OAK

In the past 50 issues of Pin Oak, we've covered so many topics! We've just taken the big issues and the feature article of each issue. If any of these articles sound interesting to you- they can all be accessed on the Pin Oak magazine page on the Oxley website. Although some of them were written a few years ago, they all still hold true today.

Feminism

- "Social Media's Hijab"- Issue 1
- "Top 3 reasons to celebrate international women's day"- Issue 13
- "What is feminism"- Issue 26
- "The importance of independence in young woman"- Issue 45
- "In search of equality"- Issue 49

Politics

- "How not to be diplomatic"-Issue 6
- "Who is tony abbot?"- Issue 11
- "If love is "just" love shouldn't marriage "just" be marriage?"- Issue 26
- "A door step to a better future"-Issue 31
- Q&A Drama: To "Joke" Or Not To "Joke"- Issue 27
- "The Fear Factor"- Issue 38
- "Change the date"- Issue 46

Economics

- "Global Economy"- Issue 10
- "Greece - in or out" – Issue 19
- "Economic woes"- Issue 21
- "Is there a storm coming?"- Issue 22

Creative writing

- "Tapping Habits"-Issue 4
- "Ficly"- Issue 11
- "Porphyria's lover- a poem to die for"- Issue 12
- "Inside"- Issue 20
- "The angle"- Issue 30
- "The lone gumtree"- Issue 32
- "The big city of dreams"- 33
- "The letter"- Issue 37
- Cederic's story- Issue 44
- Year 10 monologues- Issue 48

Student issues

- "Student loans"- Issue 2
- "Watch your words"- Issue 3
- "Social medias impact on the lives of young Australians"-Issue 4
- "Oodnadatta Aboriginal school"- Issue 6
- "Oh why Othello"- Issue 7

- "YouTube all stars"- Issue 8
- "Your entitlements at work"- Issue 12
- "DNA- National Dyslexic association"- Issue 17
- "Vegetarians and pescatarians"- Issue 22
- "Everything looks nicer from a distance"- Issue 26
- "On romance and data"- Issue 29
- "Why Naplan?"- Issue 34
- "Dyslexic brain"- Issue 40
- "New worlds"- Issue 47

Global

- "Just go, say yes!"- Issue 10
- "Eurovision- More than just jumpsuits"-Issue 16
- "Hairspray, hunger and how to change a life"-Issue 9

Culture

- "For the love of food"- Issue 2
- "Is live music dead?"- Issue 3
- "The word that cannot be named and its implications in hip hop"-Issue 14
- "Dance away from the Pain"- Issue 18
- "Partying! (on the inside)"- Issue 20
- "Oxley stars in the Batchelorette"- Issue 25
- "Access all ages"- Issue 39
- "E-books VS printed books"- Issue 40
- Music has no age"- Issue 44
- "My sacristy night"- Issue 46
- "Facebook- a tool for mass manipulation"- Issue 48

Meaning of life

- "Money VS Happiness"- Issue 9
- "New year, new you!"- Issue 29
- "Religion, a powerful tool?"- Issue 39
- "Are we becoming less human in our exercise to improve humanity?"- Issue 47

Sport

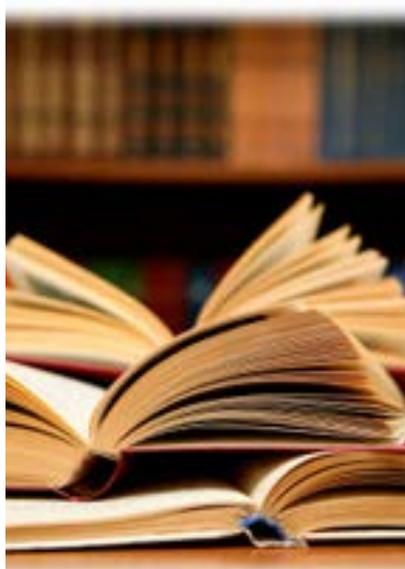
- "Giving Fifa the red card"- Issue 18
- "The Olympics"- Issue 38

Health

- "Mindfulness and meditation"- Issue 25
- "Wheat"- Issue 30
- "Acupuncture"- Issue 41

Environment

- "Plastic- the silent killer"- Issue 36
- "Uluru"- Issue 42
- "Are we killing our food supply?"- Issue 49



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Our digital textbooks all appear online within a reading framework called Bookshelf. It is worth taking a closer look at Bookshelf as it has a number of features to make the textbooks more user friendly. Students access their textbooks by using the LearningField link within their Canvas courses.

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Add highlights and notes

Use notes and highlighting to assist comprehension. Drag across text to highlight and add notes to the textbook.

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DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

It is almost with surprise that we realise that this is the last week of term – where has that time gone? We began with so much enthusiasm, and I am delighted to see that we continue with that same energy as we approach a well-deserved break. So what have our students been up to lately?

Year 12 students and parents will shortly be receiving their Half Yearly report. This includes comprehensive information about assessment marks and ranking, Half Yearly Examination results and ranking as well as the “where to next” in terms of teacher advice on improvement. Mr Parker and I have also met with every Year 12 teacher to discuss current data and have directly compared this with the 2016 cohort. Teachers and students have an action plan. Mrs Carter has also completed a one-to-one “academic check-in” with every Year 12 student while Mrs Ritchie has also completed her round of one-to-one “career check-ins” with each student as well. We know that our HSC students are very well supported as they enter their final terms of learning.

Our 2018 HSC students, Year 11, have also settled easily into the workload required for a HSC programme of study. We expected more bumps along the road, however we have been delighted with the way that students have completed their first round of Preliminary HSC assessment tasks. Teachers report that this cohort is curious, interested and engaged in each of their courses. Students are currently planning their preparation for the Half Yearly Examinations in Week 3 of Term 2.

We are excited to hear that our Year 10 students are also doing so well across all their course. Of particular interest is their work in Global Perspectives, our distinctive course provided by Cambridge. These students will make Oxley history when they sit the very first external IGSC examination in November this year. How proud we are to offer such an internationally recognised qualification to our students.

Year 9 students are enjoying their first taste of elective courses. This year they have chosen to study Commerce, Drama, French, Music, Design Technology, Visual Arts and Graphic Technology. They are also busily preparing for NAPLAN assessments in Week 3 of next term.

Our Year 8 cohort is full of energy and classrooms are full of activity and productivity. Teachers report that this group of students are particularly excelling using the Maths Pathways programme, with our average growth being over 100%.

What a term our new Year 7 students have had. They are still smiling as they reach the end of one of the most significant transition times in their education. They continue to express genuine excitement with their learning environment, and their engagement in our distinctive SWYM programme is outstanding. NAPLAN testing will occur in Week 3 of Term 2 and we will ensure that students feel confident and prepared for this diagnostic assessment.

Teaching staff are also looking forward to a break. Each and every one of our staff is the “gold” in Oxley’s crown, and we would not be the thriving educationally place that we are without the daily work of our inspired and passionate teachers. We will finish the term with our professional “food” – a day of workshopping with Professor John Hattie’s PHD students, Sophie Murphy and Luke Manduit. As a school committed to turning the best research into the very best results for our students, we look forward to this rare opportunity to engage with the latest news from the University of Melbourne, a leader in global education.

Finally, my best wishes for a relaxing and energising Easter break.

Deputy Head Pastoral: Peter Ayling

ANZAC Day March

On Tuesday 25 April we look forward to Oxley College students marching in the ANZAC Day March in Bowral. Although this is not a compulsory event it is so pleasing to see such large numbers attend and to give a bit of their time to show their respect on this special day. We are so proud of our students, I also look forward to some of our senior students assisting in setting up for the dawn service and taking part in the ceremony.

Cricket Bats Wanted

Once again we would like to collect old cricket bats to be donated to Will Clark.

“Will has a spectrum of disorders and it’s under the autism umbrella,” his mother Ange Clarke said. “He cannot read, cannot write, basic things like tell the time, he cannot communicate. This is a call to the Oxley Community to donate bats and we hope to invite Will to the College to work with several Year 8 students. Please drop the bats off at the K-6 or 7-12.

Body Image

Important information from Raising Children. Below is an extract from an article about Body Image http://raisingchildren.net.au/articles/body_image.html/context/1064

A positive or healthy body image is feeling happy and satisfied with your body, as well as being comfortable with and accepting the way you look. A negative or unhealthy body image is feeling unhappy with the way you look. People who feel like this often want to change their body size or shape.

Body image can change through your lifetime, and is strongly connected to self-esteem and healthy lifestyle choices. When you feel good about your body, you’re more likely to have good self-esteem and mental health as well as a balanced attitude to eating and physical activity.

As your child reaches puberty, fitting in and looking the same as other people becomes even more important. At the same time, your child’s body is going through lots of changes, inside and out. This can mean your child might feel more pressure to look and act a certain way. Further helpful information regarding Body Image via the link above.



Kirrily Zupp CLASS OF 1990

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

I completed Year 12 in 1990 and in January 1991 I commenced full time training for my Commercial Pilots licence, which I completed in the October of that year. I then attained my Flight Instructor Rating and started teaching people to fly in early 1992. As I was only 18 years old at the time, I would get a few stunned students (some 20 years older than me) who were not sure if they were more surprised by the fact I was only 18 or that I was a female!

I was a Flying Instructor at Bankstown Airport for four years when I was fortunate to secure a job as a pilot for Qantas Airways in 1996. I was 22 years old at the time and the 24th female pilot to be employed by Qantas. I started as a Second Officer on the Boeing 747 (Jumbo) flying to places such as London, Paris, Frankfurt and Los Angeles. Then in 2000 I was promoted to First Officer on the Boeing 767 where I was at the controls and flying to destinations all around Asia and domestically with the odd trip to Hawaii! In 2015 I moved back across to the Jumbo. I have now been working for Qantas for 21 years. I met my husband while I was flying at Bankstown and have been married for 20 years and now have four children.

What is your biggest achievement since high school?

That would of course have to be the raising of my four amazing children with my husband who is also a pilot. My greatest work related achievement would be attaining my endorsement as a pilot of the Boeing 767 aircraft which I flew as a First Officer for 14 years. It was a fantastic aircraft to fly. Qantas sold the 767's in 2014 and at the time I was the most senior First Officer on that type and was lucky enough to operate Qantas's last 767 commercial flight. I am also very fortunate to be able to raise a family and still do the job I love. Qantas allows me to work part-time so that I can spend as much time with my family as possible. Having a very supportive husband also helps. Of course, going away every now and then (some mum time!) has its advantages.

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

My dad was a pilot and those that knew me would attest that all I ever wanted to do was to become a pilot. As such, I chose subjects that would assist me in achieving this, such as Physics and Maths. Only about 2% of pilots are female, but there was no one



who ever told me that I couldn't do it. Having four children wasn't something I planned in high school!!

How did Oxley prepare you for your future?

To be a pilot you need to have a great amount of self-discipline and a fair amount of confidence. Oxley had a huge part to play in this area for me. I was a rather shy person and Oxley encouraged me do public speaking and debating and I was also greatly involved in drama and the choir. All of these opportunities gave me more confidence and the belief in myself that I could achieve at a high level. I was Vice Captain of Monash and enjoyed the responsibility, team spirit and camaraderie that we all shared.

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

I would have to say that Oxley's first headmaster, David Wright inspired me the most. I know that many thought his speeches would drag on but there was always a wonderful message in each measured speech. He would talk to us about being the best we can be and making the world a better place for our children. Mr Forlonge, my senior maths teacher and Mrs Jane, my English teacher were both fantastic teachers and brought the best out of you as a student.

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

I miss basking in the sun between the classroom blocks on a cold day, I miss playing sport regularly, I miss performing on stage and singing in the choir. I also miss the relative lack of responsibility at that age. As an adult I miss having my lunches made and my clothes washed for me! Then again, I don't miss being a teenager. Being a "grown up" has a lot of advantages...

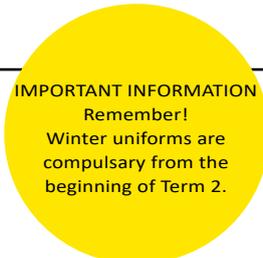
What would you say to your fifteen year old self?

Mostly, I think I would have to say to my fifteen year old self that it doesn't matter what other people think or say about you. Always be true to your own beliefs and ideals. Being part of a crowd can be great but always know that you have greatness within you, you just need to find it. Think before you speak. Be aware of the feelings and beliefs of those around you and make your own measured choices based on the information you have.

GALLERY



APRIL CALENDAR

	Mon 10	Mon 17	Mon 24 Term 1 Begins Anzac Assembly PCC
	Tue 11	Tue 18	Tue 25 Public Holiday Anzac Day March & Pipers
	Wed 12	Wed 19	Wed 26
	Thu 06 Grandparents'a Day and Easter Egg Hunt End of Term 1	Thu 13	Thu 20 EXC: Year 12 Studies of Religion KSG Apledoorn Dutch Visitors
Fri 07 Drama Tour to Melbourne Botswana trip depart	Fri 14 Good Friday	Fri 21	Fri 28 KSG Apledoorn Dutch Visitors
Sat 08 Gold Duke of Edinburgh's Hike departs	Sat 15	Sat 22	Sat 29 ISA SPORT Round 1 KSG Apledoorn Dutch Visitors
Sun 09	Sun 16 Easter Sunday	Sun 23	Sun 30 Oxley Equestrian Day - Bong Bong Racecourse KSG Apledoorn Dutch Visitors

P & F News

HUNGRY OX IS COMING

How many Saturday mornings at Oxley have you been watching sport dreaming of a bacon and egg roll or salivating at the thought of a sausage sandwich?? Well you can stop dreaming and salivating and start enjoying fabulous food on the sideline! The Hungry Ox, is the name of the sports BBQ that will be operating throughout Terms 2 & 3 on selected sports weekends at Oxley. Located near the cricket nets the Hungry Ox will cater for all sports being played at Oxley from the junior football that kicks off at 8.30am until the last whistle blows for the 1st XV rugby match early in the afternoon. Alongside the Hungry Ox will be a Rush coffee van providing much needed caffeine or hot chocolate to keep you warm on a chilly Southern Highlands morning. In order for the Hungry Ox to operate we will require the assistance of parents being included on a roster. We will be developing this roster allocating all sporting teams a Hungry Ox shift on the weekends their child's team plays at home. Hopefully with lots of eager, helpful parents volunteering on the BBQ each sport should only have a few shifts in a term; as the saying goes "many hands make light work." The first weekend back at Oxley, Saturday 29 April, is the first round of the ISA competition and Highlands Soccer competition. On this date all Oxley ISA netball and Oxley K-6 Football games will be played at home so parents of these teams will be asked to help on the Hungry Ox BBQ for this first round of competition. An email will be sent to you in the next few days asking you to nominate a time you can volunteer. In addition to providing much needed sustenance on the sidelines the Hungry Ox will be providing assistance with the purchase of equipment required by the Sports Department. We look forward to seeing you at the Hungry Ox soon.

Thank you, Bec Biddle and Megan Moore

Help Required - Oxley P & F Equestrian Day - Sunday 30 April 2017

The Oxley P & F Equestrian Day is a wonderful community event which appeals to riders and non riders. Every year our P & F run a highly successful canteen. If you are able to bake cakes, cup cakes, slices for the canteen it would be greatly appreciated. If you are able to assist please email Kate Fair at midwifesremedy@gmail.com

NEWSFLASH



BRIGADOON

With over 20 000 in attendance and twenty-five pipe bands, one being the Oxley College pipes and drums, the 40th Brigadoon Highland Gathering was a triumph. Brigadoon is one of if not the largest celebrations of Celtic culture in the Southern Hemisphere and the Oxley pipe band had the honour of performing alongside local bands. The festival began for the players at 7.45 am on Saturday 1 April. The bands held their final practices and preparations amidst the cacophony of literally hundreds of bagpipes tuning up around them. At 9.15am, the street march began. The bands made their way to the showground where the festival was officially opened by the Chieftain of the day, Jimmy Barnes. After the massed band display, each band was given the opportunity for a 15-minute performance. From the most traditional tunes to the Star Wars and Game of Thrones theme songs, the most diverse repertoire could be heard throughout the day. Various market stalls, games and traditional strongman events could also be enjoyed over the course of the festival. Despite a little sunburn, the Oxley Pipes and Drums had a fantastic Saturday. We would like to thank everyone who came out to support us, the parents of the players and our respective pipe and drum tutors. Finally, a reminder to all that the band is always welcome to new members. If you would like to join, speak to a member of the music staff or members of the band. By Tom Tregenza (Year 11)



RUGBY

On Saturday 1 April Oxley rugby endured their final obstacle to achieve their goal, which was to climb up the ladder of rugby and reach 2nd Division. Each individual age group has been training with true grit and determination to get ready for the fight. The start of the weekend began with under 13s and the under 15s battling it out against Redlands which came to the conclusion of a two- way victory for Oxley. Up next was the under 14s and under 16s playing up against high competition. However both teams struggled to defeat their opposition but still performed entertaining rugby. It was now up to the 1sts to decide the fate of Oxley Rugby. Throughout the preparation before the kick off words of wisdom from players and coaches were shared to ignite energy and effort to get ready for what was going to be a battle of fortitude. As a team we had to mentally and physically suit up for the fight between Division 3 and 2 rugby. This game consisted of hard-work, determination and true grit.

At one point we thought all hope was lost until we gained a sense of brotherhood as all supporters came to our final fight, the words "Energy and Effort" were shouted in the atmosphere to reincarnate our team to victory.

There was a sense of gratitude towards Redlands who travelled from Sydney playing against Oxley on their home grounds. An amazing day filled with support from peers, parents and teachers as we succeeded our primary goal.

By Harrison Baillieu (Year 11)



SHORT AND SHARP

Last Tuesday night saw the annual reminder of the fantastic dramatic talent Oxley has to offer. The Sharp Short competition hosted by the Parramatta Riverside Theatre sees entries every year from the Year 10 drama class, and every year Oxley actors and playwrights blow away the competition. This year looks to be no exception to this rule, as the ability displayed on the drama night in the nine 10 minute plays shows much promise for the Drama department in the coming years.

The plays on show were "Aldo" by Ben Canute, "A Place to Rent" by Lucie Drysdale, "That's Isobel" by Holly Black, "Boxed In" by Jemima Taylor, "Ripples" By Maya Chance, "The Rap God" by Ravi Wikramanayake, "Conflicted" by Tully Mahr, "Oh Snap" by Bridget Borbely and "Marriage in Heaven" by Eva Mackevicius, performed by Year 11s. The competition was extremely tight, but the plays selected to go to the next round were "A Place to Rent", "Ripples", "The Rap God" and "Marriage in Heaven". Impressive.

By Mitch Latham (Year 12)

