

PINOAK

ISSUE 60: TERM 4, OCTOBER 27, 2017
OXLEY COLLEGE



SOCIAL MEDIA
GREY OUT

YEAR 12
LEADERS

EVE ON THE
GREEN

HEADMASTER'S REPORT

Contents

- 3 Headmaster's Report
- 4 Big Issue
- 5 Take Inspiration
- 6 K - 6 News
- 7 More K-6
- 8 Feature Article
- 10 Deputy Head Reports
- 11 On the Branch
- 12 Old Oxleyan
- 13 What's happening...in the World
- 14 Gallery
- 15 Calendar
- 16 Newsflash

Pin Oak Team

Student Editorial Team

Jemima Taylor, Izzy Moore, Tully Mahr, Bridgett Drewett, Imogen Hatcher, Savannah Sandilands, Harry Ballieu, Max Loiterton, Hugh Corbett, Liam O'Connell, Gracie Phelan, Kiara Rochaix, Sam Crowley

Student Photographer

Olivia Donovan

Head Designers

Cameron Grice, Juliette Swain

Designers

Lachlan BP,

Bree Feary, 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



Social Media Grey-Out

Recently our Oxley community received a letter proposing a Social Media Grey-Out. In case you missed this correspondence it is also outlined below.

I think many of us are concerned about the potential impact of our children being so connected to social media at all hours of the day, and often night. I also think it is an area where we may be more effective at tackling this collectively than as single families. We understand on one hand that social media is now a key part of many of our children's lives and that it can bring benefits. However, its overuse, and the capacity of social media to squeeze its way into every moment, are what is concerning us.

As a result, we started a voluntary system at Oxley from Monday 23 October where families of students from Years 5 to 9 get their children to put their phones away from 8.00pm each night and also get them to agree not to use social media after this time.

If a critical mass of us agree to do this, it will result in a social media 'grey-out' (ie. hardly a blackout, but a significant restriction at least) of Oxley students from 8.00pm as there will be far fewer people with whom to communicate online.

Hopefully you will see this initiative as a way of helping families bring some more balance to the evenings through the managing of technology. We want to be nurturing and helpful with this initiative.

Why try this

Oxley young people are already with each other a lot. They have classes with each other, have recess and lunch, play sport with each other, are in bands together, do group assignments with each other, go out on the weekends, text each other after school etc. So it is usually healthy for them to have time, at the end of the day, away from each other too - both in person and digitally. This allows them to decompress from the often complicated and slightly tumultuous social roil of the day, and to spend time with family or on their own. It is only for an hour or two at the end of the night. Nonetheless we think it will have a significant positive impact on many of their well-being and mental health.

Linked to this if a student is concerned that he/she is feeling marginalised, socially isolated, or needled, then this can feel particularly acute online at night when their photos receive no likes or their comments receive no replies. Subtle acts of hurtful exclusion can abound. The fear of missing out is also ever present.

The links between overuse of social media and depression are becoming increasingly clear. As Jean Twenge states in her September 2017 Atlantic essay: 'Rates of teen depression and suicide have skyrocketed since 2011. It's not an exaggeration to describe iGen as being on the brink of the worst mental-health crisis in decades. Much of this deterioration can be traced to their phones. There's not a single exception. All screen activities are linked to less happiness, and all nonscreen activities are linked to more happiness' <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>.

Furthermore, texting, Snapchat, Instagram etc all encourage the primacy a banal form of communication. Banal communication has its place - it can be relaxing, ice breaking or amusing. However, overreliance on it encourages shallow thinking and bland relationships. I think it is more important for someone to have one substantive conversation with a 'friend' every three months than send them a streak of a hundred and twenty photos of their foot. So limiting the exposure to these conversations will do no harm.

HEADMASTER'S REPORT continued

Also, students don't even have to just keep up with one conversation online - it is multiple conversations or threads simultaneously on multiple platforms. At least in 'real life', you can only be in one conversation at a time - not four or five.

There is also the opportunity cost. Firstly, time spent picking up the iPhone repeatedly is time kids could be spending doing something else more substantive such as reading a book or having a conversation with their family. Secondly, if kids are picking up their phone every ten minutes to check a new post hasn't come in, it also means that they are never concentrating on anything else for more than ten minutes either. They are rarely 'in the moment'. Do this for ten years and I worry that we will have a generation of goldfish.

The plan

The plan is relatively simple. Have your children agree (albeit reluctantly I am sure in many cases) to put their phones away at 8.00pm. The more families agree to do this, the fewer conversations there will be to have on social media in any case.

We have sent each family complimentary white box which you can use to store the phones on the kitchen desk. It even comes with a choice of stickers you can put on the lid. You may of course choose to find your own box more inkeeping with your house's décor. You could punch a hole in the side of the box and stick a firewire through so that it becomes a charging station too.

Your children should agree that the whole point of this is to effect a social media 'greyout' amongst Oxley students. Your children should agree with you that they will not try to load up and use laptop or desktop versions of the same social media sites. We will also promote this at school.

Linked points

It is important to stress that we can't, and probably don't want to, fight the future of communication in the form of social media. It has many pluses, so I do not think we are being technological Luddites in proposing this 'greyout'. The kids can still use social media for hours a day with this scheme in place. In addition, some respected academics in the area are more optimistic about social media: <https://www.theguardian.com/commentisfree/2017/aug/10/enough-with-the-moral-panic-over-smartphones-the-kids-are-alright> But I do think our children can live without social media from 8.00pm.

I also believe this grey out will be much more effective for students going into Year 5, than students going into Year 10. For younger students, this expectation will be how it starts and is much less likely to be questioned. For Year 9s it may require some difficult undoing of ingrained habits and may only be partially successful. Over the years though as the culture builds, it should become steadily more effective. It is possible, too, that quite a few students may be secretly relieved. <https://www.theguardian.com/media/2017/oct/05/growing-social-media-backlash-among-young-people-survey-shows>

If possible, technology should not go into their bedrooms and homework that requires computers could be done in a more public space. I know that this is very hard in practice; often study desks are already in bedrooms, phones are used as alarms, audiobooks can be used late at night etc. However, if alternatives can be found where possible - often more low tech ones - this would be good.

The hour before lights out should be device free in any case in order to allow students to detox and get a good night's sleep. (The blue light of screens is counterproductive to sleep.) It is a terrific opportunity to reinforce, reinstate or begin a 'read before bed' programme. Our wide reading programme

should help here: <http://oxleybookedup.weebly.com/>

One or two apps have been suggested to me by parents in recent months to moderate phone usage generally. They include 'Moment' <https://itunes.apple.com/au/app/moment-screen-time-tracker/id771541926?mt=8> and 'Family Zone' <https://www.familyzone.com/au/>.

Some pitfalls and how to avoid them

Firstly, students don't only use their phone for social media. However, other uses that students have for their phones - often music - can be transferred to a laptop. Streaming services operate just as efficiently on larger devices. This underscores the need for the programme to be something that is voluntarily agreed to by as many students as possible. The Guardian article link above about a student 'backlash' to social media might be a good starting point to have a conversation with your kids.

Secondly, some homework requires online collaboration. Teachers will understand this protocol. If homework requires online collaboration, it will be set with the flexibility for students to be able to do it before eight-o'clock.

It's not going to be hard for students to get around or subvert the grey-out if they try. They are usually more tech savvy than us (and there's always the low tech solution of opening the box and taking the phone out). This is why we will work at Oxley on promoting this initiative and building a culture of understanding and grudging acceptance. We will try to focus as much as possible on the voluntary aspects of this scheme.

At the College we are also thinking very carefully about an appropriate balance of use of technology and maintaining of other skills such as handwriting.

A challenging one - students might be more likely to agree to a 'grey out' if they see you attempt something similar. There's room in the box for more than one phone.

In conclusion

We have been considering at Oxley for quite a number of months about how to intervene in what we have seen as a rising tide of social media dependence and have been thinking how powerless many parents feel in the face of it. Whilst we are aware that what we are proposing is much less than perfect or fool-proof, our 'grey-out' is a proactive, concrete, and as far as we know, unique step for a school community to take.

It would be very hard for parents to effect this sort of grey out on their own. However, together we are a community; we can give direction, leadership and support to each other. As a College we will also be speaking to students about this initiative in the wider context of keeping their digital lives in perspective. You will have our support too! In doing this as a parent and school partnership we can multiply our effectiveness.





Catalonian Independence

How the Spanish Government turned a borderline issue into a major crisis

As you may know Catalonia is home to one of the world's most famed football team: FC Barcelona – likewise, the Spanish government kicked an unfortunate own goal.

Following the failed referendum vote that was to split the municipality of Catalonia from its original coloniser; Spain, the Spanish governing party has turned a fringe issue, in a small yet influential region, into a complete political and constitutional crisis.

Instead of conciliating the matter and rectifying the unnecessary and brutal police violence at the time of the ballot, the government has somehow managed to achieve the opposite. They have radicalised separatists to such an extent that the independence movement is now threatening to destroy Spanish economical views about the government entirely.

Prime Minister Mariano Rajoy has demanded that Catalan president Carles Puigdemont confirm by Monday whether he declared independence or not in his historic speech to parliament this week.

If the answer is yes, or no answer is forthcoming, Rajoy is threatening to invoke a never-before-used section of the Spanish constitution that would impose home rule on the region.

As we await that deadline, it's worth looking back at how Rajoy's party triggered the problem they're now trying to deal with.

However, although autonomy and identity are highly valued traits among the Catalans, independence hasn't always been such a priority. Opinion polls from 2007 indicate that only 15-17 percent of Catalans wanted the region to gain independence from Spain.

In 2006 the Spanish parliament voted to approve a new Statute of Autonomy for Catalonia that gave the region more powers. A referendum in Catalonia ratified the statute.

They had more control over their economy, their identity and their institutions, yet could remain a part of Spain.

Should a system like this continue? Or is it time for change?

By Hugh Corbett (Year 7)

TAKE INSPIRATION



TV

★★★★☆

Big Little Lies

Big Little Lies a thrilling, and picturesque drama about three mums with seemingly perfect lives. The TV series starring Nicole Kidman, Reese Witherspoon and Shailine Woodley is based on the book written by Australian author Lane Moriarty. The book is initially set in the Northern suburbs of Sydney, however Jean-Marc Vallée and David Kelly bring the story to life in Monterey, California. The TV series follows the story of Jane Chapman, a single mum moving to a new town. Through her sons schooling she meets Madeline, a PTA stay at home mum and Celeste, stuck in an abusive relationship that seems perfect on the outside. Each character is believable and these three incredible actresses help us understand who the women are and what motivates them. The story line is propelled by a murder committed in the community at a parent trivia night, and the plot develops as we see the events leading us to the climax in the final episode. This creates tension throughout the series as the audience is not permitted either to know who was murdered or who the murderer was, although many theories are suggested.

Nicole Kidman won an Emmy for her raw and vivid portrayal of Celeste, a character who experiences domestic violence - many of her scenes left her audience shocked for words. The cinematography in the TV series is creative and has a unique fluidity that, combined with melodic music helps to engage the audience and builds tension a long the way. Although there are some very intense moments throughout the drama, and it probably isn't suitable for an audience over 15, I would highly recommend this series. Not only has it been put together beautifully, it captures issues and emotions that ring true for many people. Jemima Taylor (Year 10)

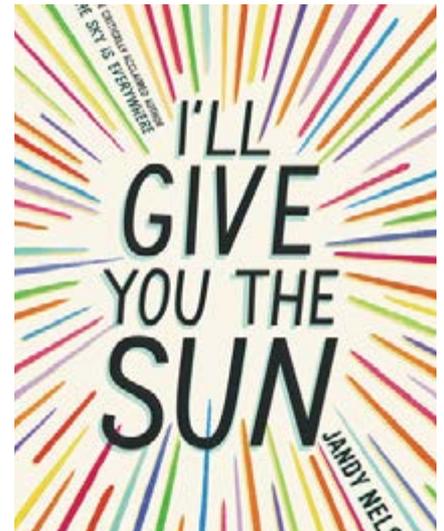


MUSIC

★★★★

Wolf Alice- Visions of a life

As of late, music classed as 'quietly introspective' has been getting an incredibly good rap. This music shyly and gently peers into an inner world, but English band Wolf Alice's second album, Visions of a Life is a complete turnaround from this. It is incredibly introspective, but turns the concept on its head and is as angry and loud as can be. Since their first release, lead singer Ellie Rowsell has learnt when the right time to whisper and the right time to shout is. 'Don't Delete The Kisses', the second single from the album is the perfect embodiment of the rush that accompanies meeting someone new - Rowsell delivers her spoken word as a tumbling monologue, words falling out and all over the place in the most simple and rhythmic of ways. Rowsell's monologue style of spoken word provides standout tracks throughout the record, as in 'Sky Musings', as her mind rushes and crumbles through the stages of losing others and yourself alongside a similarly gloomy accompaniment. The album isn't only soft spoken word and skirting around the edges of emotion however, tracks like 'Yuk foo' and 'Formidable Cool' are cathartic and furious, teetering on the edge of full-blown rage in song form. Finally, Wolf Alice have proved themselves as the creative talent that we knew was there all along. Imogen Hatcher (Year 9)



BOOK

★★★★

I'll give you the sun

Jandy Nelson's award winning novel I'll Give You the Sun is about two twins, Noah and Jude, who are at first, inseparable. Socially isolated Noah paints pictures in his head, whilst outgoing Jude is a daredevil and does all the talking. Jealousy and tragedy soon tears the two apart, and by sixteen they are barely talking to each other. I'll Give You the Sun tells of their journey to finding themselves, but most importantly finding their way back to each other. The book alternates between 13 year old Noah's perspective and 16 year old Jude's, which was a very original and interesting way of telling the story, however it did take a while to get used to at times. The way Jandy Nelson passionately expresses art in this novel is fascinating and heartfelt and makes for a unique storyline. The love story that unravels between Noah and the charismatic boy next door, Brian who collects meteorites, is beautiful and eccentric to say the least. It's the characters that make this book so wonderful - tragic and hopelessly flawed, these are people you will no doubt fall in love with. Despite the somewhat cringe elements of I'll Give You the Sun, there is something on each page you'll want to highlight and cherish for quite some time.

Jade Gillis (Year 10)

Head of K-6: Justine Lind

What is honoured in a place will be cultivated there.
Plato

Nothing sits still in a school for very long. It seems this year is no exception. It seems as if we have only just begun and yet already we are looking forward to 2018. As we plan for Orientation Day and the new academic year it is a time to consider how best we can induct new students and their families into the wonderful community and vibrant place of learning that is Oxley College.

Much of this induction occurs organically and begins with the warm welcome our Kindy parents provide as hosts to our new parents on Orientation Day. Other year levels welcome new families through formal events early in the year or the impromptu conversations that occur on College grounds as new families meet and continue throughout each child's time with us.

More formally, our values are embedded in everything we do and this is why I so love Plato's sentiment above. The College mission is founded on Christian Values and our formal values come from the work of Martin Seligman, the father of the positive psychology movement and while our students can't recite them, they do live by them and are encouraged to do so by their dedicated teachers and role models.

Our students know we are "a place of welcome" because they themselves are welcoming and inclusive. Our morning birthday celebrations ensure each child feels known and acknowledged for who they are and the things that are important to them. Our teachers speak with respect to the students and enlist their co-operation in the ways of living and learning together rather than insisting on compliance without understanding the rationale behind our high expectations for conduct.

Our values of Humanity and Justice have driven our work for Social Service Learning within the SEAT Project that will culminate this term in four major events organised and run entirely by the students to support charities for causes important to them. Similarly the pastoral networks, teamwork and leadership skills that have been fostered in the process are intentionally integrated into such a wholesale initiative.

This term's learning experiences are also intentional in nurturing age appropriate notions of Wisdom and Knowledge. In Years 1 to 6 this term students are pursuing personal interest and passion to enhance their individual expertise in a topic. The teachers have planned detailed frameworks to guide the students through this mainly independent work. The processes of planning, time and resource management empower students to develop enduring competencies in life-long learning while also deepening each child's level of Fortitude and resilience to personal challenge.

For our continuing students, those responsible for welcoming our new students and showing by example

Weekly Awards:

Learning Journey

KK: Ivy Bacon
KL: William Matar
Yr 1: Scarlett Curr
Yr 2: Aiden D'Torio
Yr 3: Madeline Gordon
Yr 4: Fraser Rasheed
Yr 5C: Gloria Waters
Yr 5H: Grace Macquarie
Yr 6: Billy Cameron



Oxley Values

KK: Oscar Johnson
KL: Eli Winn
Yr 1: Claire McBride
Yr 2: Alexander Psarakis
Yr 3: Aislinn Kenny
Yr 4: Harley Evans
Yr 5C: Harry Smith
Yr 5H: Emma Scott
Yr 6: Elena Parker



Learning Journey

KK: Andrew Clothier
KL: Teddy Blom
Yr 1: Sophia Denington
Yr 2: Fraser Findlay
Yr 3: Tom Bladen
Yr 4: Eva Duffy
Yr 5C: Rusty Waters
Yr 5H: Isabella Leahy
Yr 6: Tyra Beckett and Olivia Sanchez



Oxley Values

KK: Evelyn Hammond
KL: Victoria Feetham
Yr 1: Claire McBride
Yr 2: Miranda Hunter
Yr 3: Harry Kean
Yr 4: Chloe Legge
Yr 5C: Jack Snell
Yr 5H: Madison Brett
Yr 6: Dominic Cooper



how we live our values every day, Orientation Day has become a much anticipated "Move-up Day". I will shortly write to the K-6 community to introduce our teachers for 2018, letting you know who will be teaching each year level. At this time, we also ask the students in Years 4, 5 and Kindergarten to nominate three peers with whom they would like to be placed next year. In addition we invite parents to let us know of any additional needs they would like us to consider for their child in determining class placements. We promise to do all we can to accommodate those requests for individuals while ever they don't compromise the needs of the whole group. These request can be emailed to your child's current class teacher or to me via Ms Hope at reception.

There is still much to be achieved as this year draws to an end and we are looking forward to another dynamic term of learning, laughing and living together in K-6.





Are we setting ourselves up for failure in the future?

In today's world there is a certain amount of concern that we have developed technology to a point of no return, setting ourselves up for a jobless future, ruled by the demons we so cleverly designed. Fair enough right?. Take self driving cars for example, yes there are all kinds of positives to the innovation but any child with hopes and dreams of becoming a taxi, bus or even fire engine driver can kiss that wish good bye. So when the end of driving cars, turns to the end of cooking and then perhaps even the end of disease diagnosis, where do we, the generation of the future turn for employment?

Recent reports published by PWC (Price waterhouse Coopers), a multinational services network found that 38% of US jobs will be automated by 2030, with driverless cars expected to be on the roads by 2020. So what do we do? In a recent TED talk David Lee outlined how what we need to do is recognise the change that's ahead of us and start designing the kinds of jobs that will still be relevant and necessary in our new world of robots and technology.

So when the end of driving cars, turns to the end of cooking and then perhaps even the end of disease diagnosis, where do we, the generation of the future turn for employment?

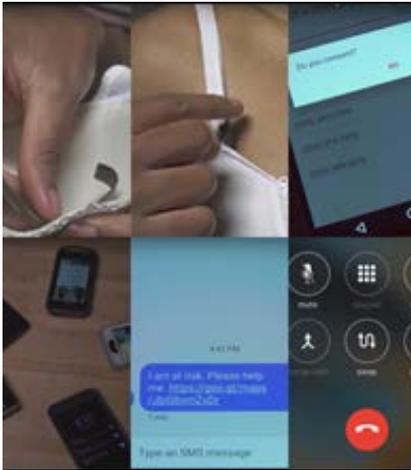
We have the chance, the opportunity, as the new generation to change the nature of work entirely and not only create a world where people love coming to work but create a new workforce, replacing the millions of jobs lost to robotics. The fantastic news is that jobs of the future will most definitely not be boring. The easiest robots to build and implement into the world are those that perform a single task, like driving a car, or answering a phone. Robots are brilliant at repetitive and constrained work, pretty much all the boring tasks that humans should never have dubbed as 'careers' and forced people into life long performance of!

Yes, we have brought this on ourselves but, instead of freaking out about a world, overtaken by robots and wallowing in self pity and regret let's look to create a society where both humans and robots thrive. We should be excited, we can finally pass off the rubbish, boring tasks and start enjoying and challenging ourselves in the workplace. Maybe a day will come when robots can create, imagine and feel emotions, but until that day it is up to human kind, we have not been taken over yet! We will stop being told what to do at work and start being asked what problems we're inspired to solve and what talents we can bring to work. To put it bluntly 'work' in the future will just not seem like work.

So lets look forward to the future, where we wake up and enter into a day which flexes our brain muscles and allows us to let our creativity and problem solving minds run loose, all while being served endless cups of coffee by our trusty robot friends of course.

By Eva Macevicius (Year 10)

Wearable Technology



Can wearable technology really save our lives?

Year 10 Design and Technology has been exploring wearable technology and responsive design. Most of the designs use sensors and outputs in exciting and interesting ways that respond to the wearer's environment. Here are a few designs that could change the way we protect ourselves from dangers in our lives, from detecting bombs to alerting your nearest and dearest that you are experiencing physical abuse. Check out the latest in technology turned into wearable designs.

1. Sexual assault prevention slip (INTRIPID):

<https://blog.adafruit.com/2017/07/26/someday-this-hidden-tech-may-prevent-sexual-assault-wearablewednesday/>

This is a slip that was designed to prevent sexual assault from happening, there is a nondescript strip that is placed in any undergarment. It is adhered to the garment using hydrogel, which doesn't leave a residue. The sensor ties in through bluetooth to multiple phones of a pre recorded group of people as well as your own phone. If there is an attempt to remove the clothing, an alert is sent as well as a warning tone to your phone. If the wearer does not respond to the situation within 30 seconds, with the word okay, a message saying that you are at risk will be sent to a group of trusted people with your location. One of the trusted people will be contacted and receives a call with the live audio of the situation that the wearer is in, that can also be used in legal proceedings.

2. A ring which can detect bombs:

<https://blog.adafruit.com/2017/10/18/this-ring-could-be-used-to-sniff-out-a-bomb-wearablewednesday/>

The ring has been designed to detect chemical, biological, explosive, organophosphates (toxic substances used in insecticides) threats in a small, wearable, and undetectable device, which can warn the wearer to any threats or dangers nearby. The ring, when having detected a threat will alert the wearer with a noise to inform them to get to a trusted device. The ring then sends the data it has to the device. This includes what it detected, when it detected the threat, and if the threat is nearby or where the threat is.

3. A hair clip which detects sounds in the form of vibration (Ontenna):

<https://blog.adafruit.com/2017/05/24/this-innovative-hair-clip-may-one-day-help-deaf-people-wearablewednesday/>

This clip is designed to detect sounds in the shape of a small device which can be put on the hair as a clip above the ear. It then forms vibrations in different patterns and softness, so people who are deaf can be aware of the noises in their surroundings and environment. This can be used to alert the wearer of danger, and add to their own independence. It can discern things like birds singing, music playing, if water is boiling and of conversations happening near them.

By Bridgett Drewet (Year 10)

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

Welcome back to all our students, teachers and families. Term 4 is always almost over before it starts (so much to do in such a short time), so in this busy time it is important to take the time to reflect on where we are going in our learning.

Over the break I had the opportunity to attend the 2017 Australian Council for Education Leaders Conference in Sydney. The theme was Respect the Past, Lead the Present and the Secure the Future. Imminent speakers from around the world presented to over 800 delegates from 11 countries. What was remarkable was the consistent message for teachers and leaders in schools: we do not know the future, we are in the most uncharted waters ever – so what things matter the most?

One of the keynote speakers was Pasi Sahlberg, a Finnish educator, author and scholar who has worked for the World Bank, The European Commission and the OECD as an education specialist and now advises governments about education policies and reforms. His provocative message was built around Michael Lynch's quote from *The Internet of Us*, 2016, "We now only rarely discover facts, instead, we download them". He challenges schools about the perfect storm of data that is so easily available to every one of us, taking over the place once held by facts. How do we ensure that the skills of investigation, discernment and judgement that accompanies the collection and weighting of facts is embedded amongst the curriculum? What is knowledge? What do our students need to know when they can download both myths and facts about anything in one keystroke?

While we will continue to ponder these big questions, what we can already celebrate at Oxley is our vision and mission, so boldly focussed on preparing our students for their futures by providing them the skills they will need to thrive. The mindset of inquiry, critical thinking, investigation, discernment and judgement is front and centre in our teaching and learning.

Deputy Head Pastoral: Peter Ayling

Batyr Mental Health Visit

Last term our Year 10 and 11 students had the opportunity to hear about mental health issues and below are responses from our students who attended the Batyr presentation. It is so positive to hear how the programme was received and we hope to run the programme next year.

After the Year 10 Batyr Programme:

87% of students reported being more likely to seek help if they needed it.*

94% of students said they felt engaged or very engaged.

98% of students thought it was important to share real stories about mental health.

After the Year 11 Programme:

70% of students reported being more likely to seek help if they needed it.*

82% of students said they felt engaged or very engaged.

96% of students thought it was important to share real stories about mental health.

*Only around one in four (22%) of young people experiencing a mental health problem will seek professional help.

What students said:

"Sharing stories helps people who are struggling realise they aren't alone. It gives them strength and hope. This talk has really helped me. Thank you" - Year 10 Student

"Thank you for coming here. It is much appreciated! It has made me realise that I should at least try and get support." - Year 10 Student

"Thanks for being so engaging and informative, and great music!" - Year 11 Student

"I feel like it gives others the confidence to seek help. It was great to hear the experiences of young people. Thank you!!" - Year 11 Student

Futher information about Batyr: <http://www.batyr.com.au/>

Embrace

Our Year 12 Leadership Team for 2018 would like to invite girls to attend an afternoon viewing of the movie *Embrace*. As outlined by *Weekend Notes* - *Embrace* the documentary spawned from a 2013 unconventional before and after photo posted by body image activist Taryn Brumfitt. Seen by over 100 million people worldwide, it became a debate that took off internationally and sent the media into a frenzy. This 90 minute documentary follows Taryn as she explores the global issues of body loathing as she works towards change and inspiring us to change our mindset about the way we feel about ourselves and how we think about our bodies.

Our Leadership Team supported by staff hope many students may wish to attend. The movie viewing will be followed by a brief discussion and filled with positive messages of support. A more detailed outline on this video can be found at: <https://bodyimagemovement.com/embrace-the-documentary/>

More information to come about the movie afternoon.





LIBRARY

Surprisingly, research shows that our students, even though they are “digital natives”, prefer to read their novels on paper. They also tend to be better at comprehending text when it is in paper form. Regardless of their preference, they will encounter text in all its forms at school, at university and in life. As educators, our challenge therefore, is to teach them the skills needed to obtain information from complex texts both on paper and on screen.

Recent research from the University of Maryland in the US provides us with a deeper understanding of the issue. Online reading for our “digital natives” is fast and at a surface level. Our students quickly access, scroll and read their social media sites, they do it daily and they often do it for hours. This approach transfers by default to all online text even online information. Comprehension improves as soon as students slow their reading down and become self-regulating learners by pausing to check for understanding. Cornell note-taking (<https://theconversation.com/whats-the-best-most-effective-way-to-take-notes-41961>) is an excellent vehicle for supporting this type of reading. It requires students to paraphrase information into dot points, question meaning, and summarise.

We now know that reading social media is not the same as reading complex text, we know that speedy screen reading has a negative impact on comprehension. The good news is that when students slow down their online reading and actively interact with the information on the screen they will gain access to the vast online resources that are more accessible, current and diverse than the limited print collections most of us grew up with.

Year 10 FILM FESTIVAL

At the start of Term 3 the Year 10 cohort banded into eight groups of eight to go through a term and a half of often strenuous organisation and making sure that everyone was in the right place at the right time. But after all of this we did manage to get eight exciting films together. It was definitely not an easy time, but we got there eventually, and in only two and a half short weeks they will be shown at Bowral Empire Cinema for all to come and enjoy.

Sam Crowley (Year 10)



Saturday 25th November 2017

GATES OPEN: 4PM

SHOW KICKS OFF: 5PM • WRAP: 7:30PM

Bring your family and friends, picnic blanket or camp chairs and join us for a fantastic fundraiser starring John Waters, Leo Sayer and the best local talent on the Oxley green.

Food Stalls by Geoff Janusz and drinks available on the Eve.

Tickets are limited so book early at eveonthegreen.eventbrite.com.au

Money raised proudly supports local kids in need.

Come celebrate with us and help make it an Eve to remember.



Saturday 11 November and Sunday 12 November - The Southern Highlands Concert Band presents "Concerto!"

The Southern Highlands Concert Band presents an engaging programme that seeks to take the instruments out of the ensemble sound and display their individual voices in a variety of solo performances. The programme will reveal the deep sonorities of the Euphonium, the yearning beauty of the Oboe and the playfulness of the Clarinet. Other instruments and soloists from the band will also have their time to shine in a concert that will be sure to thrill lovers of instrumental music.

Heralding a new direction, Concert pianist Lisa Kawai will be a special guest, performing Leroy Anderson's delightful "Concerto in C for Piano". We are also extremely pleased to welcome back the vocal talents of Keva Abotomey who will explore the instrumental textures of the human voice. Amongst other works, Keva will be performing Saint-Preux's wonderful piece entitled "Concerto pour une Voix".

As always, the music for "Concerto!" will come from a variety of genres and promises to be a rewarding and fulfilling experience for our audiences.

Saturday 11 November at 7.30pm and on Sunday 12 November at 2.00pm, at the Bowral Memorial Hall, Bendooley St Bowral.

Tickets; \$20 Adults, \$5 Children/Students, Group discounts available

Available online: www.southernhighlandsconcertband.org.au

KATE BROOKS CLASS OF '93



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

After finishing school at Oxley I headed off to study fashion in Sydney. I then launched my first business with three guys...a graphic designer, an architect and two fashion designers and we were going to take over the world with our streetwear label. A few years later we weren't making the millions we imagined so we headed off on the next adventure.

After a few years of freelancing I was offered my dream job designing the kids range for Speedo Australia. I was flown all around the world to get inspired...shopping in Tokyo, New York, LA, Miami and London was my favourite part of the job! I then moved on to design the kids ranges for Bonds (which was like Disneyland for designers!) and then Lingerie for Berlei.

In 2010 I had enough of designing lingerie, enough of designing beige and black...I was thinking give me some hot pink please! I launched my kids brand Escargot, with 150 stores around the world stocking our brand including Nordstrom Dept store in USA and our first ever Escargot flagship store due to open in Mosman next month. It has truly been a dream come true.

I have loved designing for as long as I can remember. I was the three-year-old hand-sewing outfits for my dolls, and kids wear has always been my passion. I was thrilled to create collection for Speedo and Bonds during my career, but nothing beats the smiles when a little girl puts on an Escargot swimsuit for the very first time and squeals with delight... mummy it has a tutu! ...or a newborn baby snuggles in to the comfort of one of our Milk Cotton Baby suits. I developed this brand to bring the most beautiful, colourful collection to life for kids around the world to enjoy.

I have come full circle and live back in the Southern Highlands at Canyonleigh where I run my little fashion empire with Craig my amazing Husband and three adorable boarder collies.

What is your biggest achievement since high school?

I think my biggest achievement has been a blessed career working for some of the biggest brands in Australia and building my own brand Escargot.

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

I told Mr Wright in my entry interview I wanted to be hairdresser...I think I was just going through a twirly curl barbie stage! My dad was an amazing interior designer and I always loved the thought of being a designer and having my own business, so I think I am

doing exactly what I expected I would do right from a little girl and all the way through high school.

How did Oxley prepare you for your future?

I think Oxley was a great start for my future, the discipline, the teamwork, the compulsory sport, outback adventures and such great support from the teachers was exactly what I needed. I remember our softball team the Zaola Stunners in Year 7, we didn't win a game all season...and I was so bad at playing had never caught a ball all season either...I was in my usual outfield spot and one Saturday morning game I closed my eyes, stuck out my glove and caught someone out by accident really...my first catch of the season! Our team started cheering like we had won a grand final, the other school looking at us in disbelief that we were so excited...You can't teach that sort of team work and spirit, Oxley just inspired that in us all.

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

First would have to be Mr Schaefer, he was so encouraging not just in German but in life in general. I was terrible at German but loved Mr Schaefer's spirit and encouragement I stuck with German right through to the HSC!

Mrs Lidstone our art teacher in the early years once pulled me aside after class to congratulate me on a screen print of some pink mushrooms...she said look at everyone's picture then look at yours...it is the work of a designer that is for sure...I never ever forgot that comment and her encouragement that day to follow your talents...I was 12 years old.

Mrs Wells our art teacher for year 10-12 was like our art room mum, that little cottage down the back of the driveway was like a home away from home where the magic happened. The spirit and drive coming out of that cottage was a testament to her teaching style that inspired us all to be the very best we could.

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

I think I miss hanging out with my friends every day, that's probably the main thing. Work life is much tougher than school that's for sure!

What would you say to your fifteen-year-old self?

I think I would say follow your dreams, take risks and be yourself...I am exactly the same person with the same spirit that I was at 15 just with a little bit more experience under my belt! If you keep heading in the right direction and trying your absolute best, opportunities while they don't always come when you want or expect them to...they absolutely turn up when you do. Kate's Kids Brand is www.escargotkids.com.au if you would like to check it out!

WHAT'S HAPPENING? IN THE WORLD...

COLOUR ME FUN RUN



On the weekend I was lucky enough to go to a bright, fun and colour filled fun run. The event was called the 'Colour Me Fun Run'. It was aptly named because at every 1km checkpoint on the 5km run you would be sprayed with a different powdered colour. Being sprayed with bright, vibrant colour is very fun, although, even if the volunteers were meant to aim low, for some strange unknown reason would always get in your face, hair and ears. But when everyone finally reached the end (having survived the brutal pink checkpoint) they were given a pouch filled with powdered colour to throw at other people in a final, fun and colour filled celebration. It was amazing.
Liam O'Connell (Year 7)



HOLLYWOOD EXPOSED



It may look like glitz and glamour but behind the lights and cameras of Hollywood lies a dark side. Mr Weinstein is not only a well known American film producer but has recently been classified as a 'sexual predator' in Hollywood. By exploiting his power as a producer, he was able to manipulate many of Hollywood's youngest stars dating as far back as 1990. After decades of harassment and countless alleged sexual assault, it is only now that his female victims have stepped into the light, to recount the horror of their encounters with Mr Weinstein.

Actress Gwyneth Paltrow recalls being called to the producer's hotel suite where Mr Weinstein suggested she give him a massage. She refused. In an interview with The New York Times Gwyneth said "I was expected to keep the secret... I thought he was going to fire me." This is only one of more than 40 allegations of sexual harassment made against Mr Weinstein. A number of actresses such as Ashley Judd, Lupita Nyong'o, Jessica Barth, Cara Delevingne and Eva Green have also spoken up about similar experiences.

While the news of Harvey Weinstein's behaviour gets increasingly horrific, the phenomenon has exposed the dark side of the Hollywood dream shedding light on the sexual exploitation of women in the film industry. As stated by Meryl Streep, "The behaviour is inexcusable, but the abuse of power familiar. Each brave voice that is raised, heard and credited by our watchdog media will ultimately change the game."

Violence against women in any situation is inexcusable. Following Weinstein's exposure women around the world are sharing their experiences and stories using the hashtag #metoo showing how important this issue really is.

By Lucie Drysdale (Year 10)



INTERNATIONAL

Somalia terrorist attack

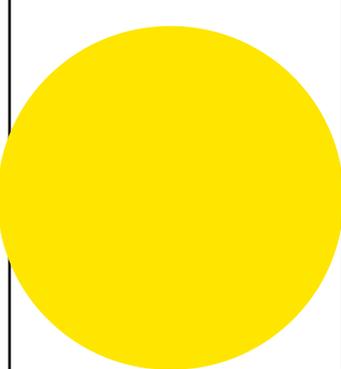
Somalia, a small country in Africa, was recently hit by one of the deadliest terrorist attacks in recent history. 300 people died in the attack with hundreds more injured, hospitals in the area are overflowing and are unable to identify many of the bodies. The bomb is thought to have targeted Somalia's foreign minister, and was concealed in a truck next to a hotel. The home made bomb destroyed the hotel and other surrounding buildings. The president declared three days of national mourning, is pleading for blood donations for those injured and has blamed the Al-Shabaab terrorist group for the attack.

By Jemima Taylor (Year 10)

GALLERY



OCTOBER + NOVEMBER CALENDAR

	Mon 30 HSC Continues House Debating Day 1 of 4	Mon 06	Mon 13 Remembrance Day Assembly PRC Celebration BBQ
	Tue 31 Yr 9 & 10 Music Showcase	Tue 07 Studio Concert	Tue 14
	Wed 01	Wed 08 Year 10 Film Festival Staff v 1st cricket - Bradman Oval	Wed 15 St Jude's Lunchtime concert
	Thu 02	Thu 09 K-6 Orientation Day Year 12 Formal	Thu 16
Fri 27	Fri 03 Headmaster's Breakfast	Fri 10 7-12 Orientation day K-6 Cake Stall	Fri 17
Sat 28	Sat 04 ISA Sport Round 1 SPT: 1st cricket v Fathers Game	Sat 11 Old Oxleyens 10 Year Renunion ISA Round 2	Sat 18 ISA Round 3
Sun 29	Sun 05	Sun 12	Sun 19

WELCOME TO THE NEW LEADERS!

School Leaders

Head Boy Harry Baillieu
Head Girl Olivia Donovan
Vice Captain Tara Bevan
Vice Captain Ben Hutchings

House Captains

Dobell Angus Feetham, Kiara Rochaix
Durack Cameron Grice, Juliette Swain
Florey Oscar Moran, Georgia Combes
Mawson D'Arcy Deitz, Mikaela Pugh
Monash Thomas Tregenza, Jessica Deakin
Oodgeroo Campbell de Montemas, Olivia Davies

Prefects

Jordan Colby, Grace Patterson, William Quirico and Zack Cunich

Sport Captains

Basketball: Jessica Deakin, William Cunich
Cricket: D'Arcy Deitz
Cross Country: Tara Bevan, Tom Whyte
Equestrian: William Quirico
Fencing: Connor O'Meagher
Softball: Sascha Binder
Swimming: Olivia Davies, Campbell de Montemas
Water Polo: Oscar Moran

NEWSFLASH



NSW ALL SCHOOL ATHLETICS CHAMPIONSHIPS

Congratulations to Christian Gallina (Year 7), Lily Hogan (Year 7) and Eleni Connell (Year 10) on their performances at the recent NSW All School Athletics Championships.

Christian Gallina 4th in 12 Years Boys 200m
Time: 28:50

Lily Hogan 7th in 12 Years Girls High Jump
Height: 1.35m

Eleni Connell 12th in 16 Years Girls 100m
Time: 13.08



HUNTER TAYLOR



Hunter Taylor (Year 9) is due to represent New South Wales at the Equestrian Australia National Horse and Rider Competition on Thursday 30 November at Werribee in Victoria.

Recently he won at the NSW Horse of the Year Championships and he has earned himself the right to represent NSW as well in the All States Showdown, also at Werribee in Victoria, which commences on Saturday 24 November.



SOPHIA HAMBLIN

Winner of National History Challenge

There has been great celebration in K-6 in the last couple of weeks as we have learned that Sophia Hamblin (Year 5) has been highly successful in the annual National History Challenge competition. Sophia Hamblin was not only selected as the NSW winner in the category of the History of Sport but also honoured as the winner in her category for the national prize. Entrants may be students from Primary years to Year 12, 19 years of age or younger in Australian schools. Organisers report that this year's competition was the largest ever. From hundreds of entries, Sophia's achievement is outstanding and one we, as a College, are extremely proud of. Her exhibit is currently on display in the K-6 reception and we encourage you to view this exemplary piece of work.



MAE INMAN



During the last holidays, Mae Inman (Year 7) was involved in a three day workshop titled 'Change Agents'. She was part of the winning team.

This workshop encourages creativity and entrepreneurship whilst also encouraging young adults to think about their surroundings and social responsibilities.

The winning team 'Glass Box', proposed to create a line of "quirky" stationery products appealing to Highlands youth and to funnel the profits into Youth Mental Health programmes.

They named the line 'Glass Box' as an analogy to the feeling shared by mental health sufferers of being trapped in a glass box, where they can see out but cannot escape.

Judges said that Glass Box showed "very strong branding" and a "very strong, clear purpose".



BERRY INTERSCHOOLS EQUESTRIAN



Recently Bridget Schereck (Year 6), Chloe Cassim (Year 6) and Sienna Bellis (Year 6) represented Oxley College at the Berry Interschools Equestrian Championships.

It was the first school competition for both Chloe and Sienna with Sienna doing Dressage and Jumping where she cleared rounds in the 45 cm. Chloe competed in the 60cm show jumping where she cleared her round.

Bridget competed in three dressage competitions. She received two firsts and one second place and she also competed in her first showing jumping event where is cleared her round in the 45cm.