

PINOAK

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OXLEY COLLEGE

SWIMMING

SPELLING BEE
THE MUSICAL

DEBATING

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This week, Oxley's first after school Augmented and Virtual Reality Workshops began in the Library.

Fifteen students applied to be part of this group which will meet every Wednesday afternoon from 3.30pm – 5.00pm. At the first meeting there was a great buzz of excitement in the room as students started to learn how to change the world through technology.

SKOOLBAG APP - Don't forget to download!

"SkoolBag is brilliant and really streamlines communication with Oxley"



APOLOGY

In the 64th edition of Pin Oak (Friday 16 February 2018), we published an article entitled "Big Issue: Australia Day", which was submitted by a student. The article has now been removed from the online edition of Pin Oak. This article was plagiarised from an online article, "Changing Australia Day is pointless – and there is much to celebrate", by Anthony Dillon, published on 25 January 2017 on www.theconversation.com. We would like to apologise for this error.

HEADMASTER'S REPORT

The Information and Communication Technology revolution has been the most rapid and far-reaching change to society in the history of the human species. Its speed of adoption, rate of internal change, ubiquity and pervasiveness are unparalleled. When we speak of how we approach IT as a school, it is important to remember we are but one small player in the roiling current of this phenomenon.

In addition, although we cannot see the lineaments of the future, we are convinced that the descendants of current ICT hardware and software will be central to the lives of the whole population, particularly the young people who are currently in our care. Virtual Reality (VR) and Artificial Intelligence (AI) for example will transform, again, the lives of the next generation.

Political revolutions have a habit of failing. Societal or technological revolutions on the other hand do not allow for 'going back', be it the wheel, the combustion engine, the nuclear bomb or the silicon chip. This insight is important for our approach to ICT at school.

Although a 'cost-benefit' analysis of current ICT to society would only be a starting point, it is worthwhile recording that it has allowed massive democratisation of information, revolutionised communication, introduced multiple new industries, transformed both entertainment and education, created a workplace unrecognisable from a generation ago, and made the world a much smaller place. It has also dislocated whole industries (and its employees) allowed for new scenes of cybercrime and state terrorism, privileged shallowness and confirmation bias over depth and truth-seeking, and fundamentally allowed people to disconnect from society around them. For young people the dangers of addiction to social media, gaming and exposure to pornography are particularly acute.

As a school we need to be as astute as we can in managing the approach to, and uses of, ICT. We need to accept that part of our role is to help students manage what is and will be the most disruptive force in their life. Although we may feel as a College like a drop of water attempting to affect the course of a tsunami, we will work in a clear-headed way in our own environment.

What we need to do is simultaneously embrace the power of ICT in a school, guard against its manifest excesses and pervasiveness, and also reaffirm the best elements of our society before ICT. We need our students to understand that the human animal does not adapt as quickly as the ICT infrastructure does and that the hard fought human wisdom, ethical development and civilisation of the millennia are still fundamental to their sense of themselves. We want to teach Oxleyans to navigate the new ocean of ICT with a critical eye on its alluring yet destructive currents and rips.

This means that two extremes of approach are not open to us. We cannot and should not ban or aggressively limit it at the College. Our students will be independent adults before long, immersed in its world. To discount it is to make our students prey to its allure and blind to its possibilities in the future. Banning (or enforcing) something is often a 'sugar rush' hit to assuage our fear about its complexities. In any case, by aggressively limiting ICT we lose the opportunity to have meaningful conversations about it with our students.

An credulous embrace of its power, or a laissez-faire style

shrug of our shoulders in the face of its ubiquity, is similarly a dereliction of our duty as educators. We will not uncritically adopt ICT through the College and we will be vigilant about restricting and educating what we see as its dangers. Adopting ICT may feel like sipping from a fire-hose, but we will do what we can as a College to reduce its daily pressure.

Another key distinction with ICT is whether students are using it to 'consume' or 'produce'. This is a more important distinction than the type of device being used (phone/tablet/laptop). Writing a symphony on 'Garage Band' is a masterpiece of production, whereas playing Candy Crush for a day is pointless consumption. Some major games, such as Minecraft, are an uneasy fusion.

We believe our overall approach should be an adroit fusion which takes into account the simultaneous possibilities and dangers of ICT. Our approach has manifested itself in several current policies at the College. We are in the process of reviewing our expectations and policies with regards to mobile phone use, reliance on laptops and preparation of our students for an world immersed in ICT. Mr Mark Case will write in a future Pin Oak what these policies will be. As a current snapshot though, the following 'ICT friendly' and 'ICT sceptical' policies and expectations may help illustrate our broader approach.

- a) Making social media a part of the school's jurisdiction 24/7/365. Anything written or happening online at any time is something we treat as having happened at school.
- b) Discouraging (but not banning) the use of mobile phones at recess and lunchtime.
- c) Not allowing phones out in class except with the express permission of the teacher.
- d) Focusing on handwritten submission of tasks and writing.
- e) Having a social media 'grey out' at the end of the day when students should be 'winding down' for sleep.
- f) More explicitly teaching critical thinking, assessing truth etc that can be applied to the online world.
- a) Having school textbooks online (but we are concerned about the student's capacity to do other things in class whilst their screen is up)
- b) Allowing mobile phones at school and allowing students to keep them on themselves all day (but talking to them about appropriate usage)
- c) Having work online in the form of our 'Canvas' page.
- d) Discussing 'Tech harmony' in Mind Matters sessions.
- e) Running a Virtual Reality Club.

Part of our College's mission is to help prepare the students for the future in the exciting, dangerous and uncharted twenty first century. This is nowhere more true than in our studied, reflective approach to both the possibilities and dangers of ICT.

PANTS FOR GIRLS



After years of the Oxley girl's winter uniform consisting of a tunic and tights, pants are (finally) being presented as an option for female students to wear in the winter. However, the school is waiting for enough expressions of interest in the pants before they finalise the design and incorporate them into the uniform.

The issue of uniform equality extends far beyond the bounds of Oxley College. Across the country (and the world), female students are being denied the option to wear pants to school. In September last year, a nationwide movement and debate about uniform equity sparked up as the West Australian Government made it compulsory for schools to give girls the option of wearing either pants or a dress to school.

A 2012 study conducted by the University of Wollongong found that girls intentionally sat out on sport at lunchtimes due to concerns about their skirts flying up. What may just seem like a superficial, non-important issue upon first thought, actually manifests itself in other areas such as a lack of participation in physical activities from female students. Leader of the Girls Uniform Agenda, Dr Amanda Mergler says that "time and time again, girls say their uniform inhibits them. They say, 'When I have to wear a skirt or I have to wear a dress, I don't do as much exercise'".

While most girls in the Oxley cohort are thrilled about getting the option to wear pants during colder months, many aren't too sure about whether or not they'd actually end up wearing them. Year 11 student, Jemima Taylor says, "I think that girls at Oxley should at least have a right to wear pants if we want to, but I'm not sure that I personally would wear the pants — I'd be more comfortable in a skirt". While others, such as Caitlyn Jowett in Year 12, are thrilled about being able to wear pants — "girls have a right to be able to wear pants should they desire, especially during the freezing winter terms. I'll definitely be buying a pair as soon as they're available".

After overhearing discussions about the pants, many female students are concerned about whether or not they'll look/feel "feminine" in them or if the pants will flatter them. However, Year 11's Jade Gillis says, "I

don't think wearing pants is a matter of feeling more feminine or not, it's just about wearing what is most comfortable, and for some that's pants and others that's a skirt. I hope boys don't start thinking only butch girls wear pants". Unfortunately, pants are still somewhat seen as a "masculine" item of clothing, an idea that may well be (subconsciously or not) swaying some girl's ideas about pants in the uniform. As well as that, the opinions of boys at Oxley on the pants also appears to be playing a pivotal role in some girl's decisions.

When it comes down to it, just like we are outside of school, girls should have the right to wear pants and feel confident and content with their clothing during school hours. Having the option of pants is also exponentially important for certain students that might be struggling with their gender identity/expression or just feel more themselves when they aren't wearing a skirt. Female students should be able to participate in physical activity without being worried about their skirt and be comfortable and warm in order to reach their full potential at school. The issue at Oxley lies in the split between girls who would and wouldn't wear them, not so much whether we should have the right to wear them or not.

By Izzy Moore (Year 11)

"It's a great thing to have on offer and a fantastic way to broaden the school's progressive-ness".
— Riley Kennedy-Moore

"Wearing a skirt makes me personally feel more feminine"
— Jessica Malcolm

"I don't know if I'd wear them at the moment because they'd look unflattering on me but my opinion could change if everyone else wears them or it gets too cold for the skirt" — Tully Mahr



TAKE INSPIRATION



BOOKS

★★★★

Turtles All the Way Down

John Green, the award-winning author of *The Fault in Our Stars*, recently released his newest novel, *Turtles All the Way Down*, a novel just as emotional and quirky as all his other books and a must read. Sixteen-year-old Aza, trapped in the infinite spiral of her worried thoughts, unwillingly finds herself pursuing the investigation of missing billionaire, Russell Pickett, alongside her fearless friend, Daisy. Together, they befriend Davis, Pickett's son, in hope of coming one step closer to cracking the case and gaining the hundred-thousand-dollar reward. Much like Green's other novels, *Turtles All the Way Down* is written with such wonderful simplicity. Filled with awkwardness, dark humour and emotion, this book isn't just about the power and hardships of a lifelong friendship, but also true love and acceptance. Green explores the concept of mental health through Aza, as she battles her panicked thoughts, constantly questioning "what if?" upon every decision she makes. Although *Turtles All the Way Down* can be rather clichéd and ever so slightly cringe worthy at points, it is a story of reality, whereby life isn't always easy for the characters. Plus, John Green didn't decide to kill off all our favourite characters for once, so that's kind of a bonus.

By Jade Gillis (Year 11)



MUSIC

★★★★

'Amen' - An album by Rich Brian

Brian Imanuel 'Rich Brian' released his debut hip-hop album this year after the large success of singles released during 2017. Brian is known for his interesting fashion sense and low husky voice, iconic to his look and presence. 'Amen' seeks to recapture the sparks of the success of his singles, using similar strategy and sound, combining trap drums with synths, piano and hard hitting bass. While 'Amen' was strong in all of these respects, providing a cohesive debut project for the rising artist, the album lacks in a diversity of sound or risk in songs.

If you are looking for an album which lives in the familiar sound and presence of Brian's hit singles such as 'Dat Stick' then this album will most likely appeal to you. With the use of catchy loops in combination with his iconic hard hitting drums and voice, Brian has created a quality project, without many filler tracks. There is a large enough variety in the mood of songs to keep listeners engaged. By following what works, Brian has created a project which is of high quality but fails to advance his sound as he develops and improves as an artist.

By Cooper Barker (Year 11)



FILM

★★★★★

Ladybird

I was admittedly sceptical when I first decided to watch 'Ladybird.' The description sounded suspiciously like another clichéd-coming-of-age-story featuring a rebellious teen and polarising mother. However, director Greta Gerwig has brought an unapologetically raw, humorous and tender story to life – enhanced by her background in the indie film industry.

'Ladybird' depicts the coming-of-age story of Christine 'Ladybird' McPherson, as she graduates high school and goes to college. Although this is the central theme of the movie, the terse and somewhat fractious relationship between Christine and her mother features heavily as well. Christine engages in the classic dumping-your-friend-for-queen-bee behaviour, and makes impulsive adolescent decisions with her several boyfriends, which contribute conflict and tension to the film.

The post-9/11 era contributes to Christine's father losing his job, resulting in economic and social struggles relatable to the lower-middle class in this time period. It also conveys Christine's desperation for something seemingly unachievable – living on the East Coast, a land of cultural and intellectual stimulation, far away from her despised home in Sacramento.

The relatability of the bitter clashes between Christine and her mother remind many of the sudden flip from pleasant intimacy to blazing disagreement in mere seconds in any relationship. Gerwig has an impeccable sense of timing which accentuates this element. Her development of seemingly-unimportant supporting characters delivers a lovely warmth and memorable atmosphere to the film.

'Ladybird' has been deservedly nominated for five Oscar categories, which emphasises the entertainment of a teen movie done well. I would highly recommend watching it.

By Ava Lambie (Year 9)

Head of K-6: Justine Lind

We love the idea that K-6 is a Place of Welcome not because of the soil or the view but because of the people who inhabit it. Our school is friendly because the people in it are friendly and new members, just as visitors, feel its friendliness. One of the ways we show our friendliness is in our daily interactions with others and there are many ways that shine through; Oxley students try to be the first one to smile at another each day, the first to say hello, to use each others' name and to invite others into their game or their group at times when we sit together to eat.

It seems that this type of friendliness that reaches out beyond our own limits, is a basic human need that is celebrated the world over. This poem was recently shared online and while no one seems sure of the author's identity, the sentiment is timeless.

Smiling Is Infectious

Smiling is infectious,
you catch it like the flu,

When someone smiled at me today,
I started smiling too.

I passed around the corner
and someone saw my grin.

When he smiled I realised
I'd passed it on to him.

I thought about that smile,
then I realised its worth.

A single smile, just like mine
could travel round the earth.

So, if you feel a smile begin,
don't leave it undetected.

Let's start an epidemic quick,
and get the world infected!

Weekly Awards:

Learning Journey

KL: Zara Finlayson
Yr 1S: Evelyn Hammond
Yr 1W: Thomas Berry
Yr 2: Coco Sewell
Yr 3: Brigitte Pietsch-Liddell
Yr 4: Estelle Fragar
Yr 5C: Harley Evans
Yr 5H: Luca Colloridi
Yr 6A: Phoebe Pratten
Yr 6L: Bella Leahy



Oxley Values

KL: Harper Anstee
Yr 1S: Pollyanna Landrigan
Yr 1W: Charlotte Holmes
Yr 2: Fraser Wisken
Yr 3: Alexander Psarakis
Yr 4: Bryce Rodger and Imogen Gair
Yr 5C: Abi Hunt
Yr 5H: Jack Rendell
Yr 6A: Tommy Poulton
Yr 6L: Sophia Hamblin



Learning Journey

KL: Chase Holmes
Yr 1S: Ava Kroll
Yr 1W: Ava Gomes
Yr 2: Sophia Denington
Yr 3: Cartier Dobler
Yr 4: Madeline Gordon
Yr 6A: Samuel Bernstein
Yr 6L: Greta Perin

Oxley Values

KL: Violet Mineeff
Yr 1S: Will Kean
Yr 1W: Oscar Choo
Yr 2: Scarlett Curr
Yr 3: Matilda Pope
Yr 4: Tiffany Matar
Yr 6A: Lora Ross
Yr 6L: William Barnett



The poem is attributed to Karen McLendon-Laumenn and Matthew John Fraser or Spike Milligan or Author Unknown, whoever she may be, but the point is simple. It is very easy to leave the world a little brighter than you found it, to pay it forward, that small act of kindness that has the power to reverberate largely around the world.

This term Year 6 have been reaching out to new friends and old with their "Random Acts of Kindness" initiative that Mr Ayling set as a challenge for everyone in the Junior School when he spoke at assembly this week. These acts are intentional but no more important than the kindness that has been shared all term in the playground, in classrooms and as our students encouraged each other at last week's Swimming Carnival celebrating each swimmer's efforts independent of the results.

I have been away from Oxley, in Hong Kong, sharing the culture of learning at Oxley with friends in education that span international borders with the same ambitious goal as ours; to leave the world better than we found it through the actions of the future adult change-makers that we inspire in classrooms today.



What's in a shoe?

And how much is too much to pay?

Recently the market for sneakers has exploded. Shoes have always been important, but in the past 20 years or so the sneaker has been a huge part of that demand. With brands like Nike and Adidas at the forefront of this shoe explosion, now other, more obscure brands are hopping on the bandwagon. Why is this so, why has this particular market erupted with demand, and how is the demand being met?

Nike is by far the biggest company when it comes to sneakers. They have a large and incredibly diverse range in themselves but they also own Air Jordan, which is the primary basketball shoe company sneaker and Converse, which is a classic brand. It is hard to think that there is a brand that competes with this. Adidas is having a good go though. Although Nike has many of the biggest brands, Adidas has many of the most interesting shoes. For one the Yeezy collection, which is renowned even outside of the community, even if no one can afford them. And then also the recently released Pharrell Collaboration, which is even more expensive, showing undoubtedly that people are willing to spend a lot of money on sneakers.

Why is this? It could be because of the way that we dress in the 21st century, with casual clothing coming into the mainstream in the '70's and becoming more and more casual since then, sneakers are the perfect accessory to casual clothes and most people wear them all the time, even if they aren't very choosy on what pair. At the moment sports sneakers are also being used as casual shoes. This move to casual has also meant that performance shoes are now an accessory, and as well this style is becoming much more important when it comes to sport sneakers. In the past, performance was most important for sportsmen, but you only need to look at sportspeople like Nick Young who recently wore a pair of Yeezy's on the Basketball court. The rise in sneakers could be put down to this, and this is probably how they came about, because before casual clothes sneakers were for sports only.

Another reason for this could be a reason almost entirely exclusive to millennials and gen z; Hip-hop. It may sound unusual to some, but hip-hop culture is one of the driving forces behind sneakers. Hip-hop is now the most listened to genre in the world as of last year, taking over from pop. And sneakers are a huge part of the hip-hop culture. Hip-hop also pushes sneakers through collaborations with brands, as will be mentioned, limited edition sneakers with rappers are very expensive, with some pairs consistently selling for over \$10,000. And ongoing collaborations with Kanye West and Pharrell Williams fetch high sums as well. As hip-hop becomes more mainstream, its to be expected that the culture as a whole is part of this move to mainstream.



So, what do people pay for sneakers? Sneakers are an incredibly diverse market and the price and quality of sneakers varies hugely. For example, the cheapest pair of adult Air Jordan's is only about \$100 but the most expensive pair ever sold sold for \$75,000. However, the average price range for high quality sneakers is two-four hundred dollars. Some people may be very confused as to why someone might spend that much on a pair of shoes. Well, sometimes that money is mostly spent on the brand name, but often the price tag is for one of three other things; the first is general quality; high end sneakers will often have a better quality in materials and are more durable especially if looked after. The second is technology; often a sneaker brand will have a patent on a particular technology. Nike has a patent on a type of air bubble that is used in performance sport shoes as support, and Adidas has a patent on a sole technology called boost which is once again used in performance shoes. The third thing is availability. Most limited run sneakers have a higher initial price and much higher resale value, which will make it much more expensive.

Some may be confused on the use of the word resale and may be surprised to learn about the huge resale market for sneakers. This has arisen from the demand for sneakers that are not available on the market and collectors who collect exclusive and rare sneakers. Websites that have only arisen in the past few years, like StockX now have a gigantic customer base and sell sneakers to the entire world.

Another unusual current trend when it comes to sneakers is high fashion brands having a go at a sneaker range. Almost every current brand has at least a few pairs of sneakers and some have a large range. One of such brands is Gucci. High fashion brands are notoriously expensive and Gucci sneakers are no exception, ranging from 700 to 900 dollars they are much more expensive than regular sneakers and also don't seem to have any added benefits, in terms of added technology or much better quality. Granted I don't actually own a pair of Gucci sneakers, but for \$700 they don't really seem to be much better.

Sneakers get more expensive than even this though. Emerging streetwear brands like Supreme and Off-White doing collaborations with other brands produces a market for sneakers that regularly sell for over a thousand dollars such as the Off-White Air Jordan One's which have a consistent resale value of \$1500.

Sneakers are a booming market at the moment and by the looks of it, it might stay that way for a long while. They make popular fashion accessories and the industry is currently worth many millions of dollars. It's looking like it's a good time to invest or maybe just get a nice pair to wear.

By Sam Crowley (Year 11)

DEPUTY HEAD REPORT

Deputy Head Pastoral: Mark Case

At last week's Senior assembly, the Headmaster spoke about the College's uniform policy. Most of our students consistently look very smart and wear their uniform with pride, both around the College and in the wider community. Nevertheless, the beginning of a school year is a good opportunity to clarify standards and expectations, as well as establish procedures for when these are not being met.

Uniform policies can be difficult areas for schools to navigate and there is a balance to be struck between an uncompromising application of rules and using common sense, whilst judgments about where boundaries lie can sometimes be subjective. The Oxley College Diary 2018 (page 124) outlines our Uniform Policy. In a couple of areas it has seemed sensible to moderate existing prohibitions. The inclusion of necklaces in the list of jewellery that is not allowed has been amended: necklaces may be worn, but they must be modest and not visible. Whilst the College Diary states that make-up is not permitted, this rule is being amended to permit concealer; the general rule here is that if it is noticeable, then too much is being applied. In order to encourage students to maintain uniform standards, I have revised our breach of uniform procedure. Instead of being issued with a detention for repeated uniform violations, a student will be required to wear full school uniform on the next Thursday, rather than being permitted to wear sports uniform. When this occurs it will be recorded in the student's College Diary by the Tutor. Further infractions in a term may result in the student being required to wear full school uniform for the remaining Thursdays of that term.

Arriving at school on time is important as it enables students to get organised for the day ahead and receive important notices. Roll call is at 8.40am in Tutor Groups. Occasionally a student may be late for school and miss roll call, in which case they report to Student Services on arrival. This may be a result of late running school buses, or where a student has an appointment before school. However, for students who are repeatedly late to school without justification, I have amended the procedure outlined on in the College Diary (page 112). If a student has been late to school without an adequate reason on three occasions in the same term, the student's Tutor will discuss this with them and enter a note in their College Diary. If there is further unjustified lateness in the same term, the student will be placed on early report by their Head of House. This requires the student to report to Student Services by 8.30am for five consecutive school days; failure to do so without justification may result in a detention being issued. Ongoing unjustified lateness to school may lead to further measures to ensure the student arrives at school on time.

These measures are designed to provide a consistency and clarity of approach and to maintain our high standards at the College.





NATALIE LANE

Extract from Olivia Donovan and Harry Baillieu's farewell speech to Miss Lane.

Liv: For those of you who are unaware, Oxley College is losing a beloved friend and colleague, Miss Lane. As of the end of next week, the corner of the Library where her office is located will no longer be filled with her loud, bubbling giggles and infectious laugh.

Most of you may not have uncovered the secret to how events run so smoothly at Oxley. Well ... the answer isn't good weather, it isn't the amazing music, it isn't even good speakers ... it's Miss Lane.

For many of you, Miss Lane has just been that beautiful lady who organises your OLE trips, runs the assemblies, madly organises people for Speech and Foundation nights, and so so much more behind the scenes, but for Harry and I, she has been a mentor, a genuine friend and an inspiration.

Harry: Now, my first real impression of Miss Lane was her office - wall to wall filled with books, folders, tv show memes, 'keep calm posters' and dates for OLE, outback and upcoming speeches.

Miss Lane, I want to thank you from Olivia and I, as well as the rest of the school, for everything you have contributed. From the bottom of our hearts, we wish you immense amounts of good luck for your future endeavours.

**Hoskins Hall
Oxley College**

Thursday 22 March – Saturday 24 March, 2018 7.30pm.

Music & Lyrics by WILLIAM FLYN Book by RACHEL SHEIKEN Conceived by REBECCA FELDMAN
Licensed exclusively by Music Theatre International (Australasia).
All performance materials supplied by Hal Leonard Australia.

HICES MUSIC FESTIVAL NOW OPEN

EXCITING NEWS: The HICES Music Festival for Years 7 to 12 is now open!

Held Sunday 19 August – Wednesday 22 August 2018, The HICES Music Festival brings together over 400 musicians from across HICES schools in New South Wales. Students will work with experienced conductors at The Tops Conference Centre in Stanwell Tops. All camp participants will be transported to Sydney Town Hall for final rehearsals, and the event will culminate with the Festival Concert on the evening of Wednesday 22 August 2018.

Applications will be online this year, and can be completed by following the link: <http://www.hices.nsw.edu.au/event.asp?pid=10&id=10>

Applications close Wednesday 28 March, so get your applications in soon.

Any questions, please contact Mrs Bunyan at alison.bunyan@oxley.nsw.edu.au

Gabe Standen CLASS OF 2012

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

A: Since leaving Oxley I have been missing my teenage youth. And have been trying not to grow up too much too fast. I have taken two Gap years in which I worked in a boarding school in the UK, and count it as the best job I've ever had. While working at Gresham's Prep School, I would coach sport, teach classroom lessons, and take care of the boarding students in the boarding house. This time overseas also gave me a lot of opportunity to travel extensively around Europe during school holidays. Along with my Gap years, I have just recently finished a Bachelor of Science in Marine Biology at the University of Technology, Sydney. This may come as a surprise to some of my old teachers as I wasn't, at all, the most academic of students, however others may not be so surprised.

Q: What is your biggest achievement since high school?

A: I feel my biggest achievement so far is in fact being educated about environmental science and the implications of climate change through my uni degree. Climate change is not a complex thing to understand, however lots of people misunderstand it, and its consequences. Climate change is a BIG deal. It is more important than the governments dual citizenship saga; more important than a Wall Street crash; more important than a potential 10,000 jobs in a new coal mine. Climate Change is the most important issue of all, and that we, together, need to understand it and sort it out.

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

A: Until Year 12 when I applied to uni, I had no idea what I would do beyond Oxley, apart from a potential Gap year overseas. I worked as hard as I could during the HSC, and about a week out from when Uni applications were due I looked at Marine Biology and envisaged myself being able to live on the beach and count fish for a living, so I chose that to do at uni. And my degree did not disappoint, with the highlight being a two-week field trip to the Great Barrier Reef where we studied coral reef ecosystems and reef susceptibility to bleaching.

Q: How did Oxley Prepare you for your future?

A: Oxley was able to support me and grow my confidence, not only in the classroom but on the sports field, and music and drama stages as well. I was encouraged to take part in every aspect of school life, with public speaking being a difficult aspect to overcome. However, with persistence and a lot of stuttered speeches in assembly, I was able to defeat



the fear of presenting in front of crowds of my peers. I would say Oxley gave me a great deal of opportunities to make mistakes, learn from them, and make improvements. And that's what a good education is all about.

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

A: Many of the teachers at Oxley were an inspiration to me during my time at school. Even though I was never in any of her classes, Mrs Topp always made everyone feel as though they were worth the world, and encouraged every student to be the best they could be, and was adamant that any dream could be achieved as long as you wanted it and work hard enough for it.

Mrs Hanrahan taught me science and geography at school and inspired me to be a lifelong learner. In class, it didn't matter what question you asked, whether it was on topic; just because you were interested; or whether you actually wanted to chew up a bit of time in the lesson, Mrs Hanrahan would always give you a comprehensive answer you could understand. In one Year 8 geography class, (solely made up of about a dozen boys) my mate Eddy asked what an abortion was. He knew the answer, however he just wanted to put off having to write stuff in our books. This question ended up leading us all into a class discussion about anything and everything, and turned out to be incredibly more constructive than anything we would have learnt on a topic like Oxbow Lakes.

During the HSC, Mr Clewett was my English teacher, and I hold him responsible for getting me through it. The time and effort he put into helping me was inspiring, and helped my confidence a great deal.

Q: What would you say you miss most about being at Oxley?

A: I miss the extraordinary array of extra-curricular opportunities available at Oxley. Not only could you do new and beneficial activities that you could add to your arsenal of skills, you would forge stronger friendships with your peers.

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

A: Don't worry too much, because all you can do is do your best, and that's all anyone can ask of you.

- No matter how much extracurricular stuff you do; you can always do more.

- And if you fancy a girl at school, communication is key... just talk to her!

Interview by Eva Mackevicius (Year 11)

WHAT'S HAPPENING? IN THE WORLD...

NATIONAL

Planned Hydrogen Power Plant for Port Lincoln

There are plans recently put forward for a small (15 MW) hydrogen power plant at Port Lincoln. The facility would cost \$117.5 million with \$12.5 million in subsidies. The plant would also include a fertiliser production centre to utilise the hydrogen further, by means of ammonium. I personally am in support of the plant which will create reliable grid-ready electricity and, fertiliser. But the best thing of all, is that the only by-product of hydrogen created electricity... is water! But while this will be the first many of you will hear about this technology, energy from hydrogen is not a new concept. A few Asian carmakers are working on hydrogen powered car and, by the 2020 Olympics Japan has set the ambitious goal of 40,000 hydrogen fuelled cars and 1.2 million hydrogen fuel cells. So, it looks like in the future, one of our major ways to combat climate change may well be Hydrogen powered electricity. By Liam O'Connell (Year 7)



INTERNATIONAL

After the school shooting in Florida where 17 students were killed, when faced by a group of teenagers protesting about gun laws in America, Trump's solution has been to arm teachers with guns. In a perfect world the idea that a good guy with a gun will outweigh a bad guy with a gun has some plausibility. However, we do not live in a perfect world and the idea that all teachers should be trained and carry guns says a lot about the state of American gun laws. As war veteran Matt Martin suggests from personal experience, people freeze in a crisis and it is almost more dangerous to confront the person instigating the conflict. Training teachers and spreading gun ownership further will only increase the issue. We should not live in a world where teachers are forced to carry firearms, let's hope that this new movement lead by students from the school will find a plausible solution to this massive issue.

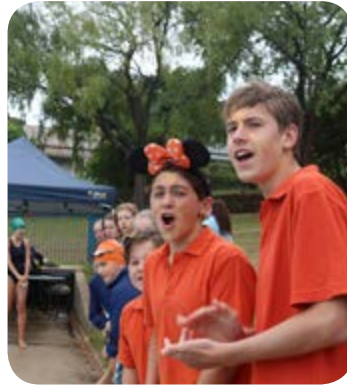
By Jemima Taylor (Year 11)

LOCAL

The Kangaroo Valley Show

On Friday 16 February, my family and I went down to the Kangaroo valley show. A show that I have been attending to for eight years. I have been singing at the talent show for all these years. The show caters for all ages to have fun and enjoy. There were loads of activities for all the kids to get involved with including bike races, fancy dress, laser tag, gum boot throwing, tug of war, tug a car, egg throwing and that is just the start of it all. There was also a section to show off your talents in the pavilion or on the fields. The pavilion has an area for people of all ages to compete in photography, art, food, flowers, sewing, and crafts. and if this isn't your thing there is also outside where you can win great prizes for competing in competitions like the iron person, horses, cattle, hay stacking, dog competitions, animal competitions, poultry and much more. This is definitely a day filled with family fun that everyone should all go and enjoy. By Lily Magill (Year 9)





GALLERY



MARCH CALENDAR

ICAS 2018 International Competitions and Assessments for Schools (ICAS) information has been emailed to all Year 3 - Year 11 parents. The information can also be found on SKOOLBAG.	Mon 05	Mon 12	Mon 19
	Tue 06 Parent IT Session 4-6pm	Tue 13	Tue 20 Senior Production Dress Rehearsal
KAYAKS FOR SALE We have a range of Kayaks that are not being used for our new Kayaking programme. If you are looking for a Kayak for your child or family, please contact Nicholas.Wansey@oxley.nsw.edu.au	Wed 07 K-6 HICES Swimming Carnival EXC: Y11 Ancient History Nicholson Museum.	Wed 14 EXC: Y3/4 Minamurra Rainforest Centre ISA Swimming Carnival	Wed 21
	Thu 08 Y8 Medieval Feast Day Parent IT Sessions 4-6pm	Thu 15	Thu 22 House Music Senior and Junior Instrumental Senior Production
Fri 02	Fri 09 School Photo Day	Fri 16 EXC: Y11/12 Art Express	Fri 23 Senior Production
Sat 03	Sat 10 ISA Summer Finals	Sat 17 DoE Bronze/Silver Hike	Sat 24 Senior Production
Sun 04	Sun 11	Sun 18 DoE Bronze/Silver Hike	Sun 25 Y7 Family Day Sutton Forest Pub

P & F NEWS



This week the Oxley P & F were delighted to present a cheque for \$5000 to the Vice President of the BDCU's Children's Foundation, Mr Ross Stone. The money raised from the P & F's highly successful 2017 Eve on the Green was split between local charity BDCU and our sister schools in Botswana, Nepal and Fiji.

SAVE THE DATE
P & F

35 Year Anniversary
Celebration Dinner at
Oxley College

SATURDAY 22
SEPTEMBER
2018

NEWSFLASH

HICES DEBATING

Amidst a new year, with new classes, teachers and new resolutions that you will have almost definitely forgotten about by April, one of the most important things (in my opinion) that will start up again this year is the Debating season. Ah, yes, the failure to communicate between team members before a debate or for those with a week's preparation time but write speeches on the night before or even on the bus, when a brainwave hits and the constant nagging worry of those who have absolutely no clue what their topic will be. A great time for all, and with many, many young recruits this year, it's set to be a great year for all of us.

Mack Kane (Year 8)

ENCORE

"Encore" is an opportunity for exceptional performers and composers of the HSC Music Examinations to showcase their abilities. The Year 11 and 12 classes had the opportunity of attending, and it was astounding. What we were exposed to was not a dozen violin virtuosos, or the same robotically played Mozart piece, but the most diverse range of musical styles and genres possible all fitted into one night. This included piano and guitar duets, a harpsichord piece composed for its era, an amazingly passionate drummer, pop and film singers and an incredible piece played on the Opera House's Grand Organ.

The most important thing of the night was not sussing out potential competition, or discovering what the markers find impressive. I realised how accessible music is to anybody with any passion; whether it be writing for percussion, playing viola, singing either soul or rapping. The power of music in uniting people through a collective love of expression made this night exceptional. By Maya Chance (Year 11)

GET READY FOR THE "SPELLING BEE"



"The 25th Annual Putnam Country Spelling Bee" is the latest piece of musical theatre being performed by students at Oxley College, led by Mr Cunich, Mrs Cunich, Mr Hughes, and Miss Ash Lindsay. The "Spelling Bee" is designed to feel fresh and new with every performance, and to engage with the audience. The story of the "Spelling Bee" focuses on a state Spelling Bee in America but the characters are the main driving force in the narrative. Through their wild and zany personalities, they will keep you engaged for the whole runtime. The "Spelling Bee" is full of hilarious moments and tension to keep you on the edge of your seat as the most unexpected characters and events unfold onstage. The musical is a must see for all Oxleyans. The live performances are on Thursday 22, Friday 23 and Saturday 24 March at 7.30pm in Hoskins Hall.

By Brad Worthington (Year 11)

OXLEY STARS IN ISA CIS COMPETITION

Congratulations to Will Cunich (Year 12) who is a shadow for the ISA Seconds Basketball. Given the strength of the opposition, this is a very good achievement.

Also to Claire Allan (Year 10) who was selected in the ISA Softball team to play in the CIS Carnival at Blacktown International Softball Park on Monday 26 February. Grace Patterson (Year 12) was also selected as a shadow player for Softball.

BERRIMA DISTRICT

Congratulations to the following who were recognised at the recent Berrima District Sports Awards:

2017 School Sporting Team – Oxley College Intermediate Girls 4 x 100m Relay team – Eleni Connell, Ciara Longworth, Grace Newtona and Sienna Knowles.

2017 Sportsperson of the Year – Meaghan Stanton, Mountain Biking.



EQUESTRIAN

Sophie Artup (Year 10) recently competed in Dressage in the Willinga Park CDI.

Sophie competed in three CDI-Y classes (International Young Rider classes 16-21 years). She is still 15 and not turning 16 until November, which made her the youngest in the classes by three years. Sophie had a very successful competition, placing 4th, 3rd and 1st in the final class. These results will go towards an international ranking amongst FEI (Federation Equestrian Internationale) Young Riders worldwide.