

# PINOAK

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OXLEY COLLEGE

DISCO

PUBLIC  
SPEAKING

GONSKI  
2.0

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## Pin Oak Team

### Student Editorial Team

Jemima Taylor, Jade Gilles, Tully Mahr, Maya Chance,  
Hugh Corbett, Liam O'Connell, Kiara Rochaix, Sam  
Crowley, Cooper Barker, Lily Magill, Mack Kane, Ava  
Lambie, Eva Macevicius, Izzy Moore, Brad Worthington,  
Peggy Holmwood, Bridgett Drewet, Lily Hogan

Head Designers  
Cameron Grice, Juliette Swain

Designers  
Bree Feary, Aisha May, Holly Hutchings

Head of Marketing and PR  
Emma Calver

Staff Editor  
Beattie Lanser

Oxley College  
Railway Road, Burradoo, NSW, 2576.  
Ph: 4861 1366  
office@oxley.nsw.edu.au



## HABITAT FOR WILDLIFE

Dear Oxley families,

Would you like it if every Australian insect and possum species became critically endangered? If you wouldn't, you live in the Wingecarribee Shire and you love native animals then read this! (Read it anyway!) Habitat For Wildlife is about providing a garden that Australian species can live in. All you have to do is make small changes to your backyard to increase the number of birds, insects or possums living in your garden! You can do this by planting more trees, flowers and other plants. Make sure they are native otherwise they might not be suitable for the animals. Also, your garden will look and sound better than anybody else's in your street! You can make your garden bird-friendly! Here are some plants that provide food or nesting grounds for native birds: 1. Hakea Gibbosa 2. Lilly Pilly 3. Small Gumtree There are lots more you can get in your local gardening store. Doing this doesn't just attract animals, it attracts people too! If you do this, then more people will want to have fun in your garden! Thank you for reading this article about our amazing animals!!!

Louisa Hogan-Baldo (Year 3)



## WHERE IN THE WORLD IS FRANK SPARROW?

A play by Angela Betzien



WEDNESDAY 30 MAY, THURSDAY 31 MAY, FRIDAY 1 JUNE 2018

7.30pm HOSKINS HALL, OXLEY COLLEGE

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# Cook it with Love

What springs into your head when you think of a homeless person? Is it someone sitting on the side of the road with a sign, covering their face and asking for some money? Is it someone sleeping on a piece of cardboard in Sydney in a doorway, maybe with their dog next to them?

This is what most people might think of when they hear the word 'homeless' but that's not all homelessness is. In fact, people who have to sleep outside – in a park, under a bridge, or in a doorway – are only 7% of Australia's homeless population.

So, who are the others? What other kinds of 'homelessness' are there?

1. People who have to live in housing provided by crisis centres, domestic violence shelters and other places. These are people who'd be living on the streets if organisations like Wayside Chapel, Red Cross and other places weren't looking after them.
2. People who are 'couch surfing' – this means people who are living with friends temporarily, moving around a lot because they don't have a home of their own.
3. People living in boarding houses, which are a bit like a really cheap hotel and very basic. They can be a bit like a backpackers.
4. People living in very very crowded places – like other people's homes, or flats that might only have one bedroom for six people.

In our own Wingecarribee Shire, we probably don't think there are many homeless people because you don't often see people sleeping rough on the streets. But this doesn't mean homelessness isn't a problem – think of the other categories. People in our area find it hard to afford rent as rent in the Southern Highlands is growing; people with pets find it very hard to get rentals that allow animals.

Many young people end up living on friend's couches because they can't afford a place of their own, or they all live together in very crowded places.

Lots of these people may especially be struggling to have meals – and that's where Year 7 students from Oxley come in.

For the last few years we have been cooking meals to supply to the Uniting Church in Bowral who distribute them through a lunch for the community. The Year 7 students cook two meals each per year so we provide 120 meals to be served up to anyone who might need one. This is part of our Service Learning.

I spoke to the co-ordinators this week who said how much they appreciated the meals cooked by the Oxley students and how grateful they are to have a meal in the freezer to give whenever someone needs one. They told the story of a woman from Bowral who came this week and had eaten no food at all. Because of the meal provided by one of our students in Year 7, she was able to go home with something home cooked and warm to eat. So when you are cooking your meal for Service Learning this year, think about where it's going and how you could be really helping someone who might not have eaten a good healthy meal for a long time.

Brydie Taylor (Year 7)

# HEADMASTER'S REPORT

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## GONSKI 2.0

I have read most of the Gonski report now (this is the sort of reason it is risky to have me at dinner parties for entertaining conversation) and it certainly is an important, holistic and even brave document about the future of our education system in Australia. It is not about funding. Instead it is about how to get quality learning for all of the students. Despite my reservations I am impressed by the way that David Gonski and others synthesise such a gigantic and multifaceted topic (all of education) into something resembling a cohesive programme. I am enthusiastic about some areas, but really quite cautious about some others. Let me explain further, just in case you too want to be seen as an entertainment risk at dinner parties.

### **Fall in league tables.**

It begins by demonstrating how far we have fallen in international league tables in Maths, English and Science in just fifteen years. (from 3rd in the world to 16th in literacy, 7th to 25th in Mathematics and 4th to 14th in Science). In the interim, other countries such as Singapore, Hong Kong, Finland, Chinese Taipei and Estonia have done extremely well. But there is little analysis of:

- Whether we trust the test
- Why we fell
- Why other countries rose.

Should we trust the test? Does it properly test how capable, skilled, inventive, employment-ready and curious students are? Its co-ordinator Andreas Schleicher indicated at a conference I was at last year that the tests are quite different from year to year and so comparing one set of results to another over fifteen years is problematic.

Why did we fall? The report briefly indicates that it is our 'outcomes' system in which we mandate how much each student learns each year (with the implication of 'this much and no more'). However, few teachers I know felt like an 'outcome' was a 'ceiling' - it was more of a midpoint. Many teachers half ignored them anyway - quite luckily it turns out as we are being told now that it was the source of many of our problems. So I don't really buy it as enough of an explanation.

There is also, very concerningly, almost no analysis of why the high performing countries rose. Do they have wonderful effective, utopian and smartness-inducing programmes that we missed? Or are the kids being coached in narrow, co-curricular free schools and then hothoused in joyless tutoring centres until late in the night in order to feed a high stakes treadmill of test taking? If it is the former then I lament our lost opportunity, if the latter then I celebrate our decline. I do wish that more had been done to study our 'competition'.

## 2) Recommendations

There are three priorities, twenty three recommendations and seventeen findings in Gonski 2.0. In short they say that every child should achieve one year of growth for each year of school, we have to train children to be creative, connected and engaged for the twenty first century and that the school system should be flexible and innovative enough to achieve this

My favourite recommendation of the twenty three is the one about strengthening students 'general capabilities' as well as their content subjects and skills. These capabilities include their critical thinking, their creative thinking and their ethical development. We don't have subjects called 'Critical Thinking' (although I think we should) or creative thinking across Australia at the moment - instead they are embedded somewhere in English, Maths, Science etc and they can often be overlooked. The recommendation says we should be very clear about how we teach them, assess them and assess these general capabilities. I think that systematic teaching of this area, be it a Cornerstone Course, a Philosophy for Children course, a values programme a 'how to think' subject would be a big leap forward. It should take its place alongside Maths, English and Science as the core subjects and aims of schooling.

I am also in favour of recommendations that say we should look at evidence based practices (this is John Hattie and Visible Learning, basically) and mentoring/development/remuneration of staff.

I am less enthusiastic about the emphasis on 'every' child achieving one year of externally mandated growth every year, along with negative consequences for schools and teachers who fail to achieve it. I grew up on the mantra 'always avoid always and never say never'. We know that a few kids, wonderful as they are and try as they might, won't pick up a year's worth of academic work in a year. Getting six months of growth out of them and keeping their self-esteem and their character intact is a huge challenge. If they finish school in Year 12 with a level of literacy that a good Year 9 child has, then they are still equipped for many jobs and even professions. This lock step 'year of growth in a year' (whatever a 'year of growth' actually is) has echoes of the 'no child left behind' policies of America about fifteen years ago, which sounded great, but resulted in millions of children being left behind, and millions more bored with dull, lock step teaching.

Overall, though I worry that the two major themes of the recommendations pull in different directions:

- a) Make sure everyone has one year's growth. (basic, lock step, international assessment etc)
- b) Make sure everyone is creative, flexible and free thinking for a rapidly changing world.

Indeed, to achieve all of this is a nirvana that we all aspire to (and we try it at Oxley). However, you often do one at the expense of the other. Ignoring a paradox at the centre of the recommendations does not make it easy to achieve these recommendations.

## Missed opportunities

There is much more that I could say, but I will restrict myself to two areas I would have liked to see more of (acknowledging at the same time that it is the easiest thing in the world to complain 'You didn't say this'. Overall I think the report has done a startlingly good job at bringing so many educational trends and observations together).

- It is easy to expect what the school system is supposed to deliver, but I think we can have more expectations of what reasonable children are supposed to do in return. We can expect them to work hard, expect them to knuckle down even if the work isn't sugar coated and expect them to push themselves. If they don't we can work more and sensitively with them. But at some point you can point the finger at the child, as well as the school, the teacher, the system, and all of the rest of society.

- There is a lot about learning growth, but I think we should track effort growth as well. Oxley is currently trailblazing with Redlands a system that puts as much data grunt into effort scores as schools do into test scores. We know from many groundbreaking educational philosophers such as Carol Dweck that a 'growth mindset' comes from embracing challenge and trying hard, not from achieving a particular result on a particular day. To 'score' effort and track effort growth allows each student to work to their capacity and be rewarded for it. Yet the report is silent here.

Anything that focuses all of society on our education system is a good thing, and it is good to see a holistic (ie. non NAPLAN/league tables or SafeSchools beatup) report front and centre. The government has accepted all twenty three recommendations and so it will be interesting to see whether it becomes the engine of real change or a report that stalls somewhere on the highway out of Canberra. And hopefully when someone leans across to you at a dinner table and says 'What do you think of Gonski 2.0' (as they are sure to do) you have some more perspectives for a sparkling and witty reply.

### Links:

a) A Colleague of mine who is more supportive than me: <https://www.barker.college/head-of-barker-college-blog/2018/term-2/gonski-20-a-responss>

b) A Colleague of mine who is less supportive (and more entertaining) than me: <https://www.smh.com.au/politics/federal/gonski-review-is-an-abject-failure-and-a-wasted-opportunity-20180506-p4zdoo.html>

c) The report itself: <https://www.education.gov.au/review-achieve-educational-excellence-australian-schools>



# JUNIOR SCHOOL NEWS

## Head of Junior School: Justine Lind

I love being part of a vibrant learning community where knowledge and expertise is shared for a common moral purpose. It is wonderful to receive correspondence from parents who recognise some research, resources, current affairs or a publicised initiative that aligns with our own mission and values. It is even better, when our students echo these ideals back to us as they discover their appreciation of knowledge or the example of role models and see the value of the rich education of their whole being that is nurtured in so many experiences throughout each year.

The Public Speaking Finals provided evidence of the immense power of the lessons lived in the daily life of the Junior School. My congratulations go to every single child who participated in this event and I couldn't help but think that my voice is becoming redundant. I've asked the House teachers to nominate student speeches that illustrate our Oxley Values so that our students may provide the inspiration and voice in some future assemblies. You are in for a treat.

In this edition of Pin Oak I'm celebrating Madeleine Garton in Year 6 who, along with Xanthe McDonald in Year 5, gave Arkie Franics a very close call last Friday. You will have heard Arkie's speech last night as the Junior School Public Speaking Champion for 2018. Maddie illuminated our tag line 'To think, to dare, to dream' in the stories she told to speak about the power of human "Tenacity" which sounded very much like fortitude! Her speech is included below.

There is a famous expression that goes when the going gets tough the tough get going. I was intrigued by what this meant so decided to select this as my topic. The meaning behind this saying is that when a situation becomes difficult strong willed and determined people will dig deep and work harder to overcome the obstacles and rise to meet their challenges. I was inspired and hope to move you today with the stories of three inspirational people that support the saying and highlight the human spirit of tenacity.

*Do you know of Derek Redmond? He ran in the Barcelona 92 Olympics men 400 meter's race. Derek was coming in first place when suddenly his hamstring snapped! He stumbled and limped with massive pain etched across his face. Derek collapsed just short of the finish line when his father pushed through the crowd and said "son you finish this" and that is what he did. Through sheer physical determination Derek found the strength to get to his feet and finish the race. Even though he came in last he is remembered for his spectacular display of grit.*

*Not so long ago females and especially African American women were told NO to nearly everything. But there was one woman that changed all that and her name is Kathrine Johnson. Ever since she was a little girl, she was told she could not do things because she was a female and because of the colour of her skin. However, Kathrine had a lot to prove because she was smart.*

*She fought for everything she did and when she was older she was accepted into NASA and was given a very important job because of her mathematical intelligence. She manually calculated the trajectories of the spaceship landing more accurately than computers could at the time. Kathrine Johnson taught people that it doesn't matter what colour your skin. You can still do great things.*

## Weekly Awards:

### Students of the Week Learning Journey

KL: Charlie Hammond

Yr 1S: Thomas Berry

Yr 1W: Jemima Anson

Yr 2: Claire Diver

Yr 3: Dakota Winn

Yr 4: Amber McGlynn

Yr 5C: Sasha Pratten

Yr 5H: Chiara Shannon

Yr 6A: Harry Hiscocks

Yr 6L: Lily Bingham

### Oxley Values

KL: Leo Le Guay

Yr 1S: Ava Kroll

Yr 1W: Anna Sutherland

Yr 2: Bronte Morgan

Yr 3: Claudia Carpenter

Yr 4: Toby Wood

Yr 5C: Will Gilbert

Yr 5H: Edward Connell

Yr 6A: Amelia May

Yr 6L: Luke Suttie



### Students of the Week Learning Journey

KL: Hugh Pratten

Yr 1S: Lachlan Stanners

Yr 1W: Robert Clothier

Yr 2: Anna Clark

Yr 3: Estelle Beckett

Yr 4: Ben Scott

Yr 5C: Sophie Spring

Yr 5H: Fraser Rasheed

Yr 6A: Amelia May

Yr 6L: Harry Cameron

### Oxley Values

KL: Sophia Bagnall, Sophie Hutchison

Yr 1S: Hamish Aston

Yr 1W: Ivy Bacon

Yr 2: Scarlett Miller

Yr 3: Emma Barnett

Yr 4: Sabine Garton

Yr 5C: Eva Duffy

Yr 5H: Ben Shields

Yr 6A: Oscar Byrne

Yr 6L: Sam Wilkinson



*We all value Oxley for many different things but one of them is our education which is something we often take for granted. Imagine, just for a minute, having to fight for your right for your education and this just what a girl called Malala had to do. Malala believed in female education and that girls are just like boys with the same strengths and talents. One day this 15-year-old girl was shot in the head by the Taliban who believe that females do not deserve education and a full life. Malala was rushed to the hospital. Luckily she survived and came to tell the world of her ordeal. When she recovered, people expected her to give up and believed that Malala would never be the same. However, Malala came back stronger than ever and because of her tireless efforts on improving gender equality she was given a Nobel Peace Prize. Not only did she fight for her life but also for her beliefs. Malala said that "I do not want revenge on the Taliban. I want to educate their sons and daughters".*

*So, when the going gets tough we have seen how the tough get going. But these values are not just for other people. Every person at Oxley can look for opportunities to live these values. Just think..... if you are running a cross country race and doubt you can finish, think of Derek and how he put pain aside to achieve a goal. Or, you can think of Kathrine Johnson when you need to draw on persistence and intelligence to get a good grade on an exam. Last of all, you can choose to be brave like Malala and stand up to support a friend who is having to put up with bad behaviour from others. We can do all of these things every single day. The choice is yours.*



# Six. Six degrees of separation.

You might be familiar with this concept, through the film, song or otherwise, that proposes every human alive is a maximum of six connections away from one-another; being linked by friends, then friends of friends, and so on, successively.

What if I told you if this phenomenon not only exists, but the average number of degrees has been not to be 6, but, 3.5 and shrinking constantly.

Facebook, which has in excess of 2.2 billion active users, has been in the media a lot lately, with its CEO Mark Zuckerberg fronting court in April over its data-management practices and the Cambridge Analytica scandal. What became evident was not only a lack of understanding of the value, and constitution of the global spider web of data, but also the tangible consequences of playing with it.

Early in the trial, Senator Hodge posed to the Facebook CEO a question.

“How can you sustain a business model in which users don’t pay for your service?”

Zuckerberg, normally stone-faced, replied, “Senator, we run ads” while suppressing a smile.

The casual Facebook user, it seems, lacks a fundamental understanding as to how the service operates commercially.

Facebook ‘mines’, and ‘sells’ data to advertising agencies, while operating as an ad platform itself.

‘Your data’ – things such as posts, photos and comments, are safe – protected by Intellectual Property and privacy agreements.

It’s the peripherals that are of interest. Likes, locations, activity patterns, relationships, friend demographics, and browsing history (and yes – Facebook tracks your activity even when you’re not using it).

Your time and your habits are very valuable; Facebook posted a revenue of \$40 billion USD in 2017.

In an operation of such scale, data-misuse is inevitable. But sometimes it is deliberately exploited.





In 2013, a developer created a 3rd-party, 'personality quiz' app called 'thisisyourdidigtallife' run through Facebook. It claimed to be a psychological research tool. 270,000 people downloaded the app, giving it permission to their Facebook data. Through the 'friends of friends' system, the developer then accessed detailed data from over "tens of millions" users.

This, in itself, was fine; a normal practice. But then the developer violated Facebook's privacy service agreement by giving this private data to the now-notorious political consulting firm, Cambridge Analytica.

When Facebook found out about this, it ordered Cambridge Analytica to erase the data in its entirety. Cambridge Analytica claimed to have done so, only for reports to later falsify this claim as 'fake news'.

Hired by political forces in the 2016 US Election & Brexit vote, the company then used this info for 'micro-targeting'; building over 230 million "profiles" of voters using computer algorithms. The 'vulnerable', or 'swing-inclined' people were then targeted in ad campaigns. It also helped with strategic communication, like what to say in speeches.

The complete effect is, of course, impossible to know. But it seems a perversion of democracy whereby votes are 'bought' rather than 'won'.

So, where does that leave us? Cambridge Analytica is now defunct, and Zuckerberg, after some scolding has committed to improving Facebook's systems. Debate about regulations is heated; due to the very -real possibility of infringing upon the freedom of speech.

The company, Zuckerberg, said in a post-trial interview, is now facing two central questions. Questions we as citizens of the global age would do well to keep in mind; first "Can we get our systems under control", and second "can we make sure that our systems aren't used to undermine democracy".

By Zack Cunich (Year 12 speech from the 2018 House speaking competition)

# DEPUTY HEAD REPORTS

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## Deputy Head Pastoral: Mark Case

This week Oxley hosted two important wellbeing workshops for students in Years 9 and 10. Whilst it is often the case that single-sex schools are attuned to the specific learning and developmental needs of one gender, there can sometimes be an assumption that students at co-educational schools do not need gender-specific aspects to their wellbeing programmes. Caring for the whole child is one of our strategic priorities and whilst much of what we do applies to both genders, it is important that we also tailor our pastoral care to meet the different emotional and social developmental needs of boys and girls.

### Tomorrow Man

Boys in Year 9 and 10 participated in 'Tomorrow Man – Breaking the Man Code', delivered by former ABC3 presenter Kayne Tremills. It was a two hour workshop that sought to disrupt some of the assumptions and received stereotypes about what it means to 'be a man'. Such perceptions are often narrow and can promulgate a masculinity that denigrates sensitivity, emotions and meaningful communication. Bottling up emotions is a contributory factor in mental illness and with one in eight Australian men experiencing depression at some stage in their lives, changing this restrictive 'man code' is important in promoting wellbeing in young men and enabling them both to reach out to others if they need help and to also reach out when they see that someone else needs help. Similarly, the workshop sought to challenge a toxic view of manhood that promotes shallow relationships with people from both genders and to reinvent a masculinity for a modern world that is more flexible, open, respectful and caring of others.

Below are some of the quotations the boys gave in their feedback:

"It gave me confidence with my feelings and not hide behind a mask."

"I will listen to others more and not be afraid to speak of my fears."

"It has helped me to see that I'm not alone in my peer group, like I thought I was."

"It has shown me how to break the stereotype for the better."

"I need to treat people I don't know so well with more respect."

### KYUP! Project

Year 9 and 10 girls attended a KYUP! workshop that promotes self-worth and provides practical training in self-defence. KYUP! (pronounced 'key-up'), a Korean martial arts term that translates as 'Shout!', was created by Mel Thomas in 2013 in response to the continuing reports of domestic violence in the Australian media. Mel drew upon her own personal experience of

family violence to develop a programme that seeks to empower young women and give them confidence to protect themselves. In this workshop, the students learned about intuition and how to respond to it, the importance of having a voice and also practical techniques for self-defence. In their feedback the girls indicated overwhelmingly that they felt better equipped to act on their intuition and more confident in protecting themselves and staying safe. Some of the comments from the girls included:

"I have become more comfortable with myself and know that people care. I have learnt how to protect myself."

"A great and empowering experience."

"I learnt to trust myself, raised my confidence and had fun whilst doing it."

"I liked that we weren't treated as princesses! I really liked the warrior approach!"

"I loved how you took bad experiences and created such a great and powerful workshop."

We intend to run both of these introductory workshops again next year, as well as implement the Tomorrow Man and KYUP! follow up workshops for our current Year 9 and 10 students.

### Batyr

Batyr returns to Oxley next week to run their introductory workshop, the Batyr Standard, for our Year 9 and Year 10 students. Batyr is an organisation that aims to address the stigma around mental health for young people. The workshop features trained facilitators sharing their own stories of courage and resilience in dealing with mental illness and educates students about the network of support services that are available to them.



# TAKE INSPIRATION



## MUSIC

★★★★★

### Arctic Monkeys - Tranquility Base Hotel and Casino

Fans of the famously catchy hooks and rock riffs might need to brace themselves upon listening to Arctic Monkeys' first release in five years, 'Tranquility Base Hotel and Casino'. This concept album explores technological advancements, social media, changing societal values and consumerism. Despite these lyrical complexities, the music is grounded and stripped back far beyond what was expected from the assumed rock album, in no way attempting to create a futuristic sound for the band.

Written by front man Alex Turner on a Steinway piano gifted to him, the meandering pace and randomly placed vocal melodies of the album sets no one song apart, rather creating a blended assortment of bowie-esque reverb - heavy vocals, minimal drumming and clunky piano. Such accompaniments are comparable to Nick Cave and experimental artists. Quite obviously aware of his status as a historical figure of rock and roll, Alex has found his voice, progressing from sensual rock - style love songs to comments on society: "No one's one the streets/ We moved it all online" and "My virtual reality mask is stuck on 'Parliament Brawl'".

By Maya Chance (Year 11)



## DOCUMENTARIES

These docos are sure to inspire and wow you with their truth and honesty and realness.

**Closer to the Edge** - seriously crazy motorbike race on the Isle of Man. SPEED SPEED SPEED, narrated by Colin Farrell.

**Netflix Abstract Series** - a bunch of inspiring creatives doing creative things, think Nike shoe designer Tinker Hatfield.

**The Eye Travels** - Diana Vreeland Vogues, most amazing Fashion editor - she discovered Twiggy and Angelica Houston.



**Searching for Sugarman** - a famous musician is totally unaware how famous his records are in South Africa in the 70s.

**Paul Kelly Stories of Me** - great story telling of a famous singer storyteller.

**Embrace** - positive female body image, a must see for all men and Women!

**Blue Planet** - what can we say, David Attenborough.

**Man on a Wire** - terrifying walking on a wire between skyscrapers with no harness.



**Exit Through the Gift Shop** - A graffiti legend Banksy leaves questioning the truth.

By Beattie Lanser



SERIAL

## PODCASTS

Podcasts are seriously underrated. They're a movie-book inbetween, and it seems the general population neglects to consider their ability to entertain. Sure, movies are commonly the largest source of amusement, especially with the invention of Netflix, and books create a place for an alternate universe, but you can't watch a movie or read a book whilst driving or working. Podcasts are a fantastic medium. They are a perfect way to escape to another place, using the same imaginative skills for a book, and without staring at a screen. But podcasts are also a great source of knowledge. I've listened to several podcasts, learning about current affairs, history, and crazy conceptual ideas, but recently I've found myself interested in the bilingual kind of podcast. I'm a student who is currently studying French, and I've found listening to podcasts in this language has drastically improved my understanding in class. There is a huge range of bilingual podcasts in all sorts of different languages, for beginners through to fluent speakers. Of course, learning a language isn't as easy as listening to a few podcasts, but it is certainly a huge aid. So, instead of plugging in your earphones to listen to music on your walk to school, try a podcast. You will be pleasantly surprised.

Check out DailyFrenchPod

By Tully Mahr (Year 11)



# JON CURTIS CLASS OF 2001

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

The very next day after my final HSC exam at Oxley, I was on the first train on my way to Sydney, following my childhood dream to become a chef!

Mum managed to get me job at Gastronomy Catering under Chef Darren Taylor, and I enrolled in a TAFE course, Western Cookery III. I worked with Darren for the next gruelling six months; Darren made Gordon Ramsey look like an angel! Darren taught me many talents including how to cook in my sleep, often yelling out "hot" or "yes chef!" in the middle of the night. After six months I started to question if my childhood dream was the future.

I decided that I needed to stick with it a bit longer but this time I should probably find a job myself, and off I went to my first big interview at Aqua dining. I met Jeff Turnbull and he agreed to take me on for a day to check me out. I was obviously rather impressive at shucking oyster and cleaning cool rooms, and a bond was created. It was long, hard hours in a very hot, windowless kitchen above the pool at Milson's Point where Jeff shared with me his extensive knowledge of food and cooking. My childhood dream was coming to life.

I worked with Jeff for the next two and a half years at Aqua, and had accumulated so much practical overtime that I contacted the NSW Board of Education and asked for my overtime to be taken into account. My four-year apprenticeship was shortened, and a few weeks later, I was a qualified chef.

I decided to reward myself with some more work, unpaid of course, and off I went to Paris to train in Michelin star restaurant 'Le Laurent' under chef Alain Pegourait. It was here, as a newly qualified chef, that I would learn how to top and tail green beans again. Luckily Alain noticed that I was really interested in the cooking and he moved me on to peeling potatoes, I was also frying the paper-thin potato crisps that were served with the welcome drink. As someone once told me as a kid "You never get a second chance at first impressions" and I was proud to now be the most important guy in the kitchen.

I moved back to Sydney and I decided it was time for a change of scenery. I did a ski season at Treble Cone, Wanaka, flipping burgers and the next thing I was in Moscow. I had just turned 23, and here I was standing at the airport in the Russian Capital with zero knowledge of the language and thinking maybe I had made a bad decision.

I began work with Russian restaurateur Arkady Novikov who at the time had over 50 restaurants around Moscow. I was to do a three-month contract at Nedalny Vostock, his flagship store as a Sous chef under Australian chef Glen Ballis, and then I had planned to



move to London to search for work. Three months passed and before I knew it, a decade. I worked the next ten years as Executive Chef with the Novikov group, opening restaurants Mr Lee, Cherdak and Fumisawa.

After a spending a large part of my career with Russia's top restaurateur, I thought it was time to give it a go myself and have since opened 'Curry Lab', with two locations in Moscow, and one in Sochi, 'Privet Crevette', a casual seafood restaurant in the heart of Moscow with two more locations opening soon, and 'Totoro' a large Japanese restaurant.

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

My biggest achievement since leaving Oxley College is definitely my family! I got married in Moscow in 2012; we have three kids and a number four on his way in the next couple of days.

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

Cooking was expected as it was a childhood dream, Russia was definitely not expected, and I still pinch myself every morning in case it's all a dream.

Being a foreign chef in Moscow also comes with its perks. You are often invited to cook for many high profile events and are often meeting very interesting people.

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

Oxley was a great lead up to the big wide world; there was always a good balance between discipline and freedom. The teachers were great and were very dedicated on the development of individual students. As a creative guy, I always had the opportunity to focus more on what I was interested in.

### **Who inspired you throughout high school?**

All the teachers at Oxley played a part in the development of my creativeness.

I have no regrets about taking the advice from Mr Armstrong when I was choosing my subjects for the HSC. Mr Armstrong advised me to take Design and Technology and Visual Art and to combine that with my passion for cooking.

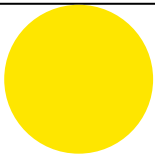
### **What would you say you miss most about being at school?**

It's funny, but what I probably miss the most, is at the same time, what I miss the least, routine. Preplanned weeks, its a love/hate relationship.

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

Follow your dreams and set high goals with timelines and push, push, push! Never give up. You might not reach every goal, and that's ok as long as you tried and gave it 110%, but at the same time keep a balanced lifestyle, health is very important.

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



## INTERNATIONAL

### A Windsor wedding



The Daily Telegraph said it all, 'Just Harried'. It truly was a fairy tale wedding captivating billions of people and melting hearts across the globe. While the guest list was filled with royals, it was the celebrities who stole the show. Among them were the Clooney's, Oprah, Serena Williams, the Beckham's, Elton John and of course Meaghan's co-stars from "Suits". And, when she arrived at the church, the best kept secret of the wedding was finally revealed to the world. A simple yet timelessly elegant dress with a hand embroidered veil incorporating floral emblems from all the Commonwealth nations. And, what a service. Traditional yet modern incorporating both British elements and parts of Markle's heritage. There were choir boys as well as gospel singers and a of course the sermon. A very passionate Rev. Michael Curry preached about the 'power of love' with the cameras capturing some interesting facial expressions from the reserved royal family. But in the end it was all about LOVE. The looks between them said it all.

By Lucie Drysdale (Year 11)



## INTERNATIONAL



### Israel and Palestine

The border between the Gaza strip and Israel has again become a focal point for the centuries old conflict between Arabs and Jews in the Middle East. Last Monday at least 60 Palestinians were killed and over a thousand wounded when Israeli soldiers opened fire at protestors along the fence marking the border. Tension on either side has been building, and the Palestinians have been staging a weekly "March of return" to mark the 70th Anniversary of the formation of Israel in 1948 and the subsequent loss of Palestinian land. The date also coincided with the move of the US embassy from Tel Aviv to Jerusalem. While protestors say they have peaceful intent, many believe they are being exploited by "Hamas", a group that the United States consider a terrorist organisation, and have accused the group of exploiting the campaign to physically attack Israelis. Ordinary Gazans, who have been let down by their leadership and who live in desperate conditions, are the ones who suffer the most. Many countries and media organisations side with either Palestine or Israel, so make sure you read over everything with a critical eye!

By Jem Taylor (Year 11)



## LOCAL

### ADOPT A COW



A few weeks ago, a story appeared on the ABC about a sixth-generation country valley dairy farm appealing to customers to donate money and 'adopt a cow'. This is because as the drought begins to take hold, many farms in the Southern Highlands, Sydney, the Hunter, and Central West are struggling to feed their livestock. The lack of feed drove this particular dairy farm in Picton to ask for help, with farmer John Fairley saying on Facebook that 'the time has come for me to swallow my pride and ask for help. The realisation that we will be fully feeding cows, all winter, has arrived.' This serves as a wake-up call for all of us with relation to the sheer difficulty that farmers are having right now just feeding their animals; with John Fairley then going on to say that 'I have estimated that it will cost \$1350 to feed her until the end of September. And I have 130 cows to feed!' This shows the burden of dry conditions on local farms so please, try to buy local, and try to support local farms. So that we can help them through this drought. By Liam O'Connell (Year 8)





# GALLERY





# MAY & JUNE CALENDAR

 	<b>Mon 28</b> Australian Geography Competition NSWCIS U16 Boys Football Championships NSWCIS Open Girls Football Year 8 Student Parent interviews	<b>Mon 04</b> Year 11 2019 Parent Information Night, Orchestra Room	<b>Mon 11</b> QUEEN'S BIRTHDAY
	<b>Tue 29</b> NSWCIS Open Girls Football Championships ICAS Science Y3-11 Year 9 Batyr Year 10 Batyr	<b>Tue 05</b>	<b>Tue 12</b> Year 10 Half Yearly Examinations Year 9 Rites of Passage commences Year 9 2019 Parent Information Orchestra Room
	<b>Wed 30</b> 2018 ISA Cross Country Production:Where in the world is Frank Sparrow, Hoskins Hall, 7.30pm. Tickets available at the door.	<b>Wed 06</b> 2018 Senior Athletics Carnival	<b>Wed 13</b>
	<b>Thu 31</b> School immunisation Programme Year 10-11 Year 9 ROP Briefing Production:Where in the world is Frank Sparrow, Hoskins Hall, 7.30pm	<b>Thu 07</b> 2018 Junior Athletics Carnival	<b>Thu 14</b>
<b>Fri 25</b>	<b>Fri 01</b> EXC: Y10 HSC & CareerExpo Moore Park FUNC: Y4 Family Get Together, Bowling Production:Where in the world is Frank Sparrow, Hoskins Hall,	<b>Fri 08</b> Open Morning for prospective families, 11.00am	<b>Fri 15</b> NSW State Short Sharp Final
<b>Sat 26</b>	<b>Sat 02</b> ISA Round 5	<b>Sat 09</b>	<b>Sat 16</b> ISA Round 6
<b>Sun 27</b>	<b>Sun 03</b> ISA Rugby Training	<b>Sun 10</b>	<b>Sun 17</b>

## WORLD'S GREATEST MORNING TEA

This week, the Oxley Staff Social Committee organised a wonderful Cancer Council's Biggest Morning Tea and staff donated \$400. Donations can still be made to the Oxley team via

<http://nsw.cancercouncilfundraising.org.au/OxleyCollege>



**conversely...**  
on the other hand



Afternoon Tea with Michelle Williams

Australian of the Year

Wombat Hollow, Kirkland Road, Kangaroo

Sunday 3 June, 2.30pm

<https://conversely.org/event/afternoon-tea-with-our-2018-australian-of-the-year/>

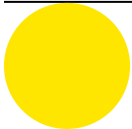
Students attending with their parents, who have purchased a ticket, can attend free of charge.

# NEWSFLASH



## SHORT AND SHARP

On Tuesday 22 May, four Year 11 plays, as well as one Year 10 play, went into a state wide drama competition called 'Short Sharp'. The requirements of entering and being part of this event, were that the scripts had to be written by a student, the play couldn't exceed 10 minutes, and the play had to be made up of students. The competition was held at Parramatta Riverside Theatre, and we were against the schools, Hills Grammar, Katoomba High School and some other Sydney Theatre groups. All of the groups improved significantly during the day, and when the final performance came around, they were all amazing. The play 'Tree Number Three,' by Jemima, Sienna, Lucy, Bridget and Nick, got straight through to the final round, and on Monday 28 May, the company will then announce five other plays which will also be going through to the final round of the competition. This last event will be on Friday 8 June. By Bridget Drewett (Year 11)



## FOOTBALL

1st XI Football team

Oxley 1st XI Football team are currently first on the ladder in the ISA Competition. The last game we won 4-1. The boys are playing well as a team and we looking forward to many more successes throughout the season, thanks to our coach Alex Prophet.

Ben Canute (Year 11)



## DA VINCI DECATHLON



That time of year had come around again, the time where eight students from Years 5,6,7,8 and 9 come together to participate and represent Oxley in the regional Da Vinci Decathlon. The eight students from each team were selected because of their high overall success in all subjects at school and because of the large range of high achievers throughout the year groups it makes it very difficult for the teachers to choose the teams. The Decathlon tests the team's ability to work together in a tight time frame to complete a task. After completing a task we felt as though we could relax our hard-working brains! The ten activities included Science, Creative Producers, English, Ideation, Cartography, Mathematics, Art & Poetry, Code breaking, General Knowledge and Engineering. Every team went really well and here are the following top results:

Year 5 came third in both English and Art & Poetry

Year 6 placed first in General Knowledge

Year 7 came third in General Knowledge

Year 8 placed first in both Science and Cartography then second in General Knowledge.

Year 9 came second in both General Knowledge and Cartography then came third overall.

The Di Vinci Decathlon was an enjoyable event and was overall a great experience.

By Peggy Holmwood (Year 8)