

PINOAK

OXLEY COLLEGE
FILM FESTIVAL
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OXLEY COLLEGE



NOVEMBER

K-6

EMPIRE
CINEMA

PARENT FEEDBACK - 'GREY-OUT'

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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 Ed tor

Beattie Lanser

Oxley College

Railway Road, Burradoo, NSW, 2576.

Ph: 4861 1366

office xley.nsw.edu.au



- Thank you for your letter regarding social media. I am thrilled that you as the leader of Oxley are taking such a sensible and powerful step to support our kids in learning to manage their phones.
- **Just a short note to congratulate you on this initiative and your excellent and comprehensive letter on the challenge of keeping our children safe from social media addiction!**
- Great initiative.
- **Perhaps like immunisation, the "grey-out" needs a critical mass of adoption in order to be effective and I wholeheartedly support promoting such a scheme through the school community.**
- Well done, you have our support!
- Thank you Michael,
- You have a 100% commitment from us.
- **We just wanted to write and let you know that we strongly support you and the school with this and appreciate yours and your team's efforts.**
- Our daughter is in Year 7 and we currently have similar limitations in place but are keenly aware that it will get harder and harder over the next few years to retain any form of control. The support of the school and other parents will, we feel, become invaluable.
- **I just wanted to say that we both believe this an excellent (courageous) initiative. As you are aware it will not be popular with a lot of students and in fact some parents however you have our absolute support.**
- Thank you for this great initiative. We already have a 'no screen' policy in our home from 8.00pm with devices only used in the living areas, not in the bedrooms.
- **This support from the school gives reinforced our ideas for which I am grateful.**
- What a fabulous initiative
- Excellent.
- **Michael we have done this with our kids up until the commencement of Year 11, when we try and let out the reins a little. Some days we do forget, but for the most part it works. Happy to support.**
- The grey ban on phones is an incredibly important move by the school and is to be applauded. With the wholehearted support of parents and teachers the kids should quickly fall into line. (Hope springs eternal..) Thank you.
- **Thank you for your letter and we think this is a great initiative! We will definitely be getting our child to do this.**
- WHAT A BRILLIANT IDEA. CONGRATULATIONS ON TAKING THIS INITIATIVE.
- **Although my children are in Years 10 and 12 and not part of this programme, their phones are not allowed in their rooms after 9.30pm so they can get a decent sleep.**
- As I have a large Instagram following for my business, I often see how many of our child's friends "like" my pictures in the early hours of the morning. It's shocking.
- Thank you for taking the time to talk to the students and backing up the parents on this matter.

HEADMASTER'S REPORT

Reaction to Social Media 'Grey-Out', so far.

Since I sent out the DIY box and the letter about the 8.00pm social media 'grey-out' three weeks ago we have received some very good feedback. Quite a few parents let us know that they already had a similar policy and that they were really pleased that a 'school wide' initiative would make the job of persuading a little easier. Other parents let us know that the box on the dinner table caused quite a lot of discussion. Of the three hundred or so families that we sent the box to, we received thirty emails from parents that were positive and none that were critical. I think this is more email traffic that we have got for everything else we have done at Oxley in the last year or so combined- so there is a strong appetite amongst families to make this work.

Students have been, as you can imagine, a little less enthusiastic. In my discussions with them, there have been a few criticisms. The first has been about school intrusion into home life. I try to say that what we as a school do is support and provide a system- it is ultimately the decision of the parents. Other students have pointed out that 8PM is a bad time because their pattern had been to do their homework and then get on social media later at night as a reward. I can see the force in this argument. Unfortunately, however, you cannot find a time that suits every family. I know that a number of families (including my own) have shifted things around so that there is technology/social media time at about 7.30pm for half an hour in anticipation of the phone going away in the box at 8.00pm.

A third criticism that students have had to me is that I/we don't understand properly the way that teenagers communicate nowadays. I think this is where it is important to say that we are not banning social media use; we are merely moderating it. With the wisdom of relative age, we can see that such a wholesale change in the nature of communication in such a short period of time (less than ten years) is something we should not embrace without any reservations at all. I also point to the mental health statistics that are associated with excess use.

I am sure that in quite a few houses there have been similar, and probably more robust discussions. To their credit, more than half of the students I have spoken to say that the grey-out will not have much impact on them because they don't use it much anyway in the evening. Other students have said that it is actually something of a relief. Very few students have said 'well we can just get around it anyway'- I think this underscores the way in which we have tried to bring the students on board and persuade them rather than simply dictate something.

Can I recommend two or three sources that might act as good conversation starters about the impact of social media with older students? Two of them come from the most recent season of a British Netflix television series called Black Mirror. Victoria Rintoul in the English Department cajoled me to watch these a year or two ago - indeed the Department used them as texts in Year 9. I was put off by what I thought was the unpromising looking cover (a Halloween pumpkin on a

cracked iPad screen) but I finally relented a few months ago. They were extremely good. Two in particular, Nosedive and Hated in the Nation are relevant to social media discussions. Nosedive imagines a very near future (indeed, it is just the present with a 'tweak') in which all the likes we receive on social media are aggregated into a single score out of five. We then all wear contact lenses that project next to every person's head their score out of five so that we can know how popular everyone is as we look at them. Upping your social media score by posting, liking etc then becomes the main aim of people throughout the day. Benefits such as rental accommodation preference, promotions etc are influenced by your score. The story revolves around a woman who gets an opportunity to 'up' her score by attending the wedding of an old friend.

The other episode 'Hated in the Nation' looks at the impact of 'trolling' through imagining a website that allows people to vote each day on which media or public figure they hate the most. At 5.00pm that day the person who tops the list dies. It is frightening and provoking. They are strong meat sometimes, with both a lot of adult language (Nosedive) and violence (Hated in the Nation). However, I hope that they provoke some good discussions amongst older students. www.imdb.com/title/tt2085059/episodes

The novel The Circle by Dave Eggers also imagines a society only three or four years away in which a Google equivalent has essentially come to dominate the entire internet and people need to spend their whole day videoing, sharing and liking. In an Orwellian echo, one of the mottos of the company is 'Secrets are Lies, Sharing is Caring, Privacy is Theft'. This book (also strong meat) is a film too, which I have not seen but hear good things about.

Can I conclude by thanking all of the parents who have agreed with this initiative and made it work in their home, sometimes no doubt in the face of some real opposition. Having pushed through this initial implementation, we now have to do our best to have it become 'the new normal' within our community. Our children will hopefully thank us... in the long run at least.



Nosedive

OXLEY GREY OUT?



Over the last few weeks the students of Oxley have undergone a massive change. A change that influences the way we live our lives. A change that means we miss out on important selfies posted on social media. It seems to have students and parents divided, and has become the discussion at lunch times. It is the 'grey out'.

Mr Parker has recently implemented a new 'grey-out' system where students phones have to be placed in the phone box after 8.00pm at night. Every family from Years 4-9 received a box and an email explaining it. As Mr Parker so clearly stated in his letter "The links between the overuse of social media and depression are becoming increasingly clear". Research shows that social media encourages negative comparisons made by teenagers, unrealistic expectations and feelings of envy. And this is all before we mention the harms caused by cyberbullying. More than half of teenagers have witnessed cyber bullying on social media. We decided to ask some of the students, teachers and parents anonymously to tell us about what they thought on the topic:

"The school should not be meddling in students lives at home."

"My mum was really excited about it."

"My whole family does it including my parents and sisters."

"Finally I'm able to sit down at night, talk to my parents and get a good night's sleep... I'd personally like to thank Mr Parker."

"Maybe it should be enforced for specific students?"

"If I go on screens before I go to sleep I can't get to sleep, so i guess it's a good idea."

"I think it's fantastic idea because to have some time set aside without phones is a very healthy positive productive thing - I know how much time I spend on my phone - I've had to stop myself. "

"I think it is a good idea it damages your eyes, and stops you from getting a good sleep. Instead you could do something like reading or drawing!"

"I am so relieved about this, as a parent I've been looking for a way to approach this issue for a while now."

"It's not that big a deal - it's not fun but it's not horrible."

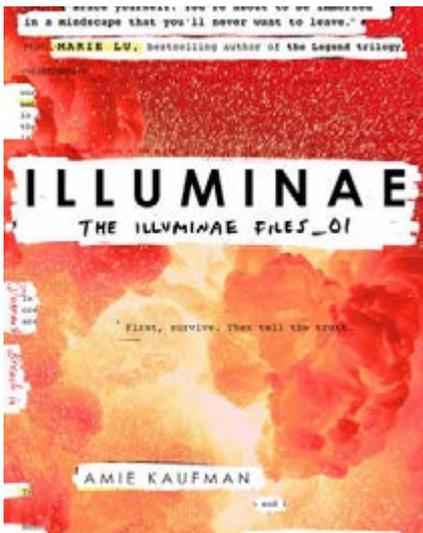
"It's annoying/trash/stupid/not going to work/unnecessary."

"You shouldn't be so obsessed with your phone that you need it passed eight."

"It's ok for an email but sending home a box and letter was taking it a step too far - it's not the schools jurisdictions."

So what do you think about the new "grey out"? Is your family doing it? Do you think teenagers spend too much time on their devices? No matter where you stand on the issue, the one thing we can all take away from this is that our school genuinely cares about our mental and physical health, and that's something that we shouldn't take for granted! By Lucie Drysdale and Jemima Taylor (Year 10)

TAKE INSPIRATION



BOOKS



ILLUMINAE

The sci-fi adventure thriller that everyone should read. Kady Grant and Ezra Mason are two humans living on a tiny ball of ice on the edge of the observable universe. They have normal teenage lives, filled up with homework, school and romantic relationships. Little did they know that the ball of ice upon which they live, ██████████, was soon to be battled over by two rival mega corporations, ██████████ and ██████████. When ██████████ invades, and Kady and Ezra's lives seem to be coming to an end, the battlecarrier ██████████ along with the science research vessel ██████████ and heavy freighter ██████████, who were all nearby, take refugees from ██████████. But there is a problem. ██████████'s biological weapon to subdue the population of ██████████ is mutating into something far, far more serious. So when the ██████████ picks up these refugees, well, a deadly mutagenic ██████████ is released. And in an intergalactic ship that recycles their air, you know what will happen. But of course, I can't tell you all. The ██████████ Group does not authorise me to. All you will have to go off is the chatroom logs, journal entries, analysed surveillance camera footage, status reports and government documents all combined together in the Illuminae Files book one, ILLUMINAE.

By Mack Kane, Year 7



MUSIC

Kangaroo Valley Folk Festival

On Friday 20 October, my friend Sarah and I went down to Kangaroo Valley to spend the day at the Kangaroo Valley Folk Festival. Every year Kangaroo Valley holds a Folk Festival for all ages to enjoy and experience an unforgettable day. The day consisted of music, dancing, magic, and free Hugs which Sarah and I decided to take it onboard as a challenge to get as many hugs from the stores as we can. I clearly won with the most hugs.

All the stores were so very kind with signs reading 'Free Hugs' and great things to buy at great prices. There were dancers at every corner with their loud songs and hilarious moves whilst we joined in. And if that wasn't enough they had a section for the kids where you could do arts and crafts, maypole or even learn how to play the ukulele and for those who are older but not too old, there was a youth tent for the teens to chill.

With teenage girls and boys singing and playing music to people their own age anyone could sign up and Sarah and I agreed that we would definitely sign up next year.

By the end of the day, Sarah and I had embraced our inner hippy. We also got to meet a real band and get a copy of their music (Rosie Burgess trio)

Overall, it was an excellent day and I encourage anyone and everyone to go. By Lily Magill (Year 8)



MUSIC

X infinity by Watsky

Watsky is a rapper who is, in my opinion, vastly underrated and his latest album shows why very well. In his 2016 album he strays from the hip-hop norm and shows a refreshing and individual album with more than enough variety to keep you hooked for all 18 songs. The album has an awesome mix of serious and silly songs. With a great opener tiny glowing screens part three and many more great songs like don't be nice and springtime in New York. In this album Watsky presents hip-hop that really sounds different to the norm and yet still manages to be incredibly catchy.

Want to find out about more music without having to wait two weeks for the Pin Oak, join the music society discord <https://discord.gg/vGz4gc>.

By Sam Crowley (Year 10)

Head of K-6: Justine Lind

Learning at Oxley College shines on a national stage.

At Oxley College we say that we are intentionally not a marks factory nor are we about competition for competition's sake. However, recent events have given us much cause to celebrate. Sophia Hamblin, in Year 5, has been selected as the winner in the annual National History Challenge (NHC) competition. Her chosen category of the History of Sport was one of eight possible categories with additional prizes going to one entrant from each year group from Year 5 to Year 12. Fourteen winners from NSW went on to the National level competing against similar numbers from the seven other states and territories. The NHC organisers believe that this year's competition attracted record participation from a wide range of Primary and Secondary schools across all sectors submitting a maximum of six entries in each Stage or Year level, resulting in literally hundreds of entries.

Success of this standard does not occur through natural talent alone, although Sophia has this a plenty. It has been inspired by rich learning experiences to develop deep disciplined based knowledge and sophisticated skills of analysis and interpretation. The unit of work culminated in a challenging and authentic task that inspired the students' critical and creative thinking and in this case the curation of a museum exhibit. The formal part of the task was simply to design the exhibit with the option of actually constructing it over the July vacation. Of the 81 students in Stage 3, 48 chose to take on this voluntary aspect of the task which is further evidence of the intrinsic motivation evoked by the whole learning sequence. The tasks were then judged by rigorous criteria against several standards and our six entries selected which was an arduous task for the teachers with such high quality presented. These students were then invited to refine their exhibits on the basis of teacher feedback against the competition criteria before being photographed for submission.

"At first I thought the unit would not contribute that much to the competition but then once we got to choose a specific moment in history or an event that really resonates with us, I became really inspired to try to investigate the history of the topic and understand how it's benefited people and the world. I enjoyed the free thinking within the set criteria. We could investigate any aspect that we were interested in." Sophia Hamblin, Year 5

Prior to selection as the national winner Sophia won the State prize for her category and the NSW judge spoke generously to the level of sophisticated analysis expressed in Sophia's submission when she met him at the Award Ceremony at NSW Parliament House. We are immensely proud of Sophia's exceptional effort throughout the unit and entry process and equally proud of the students and staff who provided the opportunity, expectations and cultural norms that make her success a telling illustration of the learning landscape in K-6.

Weekly Awards:

Students of the Week

Learning Journey

KK: Aari Poole
KL: Anna Sutherland
Yr 1: Grace Kean
Yr 2: Javier Poole
Yr 3: Willa Soster
Yr 4: Bryn Wiseman
Yr 5C: Oliver Deakin
Yr 5H: Duke Richardson
Yr 6: Sarah Shields

Oxley Values

KK: Robert Clothier
KL: Marcus Ewald
Yr 1: Cecilia Vild
Yr 2: Ivy Halstead
Yr 3: Sofia erin
Yr 4: Lily Scott
Yr 5C: Tom Santo
Yr 5H: Emily Rodger
Yr 6: Eleonora Berzins



Students of the Week

Learning Journey

KK: Arabella Lawler
KL: Samsara Pout
Yr 1: Molly Harwood
Yr 2: Zali Walters
Yr 3: Mimi Legge
Yr 4: Jameson Greene
Yr 5C: Sam Wilkinson
Yr 5H: Oscar Arnold
Yr 6: Lexie Kennedy

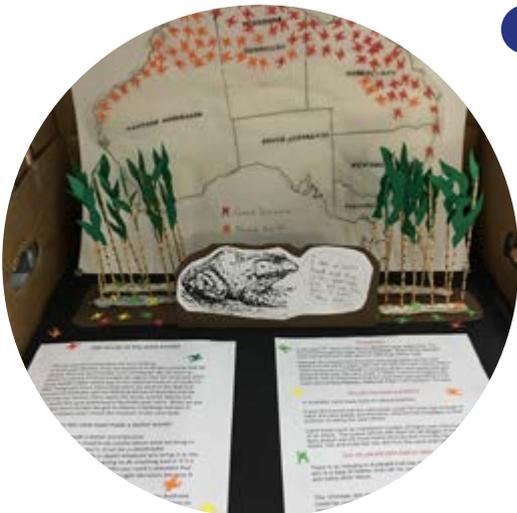
Oxley Values

KK: Hadley Morgan
KL: Sapphire Sparke
Yr 1: Daphne Hutchison
Yr 2: Matthew Morschel
Yr 3: Estelle Fragar
Yr 4: Will Gilbert
Yr 5C: Taylor Anstee
Yr 5H: Madeleine Grill
Yr 6: Paloma Ramos



The significant learning for us however is that this type of learning is far from a unique occurrence at Oxley. The elements of the Stage 3 unit on Australian Identity described above are common to all units in age appropriate experiences. All students are inspired by abstract concepts and big questions; they are invited into the inquiry process through provocative statements, paradox or wicked problems that require their unravelling; then engaged in challenging tasks with scaffolds that support their developing thinking in a topic and parameters that stifle familiar solutions and force creativity instead. Finally authentic tasks that ground the students' understandings in the real world provide opportunities to transfer complex theories into concrete contexts which enables principle based understandings that will endure in the child's mind beyond transient facts. Feedback and opportunities to review, revise and refine learning develops the mental muscle that sees our students resilient in the face of challenge and achieving well in a broad range of fields

We say that learning in this way allows us to take the roof off and give our students room to fly in a ease of passion or expertise. In this case Sophia, and her teachers and fellow students in Stage 3, have helped to blow the roof sky high and we couldn't be more proud of all involved.





MORE THAN HUMAN < HUMAN

(Spoilers for Bladerunner, Bladerunner 2049 and Bicentennial Man)

Have you seen the latest Bladerunner? Bladerunner 2049 is the sequel to Bladerunner, which came out in 1982. The central theme in both the original and the sequel; Bladerunner 2049, is the failure of the human race to create a slave force of synthetic humans, and they have been given the task of the 'Bladerunners' to hunt and kill whatever synthetic humans remain, called replicants, to ensure the safety of the planet. Both these movies raise the question that if something is made to be identical to a human, should it have the same rights as one? In the movies the humans have clearly figured out their stance. I am curious as to what the human race in our world today think. Do we have a moral obligation to treat these 'replicants' as humans? Do we need to give them the same rights and equality with the law as the humans.

"There are many examples throughout history of discrimination against a particular group of people."

There are many examples throughout history of discrimination against a particular group of people, African American slaves in the US, Jews during WW2, and even today many people still discriminate against homosexuals, however these groups are all still human. In Bladerunner, the replicants are not human, so Bladerunners' replicants must be different, right? How could anything that isn't a human be treated as if it were one?



They're obviously not us, and in *Bladerunner 2049*, they have even been programmed with certain instructions so that it is easier to make them conform to a slave task force. But they are still portrayed to have feelings. For example, Ryan Gosling's character has a holographic projection of his girlfriend, and although the projection isn't real, it shows that he (a replicant) can have feelings for things just like humans can. Here we see the moral dilemma, these synthetic humans are shown to be more alike to us than we first imagined. In the first movie, the replicants seem totally human. The humans use a complex test to see if a human can recognise a replicant, and they often fail the test. How would you know to discriminate against a replicant if you didn't even know what it was?

There is another movie where this theme is present: 1999's *Bicentennial Man*, in which Robin Williams' robotic character attempts to gain humanity by replacing his robotic parts with human organs. He gains citizenship, is recognised as a human, gets married, and eventually dies of old age. This film is the opposite of *Bladerunner*. It shows a society in which people are pleasant towards robots and then they are even recognised as people, and are given choices and the life they want.

Are we going to turn Earth into the gritty, brutal world we see in the *Bladerunner* films? Or are we going to give the robot's life choices?

Judging by history, it looks like we're heading towards the kind of future in *Bladerunner*. When confronted with people unlike our own, we tend to begin with harsh and brutal treatment. If replicants ever exist they would probably be treated just as they are in the *Bladerunner* films. Unless, however we have learned from our dark past and can move on to a more accepting culture, here's hoping for any replicants out there.

By Sam Crowley (Year 10)

DEPUTY HEAD REPORTS

Deputy Head Learning:
Kate Cunich

Deputy Head Pastoral:
Peter Ayling

2017 HSC

This week our Year 12 students have sat their very last HSC examination. We have watched over them with pride as they have run the marathon of 3 hours examinations over four weeks – some finished in the first two weeks; others had three exams in the last two days! But what did we consistently see? Students who were calm, prepared and mindful prior to entering the Hoskins Hall, who then emerged hours later excited, confident and pleased with their efforts. We wait now to hear of the academic results, published on Thursday 14 December. Students then receive their ATARs on Friday 15 December. We know that whatever the outcome, our students have embodied our Oxley vision of “stretch, strive and stick” - conquering challenges, sustaining effort and ultimately showing the best version of themselves at this important but fleeting time of their lives.

Our Year 12 teachers deserve many thanks for their continued support of their students throughout the process. Students have sent through essays and past papers throughout the process, and have been supported by teachers who have sent back timely feedback to assist further study. We must acknowledge too the wonderful work of the HSC Presiding Office, Mr Richard Ross who has managed the process for NESAs on our site. Mr Ross has done this role faithfully for the last three years however has let us know that 2017 will be his last! We thank him sincerely for his work and support

Deep Learning – checking for understanding

At Oxley we use data to sustain our journey of improvement. One way we do this is by undertaking regular walkthroughs – sitting with students in as many classrooms as possible on one day, asking them about their learning in that lesson and beyond. We collect information about what they are doing in the lesson – are they discussing, writing, reading, listening, questioning? Are they working independently, in collaborative groups, moving around the classroom? Most of all, we ask the students if they know where they are in their learning, and if so, where to next?

We were delighted to see in our walkthrough last week our highest level of understanding yet. Students could articulate clearly the links between content and skills, and could express in their own words their path to success. As teachers, we collectively celebrate this – our role is to guide young people toward understanding, and data like this certainly helps! We witness so much engaging, inspiring learning and teaching, and wish for more completely Open Days so that parents can share this more often with us.

Student Leadership

Last Friday afternoon the Student Leadership Team met at Mount Gibraltar with Mr Parker, Mr Gauchat and myself to discuss college initiatives for 2018. It was pleasing to see the enthusiasm and ideas generated from our students in developing college connection and values in line with our strategic plan. We look forward to seeing what our leaders bring for 2108.

Christmas Hampers

Once again we will be arranging Christmas Hampers from each Tutor Group. This is a small way he can help those less fortunate in our local community. In you are able to spare a few items for the hamper please drop them into the Tutor group over the next few weeks.



Remembrance Day

Oxley College will hold a short Remembrance Day assembly on Monday morning at 11.00am. K-12 will assemble on Elvo lawn as we pay our respects to those who have served in all conflicts and wars around the world.

Civil War in Washington DC! Why the Republicans Are No Fans of Trump



Which contemporary political party in the United States was founded on the principle of abolishing slavery? Which party stood up to the wealthy elite and championed the working class? Which party presided over one of the biggest economic booms in history, ensured African American students could attend the school of their choice, created the Environmental Protection Agency and helped to bring a peaceful end to the Cold War?

The answer is the party of Lincoln, Teddy Roosevelt, Eisenhower, Reagan, Bush and ... Donald Trump - the Republican Party. When Donald J Trump, billionaire and reality TV star won the party's nomination, many Republicans found his persona and agenda so problematic that they found themselves in the unusual situation of not being able to support their own candidate. Many influential conservatives, like George W Bush, Mitt Romney, Condoleezza Rice and John McCain either abstained from voting, or voted for Clinton or other independent candidates.

Following Trump's upset win last November, many in the "Never Trump Movement", wanted to give him the benefit of the doubt and a chance to prove himself worthy of the high office he was about to enter. One year on, attitudes have changed drastically. The Trump administration is plagued by scandal (most recently, the indictments of former campaign manager, Paul Manafort and aides, Robert Gates and George Papadopoulos), Republicans in congress have made no progress on implementing the president's ambitious legislative agenda and America's standing in the global community has fallen significantly. Since President Trump's inauguration in January, his loudest critics have been the Democrats and various mainstream media personalities; however anti-Trump voices within mainstream conservatism have been few and far between ... until now.

The resignations of Senate Foreign Relations Committee chair, Bob Corker, and Senator Jeff Flake of Arizona are beginning to show the increasing rift between the President and the Grand Old Party (GOP) establishment. Indeed Corker, Flake and many other Republicans are continuously holding Trump to account and are often raising questions as to whether Trump is mentally fit to serve. So why is this happening, why is the party that nominated him now beginning to turn their backs? The reason is simple, Donald Trump is no

"Republican". A compilation of Trump interviews over the past forty years demonstrates that he changes his views and political affiliations almost daily. Indeed prior to 1987 and from 2001 – 2009, Trump was a registered Democrat. He became an independent in 2009 and only registered as a Republican prior to the 2012 election. Donald Trump used the party as a tool to give him a plausible pathway to victory and to somehow normalise his extreme agenda. In February 2017, the BBC published an article that listed key areas of policy where the president's view contrasts with the traditional Republican view.

- 1) Immigration: Most Republicans oppose mass deportations. While they support increased border security, they do not advocate a border wall paid for by the Mexican government.
- 2) International Trade: Republicans have long supported free trade agreements, believing they increase economic growth and enhance American competitiveness in the global market. Trump on the other hand, has launched vicious attacks on American FTAs – pulling out of the Trans Pacific Partnership and calling for huge tariffs to make the US more competitive.
- 3) Foreign Policy: Republicans have long supported a muscular foreign policy and supported the use of military force abroad, allowing the US military to maintain bases overseas and protect the interests of itself and its allies in Europe and the Pacific. Mr Trump has been a vocal critic of interventionism and says the US need not be the world's policeman.

It seems that now a new brand of 'Republicanism' has been created, a brand that is spreading rapidly across the Republican Party, the politics of the Alt – Right ("alternative right"). This once fringe movement is gaining ground and may even end up splitting the party that has stood strong since the mid-1850s. Although a small group of conservatives are standing up to Trump – they are in the minority. The Republican party must find the political courage to save itself by bringing the GOP back to its core values, and in doing so, it may help to re-balance American politics and steer the fate of the country and world back to a less dangerous course.

James Rapp (Year 12, 2018)

P+F EVE ON THE GREEN RAFFLE PRIZES

Two Night Travel Package to Melbourne, supplied by Helloworld Bowral

Return flights Sydney to Melbourne with accommodation for two nights staying at the Intercontinental Rialto*including Breakfast for two people. *Subject to availability



\$500 Gift Voucher donated by Cashmere Essentials

\$500 Gift Voucher to spend on any Cashmere Essentials Brand Mens or Ladies clothing at Cashmere Essentials stores Bowral, Milton or online www.cashmereessentials.com



Cashmere Essentials

Dinner for six people with matching wines - supplied by Ludo Bowral

To share with friends relax for an evening at Ludo knowing that the chef has designed a dinner menu for six that makes the most of seasonal produce and is well matched to a selection of local Centennial Vineyard Wines.



iPad Wi-fi 32GB - Space Grey – Supplied by Apple Computers

iPad helps you learn, play, surf and create with a gorgeous 9.7-inch Retina display¹, a powerful A9 chip, an 8 megapixel camera, a FaceTime HD camera, Touch ID and all-day battery life. All in a durable



aluminum design that weighs less than 500 grams.

**RAFFLE TICKETS \$5 EACH - ON SALE AT OXLEY COLLEGE LUNCHTIME
ELVO on Monday 20 November, Thursday 23 November and Friday 24
November OR ON THE EVE**

WHAT'S HAPPENING?

At OXLEY & IN THE WORLD



Mr Baird, Mr Simpson, Mr Woffenden, and Mr Marnoch are all involved in a charity event called Movember, where they are growing a moustache to raise awareness men's health. This charity tackles men's health on a global scale, all year round. Movember is addressing some of the biggest health issues faced by men; prostate cancer, testicular cancer, and mental health and suicide prevention. They are independent of government funding, and in 13 years they have funded more than 1,200 men's health projects around the world. Their goal is to reduce the number of men dying prematurely by 25% by 2030.

You can help out with this charity by either growing a moustache or donating. Their official website is <https://mobro.co/oxleymobros118?mc=1>, where you can learn more about what they do.

By Bridget Drewett (Year 10)



BEES

What I have Learnt from Bees

One of the many things I have learnt from bees is that a selfless act, be it long lasting or spontaneous has many, many flow on effects to not just you but society as a whole. This is shown in the bee's world through a life of selfless devotion to the hive, and the species. One of the examples of how this can be replicated in the human world in through the life of a social worker. Like a bee, social workers devote their lives to helping others and mankind, creating many effect that ebb from this selfless act of devotion. But, unlike a bee whose life is entirely one huge act of selfless devotion wired in to its brain, social workers choose to devote themselves and their time out of the goodness of their heart and their instinct to help others. It is these beautiful, wonderful humans that inspire me and many others to do good and look for good in this world. That is what I have learnt from bees.

By Liam O'Connell (Year 7)



FENCING

Oxley College Fencing Championships

At the end of Term 3, on Friday 8 and Friday 15 September the first Oxley Fencing team championships were held. The Oxley fencing team were split up into their respective year groups with the Year 10s and 11s joining together to form a Senior's team. The atmosphere on the night was one of excitement as it was the first official match that the new Oxley Fencing team had been in.

The top three fencers in each age group were decided through a series of three minute (or first to five points) bouts, each fencer fenced everyone in their age group and the final rankings were decided on total points accumulated through all the bouts.

The end ranking for each age group were as follows

Snr	1 Conor O'Meagher	2 Tom Lloyd	3 Thomas Tregenza
Yr 9	1 Holly Hutchings		
Yr 8	1 Cameron Regan	2 Arlo Berry,	3 Jack Crowley
Yr 7	1 Hamish Tregenza	2 James Kim,	3 Alister Hill
Yr 6	1 Sophie Dunn	2 Elenora Berzins	3 Benedict Regan

As Fencing Captain I would like to congratulate everyone even if you didn't place, from what I've heard the rankings were very close, especially in Years 7 and 8. Congratulations to everyone competing in the first official compaction for the Oxley College Fencing team. Conor O'Meagher (Year 12)

NOVEMBER & DECEMBER CALENDAR

	Mon 13 Remembrance Day Assembly PRC Celebration BBQ	Mon 20 Year 7 - 10 Examination Week K - 6 Swim Week 1 of 2	Mon 27 Year 10 Australian Business Week K - 6 Swim Week 2 of 2
	Tue 14 St Jude's Lunchtime concert	Tue 21 P & F AGM and Thank You to the P & F Drinks, 6.30pm	Tue 28
	Wed 15	Wed 22 Kindergarten optional Orientation	Wed 29
	Thu 16	Thu 23	Thu 30
Fri 10 7 - 12 Orientation Day K - 6 Cake Stall	Fri 17 Year 5 & Year 6 Sleepover, 4.45pm	Fri 24	Fri 01 Year 10 Business Week Dinner, Gibraltar Hotel
Sat 11 ISA Sport 4 10 Year Oxley College Reunion	Sat 18 ISA Sport Round 5	Sat 25 ISA Sport Round 6 Eve on the Green, 4.00pm	Sat 02
Sun 12	Sun 19	Sun 26	Sun 03



NEWSFLASH

CRICKET



A wonderful day last Saturday when the 1st XI played their fathers. It was a fun and competitive game and the students proved far too strong for their dads!

In the father's team, tremendous bowling by Robert Billington (three wickets) and David Wansey starred with the bat, hitting his ball up a pine tree which his son Zac had the undignified job of retrieving.

The score went up and down throughout the day with the rule being the batter loses five runs if they get out. Thank you to all the mums, dads and students who made this day possible.

Nick Wansey



EMPIRE CINEMA ARTWORK

Recently, Oxley College students had the privilege of seeing their mural unveiled in the walkway outside the Empire Cinema, Bowral.

This community project involved inviting a number of local schools to create artwork based around a theme. This year we chose animals and Oxley's work centred on a strong design using brushtail and ringtail possums, birds and of course the wonderful koalas. Our work even appeared on the Koala conservation facebook page!

Renowned artist, Ben Quilty, opened the exhibition and the students thoroughly enjoyed the pizza provided. Well done Lucia Scanlon-Bloor and Brad Worthington for their dedication and painting skills.



MATCH OF THE WEEK

On Saturday 28 October the Oxley Scorchers and the Oxley Thunder Junior cricket teams played against each other at Oxley. It was an exciting match, with each team fighting hard to win the game (and bragging rights). However, the teams still played a fair game, because, after all, they would have to see each other at school on Monday anyway. Thunder batted first, reaching a total of 151 runs all out, with Nick Anderson retiring on 30. The Scorchers fought back hard, but unfortunately only got 115 runs all out, but this time it was Arlo Berry who retired and came back to finish the game for his team. Both teams look to improve for the rest of the season, and get ready for the next time they play later in the season. It was a great game and I think we all agree that it was a good learning opportunity, and playing a cricket match against your friends is still a great, yet oddly competitive, experience.

By Liam Verity (Year 7)



LASER CUTTER ARRIVES

Did you know that Oxley College has just received its brand new laser cutter? The machine is equipped with a 600 mm x 300 mm bed, and students can use the machine to both cut and engrave onto wood, acrylics, rubber, papers, cardboard and some metals. The Year 9 Design and Technology class is the first to make use of the machine, and they're using both the cutting and etching features to create precise, intricate clocks from plywood and acrylics. We're extremely excited about this new addition to our technological resources and can't wait to use it in more projects in the future.

Imogen Hatcher and Gracie Phelan (Year 9)