

# PINOAK

ISSUE 52: TERM 2, MAY 26, 2017  
OXLEY COLLEGE



JUNIOR  
PRODUCTION

K-6  
COCKATOO  
ISLAND

COMPLETELY  
OPEN DAY

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## Pin Oak Team

### Student Editorial Team

Ella Moran, Isabella Knowles, Jemima Taylor, Izzy Moore, Tully Mahr, Tom Hill, Bridgett Drewett, Charlie Beedle, Savannah Sandilands, Harry Ballieu, Max Loiterton, Hugh Corbett, Liam O'Connell

### Student Photographer Olivia Donovan

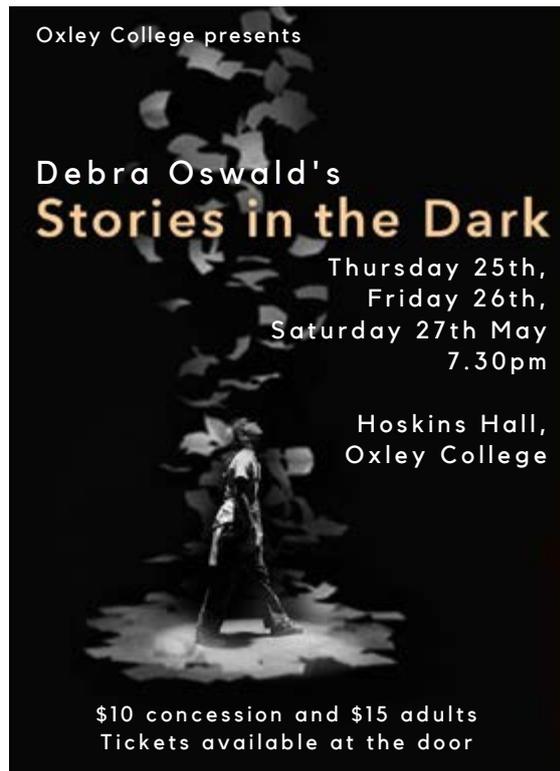
### Designers

Holly Jefford, Juliette Swain, Bree Feary, Cameron Grice, Tom Whyte, Grace Patterson, and Lachlan BP

### Head of Marketing and PR Emma Calver

### Staff Editor Beattie Lanser

Oxley College  
Railway Road, Burradoo, NSW, 2576.  
Ph: 4861 1366  
office@oxley.nsw.edu.au



## Creative Writing

### LAST WORDS...

"What ever is the matter Stacey? Why are you crying?" His deep, honeyed voice coerced my damp eyes open. His eyes locked onto mine and I felt compelled to tell him. Tell him everything. The good, the bad, the ugly. Instead all that came out of my mouth was a pathetic whimper.

"What did you see Stacey?" His words made me jerk my head out of his grasp and bring my arms up to protect me from an imaginary attack. God! I have to control myself! I have to be strong!

"Nothing! I saw nothing! Just a rough day! That's all." I scrub my hands over my face to try and get rid of the metaphorical, cold handprints that I still feel. I feel the car roar to life and my body flings itself back into the seat. I grab the side of the car and see my father gripping the steering wheel, grinning.

"What the hell are you doing! We're going to crash! Stop!" My hands grip the car door and the dash board so hard my hands turn white. My breath comes in pants as I look out the window and see flashing car lights coming closer and closer. I sneak a glance at my father and I see him crane his neck towards me. The shadows on his face making him look like a demon trapped in a human body.

"Never lie to me Stacey. You won't like the punishment."

I stare at his cold, dead eyes as I try and figure out what he means by that. What does he mean by punishment? What can he possibly do?

Lights flash before my eyes as I flick my gaze out the window and see a car speeding right for us.

I thought I smelled the cinnamon of my mother's cooking. Then everything went black.

By Bridget Drewet (Year 10)

# HEADMASTER'S REPORT

## Headwinds and tailwinds

Tailwinds help us go faster. Headwinds slow us down. As a society we are far more likely to notice the headwinds in our life and take the tailwinds for granted. This is certainly true of riding a bike - you notice a tailwind for about a minute before you come used to it, but notice a headwind the whole time.

One of our Maths staff, Ben Hicks, directed me last week to a podcast about this called 'Headwinds and Tailwinds' that might be very useful for our kids - and for us (link below). It is based on the article 'The headwinds/tailwinds asymmetry: An availability bias in assessments of barriers and blessings' by Shai Davidai, Thomas Gilovich in the Journal of Personality and Social Psychology 2016.

The comedian Conan O'Brien has also marvelled at this headwind/tailwind asymmetry. He uses the example of the first flight he was on that had high speed internet. Everyone saw it as amazing. Twenty minutes later the connection broke down and the cabin crew apologised. The person next to him angrily exclaimed 'that is so typical!'. As Conan O'Brien says 'How quickly the world owes him something that he knew existed only ten seconds ago.' In short how quickly it is we take for granted a tailwind that we should be grateful for.

Technology is an excellent example in all sorts of ways of this. In so many ways our life has got better and yet we complain when it is not at peak performance. Decent TV on demand is a dream for people of a certain age who remember going to the video store or putting up with the four channels on TV, yet we are already worried if TV doesn't come straight from the US fast enough. Kids might complain that their lift home is late, instead of being grateful that it came at all. At school as we try to make exam halls quieter and quieter, smaller and smaller disturbances can count as fatal distractions. I complain about my laptop's inability to connect with sound to the TV, although those new smart TVs make teaching more invigorating than ever. If only we could make a habit of counting our tailwinds, rather than adapting to them, or turning them into headwinds when they don't work at peak performance.

Gilovich and Davidai also make the point that when we are asked to list our tailwinds (the ones that help us) we tend to be grateful for individuals - members of our family, friends, or mentors. We much more rarely mention structural factors that operate as tailwinds such as a good education, living in a first world country, 'natural' intelligence, living in a time of low infant mortality etc. This is because these structural tailwinds operate invisibly to us.

Gilovich and Davidai spoke to people about whether their brother or sister had it easier than them as a key part of their paper. Everyone (rich, poor, Republican, Democrat, white, black) had siblings, so it was a great general group. Older kids thought younger kids had it easier. Younger kids thought older kids had it easier. Middle kids thought everyone else had it easier. Almost everyone looked back at their own experience and emphasised the headwinds, not the tailwinds.

So what to do? Gilovich and Davidai talk about gratitude as an antidote to this headwinds/tailwinds asymmetry. If people can list a number of things they are grateful for each day it seems that they become happier and more satisfied with their life. They sleep better and go to the doctor less. The gratitude can easily be for structural elements - although kids might need some help from us to see these elements.

When Michael Carr Gregg spoke to parents late last year, he stressed a gratitude journal or a gratitude ritual at the dinner table. At the table everyone says three things they are thankful for or three good things that had happened that day (or both). It might be a good place for many of us to start.

## Foundation Night and Completely Open Day

I hope that everyone enjoyed Foundation Night and Completely Open Day. In particular, for those who went into classes last Friday, I hope that you got a real sense of how Oxley operates from day to day and the sort of education your child is getting. I trust that there were a lot more tailwinds than headwinds in evidence on the day.

I would like to thank all of the musicians, dramatists, organisers, parent volunteers, tour guides, Old Oxleyans and everyone else who were a part of showing what Oxley could do. It all made for a wonderful community event.

## Interesting links

- Comedian Louis CK saying 'everything is amazing and no-one is happy': <https://www.youtube.com/watch?v=q8LaT5iwo4>
- Gilovich and Davidai article: <https://www.readbyqxd.com/read/27869473/the-headwinds-tailwinds-asymmetry-an-availability-bias-in-assessments-of-barriers-and-blessings>
- Freakonomics podcast: <http://freakonomics.com/podcast/why-is-my-life-so-hard/>



# GLOBAL PERSPECTIVES



Global Perspectives was first introduced to Year 9 last year. The subject gives students time to research ideas and concepts that they are interested in. It consists of two individual projects and one group project and then an exam over the cores of two years. In Year 9 students do a practice report, then a group report and a practical exam. In Year 10 they do two practice reports and their final exam. Year 10 have just handed in their first official individual report. These are some reflections on what students have covered and what they have gained from the subject.

For my Global project I looked at the Alan Kurdi image and looked into how the world reacted to this powerful image. Throughout this project I have learnt a lot about the current situation in Syria and the experiences many my own age are going through every day. It has been a very interesting topic to research and I have enjoyed looking into it.

Savannah

My Global Perspectives topic is centred around religion, more specifically if religion gives people's life more meaning. This project has opened my mind up to other religions and how they shape the world. Although I have a pretty fixed mindset on religion, this project has allowed me to see other people's perspectives.

Grace

For my Global project I looked the process of capital punishment focusing on the American system. I evaluated the effect and reason for implementing a death penalty. Throughout the project I learnt about the reasons it was first implemented and how it's changed the world and continues to be a controversy. I concluded that the capital punishment was extremely immoral and served little good purpose.

The topic was centred on human rights; the moral issues and positives. The project taught me about capital punishment and how controversies unite the world and it made me despise the procedure even more.

Finn

I looked at whether or not Islam liberates or oppresses women, I looked at different perspectives from people in my community, in Australia and then around the world. I concluded that Islam itself does not oppress women, but that the culture surrounding it and then the different interpretations are oppressive towards women. The western world also oppresses Muslim women through the silencing of their voices in the media and painting a one sided view of Islam.

Jemima

My Global topic was "Biodiversity and Ecosystem Loss; when will there be nothing left to lose?". From this I learnt that although the human race is so advanced in technology, we are not advanced enough to save ourselves in the scenario of a cataclysmic event. I have come to realise just how poorly we treat our world, and that before we know it, if we don't start saving the environment soon, we too will be extinct.

Jade

"Is Religious co-existence possible"? Exploring this question provided me with both historical insights and an understanding about the mechanisms that drive humanity and, more specifically, drives people to commit the horrendous terror attacks that plague our world today.

Layla

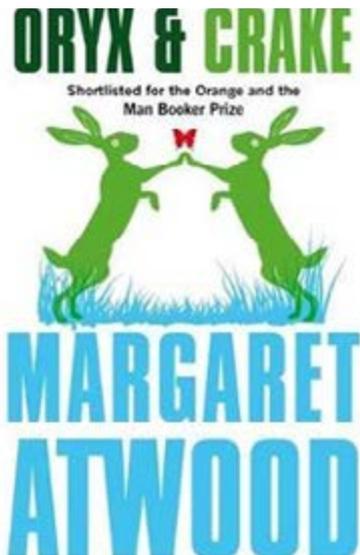
The conclusion that I came to was that gender selection is very problematic and causes too many issues to arise. Unless it is to prevent genetic-linked diseases, gender selection should be prohibited.

Lucie

The conclusion that I came to was that the rate of animal poaching is showing no signs of slowing down, even in this day and age. Our animals are facing a very real chance of extinction and if we don't do anything about it, many countries will lose their precious wildlife.

Riley

# TAKE INSPIRATION



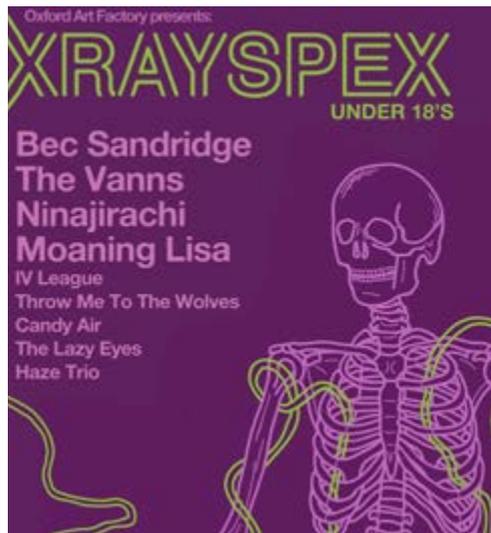
## BOOKS



### ORYX AND CRAKE

Year 10 are currently studying, Margaret Atwood's speculative novel, Oryx and Crake. Lots have found it to be a waste of time, many have raised eyebrows at its content, and only a select few have absolutely loved it - like me. Oryx and Crake projects us into a near future that is somewhat all too familiar, yet almost beyond our imagining. Snowman, once known as Jimmy before mankind was hit by a plague, struggles to survive in a dystopian world similar to our own, where he may be the last human left. He is a fantasist who can only remember the past, forever mourning the memories of his best friend, Crake, and the mysterious, beautiful and manipulative Oryx, he so dearly loved. In search for answers, he embarks on a journey, leaving behind the genetically modified green-eyed Children of Crake, through the lush wilderness, that was once a great city. Oryx and Crake is a beautifully detailed novel, masterminded by a clever, sure and energetic guide. It never fails to lose its forward momentum, the plot relentlessly turning. The city's dark past and secrets are so very carefully revealed by Atwood at each turn of the page, leaving you breathless as you read hurriedly on in search for more answers. For those who enjoy a mystery, one that speculates our flawed society, constantly leaving you on edge, this book is the one for you.

By Jade Gillis (Year 10)



## MUSIC

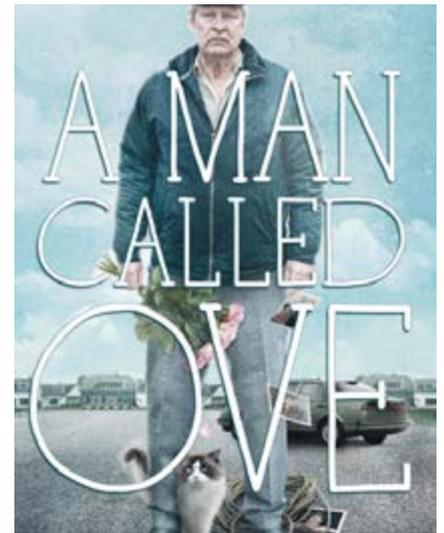
### XraySpeX @ Oxford Art Factory | Sunday 9 July

The Oxford Art Factory, in conjunction with MusicNSW and the City of Sydney, today announces the grand return of XraySpeX, an initiative of underage programming whereby students and young people work together with music industry professionals to create a series of events showcasing great Australian music to an underage audience.

The event is built to expose students to live music while giving those involved in the production of the event, an experience normally only obtained by professionals. Originally launched in 2008, XraySpeX, saw the likes the Tame Impala, The Presets, Art vs. Science, the Jezabels and Cut Off Your Hands play their first shows at the Oxford Art Factory and in 2017, we proudly announce it's return.

With a lineup this year including the ethereal Bec Sandridge headlining and some young guns showing up to support, XraySpeX is looking to be a huge success in its year of return.

By Izzy Moore (Year 10)



## FILM



### A Man Called Ove

The story of one man and the life that unfolds around him, A Man Called Ove is a film with a whole lot to give. Ove is a grief-stricken, widowed retiree of 59 who has decided that he has had quite enough of life. The film opens in sweet, funny tones but it takes a matter of minutes before it becomes clear just how tired of life Ove is. His story begins on a sad note, as we see Ove first visit his wife's grave, then try to join her. Beginning with Ove's first suicide attempt, his entire life is chronicled, shown through flashbacks to his childhood all the way up to the present day. A rattling tale of tragedy unravels, heartbreak seemingly following him everywhere he goes. It is by no means a happy story, nor is it meant to be. It's tragic and shocking but as his story is told, his present day life slowly becomes better, leading to a bittersweet ending. In many ways, it's nothing more than cinematic comfort food, but that is such an integral part of its beauty - the story is enthralling and, in the end, heart-warming. It doesn't have to be anything more than that, and it doesn't try to be.

By Imogen Hatcher (Year 9)

## Head of K-6: Justine Lind

Schools as 'learning organisations' attempt to achieve multiple learning outcomes and satisfy multiple mandatory requirements including the Board of Studies curriculum, National Assessment Programmes, Reporting regulations, Child Protection legislation and even values education and while important, these are not the things that make our collective hearts sing.

What does get us out of bed in the morning and steers our collective moral compass is the idea that we are truly making a difference in the life of each child. The project we have initiated this term as part of our Pastoral Care and Student Leadership aims, satisfies our greater purpose as a 'people organisation' that will hopefully empower and equip our students well beyond their time in school.

### The S.E.A.T Project – inspiring human potential.

#### What is the S.E.A.T Project?

S.E.A.T is a values-based programme to empower students to explore their own potential to enhance the world in which they live. The programme centres on the parable of 'The Little Stool That Could' to demonstrate the values and actions achievable by the students who participate. The culminating event is an exhibition of decorated seats that reflect the students' appreciation of the content and process of the programme. Proceeds generated from the S.E.A.T initiative are directed to philanthropic initiatives researched and selected by the students as part of the project

#### Why the S.E.A.T Project?

When children are immersed in reports on the scope of the problems facing the world today, many can readily feel overwhelmed. During the upcoming term, the S.E.A.T project will enable students to see first-hand that solutions and effective actions are possible and to have a sense of optimism for the future restored. Through a series of five dynamic learning experiences students from Kindergarten to Year 6 can investigate several significant concepts that awaken a developmentally appropriate sense of social responsibility and participate in a collaborative endeavour to help others.

#### What will be involved?

Through multi-aged family House groups, the S.E.A.T Project teaches children about social responsibility, their own gifts & talents, responsible philanthropy and artistic expression. During assembly each week we will learn together about the many facets of the S.E.A.T Project and then move into our student led group workshops. Last week was an exciting day when each group constructed their own bamboo seat.



## Weekly Awards:

### Students of the Week

#### Learning Journey

KK: Ava Gomes  
 KL: Marcus Ewald  
 Yr 1: Will Kennedy  
 Yr 2: Joel Sheezel  
 Yr 3: Sam Plummer  
 Yr 4: Bryne Wiseman  
 Yr 5C: Taylor Anstee  
 Yr 5H: Isabella Leahy  
 Yr 6: Benedict Regan



#### Oxley Values

KK: Andrew Clothier  
 KL: Sapphire Sparke  
 Yr 1: Claire Diver  
 Yr 2: Neeson Greene & Alexander Psarakis  
 Yr 3: Emily Byrne  
 Yr 4: Annabel Arnot  
 Yr 5C: Sienna Soster  
 Yr 5H: Hamish Hunter  
 Yr 6: Amelia Carpenter



### Students of the Week

#### Learning Journey

KK: Hamish Aston  
 KL: Victoria Feetham  
 Yr 3: Willa Soster  
 Yr 4: Alec Simpson  
 Yr 5C: Harry Cameron  
 Yr 5H: Grace Macquarie  
 Yr 6: Leah Halstead



#### Oxley Values

KK: Evelyn Hammond  
 KL: Elijah Winn  
 Yr 3: Madeline Gordon  
 Yr 4: Nicola Gardner  
 Yr 5C: Ashton Mineeff  
 Yr 5H: Samuel Bernstein  
 Yr 6: Dominic Cooper



#### Special PE awards

Samsara Pout  
 Willa Soster  
 Will Gilbert  
 Billy Cameron  
 George Dummer

### How can parents be involved?

The S.E.A.T project will hopefully inspire our whole community. We encourage you to engage with your child's learning and ask them to share the ideas they'll be exploring with their group. As a culminating event we will hold an Art Exhibition where the students' collaborative pieces and response to the project will be on display. Seat is part of a wider community with opportunities for sharing the experiences online. Should you wish to read more about the Project please visit the official website <http://www.seatproject.org/>

We look forward to sharing more of the students' inspiring endeavours throughout the project.



# PUBLIC SPEAKING

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The following speech was presented at the 7-12 House Public Speaking Final Assembly. It is a reflection from our Year 12 student Catriona Uliana on the recent loss of an Old Oxleyan who was a dear friend. It emphasises the importance of living in the moment with courage, humility and passion.

## Dear Death....

You have broken me, you have tormented me, you have stolen from me.

You have taken something that is irreplaceable, something I was not yet ready to part with.

You have caused me to cry, to be angry and to question everything I hold as true.

You see today in the age of social media and 24 hour news

today possibly more than ever we see and know a lot about death.

Death in wars in Syria, Afghanistan and Iraq Death from natural disasters. Death of celebrities, suicide in young people. We understand a lot about dying.

Science has shown us what can make us live longer. We know about the human genome\or genetic flaws that might lead to death.

But we don't talk about death - and in not talking about death and the things that we fear we have added to a world of anxiety.

So I will be talking about death, not to make you uncomfortable or scared but to remind you to appreciate the possibilities of life and the importance of living well.

Philosopher Steven Cave spoke in a TED talk about the four things we say to ourselves about death... he concluded that we are all scared of what happens at death as I'm sure you all feel the same. However the most profound idea he proposed was to think of your life like a book.

The front cover is your birth and the back cover is your death and whilst we can't control the timing and manner of these two things, or the number of pages the book contains or what is within the book, we are free to write and make it as beautiful, as adventurous, as romantic or funny as we want.

The story that we write will capture our essence and will live on beyond us through those who shared our story with us.

My story over the past six months, all the tears I've shed, all the silences that seemed never ending and all the feelings I couldn't comprehend have left my pages blank and temporarily I turned a blind eye to life.

In my time of great sadness I turned helplessly to my childhood and found the words to comfort me...from none other than Winnie the Pooh who said

"How lucky am I for having something that makes saying goodbye so hard."

Death is not something to be celebrated, or something that we should bringing upon ourselves however an appreciation of death can make us cherish life as it should be.



I may fear death as I'm sure you all do. But everyone that was born has either died or will die one day as will I. And while that may be depressing at first - without knowing this we couldn't truly appreciate being alive right now.

To all of those no longer here, to those who have passed unfairly over to death, we hold an obligation. We, the living are obliged to live our lives well, to challenge, to laugh, to to persist and to love.

Even though some stories are tragically short, they are amongst the most important.

For Olivia we must cherish her book of challenge and adventure.

For Angel we must embrace her book filled with the courage and love.

And to you Harriet I am obliged to live every day as you had written, with passion, purpose, self-confidence and that Southern Highlands charm we are all so blessed to have.

Now, back to you, death

Yes you have hurt me,

but..

you have also taught me to laugh, to be kind and to love.

You have taught me to care for those around me, to not take things too seriously.

For you taught me that my broken heart is only broken because it has been loved and for that I thank you.

So Oxley I implore you, live every-day as if it is you last and write your own story and let it be beautiful and fill it with all the things you want to experience, let it be full of challenges, humility, generosity and courage.

Let it be one that you will look back and be proud of and that others want to read long after you are gone.

And if you ever find a time that you turn a blind eye to life, take comfort in these words from Winnie the Pooh -

"For, if ever there is tomorrow when we're not together. There is something you must always remember. You are braver than you believe, stronger than you seem, and smarter than you think. But the most important thing is, even if we're apart. Know that I will always be with you."

By Catriona Uliana (Year 12)

# DEPUTY HEAD REPORT

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## Deputy Head Learning: Kate Cunich

At Oxley our focus is always on how to help our students become life-long learners. We use educational research to help us know what that best looks like. Our current focus is on what we call "surface to deep to transfer". As a teaching staff we are looking at how we provide students with the knowledge and understanding required not only for the content that needs to be covered (surface), but how to nurture a deeper conceptual understanding (deep) that can be used in different contexts (transfer).

This focus comes directly out of Laureate Professor John Hattie's Model of Learning paper published in August 2016. Hattie has been the Director of the Melbourne Education Research Institute at the University of Melbourne since 2011. He is also the Chair of the Australian Institute for Teaching and School Leadership (AITSL), through which he provides national leadership in promoting excellence so that teachers and school leaders have maximum impact on learning. As part of our ongoing Professional Learning programme, Oxley teachers are working this year with two of Professor Hattie's PH.D students who are helping us further develop our teaching skills.

We know that students need surface and deep Learning. However, it is wrong to assume that teaching facts and knowledge is bad. Deep learning is not an alternative to surface learning. Instead, deep learning builds upon the facts that students already know. The more students know, the deeper their understanding will be. This knowledge base provides the foundation upon which deeper understanding depends. In order to promote deep understanding we teach students the foundational knowledge that they need in order to think about a topic more deeply. Yet, while factual knowledge is essential, deep learning involves more than just recalling facts.

Surface to Deep learning involves placing meaning or significance on new information. One way to place meaning on new information is to connect it to what we already know. This is why teaching strategies such as concept mapping can be so effective. Sometimes new information will add to what we know, but additive relationships are just one type of connection. There are many ways to connect information (eg. hierarchy, cause-effect, comparisons and sequences). New information can even challenge or change what we previously thought to be true. Deep learning involves placing meaning on things by exploring how they fit together. In general, deep learning involves integrating and thinking about what you know in order to construct meaning. Students are encouraged to use common graphic organisers to help them visualise the mental processes involved. Some of the graphic organisers that you may see at Oxley include:

- Linking to Prior Knowledge (using progressive mind maps, cumulative concept maps and KLR charts – what do I already know, what have I learned, how does this relate to what I knew)
- Hierarchical Classification (using mind-maps, t-charts, e-charts, fishbone charts and tree diagrams)
- Cause-Effect (cause-effect chains, trees and webs)
- Comparison (use Venn diagrams, tables, continuums)
- Sequence (use timelines, sequence charts and cycle diagrams)

Those parents who visited our classrooms on Completely Open Day would have had a glimpse of what this looks like in practice: multiple ways to learn, a wide variety of teaching strategies, visible learning intentions and success criteria and most of all, engaged and thriving students being guided by inspired and passionate teachers. Explicitly giving priority to developing surface-deep-transfer means that this sort of understanding prepares our students for not only their assessments and examinations, but the world that awaits them every day when they leave Oxley's doors.





## The Pin Oak Fair, 2016

I'd like to throw out to everyone in the Oxley Community a very heartfelt thanks and congratulations. From the youngest member in junior school, to the seniors in Oxley, associated parents, grandparents, teachers, grounds staff, admin staff, the P&F executive, the wonderful Acorn Crew and all those involved in last November's Pin Oak Fair – you all deserve a huge congratulations!

The final tally is in - the net profit of the 2016 Pin Oak Fair is \$25,487.13.

This is certainly above and beyond what I imagined. We will be dividing this amount between the beneficiaries of the Pin Oak Fair. \$8,495.71 will be go towards improvements at Oxley, another third will be given to local mental health charity "Get Around It", with the final third divided equally between Oxley's sister schools in Botswana, Fiji and Nepal. The next Pin Oak Fair is scheduled for November 2019! Looking forward to seeing you all there!

Jane Crowley - Coordinator Pin Oak Fair

## K - 6 Grandparents' Day

A massive thank you to all of the Year Reps who co-ordinated the day and the catering of lunch, morning tea & afternoon tea at K - 6 Grandparents' Day on the last day of Term 1.

I just wanted to send you all a MASSIVE thank you for all of your efforts and those of each of your year parent groups, for the hard work that went in to Grandparents' Day. I am sure you will all agree, it was a fabulous day for all of our special guests and the children. The coordination you all put in to ensuring each year group provided the food for the buffet lunch was greatly appreciated.

As one Grandparent commented to me on the day - "This is the most amazing variety of food I have ever seen at a function, who are your caterers?"

So from the P & F, thank you so much for your incredible efforts.

## The K - 6 Mother's Day stall

Thank you to Nicole Croker from The Moose Hub and Zoe Waters for their amazing and beautiful gifts for the 2017 Mother's Day Stall. The gifts were handmade and sourced locally. A special thank you to the Year 5 & 6 Parent Year Reps who through Fiona Rodger & Rachel Harmon coordinated lots of Mum helpers to wrap the gifts and to man the stall on the day. Kate Gair, P & F K - 6 Vice President

## Equestrian Day

The 2017 Oxley Equestrian Day was held on a cool sunny autumn day Sunday 30 April. After many months of preparation and planning, with a new venue and format, the day ran smoothly, enhanced by great community spirit and exciting competition. We are delighted to have raised significant amounts of money for the school's charities and also for the P&F. Our new venue was the Bong Bong Racecourse and its surrounds. We were fortunate to have the use of five dressage arenas, two showjumping rings, ample flat areas for Show Riding and Sporting as well as the use of the Pavilion for the canteen, office and central gathering hub. We are very grateful to the Bong Bong Committee, Bowral Dressage and Burradoo Polocrosse Clubs.

The gates opened before sunrise, allowing the trucks and floats to roll in with over one hundred riders from schools as far away as Blue Mountains and the Central Coast. Our team and their horses were a standout - immaculately presented in matching Oxley jackets, helmet covers and saddlecloths.

As the day progressed, smiling faces, kind words of support and the goodwill shown by both competitors and their parents

rewarded all of our efforts. There were several standout performances by Oxley riders that were acknowledged at the end of day presentation, including those of Dressage Champion Sophie Artup, Show Horse Champion Hunter Taylor, Boy Champion and Oxley Champion, Will Quirico. Captain Rosie Bowyer led the team by example, with two beautiful dressage tests and two courageous performances in the 110cm showjumping.

Like all events, the 2017 Oxley Equestrian Day ran successfully because of the work of a great team of people. The following people need to be thanked.

- A huge thanks to the co-committee members Ruth Bowyer, Joady Artup, Sarah Price, Lynda Philpott and Greg Bowyer.
- P & F canteen volunteers Kate Fair, Amelia Feetham, Louise Jensen and many others, thank you for feeding the hungry crowds.
- Holly Kramer and Sue Brown, the 50-prize raffle was an enormous success.
- Oxley staff, including Nick Wansey, Kim McNaught and Natalie Lane.
- Oxley students who helped with parking, collecting score sheets, handing out ribbons and pole picking.
- Many other helpers including talented decorators Tor Smith and Penny Simons.
- In particular, our warm thanks go out to our dressage and show riding judges, scorers and pencilers, our marshals, and show jumping course designer and builder, Richard Lavender.

The Oxley Equestrian Committee were delighted with the success of the day and grateful for all the help received. In the end we raised \$9,336 from entry fees, canteen and the raffle. This will be distributed to the P & F and the Oxley College charities, including schools in Nepal, Botswana and Fiji. We look forward to another Oxley Day in 2018.

Alex Wansey - Equestrian Committee Member

# GAVIN MOORE CLASS OF 1989



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

After leaving Oxley in 1989, I enrolled in a Bachelors degree in Applied Science Agriculture at University of Western Sydney – Richmond. Graduated in 1993. Married in 1994, and Karina and I have three sons.

Upon completion of the degree I returned to the family dairy property at Camden.

From 2000 until 2010 I held a position as chairman of the local area dairy group, which also led to many board roles within the NSW and Australian Dairy industry. Mainly centred around research, development, education/training and extension.

In 1994 I was selected as a NSW royal agricultural society (RAS of NSW) Rural achiever, and have worked as a steward in the cattle sections of Sydney Show since then.

I was lucky enough in 2006/07 to win a scholarship and be granted a position on Course 12 of the Australian Rural Leadership Programme, where we travelled to every state in Australia completing different programme components from agriculture, dealing with the media and journalism, life on the streets and looking at displaced Australians. And finally completing an overseas leg to South America looking at the beef industry and agriculture, before graduating in 2007 in Canberra.

In 2003/4 I had the great pleasure to sit on a steering committee with the Department of Education and Training (as it was named at the time) where I helped write the NSW syllabus for 'Where does your food come from – Farm to Plate'.

2005-07 saw our family business grow and I planned and designed our current dairy premises which also has a fully catered education centre where I host around 2500 school children and 1100 overseas visitors every year and I deliver to the school children the dairy side of "Farm to Plate."

In 2009 when my boys became involved playing soccer I began coaching, which led to a board position, and in 2011 I was elected President of the Burratorang Soccer Club, which also led to a position on the board of Macarthur Football in 2013 – 2015.

Today currently still with the family business as partner, still hosting tours through the dairy, and of last October (2016) I was elected to the dairy research foundation at Sydney University.

### **What is your biggest achievement since high school?**

Apart from family, I would say setting up and running

our education business, being able to help young kids learn about where their food comes from, and being able to show case our farm through this process is a highlight.

But there are so many to count and every achievement is unique in its own right.

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

I had no expectations or pressures place on me during high school or when I left. I guess I had a strong sense of country and farm life so the pull was always strong to come back to the family business.

### **How did Oxley prepare you for your future?**

Oxley was fantastic when I went through. It was new as I started in 1984 which I think was the second intake into the school. We had great teachers from the start with a lot of one on one time and a strong bond between all students and staff.

With the dedication of the teaching staff we had a great foundation for learning. I admit as a new school it was harder to undertake all the subjects or activities you desired but that didn't stop the enjoyable atmosphere and fun times we shared.

Back then opportunities for leadership were few, but I had the pleasure of being the House Captain for the mighty Monash House and also a School Prefect.

So I guess you could say that Oxley started the process of leadership development for me.

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

All the teachers and my peers.

Starting from the Foundation Headmaster Mr Wright, through to Deputy Mr Craig and right down the line. I am still friends (through social media mainly) with a lot of the people I grew up with at Oxley.

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

The lifestyle. Back at school you thought it was a hard slog going through school life, but it changes when you're in the big wide world. School was a mainly protected environment where your learning and development progressed. Once you hit the wide open spaces its up to you to stand up and deliver.

### **What would you say to your fifteen year old self?**

Easy one "Live the dream, don't let any opportunity pass you by, because once its gone it very rarely comes around twice."

# WHAT'S HAPPENING? IN THE WORLD...



## **NATIONAL** **The War On Waste**

The new mini-series on the ABC, "The War On Waste" has been a popular hit with almost 800,000 viewers. Its popularity suggests that we as Australians are ready to improve our wasteful culture, to be

informed and make positive changes.

Over three episodes Craig Reucassel uncovers shocking truths about Australia's waste industry, and forces us to question what we can do about it. What has been unique about this show is that it has triggered many petitions to be set up, and has led to an increase of people signing already existing ones, such as a petition to reduce plastic in supermarkets. This highly informative documentary had me shocked, angry and inspired. I urge everyone to watch this show. It will be on the ABC on Tuesday 30 May at 8.30pm, and repeats will be run on Wednesday 31 May at 8.30pm and Saturday 3 June at 3.00pm.

Within the Oxley community we have started to tackle an aspect of the war on waste by introducing paper recycling bins to many of the classrooms.

By Rosie Bowyer (Year 12)

<http://www.abc.net.au/tv/programs/war-on-waste/>



## **INTERNATIONAL** **Boko Haram**

On Friday 4 April, 2014, Boko Haram, an Islamic extremist group that has been terrorising villages for years in Nigeria with the partnership of the Islamic State, had stolen 276 young girls from their beds at a boarding school in a northern town of Chibok. During the invasion, the girls were forced out of their dormitories and onto the extremist's trucks, where they were transported deep into the African jungle. Out of the 276 girls, 57 girls manage to escape. Almost a month after the kidnapping, Boko Haram, with the leader called Abubakar Shekau, released a video claiming responsibility for the kidnapping, and vowed to sell them as slave brides and sex slaves. A week later, he reappears, this time in a video with a large handful of the kidnapped schoolgirls. He said they had converted to Islam and will not be freed until he had some of his people back (who were in the Boko Haram organisation). After three years, a prisoner exchange was brokered by the International Committee of the Red Cross and the Nigerian Government with the Boko Haram terrorist group. The exchange was 82 girls released for an unidentified amount of terrorist leaders. The reason why the terrorist group attacked the school was that jihadist, a terrorist leader in Boko Haram, whose name translates to "western education is forbidden", wanted to enforce his Islamic principles. One of the group's principles is that "a woman's place is in the kitchen, or as a sex slave. There is no need for education."

By Bridget Drewet (Year 10)



## **LOCAL**

Many people in the local area were surprised when they heard the news that there are an estimated over 3,000 koalas living in the Southern Highlands according to results from NSW's office of Environment and Heritage. The study included GPS tracking, vegetation mapping and spotlighting (shining a torch into the canopy to see eye shine and animals). Surprisingly this population has relatively low levels of animals infected with Chlamydia. This disease has caused widespread crashes in koala populations across the state. But what is even more surprising is that 80% of koalas recorded in the study had been exposed to it. Another big issue in koala protection is lack of protected habitat. But 46% of the Southern Highlands is made up of protected lands. So hopefully this population will remain disease free and their habitat will remain protected forever.

Liam O'Connell (Year 7)

# GALLERY



# MAY + JUNE CALENDAR

	<b>Mon 29</b> EXC: Year 5&6 Canberra /Mogo EXC: Year 10 & 11 Drama Parramatta Riverside	<b>Mon 05</b> EXC: Year 9 Rites of Passage Departs Wk 1 of 3 Year 10 Student/Parent/Teacher meetings Morrisby Stage 6	<b>Mon 12</b> Queen's Birthday long weekend	
	<b>Tue 30</b> EXC: Year 5&6 Canberra /Mogo	<b>Tue 06</b>	<b>Tue 13</b> EXC: Year 9 Rites of Passage Wk 2 of 3 Year 10 Half Yearly Exams EXC: HICES Debating-Broughton	
	<b>Wed 31</b> EXC: Year 5&6 Canberra /Mogo	<b>Wed 07</b> Year 8 Student/Parent/Teacher Meetings Stage 5 Information	<b>Wed 14</b> Exam: ICAS Spelling & Writing Years 3-6 Year 10 Half Yearly Exams K-6 Production Night	
	<b>Thu 01</b> EXC: Year 10 HSC & Careers Expo-Moore Park	<b>Thu 08</b>	<b>Thu 15</b> Year 10 Half Yearly Exams K-6 Production Night	
	<b>Fri 26</b>	<b>Fri 02</b> EXC: Year 11 HSC & Careers Expo-Moore Park Headmaster's Breakfast Open Morning & Q&A for prospective parents School Disco 4.00pm - 9.00pm	<b>Fri 09</b> P&F K-6 Cake Stall	<b>Fri 16</b> Year 10 Half Yearly Exams K-6 Production Afternoon
	<b>Sat 27</b>	<b>Sat 03</b> ISA Sport Round 6	<b>Sat 10</b>	<b>Sat 17</b> ISA Sport Round 7
	<b>Sun 28</b>	<b>Sun 04</b>	<b>Sun 11</b>	<b>Sun 18</b> NSWSRU Open & 16 Rugby Trials

## OXLEY GYM

The Oxley College Gym is open before and after school for:

- Boxing / Circuits
- Strength Training
- General Fitness
- Sport specific programming
- Rehab / Flexibility
- Girls Only sessions
- Year 5+6 Only sessions

If your child is new to the gym, please do not hesitate to book a time for them to do a consult with one of the trainers.

Call or text Harry or Jody from The Shed on 0422 644 791 to find out more.



# NEWSFLASH



## JUNIOR PRODUCTION

This Thursday saw the opening of the 2017 Oxley Junior Production, *Stories in the Dark*. Debra Oswald's story follows a 12 year old boy, Tomas who finds himself separated from his family in a war torn city and his connection with 16 year old Anna. Together they escape through storytelling and delve into the world of ogres, princes, singing bones, foolish lads and wolf-mothers. The production features over 30 of our Year 7 to 11 students and is directed by our very own creative power couple, Mr and Mrs Cunich. Join us in Hoskins Hall at 7.30pm tonight or on Saturday 27 May for a mind blowing night of pure dramatic excellence. By Eva Mackevicius (Year 10)



## COUNTRY CHAMPIONSHIPS

Between Saturday 6 and Sunday 7 May, Chris Court (left) and Max Loiterton (right) took part in the country championships representing the Illawarra U16s team as well as volunteering Oxley rugby coach Adam Dubois (middle), coaching the Illawarra U15s side. The weekend proved to be a hard fought and gritty with both teams having a successful weekend without the results all going their way. The championships took place in Crescent Head which meant a long six hour drive. The tournament was a selection process to get into the Country Rugby Union squads and each and every player fought hard for a spot in the team. Overall, it was a successful weekend for the Oxley students and coaches which was played in great spirit across the two days. The teams are now off to compete in the state championships in the long weekend of June for another fun weekend of Rugby!

By Max Loiterton (Year 11)



## MATCH OF THE WEEK

The First XI Football went up against Redfield on the weekend in a nail-biting matchup that kept everyone on the edge of their proverbial seats. In a first half that entailed two goals to Charlie Dummer, and two goal assists to Ted 'Pens' Ottaviano, the boys looked solid in both attack and defense. However, in the second half, Redfield started to play, putting pressure on the defense for the entirety of the half. After scoring once, the last 20 minutes were a siege. But the boys prevailed. A last-minute rocket looked destined to even up the scores, until keeper Mitch Latham said, 'no thank you' with a miraculous save. The whistle blew and a collective sigh of relief came with it. A hard-fought, 2-1 win was the result. Well done lads.

By Angus Webb (Year 12)



## MUNA

On Saturday 13 May, six Year 10 students spent our Saturday debating global issues as part of the Model United Nations Assembly (MUNA) tournament at council chambers in Moss Vale. We were required to embrace the culture, religion, challenges, needs and wants of our assigned country as if it were our own. Jemima Taylor, Bridget Drewett and myself represented Nigeria, and Ronan Greene, Dylan Whitelaw and Amelia Davis represented Iran. We debated renewable energy, violence against women, refugees and cyber security, with team Nigeria taking second place for our debating skills, narrowly missing our chance to debate in the next round held in Canberra's Parliament House. Overall, it was a fun and exciting day we all came away from feeling enlightened. In the words of Ms Rintoul, "No one has ever come away from MUNA saying they didn't enjoy it."

By Jade Gillis (Year 10)