

# PINOAK

ISSUE 55: TERM 3, JULY 28, 2017  
OXLEY COLLEGE



SNOWSPORTS

K-6  
ATHLETICS  
CARNIVAL

OUTBACK 30  
YEARS!

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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

Head Designer

Holly Jefford

Designers

Cameron Grice,

Grace Patterson, Lachlan BP,

Juliette Swain, Bree Feary, and Tom Whyte, Tom Jupp

Head of Marketing and PR

Emma Calver

Staff Editor

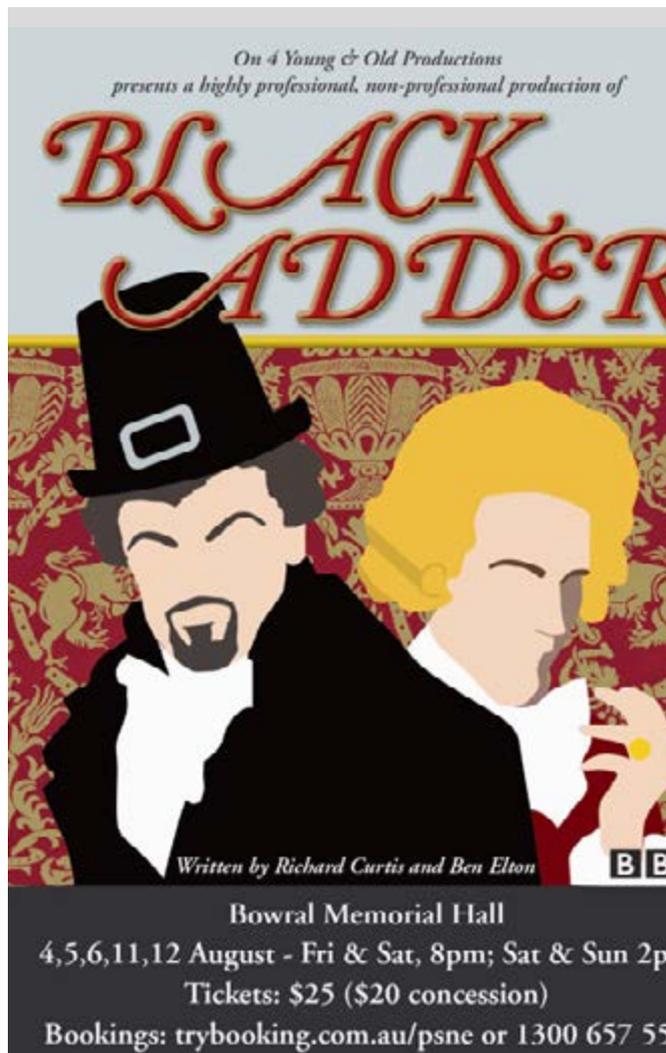
Beattie Lanser

Oxley College

Railway Road, Burradoo, NSW, 2576.

Ph: 4861 1366

office@oxley.nsw.edu.au



## 7-12 HOUSE DRAMA NIGHT

**Monday 7 August**

**Hoskins Hall**

**7pm**

# HEADMASTER'S REPORT

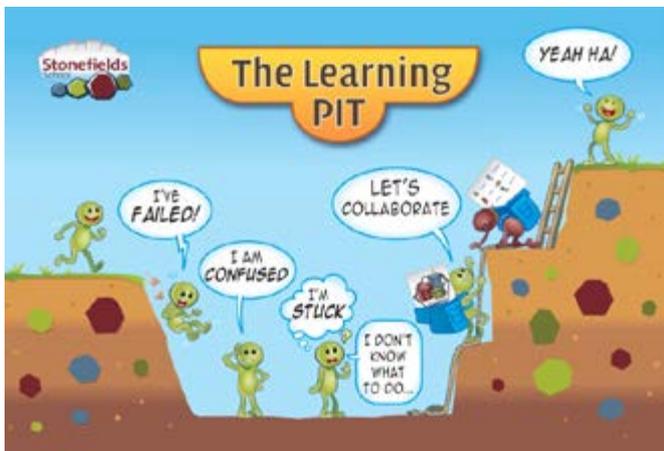
## The Learning Pit

The British educationalist James Nottingham has coined the image 'The Learning Pit' and it is a great one. Indeed he talks about throwing students into the pit and then seeing how it is that they get out of it again.

The learning pit essentially describes the process of good learning.

One of Nottingham's insights is that if students find work easy it doesn't mean that students are 'bright', it often just means that they have picked something too easy for them or they are not challenging themselves. There is a huge phenomenon in Western society of kids choosing the educational road of least resistance through fear of failure or fear of not impressing their teachers/parents.

The learning pit helps guard us against this by letting kids know that good work should be difficult. Indeed, it should be like falling into a pit. It should be that students' feelings that they don't quite comprehend or get something (or even that they are a bit overwhelmed by it) are good first feelings to be had. The learning pit normalises these reactions and hopefully makes some kids worried if they do not feel challenged.



Once someone is in the pit for a little while, they should be looking for a way out. This usually takes the form of collaborating with someone else. This can be either a mentor/coach/teacher or another student. Together people can see different perspectives and make more out of a difficult piece of work. Of course, students often work things out by simply sticking at it and going over something until a hard concept makes sense or an essay is produced (which reminds me of Douglas Adams who once said 'Writing is easy. You only need to stare at a piece of blank paper until your forehead bleeds')

The success that someone then has is more significant because they worked for it. It probably also means that the thing they have achieved is much more substantial than the piece they would have produced with little effort because it was easy in the first place.

The way Nottingham speaks about the process is that of 'The 4Cs'- Concept (i.e. what's the issue), Conflict (i.e. what's the cognitive dilemma) Construct (i.e. working things out - constructing meaning, having the Eureka moment) and Consider (i.e. reflect on what has happened).

We know this theoretically. The difficult part is convincing our young people (and often ourselves) to actually do it in practice. As an educational community we will keep working towards it as part of our drive towards enlightened academic rigour at Oxley. It is hard, but it is worth doing.

## Exchange

We are considering offering a term's exchange from 2018 for two students in Botswana, Nepal or Fiji each year to come to Oxley. Two 'pilot' students would initially come from Botswana due to the relatively high level of English. This will raise some sensitive cultural issues, particularly about the relative material standards between our countries. However, before I raise the possibility of exchange with our partner schools I thought I would see if people were interested in billeting one student for three or four weeks and/or showing them places further afield than the Southern Highlands on the weekend. If you are interested in doing this, would it be possible for you to email Emma Calver [emma.calver@oxley.nsw.edu.au](mailto:emma.calver@oxley.nsw.edu.au). There would be no commitment of course - we know that things can easily change between now and 2018 or 2019.



# Religion and the Media

## What should people perceive as the 'truth' about the Islamic state?

In my Year 11 studies I am exposed to lots of ideas and ways of understanding different aspects of life. And I am starting to question what I see on commercial channels about what they are stating about other religions, such as Islam.

It is extremely difficult to source a fair statement on a topic without being biased or perhaps racist, however I am witnessing that the media are attempting to design their definition of 'truth' by labelling Muslims as terrorists. In the past two years there has been roughly three 'Islamic Terror Attacks' in the United States and seven in France yet reporters disguise the truth and meaning behind these attacks by simply labelling the attackers as lunatics and insane religious fanatics.

The ideas in my classes allow me to explore in more depth about history and religion which connects towards the way I think about today's current affairs. These attacks are awful and disturbing, yet the attackers are prepared to give up their lives in the process of attack, so they are deeply motivated. For example, it turns out that Iran has experienced a harsh history of Britain and America trying to steal from their country taking away their culture and custodianship. However, the debate still remains as to whether the West should retaliate, negotiate, educate or capitulate?

Also, while most of us agree that Isis shouldn't be the face of Islam, on the other hand we have to acknowledge the right for Muslims to defend their religion which is embedded within their religious texts. It even states in the 'Qur'an' "Therefore, when ye meet the unbelievers in battle, smite their necks." In addition, Isis who have their own newspapers stated two years ago "there is no greyzone in this crusade against the Islamic state...The world has split into two encampments,

one for the people of faith, the other for the people of kufr (disbelief), all in preparation for the final malhamah (great war)."

There are numerous ways to approach our daily lives and some choose religion to guide them through life, but should media despise the truth about the meaning and understanding of Islam.

This history of Iran for example tells us that perhaps Iranians are justified in seeing the West as the aggressors and the Iranians are simply defending their religion. In addition, the IRA were planting bombs all over the UK as a way to create the British to feel pressure yet the media at the time did not label these members in the IRA as 'Catholic terrorists.'

Being a student studying senior studies I am being confronted with a lot of ideas which make me question the ways of perceiving the 'truth' and the way of thought.

My conclusion remains concrete that we should be careful what we take as 'truth' and that we should make sure we learn ways to find the closest facts and examples of the truth.

By Harry Ballieu (Year 11)

# TAKE INSPIRATION



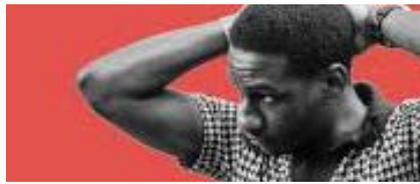
## FILM



### Brooklyn Nine-Nine

Set in Brooklyn's 99th precinct, this light hearted police sit-com follows Captain Ray Holt and his team featuring Jake Peralta, a talented yet carefree detective who plays by his own rules and Amy Santiago, Jake's over achieving and competitive partner. While the cops interrogate suspects, arrest perps and solve murders the show is essentially a workplace comedy, more about the men and women of the force, and what goes on behind the badge. Similar to the comedy programmes, Parks and Recreation and The Office, Brooklyn Nine-Nine is simple, yet clever and guaranteed to tickle your funny bone. It's easy to watch and packed with awkward, sarcastic humour which, combined with the fact the episodes are only 20 minutes long, makes it a great show for when your life just needs a little lightening up.

By Eva Mackevicius (Year 10)



## MUSIC PLAYLIST

What happens when teachers go into the staff room? Do they chat endlessly about their students? Or debate furiously the quality of their success criteria? Or perhaps they spend hours plotting victory for their sporting team's next match? For me, it's a chance to put on the headphones and listen to some music while I get the next lesson prepared or the last essay marked.

So who is on my playlist at the moment? I admit I still listen to, and download whole albums, so it's harder to narrow it down to one song. In no particular order, here is a list of the albums I've been listening too lately.

**Fault Lines - Daniel Champagne** (An Australian guitarist/singer from the South Coast. I saw him play in June this year and this may be my favourite album so far this year).

**Civil Dusk - Bernard Fanning** (Great album from Powderfinger's frontman, it was last year's ARIA Adult Album of the year).

**All is Not Lost - The Brilliance** (An American Christian group who toured Australia earlier this year. Covers issues of social justice, but I really like their song about the dawn, "When I look to the Hills". I often hum it to myself when out riding early in the morning).

**Coming Home - Leon Bridges** (I came across this rhythm and blues/soul album last year when I read it was Barak Obama's favourite).

**Covers With Friends - Jason Manns** (Just some great old songs well covered)

**After a Time - Holly Throsby** (Holly Throsby is an Australian author, song writer and singer. Daughter of ABC presenter Margaret Throsby. Beautiful voice. The album I turn to for a gentle quiet background).

**Ironbark - The Waifs** (A new album released this year).

**Son Little - Son Little** (Another rhythm and blues/soul album).

**AheyM - Kronos Quartet with Bryce Dessner** (Bryce Dessner is the lead guitarist for The Nationals. In this album he collaborates with one of the world's leading string quartets. Sort of heavy rock on violin).

And of course if I want to go back to the bands of my youth, I tend to turn to **Midnight Oil, INXS, James Reyne or Paul Kelly**. But for now I've just downloaded **Dan Sultan's** new album, **Killer**, and need to listen to it while I mark some HSC Trial papers.

By Stuart Bollom



## WRITERS' FESTIVAL

Each year, nearly always on a freezing Saturday morning, a dedicated group of volunteers headed by local creative Michaela Bolzan orchestrate an intimate, cozy event in the heart of Bowral. As the morning begins, a small crowd begins to gather on the steps of a local dance studio, eventually pouring in the doors to be greeted by warm coffee and an even warmer welcome. Once they settle into their seats, the all-star lineup of authors begin to make their way onto the stage. One by one, they entertain and enthral the audience, usually speaking of their work and life, always speaking eloquently. This year, the festival was opened by local composer, Andrew Ford, who was followed by Simon Longstaff, Julia Baird, Joyce Morgan and Meg Keneally. Each author is paired with an equally successful journalist, who is tasked with interviewing in such a way that it feels like a conversation. As the day wears on, the crowds ebb and flow and before long it's over. In a few short hours however, the literary dinner begins. Stefano Manfredi made the trek to the Highlands this year to cook for an impressive crowd of people, all passionate about good writing and good food. The meals were accompanied by the one-act play, *A Dream, But Perhaps Not?*, featuring renowned Italian actor Marco Quaglia. The night came to a close in a flurry of applause, before everyone made their way home, perhaps to read a book from one of their new favourite authors.

By Imogen Hatcher (Year 10)

## Head of K-6: Justine Lind

"Nothing without joy!" was the mantra so clearly articulated to our K-2 staff team including Mrs Kristina Landrigan and myself at the Reggio Emilia conference in Sydney during the last four days of the recent holiday. I shared proudly with the students, the fact that while teachers need well-deserved rests on their holidays they also often spend at least part of them on their own learning. It is important to take time to reflect on our practice, refine our pedagogy and refocus our philosophy of teaching. Any "Reggio" event is an inspiring and enriching experience that reminds us why we entered education (all) those years ago.

The Reggio Emilia philosophy emerged out of the Infant Toddler Centres in Italy in the city of the same name. Loris Malaguzzi was the visionary grandfather of the approach and his legacy is thriving today the world over. There is much of relevance to our purposes and as such many primary and indeed secondary schools aspire to interpret his vision in their own contexts. The approach is not as formal or structured as a curriculum. It is a way of being; collaboratively constructing new knowledge both of the world and of how our students learn. The students and teachers act as "researchers" alongside each other and while it is ostensibly organic, there are several defining characteristics in the approach;

### 1. Our Image of the Child

Each child is seen as innately capable; creative, intelligent and compassionate, bringing much to offer the learning and cultural experience of learning. They are said to possess 100 languages to communicate this capacity to the world.

### 2. The Role of the Teacher

There is a reciprocity between teacher and student as collaborators, co-constructors of new knowledge through questioning, observing and researching. The teacher must hone their skills of questioning and "listening" to appreciate each child's awareness and appreciation of the world around them. The teacher must intentionally curate learning moments by recognising significant developments in understanding and teasing out the tensions of contradiction, misconception and ambiguity. Learning sequences pause to allow the space and time to re-visit and re-launch ideas of significance and wonder.

### 3. The Environment as the 3rd Teacher

The physical, virtual and cultural space in which the children learn is an essential teacher behind the parent as each child's first teacher and the school teacher as the second. The social context supports success and the physical space is intended to nurture, inspire and record the learning process through documentation.

## Weekly Awards:

### Students of the Week Learning Journey

KK: Aari Poole  
KL: Bliss Brisa  
Yr 1: Ella Wallace  
Yr 2: Tippi Wernbacher  
Yr 3: Molly Davis  
Yr 4: Jack Rendell  
Yr 5C: Laura Hamilton  
Yr 5H: Hunter Ritchie  
Yr 6: Amelia Carpenter



### Oxley Values

KK: Ava Gomes  
KL: Thomas Berry  
Yr 1: Coco Sewell  
Yr 2: Emma Barnett  
Yr 3: Sofia Perin  
Yr 4: Harley Evans  
Yr 5C: Taylor Anstee  
Yr 5H: Yolande Gair  
Yr 6: Saskia Gray



It all sounds very gentle and calm and appropriate for the early years of school and yet it is equally relevant to complex, sophisticated and rigorous pursuits in higher years. There are valid beginnings of all these elements embedded in what we do at Oxley and the way we do it. We are active in our role as researchers seeking to understand each child and their learning. Collaborative teams of class teacher and our multi-disciplinary Learning Support Team share their knowledge of each child and co-construct learning opportunities that meet their academic, social emotional and self-management needs to move them into their zones of new learning.

We returned to Oxley on Monday and many teachers reported that they were greeted by enthusiastic and energised students eager to discover the focus of their Unit of Inquiry for this term. Our Visible Learning approach looks at the will, thrill and skill developed through our teaching. If our students are such willing participants, thrilled to embark on new learning adventures then I'm thinking we're well and truly on the right track!



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# The Plague of Sameness

It's no secret the world's becoming a smaller place. We can be all the way on the other side of the globe and still see familiar things that remind us of home. Standing in a chemist in Barcelona and seeing someone pull out a box of Nurofen branded exactly the same way as in the pharmacy you work at in Bowral is pretty odd. You forget where you are for a few seconds, forget that you're standing in a small shop on paved, leafy streets much older than those at home.

I travelled to Europe over the holidays - Spain, Morocco, France and Italy. No matter where I was, what country I was in, I always recognised something from home. An Australian accent, a song I know on the radio, a Calvin Klein T-shirt, the same brand of sunscreen, hundreds of fidget spinners. It was comforting: when everything was so unfamiliar and different, my eyes were naturally drawn to the objects that were familiar, that made me relax. Somehow, Australians managed to weave their way into every place we visited. It was a game - "Spot the Australian" (which wasn't hard, we stand out). After the initial shock of "Is that how our accent really sounds to other people?" wore off, you wanted to go and introduce yourself - say hi, we have something in common, we're the same!

Thanks to technology it's now faster, easier and less expensive to travel to the other side of the world. We know more about other countries and are more curious about how others live. My parents and I both had our first overseas trip at the same time, only I was 20 months old and they were 29. Traveling overseas at younger ages means that we grow up with a better understanding about the world we live in and we experience valuable things that help us develop empathy. Seeing people living in other countries means that we are less likely to alienate them or view them as the "other", in some way different to us. Travel builds resilience, it opens our eyes to the harsh but also beautiful realities of the world.

Our world is more globally connected than ever before. Big brands dominate and the same products flood the market where ever you are. In India, Coke is cheaper to buy than water, 75% of the worlds population owns a mobile phone and news arrives to us almost instantaneously! In many ways, the English language and western culture appears to have a stranglehold on the rest of the globe. Yet only 13% of the world speaks English, according to Ethnologue. 372 million speak English as their first language, while 611 million speak English as a second language. Thankfully where ever we traveled we could find someone who spoke English, and only once did I have to resort to acting out a bee to show what I was talking about (turns out you need more than two years of French to communicate effectively). Many of the people we met spoke up to three or four languages and loved giving us their Australian accent impressions, most of which were abysmal.

This was all very convenient for us, and you definitely get a sense of unity and are able to relate to others more. Communication is a key part of travel. However, we've become so preoccupied with new technology, improving



communication and travel between countries that some of what makes each country unique and diverse has been lost. The plague of sameness is rapidly spreading.

10% of all languages have been lost and 457 of all languages have less than 10 speakers left reports a study conducted by the "Rosetta project". Nearly half of the worlds 70,000 languages are expected to vanish over the next 100 years. Language plays a role that is essential to identity. It holds the key to understanding and being understood in return. Behind the words spoken there are centuries of history and meaning, building unity between people within a culture. Languages play a key role developing our understanding of the past, and help us relate to each other. Communication plays a fundamental role in everything we do and it is important that we recognise different ways of doing this. If a culture dismisses indigenous languages then surely the stories and history told in the languages will follow soon after.

So what about that girl with a Calvin Klein t-shirt, or pretty much every tourist we saw with black Nike shoes coupled with a selfie stick. The clothing industry also plays an important part in globalisation - all over the world there is a huge demand for cheap clothes, and people want them now. Big brands like Nike, H&M, Zara, Adidas, Gap, Calvin Klein, Asics, Converse, Ralph Lauren, Tommy Hilfiger - sweep the globe leaving their trade marks everywhere. Imagine a world where everyone only wore a few brands - how boring and uninteresting. One of the most special and unique parts of any culture is dress. These brands also pose large ethical issues - work has been shipped off shore to other countries where labor is cheap to cut costs and meet the demand for cheap clothing. Most people have heard horror stories of "sweatshops" - of the working conditions, hours and rates of pay. After a lot of push back, brands like Nike have been forced to improve working conditions and wages, and you can now access guides to where your clothing is made and the ethics behind the manufacturing. However, there is still a long way to go.

I'm not suggesting that every country should refuse to accept modern ways of life and ignore the rest of the world - that outlook on life is damaging and unproductive. Nor am I suggesting that unity or globalisation is a bad thing - these ideas will become more and more essential, especially in the recent political climate. I'm simply saying that "unity", should not be as simple as "absence of diversity; unvaried or uniform character."- as dictionary.com describes it. We have to find the balance between "sameness" and "diversity". It is essential that cultures, history, languages and individuality are not lost - we must learn from the past to move forward to the future.

By Jemima Taylor (Year 10)

# DEPUTY HEAD REPORTS

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## Deputy Head Learning: Kate Cunich

Welcome back to Term 3. It is great to see students return refreshed and ready to learn (despite the bitter July winds!). Our Year 12 students have started the term with their Trial HSC examinations and we are already impressed with their dedication, commitment and resolve as they enter each of the examinations. The Trial is the last part of the internal HSC Assessment programme. The assessment mark (a culmination of four – five assessment tasks) forms 50% of the final HSC mark, alongside the external examinations that will occur in October this year. We are very grateful to the teachers who have so diligently prepared students for this important milestone and we look forward to the feedback that will inform the final work to be done prior to finishing classroom learning at the end of this term.

Our Semester 2 focus for teaching and learning in classrooms continues to be surface-to-deep understanding. As Mr Parker has pointed out earlier in this Pin Oak, the meta-cognitive aspects of learning are the most important thing that we can develop at school. While it doesn't always feel good, it is vital that we face challenge, make mistakes, dwell in the "learning pit" and pull ourselves out with improved skills and understanding. Our rapidly changing world needs less now of the content that technology can provide, and more of the agile thinking, problem solving and connected paradigms that will enable young people to engage, react and thrive in the many jobs and workplaces that they will enter. We are proud that our work at Oxley continues to be at the forefront of global best practice.

One visible and practical way that we do this is in our use of Learning Intentions and Success Criteria. By linking success in each lesson with the act of "doing", our students are able to articulate what progression in their understanding may look like. We encourage parents to start a conversation about LIs and SCs with their children – what do you hear? If students are able to show you the LIs and SCs on their Canvas course pages, this is also an excellent way of sharing the learning journey with them. Most recently we are focussing on a continuum of understanding - one broad understanding for a series of lessons, with success moving from surface content to deepening understanding through a variety of scaffolded activities. For example, from identifying, listing, defining (surface) through to analysing, comparing and contrasting, creating and synthesising (deep). We will share more of this throughout the term.



## Deputy Head Pastoral: Peter Ayling

### Drug Education Talk

Last week Trent Southworth, a former NSW police officer came to Oxley College to educate Years 8, 9, and 10 about the dangers and facts around drug and alcohol use. He shared with us his own personal stories about young teenagers in his day and in today's age involving themselves in drugs and alcohol and the damaging outcomes it had on their lives. He spoke about peer pressure on teenagers and how you really don't know what you are buying in terms of what's in drugs. He shared alarming facts and along with his personal stories opened up everyone's eyes to the real truth behind the risk of drugs and alcohol. Through his experience in the NSW Police, Trent witnessed first-hand the importance of ongoing education of young people in today's society and we thank him for coming to the school and informing us about drugs and drinking. By Claire Allan (Year 10)

### House Play Night

On Monday 7 August the Year 7-12 House plays will be performed. This is an exciting time for everyone as our Year 11 students take the lead in writing the scripts, directing, producing, managing lights, sounds and leading the production. Please be aware seating is limited and quite often there is standing room only. Please arrive early if you require a seat. The night will commence at 7.00pm in Hoskins Hall.

### Year 7 Service Learning

We live in a busy world. Making time to give back to the community is as important now as ever. Research suggests that while the general purpose of random acts of kindness benefit the receiver the giver benefits considerably too.

Now in its fourth year, the Year 7 Service Learning programme, has supported the local homeless community with home cooked meals. Each week students take it in turns to shop, plan and cook a nutritious meal for someone less fortunate than themselves. This is collected by volunteers from a local charity who distributes it to people who are living rough, couch surfing or living in cars in the Southern Highlands.

### Some quotes from our Year 7 students:

"I cooked a stuffed capsicum with rice and mince. I hope the people that received it liked it because I put lots of my effort into it."

"I had only cooked once before. I used a recipe and cooked lasagne which wasn't too hard. I didn't mind cooking when it was for the homeless."

"I don't normally cook at home so it was nice to make something for someone else."

By Jacqui Pugh



## LIBRARY

### Street Libraries

"They are a symbol of trust and hope – a tiny vestibule of literary happiness."

A Street Library is a small weather-proof structure (like a large letter box) containing free, no strings attached books for anyone who would like to read them. When a Street Library is installed in a community space they become symbols of trust and sharing as well as inspiring people to pick up a book and read. There are already Street Libraries in our wider community in Exeter, Moss Vale and Bundanoon and now we have our own two at Oxley.

Our new Street Libraries, full of a variety of interesting books, will be located outside the canteen and in front of the new classrooms near Elvo. Students who like the look of a book as they walk past, may take, read and keep the books, pass them on to a friend or put them back in the Street Library when they have finished. We even hope people who have a book at home they think others will enjoy will be inspired to add that book (with parent permission) to the Street Libraries, ensuring a continuous collection of top notch reads.

### What's coming up for the library?

#### K - 6 Book Week Parade

"Escape to Everywhere" Book Week Parade 9.00am Monday 21 August 2017 in the Peter Craig Centre.

#### K - 6 Book Fair

Exciting new books from Scholastic and glorious, specially selected gift books from The Bookshop Bowral. Thursday 24 August after school and Friday 25 August before school from 8.00am to 8.45am.



## OUTBACK TURNS 30!!

Imagine if you will, a clear night sky with an expanse of stars from horizon to horizon, denser than most ever have the privilege to see. Red dirt has travelled with you, made its way into every pocket of your belongings for the last 10 days. You are so far into the desert that you fall asleep without even the faintest din of civilisation.

This is a place on the Oodnadatta Track in South Australia, which has been visited by 1500 Oxley Year 11 students since 1988. Each has returned home after 15 days, 7500km of travel in small confined buses, to claim it was an experience that will never leave them. And for each, the reasons are unique, personal and timeless.

Outback.

This year will see the 30th group of Year 11 students travel its path yet it was only ever intended to be one trip. Why did it continue? What has motivated teachers and volunteers to drive Toyota Coasters the equivalent of more than five times around the Earth at the equator?!

The reasons are so simple: discover your country's beauty and vastness, while learning more about your strengths alongside your peers. But this should not be mistaken as the cliché it may sound. There is also something almost inexplicable about the magic of this journey which many struggle to articulate.

Apart from the expected routines required for covering extensive distances in a timely manner, the only boundaries set for students are with the express intention of 'doing your bit' and care for one another for 15 days. To then share this with teachers and volunteers they know well (not 'experts' or tour guides), this experience becomes unique. It is a simple tradition that carries

a spirit passed down through every student who experiences it.

This spirit evolved in the infancy of the trip through the early 1990's. In the words of its founder, Helmut Schaefer, it is the affective nature of education that is at its core: isolation and hardship teaches one about themselves; distance and geography connect one to natural beauty and the land in often unexpected ways; the relentless nature of the travel and all its necessities allow one to understand the true meaning of service to one another; and exposure to many varied communities teaches about survival of people and a culture in all its facets.

Over the years students have recorded their reflections which will be shared in coming issues of the Pin Oak. The following two seem a fitting way to begin the celebration of thirty years.

"Nothing in the trajectory of a student's high school years compares to the 15 days of Outback; you become closer than ever before with peers and teachers, in the most unique way possible. There is a friendly and informal nature about the trip that separates it from a student's sometimes jaded perception of 'school', and makes the final Year 12 year that much more special."

"It is truly inspiring, so inexplicable; my whole being became compelled to move with the land, to absorb it and to appreciate the overwhelming qualities it exudes. At one stage we had stopped on a flat, dusty plain on our way to Uluru and I turned and caught a glimpse of my friends' faces. It was then I realised what this was all about."

By Annik Schaefer

## KERRI-ANNE DOWNES CLASS OF 1999

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

Since receiving my invitation to leave Oxley, I have certainly taken the road 'less travelled by' as often suggested by Mr Wright in his speeches, and you know what – I think he was on to something. It really 'has made all the difference'! I have had a life full of experiences, from being a rider at El Caballo Blanco, to rouseabouting on the Hay Plains.

I have four children and work at Charles Sturt University in Wagga Wagga. I first completed a Bachelor of Economics, majoring in Econometrics. Unfortunately, no one in Hay (there is also a story in how I ended up in Hay!) knew what an Econometrician was, so I became a Chartered Accountant instead. After spending over 13 years in public practice and completing a Masters degree in Applied Taxation, I decided public accounting wasn't really for me. I took a casual role at CSU as the Tax Accountant for three months, and after almost two years I am still here, although in more of a management accounting role now.

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

Given that I didn't actually finish high school and get my HSC, the tertiary qualifications I have gained would have to be my biggest achievement. Looking back, there probably was an easier way of going about it!

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

Definitely not! I always wanted to go to university, but I really thought I had blown my chances. And accountancy? I would have said that was too boring, although numbers have always interested me.



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

Patentia et Fortitudine. I have endeavoured to keep patience as my escort and constant fortitude my aim throughout most of my life, as drummed into us almost daily via the school hymn. These are the attributes that have helped me to achieve all that I have, despite the challenges that I have faced.

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

There were snippets I took from Mr Wright's speeches while everyone else was snoozing that I kept with me for inspiration. I was also inspired by the group of teachers that encouraged my love of cross country running, they helped to teach me to keep going no matter how hard things got.

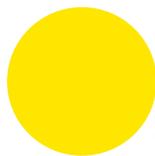
### **What would you say you miss most about being at school?**

I enjoyed the competitiveness at Oxley both in and out of the class room. It was always friendly rivalry, but pushed us to do our best at all times.

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

Fifteen was a turning point in my life. I had a lot of very difficult things to deal with at that age and no real support. I guess no one at school knew what was going on. So I suppose the most important things my fifteen year old self needed to know at the time were – 1: Its ok to not be ok, 2. Its ok to ask for help, and 3. Things will get better.

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



## INTERNATIONAL

### Afghanistan Suicide Attack

On Monday 24 July, in West Kabul, Afghanistan, a car packed with explosives was rammed into a bus carrying government employees causing at least 35 people to be confirmed dead and 40 people wounded, with the death toll rising. The victims of this attack were both adults and children. The Afghanistan government has labelled this as a "criminal attack against humanity". The police have reported that, "The attacker targeted a vehicle carrying employees of the ministry of mines and petroleum" and they also report that, "Three other cars and several shops were also destroyed by the blast." The blast hit an area of Kabul that is home to many Shia Hazaras, a persecuted ethnic minority who have been targeted multiple times in the past. The attack also took place near the home of the deputy government chief executive and former warlord Mohammad Mohaqiq. His spokesman assumes that, "The car wanted to target Mr Mohaqiq's house but was stopped by guards." The Taliban, who claim the attack, has stepped up its "Campaign against Afghanistan's western-backed government" and have been progressively getting more violent in their attacks. This was the second attack against employees of the mines and petroleum ministry, with another bus carrying workers targeted last year, killing several people. By Bridgett Drewett (Year 10)



## LOCAL

### New Trans-Oral Robotic Surgery replaces Disfiguring Procedure at Nepean Hospital

Brian Hodge, an elderly resident of the outer-Northern Suburbs was told that his deep, impervious throat cancer could potentially alter his life and that he would need immediate, invasive surgery to remove the massive tumour, growing at the back of his throat. His surgeon would have to make an incision almost from ear-to-ear and split his jaw in two. To make matters worse, the surgery would take up to 12 hours!

However, the Nepean Public Hospital (where Hodge was to receive his treatment) recently received an incredible, robotic device that could easily and swiftly extract throat/tongue cancers at the move of a mouse. This state-of-the-art equipment is known as TORS (Trans-Oral Robotic Surgery).

Normally, once a patient had undergone surgery, they would have to spend at least five days in intensive care, three weeks in hospital and another four to six months in a recovery unit. Thanks to TORS, the surgery takes about 45 minutes to complete and patients can return home the next day with very minimal discomfort.

Associate Professor Dr Ronald Chin called it "an enormous step forward", addressing the fact there were "obvious benefits, such as being able to reduce time and money spent on surgery and the ability to avoid pain and disfigurement".

Otolaryngologists believe that most patients can expect a successful, painless result using TORS. They agree that, although the new treatment is in its early stages, it has shown some very promising outcomes. By Hugh Corbett (Year 7)

# GALLERY



# JULY + AUGUST CALENDAR

<p><b>P &amp; F Trivia Night Friday 4 August</b> This event booked out in two days! We have some very exciting prizes as well as three major prizes, which will be auctioned on the evening. In the next Pin Oak we will talk about money raised and next projects.</p>	<p><b>Mon 31</b> EXAM: HSC Trial Examinations</p>	<p><b>Mon 07</b> 7-12 House Drama Night, 7.00pm INC: Yr12 Ancient History Dr Stellar Lazer Visit</p>	<p><b>Mon 14</b> CAMP: HICES 5-8 Music &amp; 7-12 Jazz Camp</p>
	<p><b>Tue 01</b> EXAM: ICAS English Yrs 3-11</p>	<p><b>Tue 08</b> 7-12 House Athletics half day</p>	<p><b>Tue 15</b> CAMP: HICES 5-8 Music &amp; 7-12 Jazz Camp ICAS Maths Yrs 3 - 11</p>
<p><b>P &amp; F Hungry Ox Sports BBQ</b> The BBQ will run this weekend and next weekend alongside the coffee van. If your kids are playing sport at the school, and you can help on the roster in the morning, please contact Megan Moore <a href="mailto:moorefamily21@bigpond.com">moorefamily21@bigpond.com</a></p>	<p><b>Wed 02</b> SPORT: SHIPS Athletics Carnival EXC: Yr 10 Drama Yr 11 Outback Information Meeting Yr 11 SPTN - ORCH</p>	<p><b>Wed 09</b> Houser Athletics Half Day</p>	<p><b>Wed 16</b> CAMP: HICES 5-8 Music &amp; 7-12 Jazz Camp EXC: U Turn the Wheel (Year 11)</p>
	<p><b>Thu 03</b></p>	<p><b>Thu 10</b> HICES Athletics Carnival</p>	<p><b>Thu 17</b> HSC VA Exhibition TBC</p>
<p><b>Fri 28</b></p>	<p><b>Fri 04</b> EXC: Yr 12 ES Harbour Bridge Discovery P&amp;F Trivia Night Night, 7.00pm</p>	<p><b>Fri 11</b></p>	<p><b>Fri 18</b> Open Morning for prospective families, 11.00am Yr 5 Family Function, 10 Pin Bowling</p>
<p><b>Sat 29</b> SPORT: ISA Round 9 K - 6 Cocktail Party, 6.30pm, Berida Hotel</p>	<p><b>Sat 05</b> SPORT: ISA Sport Round 10</p>	<p><b>Sat 12</b> SPORT: ISA Sport Semi Finals</p>	<p><b>Sat 19</b> SPORT: ISA Sport Finals</p>
<p><b>Sun 30</b></p>	<p><b>Sun 06</b></p>	<p><b>Sun 13</b> CAMP: HICES 5-8 Music &amp; 7-12 Jazz Camp</p>	<p><b>Sun 20</b></p>



# NEWSFLASH



## MOUNTAIN BIKING WORLD CHAMPIONSHIPS

Oxley Staff member, Meaghan Stanton, recently competed in the Masters Mountain Bike World Championships in Europe and came fifth! Indeed she led for the first part of the race.

Congratulations on this enormous achievement.



## SNOWSPORTS

The Oxley College Snowsports Team had a very successful week at the recent Northern Region Interschools Championships. Oxley College placed 3rd/25 in Secondary Co-Educational Schools and 14th/42 in Primary Co-Educational Schools. Six teams placed in the top five to represent Oxley College at the State Snowsports Championships. Four individuals placed in the top 10 to compete at the State Championships in four different disciplines.

### Team Highlights

- 1st Div 3 Male Snowboard GS - Jack Gipson, Reece Masters, Toby O'Sullivan
- 2nd Div 3 Male Snowboard X - Hugo Manka, Jack Gipson, Tom Gipson
- 2nd Div 3 Male Moguls - Hugo Manka, Oliver Cain, Charlie Clark
- 3rd Div 3 Male Snowboard X - Oliver Cain, Toby O'Sullivan, Reece Masters
- 3rd Div 3 Male Alpine - Hugo Manka, Oliver Cain, Rex Sparke
- 5th Div 6 Male Alpine - Oscar Johnson, Oliver Johnson, Rory Shedden, Brayden Anstee

### Individual Highlights

- 3rd Div 3 Male Moguls - Hugo Manka
- 7th Div 3 Male Snowboard X - Hugo Manka
- 8th Div 3 Male Snowboard - Reece Masters
- 9th Div 1 Male Snowboard X - Lachlan Burns
- 10th Div 6 Male Alpine - Oscar Johnson

All results can be viewed at <http://nswinterschools.com.au/results>



## DOE



During the first week of the mid-year holiday, twelve Gold and Silver Duke of Edinburgh's Award participants successfully completed a four day hike through the beautiful Murrumbidgee National Park. Conditions could not really have been any better for 50 kilometres of coast and hill walking. Highlights included some challenging navigation and an unseasonal snake sighting on the first afternoon, wading waist-deep through a cool, swift current at Durras inlet on Day Two, a magnificent sunrise from the relative comfort of sleeping bags above the cliffs of Clear Point, becoming separated in dense bush and roasting marshmallows around a blazing campfire on the third day and sighting dolphins on the last morning. Many thanks to Josh from 'Land's Edge' for his expert guidance and interesting diversions and to Ms Jenni Rees for accompanying the group in her usual gracious and supportive manner.