

PINOAK



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OXLEY COLLEGE

HARMONY
DAY

SPELLING BEE

CROSS
COUNTRY

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The 25th Annual Putnam County Spelling Bee:

'Syzygy, phylactery, crepuscule, strabismus, boanthropy and of course the winning word... weltanschauung!'. Packed with energy, wit and humour, this musical tells the story of six quirky teenagers all contending for 1st place in the 25th Annual Putnam Spelling Bee. And, along the way we learn about their lives, the challenges they face and their dreams. But there can only be one winner. In the end it was the 'magic foot' that secured William Barfee (aka Ben Canute) the cup.

There were some spectacular performances. The compares for the evening Vice Principal Douglas Panch (aka Bradley Worthington) and Rona Lisa Peretti (aka Caitlyn Jowett) never missed a beat with their hilarious one liners. Claire Allan's portrayal of Logainne Schwartz complete with 'speeth' impediment stole a number of the scenes. Brydie Clark, James Rapp, Ben Canute, Freya Kenay and Gabriel Kolovos also contributed their dramatic edge and humour to create an unforgettable experience. And of course, a special mention to the audience participants including Mr Dibdin and Mr Gauchat who, to the relief of all the parents in the audience, were able to spell the word 'cow'.

Wonderful music and singing with dazzling performances by the cast. Another spectacular production by Mr and Mrs Cunich.

By Lucie Drysdale (Year 11)



HEADMASTER'S REPORT

Putnam County Spelling Bee

This year's musical was magnificent. It was such a tight, professional production – I have even heard two audience members saying that they preferred it to the Sydney Theatre Company version of a decade ago. The voices of the cast were all really strong, engaging and clear. The acting was fantastic, and everyone threw themselves into their vaudevillian roles with complete gusto. The ensemble worked seamlessly together. The production values were extremely tight, as was the direction of Mr Phil Cunich. It was a very entertaining night. It is only a shame that it can't go on tour.

Parents Helping With Homework

I read a disturbing report in the Sydney Morning Herald a fortnight ago which documented the 'low' rates of parents helping children with homework. The opening sentences read: 'Australian parents spend far less time helping their children academically outside school than those in other OECD countries, despite national calls for parents to do more to stem the country's declining results in national and international assessments. On average, Australian parents spend 4.4 hours a week helping their children academically, compared to the global average of 6.7 hours and 7.9 hours in Singapore.' It goes on to say that in India the average is 12 hours per week.

<https://www.smh.com.au/education/australian-parents-spend-less-time-helping-children-with-school-work-20180312-p4z3yb.html>

However, I was disturbed for the wrong reasons. I didn't wonder why Australian parents were helping so little with their children's homework. I wondered why they were helping so much. Our own homework guidelines have Year 7 students for example doing 60 - 90 minutes per night, which seems pretty reasonable to me. If you take Year 7 as a good mid-point of a child's schooling where parents are still involved, (and that most Year 7's won't do homework on a Friday night), then this means that parents are doing more of a child's homework than the child.

I did wonder whether this was a survey in which many of the 29 000 respondents lied out of guilt on the form. If I was asked if I spent between 0-1, 1-2 2-4, 4-6, 6-8, 8-10, 10-12 on a form, I might feel that the Department of Community Services were going to come knocking on my door if I wrote in '0-1'. Secondly, I really have trouble crediting that the average amount a parent in India spends is two or three hours per night. Don't they have other jobs to go to when they get home from work? I also am uncomfortable with the link between parents 'not helping enough' and declining international assessments in this opening statement - much further down in the article is the statistic that Japan, which does very well in international assessments, has parents helping about a third less than Australian parents (2.6 hours) and has almost half of the parents not helping at all.

But even all this misses the main point. Homework is set for the children, not the parents. Homework is so much more tightly structured than it used to be,

both at Oxley and at many other good schools. It often comes with some combination of online notifications, criteria sheets, scaffolding, hints on how to complete it or sometimes all of these. Kids are held by the hand as they complete their homework compared to a generation ago. All of this is so that the teachers can see what the child is capable of, not the parent. Most of you will be pleased to know that we don't want to see the quality of your own insight, argument, evidence, structure etc in your child's homework- you've already finished school.

Of course, I think it is good that parents keep an oversight of their child's homework, so that they know what is due, can help regulate, discuss what their child is learning etc - all of this is staying connected with a child's life. You can also be there if your son or daughter doesn't understand something or needs some help. (You can particularly help out with the Maths or French if, unlike me, your own Maths or French is good enough.) More can be done to help revision around exam time. But this shouldn't be taking an hour a night, every night – let alone two.

At Oxley we will continue to strive a balance between academic rigour and the importance of a 'whole' life for children and families– and this includes not expecting you to spend as much time as your children on their homework.

Waiting List Policy.

As I mentioned at last year's Speech Night, we now have waiting lists in a number of our Years, including Year 7 for the next few years. This has put a spotlight on our 'Sibling priority' and 'Old Oxleyans' provisions. What has been happening for example, is that a brand new family who has a child to place into a Year with spaces (eg. Year 9 or 10) immediately gets priority for a sibling in a full year (eg. Year 5) – this over rides families who may have already had their first child on the Year 5 waiting list for years.

As a result we have 'tweaked' our waiting list policy. To get a Sibling priority or an Old Oxleyan priority, a child's name must have already been on our list for two years. The full waiting list can be found on this link: https://www.oxley.nsw.edu.au/wp-content/uploads/2018/03/Waitlist_Policy_2018.pdf. I hope people generally feel that this adds a layer of equity into a policy that has not mattered as significantly before now. This policy will apply to applications received after Tuesday 27 March 2018.



RIDING THE SLOPES OF INEQUALITY



I remember turning on the TV in the first few weeks of February this year and the PyeongChang Winter Olympics was flooding the news. Almost every morning the media would update you on the recent events and replay all the highlights from the night before. The PyeongChang Winter Olympics had taken over our TV before we knew it. This was not a bad thing, it's great that our country celebrates the winter Olympic sports, but unfortunately, this was not reciprocated for the Paralympics. Airing and publicising the Winter Paralympics was absent from most Australian TV networks except for Channel Seven.

The Channel Seven Network has become the first commercial TV station in Australia to broadcast the Winter Paralympics.

As great as it is, the PyeongChang Winter Paralympics was being broadcast by the network as highlights only at 11.00am every day and repeated at 11.00pm. This means that the sports weren't viewed live or by people having to work or to be at school. This brings up a huge question, why do the Olympics get more praise and celebration? Why isn't equality embedded into sport? It's not fair that the Paralympics are left in the dark especially when Australia ranked higher in the medal total in the Paralympics than the Olympics. The ABC reported "Australia finished 14th on the medal tally, almost 10 spots better than Australia's 23rd-placed effort at the Winter Olympics". [http://www.abc.net.au/](http://www.abc.net.au/news/2018-03-17)

[news/2018-03-17](http://www.abc.net.au/news/2018-03-17))

Thirteen athletes coming from all parts of Australia had formed the Australian Winter Paralympics team for 2018. Two of those thirteen athletes came from our local area. Twenty-six-year-old Sam Tait competed in alpine skiing and he lives in Renwick. Sam was also joined by a local resident who is an alpine skier as well, Melissa Perrine. Melissa lives in Welby and was accepted into the team at the age of just twenty. Oxley College congratulates and looks up to these local Paralympians and are inspired by their hard work and training. We all hope that next Paralympics we can watch them compete live and cheer them on.

When I watch a Paralympics event on YouTube I feel proud and grateful for the Paralympic games. I am grateful that they are given this tremendous opportunity to show off their immense talents. I am disappointed that the media don't highlight these talents but I hope they will be in Beijing in 2022. As a student, I'd like to see things change in the sporting world, so I advocate for the numerous TV networks of Australia to recognise and celebrate sports for people with a disability as much as they do with able bodied.

See the ability.

By Peggy Holmwood (Year 8)

TAKE INSPIRATION



BOOKS

★★★★

Love, Simon

By Becky Albertall

Love, Simon is a story about a 16 year old boy 'in the closet'. The secret of his sexuality is soon outted, however, when a series of emails go astray.

This book is a rollercoaster (or Ferris Wheel, as Simon would describe it) of emotions - love, heartache, desperation. The typical story of boy-meets-girl-and-they-live-happily-ever-after is given a twist as boy-meets-boy, resulting in his world slowly but surely crumbling around him when an outsider gets involved. It is not only a story of grappling with one's own identity and place in the world, but offers insight into the mind of a 21st century teenager who ultimately struggles with the exact same things as all of us: Who am I? Am I allowed to be who I am? Should I pick the hard road and stay true to myself... or go on pretending?

By Maya Chance (Year 11)



MUSIC

★★★★

Daye Jack - No data

'No Data' by Daye Jack is an ambitious Hip-hop album which aims to combine tuneful synth with a smooth delivery of insightful lyrics. Within the project, Daye Jack explores concepts of materialism, love and the massive but mindless influx of "data" into daily life. A 12 song lineup including scarce but for the most part well-picked features provides a coherent, themed project with little fillers. An upbeat funky vibe is exerted throughout the album developed through the heavy use of synth and fast drum looping. The project has helped to develop Daye Jack as an artist, combining skills collected from his other previous projects such as 'Soul Glitch - 2015'. The album is a coherent piece of work with a consistent theme exploring the limits of technology, with a repeated phrase that ties many of the songs together: "there ain't no data." The album combines Daye's competence as a rapper and his skill as a singer into a well-balanced project. Its downfalls come with its average and non-memorable features, and sometimes sub-par bridges, such as 'bully bully', which is let down considerably by its jarring bridge. Overall, this album is good, and a good pick for anyone wanting more regular sounding hip-hop.

By Sam Crowley (Year 11)



TV

The Crown – insights into the life of the royals.

Drawing you into the autonomous and perpetuating world of the royals, this thrilling series follows the intriguing life of Queen Elizabeth II. The show commences in 1947 with the Queen and her wedding to Philip Mountbatten. Throughout the series, the audience is transported through Queen Elizabeth's early reign, witnessing some of history's most burdensome political decisions along with the ups and downs of the Queen's personal life.

In Season One we see the Queen's famed coronation as well as Prime Minister Winston Churchill's resignation. Season Two explores the Queen's precarious relationship with her husband, the birth of her children and key events from the 1950s and 60s such as the Suez Canal crisis. What makes 'The Crown' so enthralling for the watcher is the level of detail that is revealed regarding the lives of the royals. Nothing is left untouched. Described by The Telegraph as "...tasteful, emotionally rich and teeming with smart historical observations", this series is a "must watch". Better and cheaper than a trip to Buckingham Palace!

By Lucie Drysdale (Year 11)

Head of K-6: Justine Lind

Last week at assembly I spoke to the students about Oxley as a Place of Wonder. Our ongoing endeavours in the playground during OLE week each year, with the new Climbing Dome, renamed the Ant Hill by the students and the treehouse to follow during the year are mirrored in our attention to the classroom landscape; to arrange displays that provoke curiosity, that invite students into the learning experience and document their thinking and progress are intentional. We can encourage a sense of wonder but it must come from within and is lived through observation, reflection and curiosity that nurtures an appreciation of beauty and complexity. It is a sense of wonder and awe.

Our students have an intuitive sense of wonder and can articulate its power:

- You need to have a calm attitude because when you're calm you don't see tears in your eyes, you can see all the beautiful things around you. (Hadley, Year 1)
- I always wanted to know how people make books and how words and numbers were created in the world. I wonder how we came to know all the words in the world. (Victoria, Year 1)
- I think wonder feels creative because wonder can make you want to know what is going to happen next. (Bronte, Year 2)
- When I wonder about the biggest mystery in the world I want to know about the big bang theory. I think it hit earth and all these trees and plants came growing before the dinosaurs. I want to know how it made the world. (Leo, Kindergarten)
- You can't have a sense of wonder unless there are lots of other people there as well. They can help you be curious about things then you can ask questions, research and learn lots more. Then you look smarter and it leads to even more questions and wondering. (Rory, Year 2)
- To have a sense of wonder you need to try things even if you're scared because then you'll know that's it's OK and you can tell others about something and they'll wonder if they can do it too. (Anna, Year 2)

In assembly, we were all inspired by the life and character of the late Stephen Hawking. I was in awe of the number of students who already knew about him, were intrigued by his work, lamented his passing and appreciated his legacy. We watched a clip from the ABC's Behind the News Programme (<http://www.abc.net.au/btn/story/s4816600.htm>) that made reference to his well-known philosophy.

Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up.

Stephen Hawking

Weekly Awards:

Learning Journey

KL: Matilda McCarthy
Yr 1S: Oscar Johnson
Yr 1W: Aari Poole
Yr 2: Cecilia Vild
Yr 3: Neeson Greene
Yr 4: Camille Vild
Yr 5C: Grace Pettaras
Yr 5H: Hugo Findlay
Yr 6A: Ilana Sheezel
Yr 6L: William Brady



Oxley Values

KL: Tatenda Jamba
Yr 1S: Arabella Lawler
Yr 1W: Robert Clothier
Yr 2: Charlotte Gordon
Yr 3: Aiden D'iorio
Yr 4: Sam Plummer
Yr 5C: Bryn Wiseman
Yr 5H: Juliette Johnson
Yr 6A: Hunter Ritchie
Yr 6L: Carter Evans



We will continue our wonderings about the universe inspired by Hawking's advice. Ms Belinda Dyson is already enriching our community and is in the early stages of planning a small "Cosmology Convention" at the end of Term 2 with a Planetarium Incursion and visit from astronomers at the Sydney Observatory who will host a star gazing night for Oxley students and their families. Watch this space but in the meantime look up and continue to wonder!

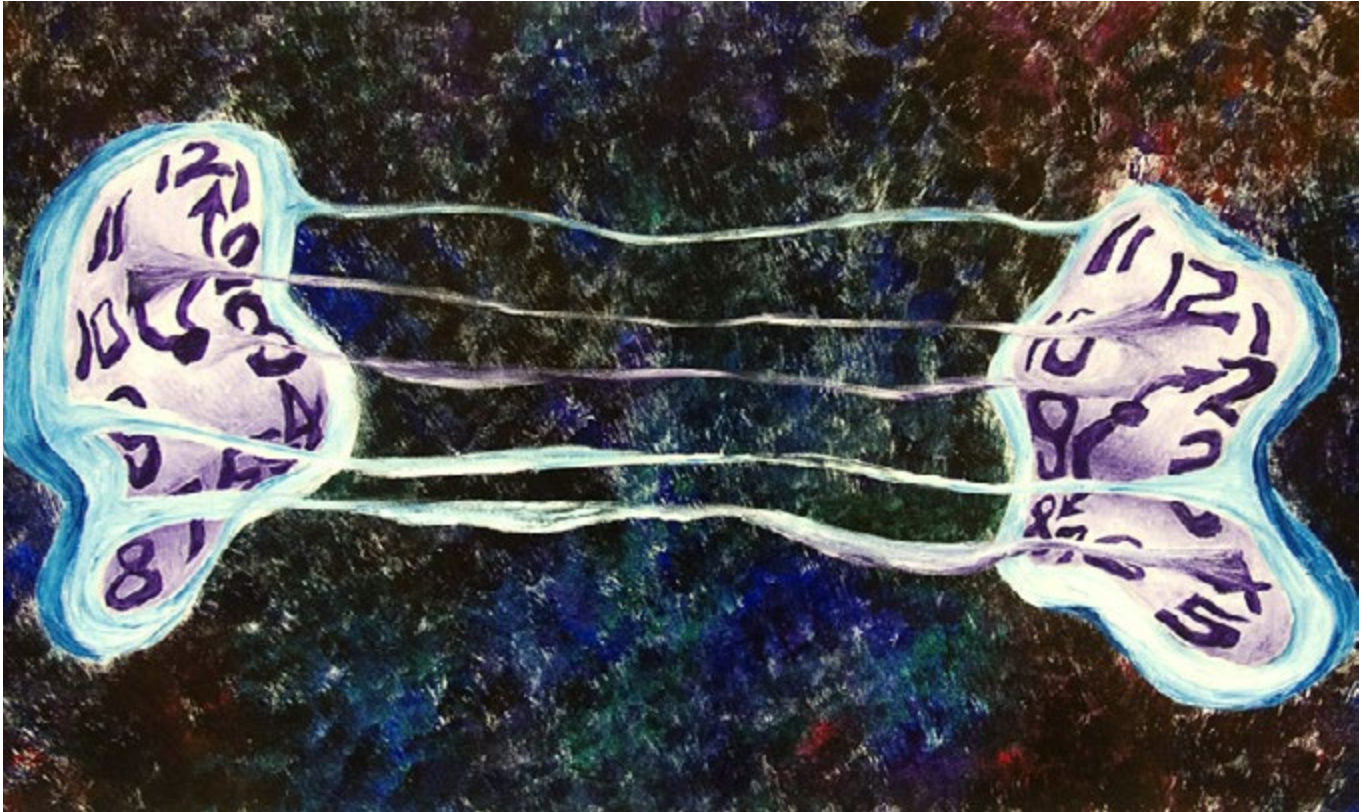


TIME AND MEMORY

He left me crying in the backseat of the taxi, my charcoal-soaked eyes illuminated by fluorescent washes of violent city lights. Scrappy teenagers dangled around street lights underneath the moon, their electric youth penetrating the drizzled window. The cab slows and I snap out of my thoughts, looking down to find a ten-dollar bill. Instead, my fingers rest on a glossy slip. It starts coming back in transient flushes, playing a supercut in my mind. Every colour, every stain of hope, every regret, wrinkle, argument, touch. It was the first time I'd met this city, felt its pulse, heard its song. Taken from the plane on my now-passed grandma's Polaroid 600 as we skirted around the lay of city lights. It all felt endless, all of these beacons below me crowding my body with warmth and hope. "The First Day Of The Rest Of My Life" was messily scribbled in black sharpie underneath. I fold up the photo, shove it down the pocket in the side of the door and slump out of the cab.

On the midnight stumble home, I strangle the brown-paper-bag-wrapped wine in my lonely hands. I climb the stairs. I push the door and there I am; alone, for the first time. Packed boxes line the empty floor. "He got around to that fast", I think. This apartment is not home. This body is not home. Life overwhelms each and every one of my senses. My intoxicated figure aches and with tears still streaming down my flustered cheeks, I fall into the bathroom. My eyes meet the mirror and I scan my face. My eyes: the eyes he said he once loved, turned out he loved someone else's more. I spend every single moment absorbed in love. I am guided, divided by love and somehow, standing on the edge of twenty, I've never loved me. I've never saved that dance for me, never laid out the flowers for me, never cut my hair for me, like I did for him. It's only after a hundred fluorescent mistakes that I recognise that it's time to rebuild...

Sun soars through my window and my hand reaches up to feel the sharp edge of my newfangled haircut. The tears on this pillow dried up many months ago, six to be exact. We live alone, we die alone and the macabre creatures that I let into my life no longer define me. I slip out of bed, smearing a wild red across my lips. Flouncing down the stairs, I reach the bottom and hail a cab.



Golden sunlight ricochets off the front window and I scrunch my eyes, focusing on the driver's folded-down visor. My eyes gaze over his polaroids and settle on one of a recognisable city skyline with some illegible scribble underneath.

"Excuse me", I hesitantly exclaim.

"Yes darlin".

"That photo...of the skyline...in your visor. Can I see it?"

"Course!", he hands it to me. "Someone stashed it down the side door one time — keep it!"

Touching the photo brought the montage back again: touches, lies, drunken nights, heart ache, burnt-out hope. But the city no longer hurts. This time, everything felt distant, like the naive mistakes I'd made many moons ago, not yesterday. I don't see him in the buildings anymore. Or in the songs or the nameless faces that line the sidewalk. As time has passed I've found power in being lonely. My recollections of him no longer shape me. I do...

Now the photo sits frail in my pellucid hands. It's tinted yellow around the edges and the gentle wind blows it's musk into my skin. They don't know that I've left the home — "god's waiting room" as some call it — but the moon looks so full, in it's most feminine, cyclical form. My feet scrape along the highway tar, I'm too close to go back now. Cars blur past, their headlights ablaze, scanning my body. I see the fringe of the lake and begin to pace faster, breaking into a run. My bones spasm and cramp. Freedom at eighty-six is a painful feat. Damp blades of grass slash my legs as I kick off my shoes and run for the water. The static city skyline slides across my eyes and I move the photo up to meet it. We live alone, we die alone. Life is just the broken bastards, the tears, the feelings, the death and rebirth that help you find that out. In this moment, I am humbled by the passing of time. I am devoid of fear. The sleepless city where my life unfolded is sprawled out before me. My entire body gradually falls back into the embrace of water and just before I'm about to disintegrate into the world's convoluted arms, I realise I have never felt more alive.

By Izzy Moore (Year 11)

DEPUTY HEAD REPORT

Deputy Head Pastoral: Mark Case

Co-curricular life plays an important role in an Oxley education and the nurturing of the College's values in our students and this has been evident in so many events that have taken place so far this year. The outstanding musical certainly embodied an **appreciation of beauty and excellence** in the quality of singing and acting, the **persistence** of the cast to work through many hours of rehearsals, the confidence to perform in front of the Oxley community and of course the **humour** that made it such an entertaining evening. The new Environment Group that has been established in recent weeks is working to reduce the College's ecological footprint and in doing so is encouraging students to develop **respect for the natural environment**. This attribute was also required on the recent Year 9 Duke of Edinburgh camps, which, like many other of our OLE experiences later in the year, help to develop the **resilience** to persevere when the going gets tough.

Meanwhile, the return of cold mornings and the end of daylight savings heralds the start of the winter sport season. There are good reasons why participation in sport matters at Oxley. The benefits of playing sport for children are well documented in scientific research. In a paper entitled "Brain boost: sport and physical activity enhance children's learning" (University of Western Australia, May 2010), Dr Karen Martin demonstrates that the physiological benefits of young people playing sport include the promotion of cognitive brain function and classroom attention, in addition to more obvious physical health benefits. The research also indicates that self-esteem can be enhanced through participation in sport, with flow on benefits in the academic sphere. Recent studies of adolescents and university students in both the USA and UK have reinforced the correlation between academic success and participation in sport.

However, the benefits of playing sport go beyond physiology and academic achievement; whilst not unique to playing sport, participation does have a role to play in the development of character. At a staff professional learning session earlier this term, I explored the link between the College's values and playing sport.

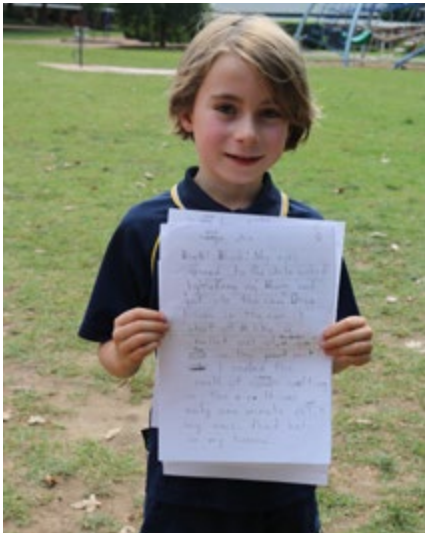
The interpersonal skills fostered through **teamwork** are invaluable in every aspect of life, from personal relationships to the workplace. It takes **courage** to step up to take a penalty; it takes **self-discipline** to practise basic ball skills until they are mastered; it takes **integrity** to admit that the ball crossed the line. One of the greatest attributes required in sport is **respect**: both for the opposition and for the umpire or referee, in words as well as actions. Respect also extends to helping an opponent to their feet, or checking that they are ok when they are injured; put simply, this is **kindness**. Sport provides opportunities for **leadership**. Whilst this may be explicit through having a team captain, leadership can be manifested in more subtle ways because all players are decision makers - whether it is calling a particular play, or intervening to calm a teammate.

Sport affords opportunities to demonstrate and develop these attributes, but it also challenges players to keep to them during the pressure of the game when doing so can be hard. Sometimes, as we are all too aware, even elite sportsmen and women succumb to these pressures and the values, such as **fairness**, that they would otherwise espouse are put to one side. At school, students may not always get this right, but this too has the potential for learning, growth and **forgiveness**.

In proposing these benefits of playing sport, I have not mentioned winning. Winning matters - it fosters a sense of achievement and pride - but it is also important because it provides an opportunity for **humility**. However, losing matters just as much, because it enables reflection and the development of **resilience** - one of the most important attributes with which any young person should leave school.

The Oxley mission statement includes preparing students for life in the 21st century that is exciting and uncertain. It also includes providing rich opportunities so that students "can experience what it is to really strive to work hard at what is important". Our co-curricular and sporting programmes play a key role in carrying out that mission and fostering those values.





The Wedding Cake Maker

I sit and watch the Cake maker
Her hands are so careful
One layer on top of another
The first layer goes down
And I think of newlyweds
Laughing and quietly chatting
While the party music plays loudly
Watching the young children dancing
And both of them are so caught in
the clouds
They don't even notice

The Cake Maker's hands wobble as
she places the second layer
Vividly I imagine two young figures
standing around a newborn snuggled
up in a hospital blanket
The parents stare adoringly into the
tiny blue eyes
Suddenly the little angel's face turns
Scrunched up
She lets out a high pitch squeal
sending Mum and Dad into a frenzy
looking for something to calm the
little one down
She settles as she is placed in her
brand new cot
They quickly tip toe down the stairs
Missing all the creaky floor boards

The flawless cake is starting to form
A picture flows into my head -
I can hear the sound of a tape gun
scraping across the boxes
I can feel the emptiness wavering
inside me as if I was leaving home
The moment when I realise I have
yet to pack my belongings from The
memory box
Thousands of memories come
flooding back
A quiet sob comes from the living
room

And now the final layer
Refined and beautiful like a dove
fluttering into the distance
Fragile like their lives now
They sit together watching the ducks
frolic in the pond
Content to share their love
Memories fill their minds
Just like the ones that will be made
tonight.
by Brydie Taylor (Year 7)



Sky High

High in the sky
They flicker and shine, They are the
guardians Of space and time.

For millennia
The compass star, Has guided sailors
From afar.

Streaks of light
Across the sky,
Like unmanned
Rockets blazing by.

Can I reach them?
So far away,
They disappear
In the light of day.
By Alexander Martinek (Year 7)

A selection of Poetry from Year 7 Students.

"Blink blink my eyes opened to the
white wicked light. "Come on", mum
said, get into the car. Once I was in
the car, it shot off like a bullet out
of a gun. Once in the pool I smelled
the smell of chlorine wafting in the
air. I looked over the edge to see
rows and rows of Oxley people. It
was only one minute until my race;
I had bats in my tummy and they
were screaming. I got ready in
record time and went to join my
group. Slowly I stepped onto the
block. The buzzer went like a bee
buzzing in the air. I dived off the
block and began swimming like a
rocket shooting off into space. I felt
my fingers touch the wall, I got out
of the pool and went to collect my
ribbon. I went to my seat to collect
my bags, my mum was waiting in
the car. She was very proud, she
took me on the long drive home
again."

Oliver Johnson (Year 2)

ERIN RHOADS CLASS OF 2002

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

Upon finishing grade 12 I took a year off to travel before attending university where I obtained a Bachelor of Creative Arts majoring in Graphic Design. Following my studies I began a career in advertising working for big agencies on global brands. After spending two years in London, I returned to Australia deciding to broaden my skills with a course in animation and special effects. It was during this time I began what started out as a travel blog that soon morphed into a place where I recorded a challenge I had given myself to reduce the amount of plastic I use. My little blog, The Rogue Ginger, soon became one of Australia's most popular eco lifestyle websites as I continued to chronicle my life of reducing waste and making more environmentally friendly choices. These days I have now swapped my advertising career to instead engage with individuals, businesses and government to redefine what is waste and how to create less of it. I was a consultant on Australia's War on Waste and a regular contributor on ABC Radio. My tips to reducing plastic and waste have been featured on BBC World, The Project, Sunrise, Marie Claire, Australian Womens Weekly, The Age, The Guardian, Peppermint magazine and many more. My first book 'Waste Not' will be published this year.

What is your biggest achievement since high school?

Apart from becoming a mum and writing a book in the same year, my biggest achievement has been discovering the power I hold as a citizen. Everyday I can make choice for a better, fairer and kinder world that will be felt for generations to come.

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

I had a strong passion for art, design and computers throughout high school. I did apply myself in those subjects so I could eventually study and later work as a graphic designer. Ending up in a sustainability role was never expected nor publishing a book on reducing rubbish! After all, I had spent a decade in advertising persuading people to consume consume. These days I now ask people to rethink the story around consumption and how to practice it in a kinder and more thoughtful way. Maybe one day I will



go back to working in advertising or graphic design for brands focused on sustainability and environmental projects.

How did Oxley prepare you for your future?

On reflection the expectation to represent the school in a team sport or drama, and participating in inter-house competitions like choir, athletics or debating were paramount in building up my confidence. I'm very shy and quiet, even more when I was at school; the thought of getting up in front of my peers was nerve-racking and in the early years filled me with dread! But after each sporting event, each play, each inter-house debating competition my skills grew and I discovered interest in areas I never expected, like drama and cross country. I wasn't particularly wonderful at either but had I not tried I would not have discovered I enjoyed them. Finding something you enjoy is more important than finding something to be the best in or top of. When I was working in advertising it was part of my job to stand in front of people to pitch an idea or project, and everyday I worked with a team to meet a goal. All the practice in high school made these moments easier and less cumbersome. At my first invitation to host a workshop on how to reduce waste, I was very nervous because I had never studied sustainability or environmental science but I saw it as an opportunity to try something different and I'm so glad I did. Had I not I would never have realised how much I enjoy educating others through public speaking and the joy it brings me.

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

Hanging out with my friends everyday. I was very lucky to go through school with a group of kind, funny, supportive, intelligent and ambitious women.

What would you say to your fifteen year old self?

- Always stay true to yourself and your own goals.
- Don't be afraid to speak up on any subject, idea, belief you feel passionate about.
- Wear a hat and sunscreen!
- Thank your teachers for their hard work and patience.

WHAT'S HAPPENING? IN THE WORLD...



EQUESTRIAN

Hunter Taylor (Year 10) recently competed in the Rider class 15-17 years in which he was awarded Reserve Champion. This is a National championship, judged by an international judge and this is a thrilling result. There were about 25 riders who had qualified to be at these National Championships – boys and girls in the one class, although Hunter was the only boy. Judging on the colour of the rosette, they weren't expecting a boy to be among the winners!!

Congratulations.



MOSS VALE BUSKING

Grace Newton (Year 11) recently competed in the "Moss Vale Busking competition", where she won the People's Choice award! The Pin Oak team have asked her a few questions...

PO: Who/what has been your inspiration to pursue music?

Grace: Throughout my life I've always had a musical upbringing. Everyone in my family plays an instrument so I had no choice really. I started with piano and moved onto flute and guitar in about Year 5. High school is when I really started singing and playing guitar together. From then on busking has just been a fun hobby of mine.

PO: How does it feel to win the People's Choice award at a recognised busking competition

Grace: Winning the People's Choice award at the Busking competition was extremely surprising. I had always felt confident with my performance, but I never thought it would get me to this point so soon. Definitely worth all the hours of practicing.

PO: What are you planning to do with the money?

Grace: On the weekend after the competition I went to the music shop in Bowral and bought myself a Cole Clark guitar. I have always used my dad's guitar when performing, so I thought it was time to buy my own guitar. I fell in love with it as soon as I picked it up.



LOCAL: TATHRA FIRES

All over the news headlines have been the Tathra fires. A little town with a big heart. About five hours away from Oxley. The little town with no big mention until now.

Every day the news headlines include something about the Tathra fires. The fire started with an electrical pole that fell down and caught alight. Sixty nine houses were burned down as well as 30 caravans and over 30 houses damaged.

Thankfully no one died or was seriously injured in the process.

My parents happened to be staying near the town next to Tathra and saw everything that had happened.

They also emailed a local to make sure they were okay and turns out that they were living in the shop with their four boys and pets not knowing if they would come back to their house burnt or alive.

My parents drove around the area and could see people reliving the moment, telling their stories to everyone.

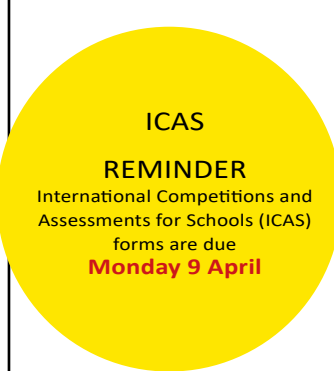
One moment that really affected them was when they saw a daughter hop out of her car and run across the road to be embraced by her mother as tears ran down their faces. By Lily Magill (Year 9)




GALLERY



APRIL CALENDAR

	Mon 02 EASTER MONDAY	Mon 09 Year 12 Batyr Year 11 Student/Parent/Teacher Interview Night	Mon 16 Drama Tour to Melbourne
	Tue 03 Year 12 Half Yearly Examinations	Tue 10	Tue 17
	Wed 04 Year 10 Morrisby Feedback with parents Year 5/6 Canberra Legals & Legacies SHIPS Cross Country	Wed 11 Oxley Music Night	Wed 18
	Thu 29	Thu 05 NSWCIS Secondary Swimming Championship Year 5/6 Canberra Legals & Legacies	Thu 12 K-6 Grandparents' Day END TERM 1
	Fri 30	Fri 06 Year 5/6 Canberra Legals & Legacies	Fri 13 Drama Tour to Melbourne
	Sat 31	Sat 07 Brigadoon at Bundanoon (Pipe Band) 1st XV Rugby Tour	Sat 14 Drama Tour to Melbourne
Sun 01	Sun 08 1st XV Rugby Tour P&F: Year 5 Family lunch, Briars	Sun 15 Drama Tour to Melbourne	Sun 22



Open to all school age riders in Years 7 - 12

OXLEY COLLEGE

EQUESTRIAN DAY

Sunday 6 May

"Wyeera", Bong Bong Racecourse, Bowral

All entries via: www.nominate.com.au

Entries close: Sunday 22 April 2018

Dressage | Show Jumping | Show Horse

Enquiries:
Alex Wansey - 0411 047 070
Holly Kramer - 0408 299 462



April School Holidays 2018
Classes available online now!
For any more info please email
admin@cookability.com.au

HOUSE SINGING

The soloist 7 - 12 House Music competition is often said to be one of the scariest and most intimidating competitions throughout the year. It is one of few competitions where students are required to showcase their talent on their own in front of a large group of people. This year the standard, as always, has been very high. Le Zhu and Thomas Tregenza took out first place in the instrumental competition, and Julia Parker and Gabriel Kolovos won the vocal competition. The final round of the House Music completion, whole House singing, will occur in Week 11!

By Jemima Taylor (Year 11)

NEWSFLASH

MOCK TRIAL



The Oxley College Mock Trial team defeated Frensham in Round 1 of the NSW Law Society Mock Trial competition. This was a criminal case where Oxley was defending Sandy Smith, a young woman accused of assaulting Julie Reed on a train, causing grievous bodily harm. The magistrate was Major John Patterson. Special thanks to our legal experts, Fiona Jowett and Geraldine Beattie for their invaluable advice and wisdom on the case. By Olivia Cox



ALL SCHOOLS TRIATHLON

Oxley College recently entered two teams into the 2018 All Schools Triathlon held in Penrith. The Intermediate team, which consisted of Philippa Kettlewell, Nicolas Milner and Hugh Callahan, placed 18th out of 186 other school's teams. The senior team, Lachlan Coleman, Finn Treahy and Caelan Barker, placed 15th out of 170 teams. Nicolas Milner raced in the individual event and placed 28th out of 178 competitors. A great effort from all!

AUSTRALIAN INTERSCHOOLS MOUNTAIN BIKE CHAMPIONSHIPS – THREDBO

The Australian Interschools Mountain Bike Championships – Thredbo What a fabulous event with over 500 riders competing. The Oxley team performed well in the MTB relay placing 4th and that was with our final rider having a spectacular fall.

Lachlan Blair, Monty Clark and Harry Black all were exceptional competing in the Downhill and the MTB Flow. Congratulation boys.



DUKE OF EDINBURGH'S INTERNATIONAL AWARD BRONZE PRACTICE HIKE



It was an unprecedented number of Year 9 students who signed up for the practice Adventurous Journey in the Wingello State Forest, hence two separate hikes were arranged over consecutive weekends.

The first group endured fiercely hot weather, only made bearable by a strong wind, the refuge provided by the shelter of the natural forest and the cool water of the creek. The students made good time on the first day, arriving at the campsite to relax in the shade, play ball games and enjoy a leisurely evening meal. The night was warm and the sky spectacular, so there was considerable reluctance to retire to bed. Next day, having carefully planned a route and struck camp, the group set off to hone their navigation skills, learning how to measure their pace and to take a bearing. An eerie afternoon sun caused by a nearby bushfire accompanied us on the steep incline back to the bus. Wildlife sightings included squadrons of white-tailed black cockatoos, a red-bellied black snake, a swamp wallaby, a wedge-tail eagle, a tree frog and a turtle.

Conditions on the second hike were much more conducive to bush walking, with cooler temperatures and lower humidity. While the first day's pace was slower, the group still found time to unwind at the campsite. Lessons in digging a latrine and the safe use of trangea stoves, was followed by dinner. The highlight was Charley's one minute steaks! The evening was spent playing very competitive bottle walking and lifting games. The following day, the tired group of trekkers became navigationally disorientated, resulting in a late finish but a rousing reception back at school!

A huge thank you is extended to Jenni Rees, Brendan, Chris, Heather and Austen for making both weekends possible.