

PINOAK

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OXLEY COLLEGE



JUNIOR SCHOOL
PLAYGROUND

ISA SPORT

EDUCATION
THE KEY TO
FREEDOM

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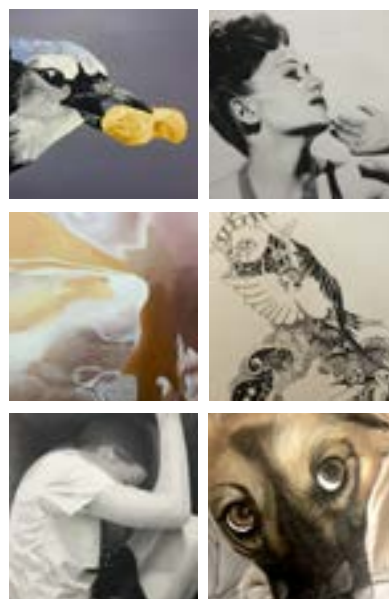
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Front cover image by Lora Ross, Year 6



HSC Art Exhibition

2018 YEAR 12 VISUAL ARTS
Orchestra Room, Oxley College
Railway Road, Burradoo (Ph. 4861 1366)
Thursday 23rd August - 5-6:30pm



Why Bacteriophages are the future of medicine

Laying low in cesspits and on rusty nails is our greatest enemy. We, as the human race, have failed. Bacteria is not only breeding, it is thriving. And winning.

Since 1942 and the introduction of mass produced penicillin, mankind has used antibiotics carelessly, for ailments completely unrelated to bacteria. Because of this, bacteria have been slowly learning, gathering information and adapting. In 2016, the World Health Organisation declared that antibiotic resistance was "the greatest and most urgent global risk." Amid warnings of potential pandemics, researchers scrambled to counter these resistant bacteria, known as superbugs. It was believed we couldn't stop them.

Except now we can.

Bacteriophages are tiny viruses that are considered to be the deadliest being on earth, killing trillions every day. However, these microscopic killers only slay one thing - bacteria.

Bacteriophages work in the same way as every other virus; they find a host, inject their genetic material inside it, and have it produce many more copies of itself, until the host dies and releases the virus where the cycle can repeat. Each bacteriophage specialises, however, only injecting one specific type of bacteria, (and maybe some close relatives). A good analogy was provided by Kurzgesagt, a Munich-based organisation that makes educational animations about science. "Antibiotics are like carpet bombing, killing everything it finds, even the good bacteria. Bacteriophages are like guided cruise missiles, killing only what it's supposed to."

Specific bacteriophages can be used to kill specific bacteria, and they are most certainly effective. Much of the early phase research was conducted by Poland and the former Soviet Union, and much

of their research proved the effectiveness of bacteriophages. In a study of 223 people, each having a pleural or lung infection, bacteriophages were administered, with a full recovery rate of 82%, compared to a previous antibiotic therapy study where only 64% of people with the same ailment survived.

And there are many more studies, showing similar results, with results from phage therapy ranging from the low eighties percentile to the high nineties. As time goes on, the percentage of people making recoveries from antibiotics has been dropping lower and lower, and the need for phages is becoming more and more evident.

One might assume, however, that we would have the same issue of bacteria evolving to become resistant to our phages. They would be right, that could be an issue, but we must not forget that bacteriophages evolve as well. Phages learn to counteract the bacteria's resistance and defeat it. However, it also turns out that for bacteria to become resistant to phages, they must once again become vulnerable to antibiotics.

We can catch bacteria in a Catch-22.

But by 2050, it is predicted that superbugs could kill more people per year than cancer. All the evidence points to bacteriophages being the eventual replacement for or partner of antibiotics. We need to embrace it now before it's too late.

By Mack Kane (Year 8)

DEPUTY HEAD REPORT

Deputy Head Pastoral:
Mark Case

Mobile Phone Policy (Years 7-10):

'See it, Hear it, Lose it'

After an extensive process of consultation involving staff, parents and students in recent months, Oxley will introduce a new mobile phone policy for students in Years 7-10 from Monday 27 August (Week 6). Students will be briefed on this change in Week 5.

This new policy has been brought about by increasing concerns both within the school community and more broadly about the impact on the health and wellbeing of young people as a result of the ubiquitous use of mobile phones. The Headmaster has outlined some context and rationale for the change in our approach elsewhere in this edition of Pin Oak.

The new policy applies from 8.40am-3.30pm on school days for students in Years 7-10, and can be summarised as 'See it, Hear it, Lose it'. The policy is to be announced to students next week at a special assembly (Week 5) and will apply from Monday 27 August (Week 6).

Under the new policy, students in Years 7-10 must ensure that if they bring a mobile phone to school, that it is switched off between 8.40am and 3.30pm each day. It may be used only if explicit permission has been granted by a teacher and it must be switched off again immediately after use. If a student needs to contact home during the school day, they can use the landline that is available in Student Services. If parents need to get urgent or important messages to their children, they can do so by contacting Student Services.

The policy means that if a mobile phone is seen or heard by a teacher between 8.40am and 3.30pm, it may be confiscated and stored at Student Services for the remainder of that day. The student may collect the phone from Student Services at 3.30pm.

Students who have their phone confiscated three times within the same term will be required by their Head of House to hand it in to Student Services before school each day for one week, collecting it at 3.30pm each day. Parents will be informed.

Further confiscations within a term may result in students being required to leave their mobile phone at Student Services for a longer period of time or be required to keep the phone at home.

Why did we decide on this approach to regulating phone use at school? Some schools require students to store phones in their lockers. Schools that do this will almost always have a policy that all student lockers have a lock, which is not the case at Oxley. Phones being stored in unsecured lockers is unpalatable and to require all students to use locks would represent a significant cultural shift that we are not prepared to make. In some schools, students hand in their phones to the teacher.



However, this approach comes with a host of new problems: students forgetting to collect their phone, students (deliberately or accidentally) taking someone else's phone, students leaving their phone on so that it rings during the day and students having two phones (and handing in one). In addition, the teacher would now be in possession of, and responsible for, thousands of dollars' worth of mobile phones. Of course, students can still access the internet and some social media sites, using their laptop. However, the school's internet security prevents access to many of these sites via the school wifi. Opening a laptop to send messages or to use social media, or using their phone as a 'hotspot' to do so, requires significantly more effort than simply pulling a phone out of a pocket. Students are permitted to use phones after 3.30pm, as many families rely on mobile phone contact after this time, for example, to make last minute changes to pick up arrangements.

Having carefully considered whether or not to include Years 11 and 12 in this change of policy, we made the decision to not do so at this stage, for a couple of reasons. Firstly, we felt that it is important to recognise the greater maturity and independence of older students. They need to learn how to self-regulate, in order to prepare them for the world beyond Oxley. Secondly, our evidence suggests that senior students are, in most cases, already doing this effectively at school. In almost all of the cases that a phone was confiscated by a teacher in Terms 1 and 2, it was a result of a student using their phone in class or in Tutor Group without permission. 93% of these confiscations involved students in Years 7-10. Therefore, we have decided to allow students in the senior years to use their phone discretely outside of class time during the school day, in House areas and the Year 12 Study Centre. Senior students should not be using their phone in public areas of the school, such as the Pavilion or the oval and will be discouraged from doing so. Senior students who repeatedly disregard this will be dealt with on an individual basis.

We recognise that students and some parents may find this new approach to mobile phones challenging and that for some families it may require adjustments in the way that they communicate during the school day. However, we believe it is in the best interests of students for their social development, for building resilience, for reducing both anxiety and social media addiction, and for improving their general health and wellbeing.

The mobile phone policy will be reviewed in Term 4.

HEADMASTER'S REPORT



Previously in Pin Oak you will find an article from Mr Mark Case outlining the changes that we are making to restrict mobile devices usage at Oxley. I will not repeat them here, but would like to put them in additional context.

We have been concerned about the increased reliance of many students on their devices at Oxley to the detriment of their real world interactions. (I hesitate to call these devices 'phones' because phoning people is one of the least used functions of many of these devices). Many of us have noticed a significant upswing in the devices' day to day use in the last year or two- from the occasional sighting at recess or lunch in 2016 to a regular reliance on them between periods, at lunch and even during periods. I have heard a number of stories from parents who took custody of their child's device for a weekday only to find the online chatter (including with other schools) continuing unabated during class time.

I think that our 'gut' as parents and older people is that this increased reliance is a regressive change. Most other activities, be it football practice, watching a Netflix episode, practising the tuba or going out with friends, take up defined 'blocks' of times. By contrast the mobile device is the spakilla of our day- it gets between every crevice of time and sticks itself onto every spare moment. In doing this, it crowds out all of the other incidental things we used to do with our spare moments such as talking to each other and thinking. Over the last few years the Iphone or equivalent for adolescents has gone from a luxury item to a necessary tool of social inclusion, making it all the more ubiquitous.

Our concern is amplified by a growing body of research that shows that sustained device use is linked to depression and disconnection. Jean Twenge's study of half a million American adolescents over five years is a key one here : <http://journals.sagepub.com/doi/full/10.1177/2167702617723376>. She has also written in her September 2017 Atlantic essay: 'Rates of teen depression and suicide have skyrocketed since 2011. It's not an exaggeration to describe iGen as being on the brink of the worst mental-health crisis in decades.

Much of this deterioration can be traced to their phones... There's not a single exception. All screen activities are linked to less happiness, and all nonscreen activities are linked to more happiness' <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/> We are not on the 'bleeding edge' of school change here either: France has banned these devices, other schools have restricted their use and our education minister is calling for some sort of nationwide restriction on devices' use in schools too.

Many of you will recall that last year we attempted to work with parents to curb late night use of mobile devices and social media in particular. You can read this again for further explanation and argument in Pin Oak Issue 60: <https://www.oxley.nsw.edu.au/wp-content/uploads/2017/10/ISSUE-60-WEB-FINAL.pdf>. The issue of devices has been on our minds and our radars for quite some time.

Of course there is the argument that rather than attempt to restrict the use of devices we should accept their central place in young people's culture and teach them to use the devices responsibly. I must admit, I still think that this is an argument that holds a lot of water. However, it seems that the addictive hold of the device is stronger than we had feared and our attempts at promoting self regulation are feeble than we hoped. There are many 'non illegal' activities in society that are restricted from younger people – gambling, voting, alcohol consumption and jury service for example - in recognition of the fact that our children are still developing. Unfettered mobile device access should perhaps be another one of these.

I do hope that you will be able to support Oxley's planned mobile device policy as outlined by Mr Case.

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

It is hard to believe that Mr Ayling has been back in his happy place for more than a semester now and contributing much to the daily happenings of the Junior School. His presence is a sunny one, oftentimes quietly working behind the scenes to check in on individuals or groups of students, supporting our Year 6 leaders, refining policies and practices or teaching his favourite class. From time to time he will investigate concerns brought to his attention about student conduct, always in a thorough and even handed manner. In this issue, Mr Ayling outlines many of the endeavours he has initiated in his short time with us. Ask your children about our cryptic hunt for John Oxley!

Junior School Playground

It is with excitement that the Junior School look forward to the Basketball and Tennis Courts opening soon. Over the past few months we have been busy implanting new ideas to help to keep our students engaged and busy at recess and lunch.

We are currently putting together a Student Playground Committee looking at how to best utilise the area to the east of the new courts. Several students have already suggested ideas which we will explore in the coming days.

We have provided class teachers with equipment such as balls and skipping ropes that each class may use during recess and lunch and we continue to provide a mix of playground activities in and around the K-4 classrooms.

We are currently working on an inter school Chess Competition where students may challenge each other during lunch and move up or down the magnetic leader board which will be located in the library. (A bit like Top Gear) I would encourage you to introduce your son or daughter to the basic rules of chess and encourage them to participate in the competition.

We have also introduced Finding John Oxley (The Ox) which is a bit of a treasure hunt where clues are posted each day. If your son or daughter comes home with a clue perhaps you can help them to locate "The Ox". The Ox is never out of bounds, above head height or hidden in the senior school. A small prize is presented each time it is found.

We also encourage Year 5 and 6 to continue to use the gym after school on Monday, promoting physical activity. Senior students also visit the Junior School on a regular basis and play organised activities with our students as part of their service hours for Duke of Ed.

We would like to encourage students to continue to bring an old pair of sandshoes which they are able to change into each day and will allow them to play on the dome. This would also assist with keeping the black shoes clean when they are playing in the mudpit.

As we look to prepare our Senior students for Year 7 we also allow Year 6 to visit the canteen and purchase items from 1pm or to drop into "Off the Shelf" for a hot chocolate.

We welcome any further suggestions or ideas.

Peter Ayling

Weekly Awards:

Students of the Week

Learning Journey

KL: Ian Phillips
Yr 1S: Samsara Pout
Yr 1W: Oscar Choo
Yr 2: Rory Shedden
Yr 3: Heidi Malouf
Yr 4: Flynn O'Brien
Yr 5C: Eve Murray
Yr 5H: Sarah Witcombe
Yr 6A: Madison Brett
Yr 6L: William Barnett



Oxley Values

KL: Oscar Jones
Yr 1S: Evelyn Hammond
Yr 1W: Hadley Morgan
Yr 2: Ollie Johnson
Yr 3: Barnaby Jensen
Yr 4: Sam Plummer
Yr 5C: Arkie Francis
Yr 5H: Luca Colloridi
Yr 6A: Cameron Wood
Yr 6L: Sophia Hamblin

Students of the Week

Learning Journey

KL: Violet Mineeff
Yr 1S: Will Kean
Yr 1W: Anna Sutherland
Yr 2: Charlotte Gordon, Noah Byrne
Yr 3: Javier Poole
Yr 4: Imogen Gair
Yr 5C: Lily Scott
Yr 5H: Fraser Rasheed
Yr 6A: Oscar Byrne
Yr 6L: Evie Crowley

Oxley Values

KL: Anna-Sophia Psarakis
Yr 1S: Charlotte Stirling
Yr 1W: Oscar Le Guay
Yr 2: Molly Harwood
Yr 3: Bronte Morgan
Yr 4: Sam Harwood
Yr 5C: Harry Greenfield
Yr 5H: Elke a Campo
Yr 6A: Maddy Garton
Yr 6L: Greta Perin





Anne Frank and Malala Yousafzai

• education the key to freedom

Throughout history, some of the most memorable voices often arise from situations of great oppression. Anne Frank in a personal diary from World War Two, and Malala Yousafzai from a biography published in 2013 explore the life under an oppressive power, hardships of growing up without personal freedom and the importance of education. These girls have become symbolic of hope, innocents and strength for many people all over the world. We don't realize how easy it is for a society to completely lose control until it's too late. In the same way as Anne recounts the Nazi party's rise to power, Malala describes economic depression, low morale, distrust of the government, anti-western sentiment and powerful propaganda all as factors in the rise of the Taliban.

Each story is a personal reflection on the change that the collapse of freedom brings. For both Malala and Anne, the crisis of change is profound. While one is physically imprisoned (Anne in the attic, hiding from capture by the Nazis), Malala is physically free, but imprisoned in every other way. The Taliban take away her social freedom and right to education, culminating in the closing of girls schools in the area and the end of her liberation as a woman. She is no longer allowed to leave her home without a male relative; expected to perform domestic duties and instructed to practice purdah (segregation and seclusion of women, wearing the veil). The Taliban also banned listening to music, watching TV, the use of the internet and the celebration of "un-Islamic" days.

"...it suddenly changed into a place of terrorism. I was just 10 [when] more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares," Malala recalls.

Jewish people experienced similar oppression. Before she goes into hiding Anne writes; "Our freedom was severely restricted by a series of anti-Jewish decrees"- Jews were forbidden to ride any form of transport, use public facilities, associate with Christians and were forced to attend Jewish only school and shops, wearing the Jewish star on their arm. Over the next three years, while Anne is in the annex, fear and hatred of Jewish people became so profound that 6 million Jewish people were killed. For those who stayed hidden, like Anne, life became confined to small crowded spaces with the constant threat of discovery, and inevitably death looming around every corner. In her diary Anne writes "I long to ride a bike, dance, whistle, look at the world, feel young and know that I'm free and yet I can't let it show".

Not only is Anne physically trapped in a small space with 7 other people, she also experiences loneliness and isolation, finding it hard, as the youngest to relate to the other adults. Anne writes of her longing for friendship even before she goes into hiding, and uses her diary as a companion, calling her "kitty".

The way each of the girls experience the collapse of freedom is superficially different but similar in the way that power was exercised to bring about the collapse. Theorist Michel Foucault divides power up into two different types; repressive power and normalising power. Repressive power is what we typically think of when we think of the word power, an external force including laws, the police, government regulation, the military. The term also suggests that violence or force is required to maintain it and Foucault argues that it is a "second rate form of power".

Foucault suggested that more power is found in "normalising power"- the invisible power of the "normal" found in every aspect of life. This power can be found in unspoken customs, rules, constraints, social life, the way we relate to others in society and even our own sense of self. We do not steal because it is against the law, we choose not to because it is what society has deemed to be immoral. Foucault argues that you only have to enforce "repressive power" if you lack "normalising power".



Foucault argues that people are essentially a product of society and society is a product of people. We are able to "resist" this invisible power however, and the key to resistance is knowledge. "Knowledge is not for knowing: knowledge is for cutting", he claims. Both the Taliban and the Nazis "took over" through "normalising power" which soon disintegrated into "repressive power". Their ideals became so embedded in society people began to accept them as the new norm and did not challenge them until it was too late. In both these situations, the only way to overcome these oppressive forces was knowledge, demonstrated by both girls in very public and personal ways. Foucault says "Where there is power, there is resistance."

"With guns you can kill terrorists, with education you can kill terrorism." Malala famously wrote.

Malala continued to attend school, write a secret blog for the BBC, speak out against the Taliban on television, refused to cover her whole head, yet still showed tremendous faith in Islam, becoming the face of girls education around the world. She received death threats from the Taliban, yet still continued to speak about the importance of education for girls, until she was eventually shot in the head on her school bus. "They thought that the bullets would silence us, but they failed... I raise up my voice – not so that I can shout, but so that those without a voice can be heard."

At the same time Anne sought freedom in a much more personal way, although over the years her story has become a symbol of hope in a time of darkness. Anne found freedom in her books and studies, throwing herself into greek mythology, philosophy, sexuality, French, classic literature, and her own family history; these ideas and her own dreams of being a famous author one day help Anne feel less confined in the Annex.

"It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart."

Sadly, although Anne did achieve her dreams of becoming a famous writer, she didn't survive the holocaust to witness this. Instead her diary ended abruptly on the day they are discovered in the Annex and she dies in a concentration camp a few months later. Anne and Malala come from completely different contexts, however they share very similar experiences - witnessing the collapse of personal, physical and ideological freedom. Despite this oppression, both girls are able to unlock and fight for the key to freedom, first explored by Michel Foucault, knowledge, found in education, self awareness and a deeper understanding of the world.

By Jemima Taylor (Year 11)

ARLO BERRY

When did you leave for Japan?

I left for Japan at the end of Year 8, last year.

What school did you go to?

Hokuriku Gakuin

What was it like living in Japan?

Living in Japan was amazing. It is Winter over in Japan, so we got to go skiing and snowboarding which was cool.

What was it like going to a Japanese school?

Interesting, and really fun but there was no morning tea, so I was hungry most days. Also, every day at school we would have to stop and clean the school up.

How much different is Oxley to Hokuriku Gakuin?

Oxley is very different, in Japan we must change shoes when entering different classrooms and we have paper tests all the time.

What was it like having to speak Japanese all the time?

It was hard in the beginning but after a while, I understood what was being said. I spoke basic Japanese so they could understand me, and they spoke basic English so I could understand.

How was the school work in Japan?

Quite hard because everything is in Japanese, but we did have some English tests and somehow I managed to fail them!

How was the food in Japan?

The food over there is nice. The rice in Japan is way better than the rice in Australia though I missed eating Western foods and meat.

Where did you stay whilst in Japan?

My family bought a house which was in walking distance from the school. So, I walked to school through the snow and ruined some of my shoes. The houses are much different from Australia they are much cleaner and during the colder months we use our 'Tatami mats' to keep us warm

What was it like coming back to Australia after being in Japan for such a long period of time?

Coming back to Australia has been nice but the people are different with their manners. Like when they say "Thank you", they bow, so now I must stop bowing because I'm back in Australia.

Is there anything you wanted to share about your experience in Japan?

- There are heaps of vending machines with a variety of things to purchase and at a cheap price.
- Everyone thinks the technology in Japan is high tech and advanced when really there isn't much advanced except for having robots in every car store. Technology in Japan is not advancing that much. ...they still use flip phones!
- Overall, it was a really good experience one that I enjoyed very much.

By Lily Magill (Year 9)



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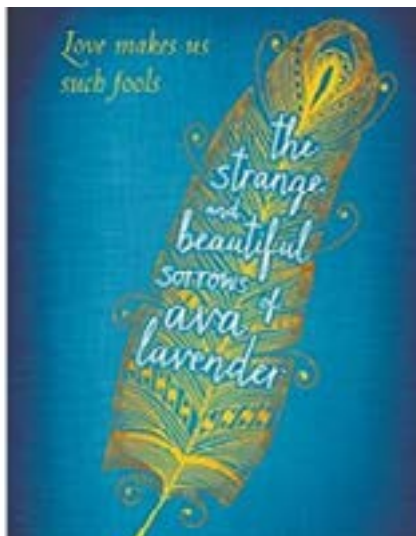
Wednesday 12 Sept 2018 at 4pm
BDCU Alliance Bank
411 Bong Bong St Bowral

RSVP: 5 / 09 / 2018. (For catering)
forum@bdcuchildrensfoundation.com.au
Free Event All Welcome

Supporting the ongoing mental health needs of young people in our community



TAKE INSPIRATION



BOOKS

★★★★★

The strange and beautiful sorrows of Ava Lavender

The novel "The strange and beautiful sorrows of Ava Lavender" is a delicately written book by Leslye Walton discussing how love can blind us in so many ways. It begins with a prologue recounting the birth of the main protagonist Ava Lavender. Followed by the origins of the lavender lineage and heartfelt messages about growing up and learning to love, this book is a must-read. Walton writes about a small town in Seattle, and the strange house on the end of the street as if it was a completely different universe. Her language is whimsical and hilarious, making the novel a page-turner. Throughout the book, young Ava discovers the true meaning of accepting yourself. A wild and truly magical plot will leave readers begging for more. "The strange and beautiful sorrows of Ava Lavender" is a cleverly written and hopeful story exploring an array of issues, including the hardships that different generations face and the importance of family and friends. If you want to be transported to a strange and thrilling world, read "The strange and beautiful sorrows of Ava Lavender"!!

By Isabella Pether (Year 9)



MUSIC

★★★★

The beths

Future me Hates me

This happy-go-lucky album of catchy pop punk really makes for a sunny showcase of... angst. The band's latest release of 10 ultimately full-on songs is a joyous celebration of self loathing, doubt and regret. The New Zealand quartet, who studied jazz together in Auckland, utilise their musical capabilities in differing grooves and rhythmic styles throughout the album, making them stand out amongst a million other indie bands specialising in self deprecation.

Opening song "Great No One" boasts a capacity for four-part harmonies and is the first of many catchy and full-on choruses yet to come. Even in less fierce moments, like the extended intro of "Little Death", the live-sounding production swells into an explosive energy-filled chorus you'll find yourself humming along to in no time. The Beths know how to capture the electricity of youth, love and failure in a uniquely chirpy and groovy style.

By Maya Chance (Year 11)



FILM

★★★★★

The Incredibles 2

Fourteen years after the original, everyone's favourite family of supers are back in The Incredibles 2. You'll gasp and gawk at how hypocritically the director, Brad Bird, attacks our increasing addiction to our screens. Beginning where we left off in the original, the Parr family are as super as ever, fighting back the Under-Miner but must concede to the pressures of society and the government. Although it was a long wait, it paid off through the stunning visuals that were just as reminiscent of comic books as the originals, providing an atmosphere of good family-sized fun and action. The visuals weren't the only things updated for modern audiences,

The Incredibles 2 continues its focus on themes of exclusion and being unique but also heavily focuses on breaking the glass ceiling through its increased themes of feminism, swapping the roles of Bob and Helen Parr as they both struggle with their new responsibilities of parenthood and world fame.

By Brad Worthington (Year 11)

OLD OXLEYAN INTERVIEW



Brendan Duval Class of 1991

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

I graduated from Oxley in 1991. It was the early years of Oxley. In 1992, I dropped out of Architecture at the University of Technology Sydney and spent the rest of the year as a courier delivery boy (on a bicycle) in Sydney. It was a depressing year as I felt I had failed as a Uni drop out. As a bike courier, I delivered various packages including contracts to banks and law firms (this is all done by email now, email did not exist really in 1992). One of the main banks I delivered documents to was a little-known, mysterious bank called Macquarie Bank. Its mail room was like a metal and steel dungeon; I was intrigued by what this bank did as it did not have branches and bank tellers. Between 1993-1997 I completed a double degree at ANU. Bachelor of Engineering (focus on robotics) and Bachelor of Commerce (major in Accounting and minor in Economics). For part of this I did an exchange program for engineering to Penn State University in the US. While at Penn State I played in the University rugby team, and went all the way to the USA national title, only losing to Cal Berkeley in front of a stadium full of more fans than any games I played in Australia!

After getting a little burned out I took a "walk-about" leave from Macquarie about 18 months and moved to Caracas, Venezuela (now unfortunately for my friends there, possibly the most dangerous city in the world) playing and coaching rugby, trying to help the National team qualify for the 2003 rugby world cup qualifying rounds. There, I met a gorgeous young lady at a gym who I learned was a Dentist that had fled Fidel Castro's Communist Cuba. We started dating, and we are happily married with an entourage of 3 boys aged 10, 12 and 14 years all these years later.

2000 I re-joined Macquarie in the New York office. At Macquarie, I launched with a couple of others in their late 20's the bank's Infrastructure Investing business in the Americas. What a blast those years were. In 2011, I founded my current venture, a New York based company called Glenfarne Group, which is focused on infrastructure development, investment and ownership across the Americas. We currently own electric generating power plants and other infrastructure assets in USA, Panama and Chile.

2. What is your biggest achievement since high school?

My biggest achievements are (a) convincing my wife to kiss me morning and night (well most mornings and nights!) after nearly 20 years of being together. (b) Raising 3 happy, healthy boys and none of them misbehaving or acting up anywhere near as much as I did at the same age (fingers crossed!!). I note my eldest is going into 9th grade this year, the same year I started at Oxley and my life was changed for the better. (c) Learning to speak enough Spanish to argue business terms with partners in South American electricity markets (d) Completing 13 years in a row (and still counting) the New York City Olympic distance Triathlon.

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

At school I wanted to play rugby around the world. I had great dreams of being an international rugby player. While I was never anywhere good enough for representative rugby beyond Southern Schools NSW, I followed my dream and it allowed me to play rugby on 4 continents for various clubs. The team mates from every one of my clubs remain friends and many of them business associates today.

While at school I wanted to be a real estate developer, hence my attempt to study Architecture as a way into the game. I ended up an Infrastructure and Power Plant developer, so kind of close.

4. How did Oxley prepare you for your future?

Prior to 9th grade I had gone to Bowral Primary and Bowral High, both of which are great places to have been at school. However, Bowral High was so big, I thought the only way to differentiate myself and stand out was to be a rebel, act up, get kicked out of class, get into fights and cause trouble. I ended up in some serious trouble in and out of school and fast heading down the wrong track.

My parents quickly realized I was a train wreck waiting to happen, so they mortgaged the house and "forced me" to go to Oxley. I resented this at first and continued misbehaving, as I was determined to get expelled from Oxley, but somehow, thankfully I did not get expelled.

I ended up captain of Rugby, Athletics, Swimming, Monash and a school prefect, with really great final results in the HSC. I dated (who I thought) was the coolest girl in Oxley and she was captain of everything and a leader in the school (some of you at school may know her !!). Everything was going great for me.

Oxley offered me all the opportunities for the right kind of leadership. It provided the school recognition and accolades. This inner confidence allowed me to stop being the "bad boy" I thought I wanted to be before I went to Oxley and I am certain this has made me who I am today.

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

David Wright, the founding Head Master, inspired by being the most calm, spiritual and bright light of a man I had ever met. Peter Craig, Deputy Head master and a real "man's man," always told it to me straight; he let me realize toughness was not about how much you could misbehave and further more toughness needed to have kindness mixed in with it. Steve Armstrong, my U-15 / 1st XV rugby coach, basketball coach (we started what became First V basketball with him) and maths teacher, knew how to get the best out of me (and many others).

Michael Terry, Chemistry teacher, got me excited about school academic results. I had just been selected in the First XV Southern Schools NSW Rugby and he pulled me aside and said, would you be offended if I told you, you are more likely to achieve a statistically better result nationally in chemistry than you are to become a nationally recognized Rugby player? (He was right, Chemistry was my best subject and proved I was a better chemist than rugby player). At the time I was gutted and I thought he was just mean and a dream killer. It settled in and he was right, and it allowed me to see the real truth is often not the romantic reality one hopes for.

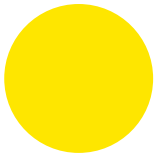
6. What would you say you miss most about being at school?

I miss the feeling of invincibility. While I am proud of building up an investment company that is trying to compete with the best on Wall St, I am just a minnow compared to the whales here. I loved the environment at Oxley where so many people were made to feel special and confident. I miss so many people around who genuinely were close to each other. The comradeship of boys and girls, all of us good friends and together. We were underdogs in every single sport and we fought like hell to just stay in the game. It's a feeling of "no downside" and I just loved it.

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

I started at Oxley the year I turned 15. I would say, good things happen to those who are good deep down. Put in the hard work and people will support you no matter what you are doing in life even if you have made some dumb decisions. If I was talking to myself prior to joining Oxley, I would tell myself "recognize high energy people emit energy, so just ensure the energy you emit is positive and productive and not negative or destructive."

WHAT'S HAPPENING? IN THE WORLD...



Let's Build a Home Together!
Pop On Your Leopard Print Clothes,
or African Headdress to Dine & Dance
for Africa at Bendooley Estate

globalcare
AFRICA

**Helping "Mamma Caroline" with Her Dream to
Build a Home for 50 Orphaned Children in
Tororo Uganda**

Yey! We can do this and Would Love You to Join us for a...

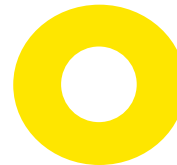
**Sumptuous Banquet Style Long Table
Dinner.**
**Music by "Simba Mushete and Echoes
of Africa"**
Complimentary glass of wine/beer on arrival

**A Night of Fun, Food & Dancing. Live Auction,
Giveaways and Fabulous Prizes to be won.**

When: Thursday 13th September 6.30-11.30 pm
Where: Bendooley Estate 3020 Old Hume Hwy, Berrima
Tickets: \$100pp Available online <https://bendooleyestate.com.au/events/>
ph: 4877 2235



INTERNATIONAL



Space craft to the sun

The NASA space craft, called the 'Parker Solar Probe' launched last Sunday from Cape Canaveral, Florida. The space craft was sent on a mission to get within the sun's atmosphere. It is believed to reach record breaking speeds on its journey.

NASA has wanted to pull off this mission since 1958, but until now they didn't have the technology to handle the sun's scorching heat waves. The probe is equipped with a revolutionary carbon shield and it has water inside of it to cool it just in case.

The Parker Solar Probe is to have 24 close encounters with the sun over seven years. The craft should have its first solar encounter in November. The space craft was sent so that scientists could understand solar winds and space storms and receive data about them, since these cause power outages. This space craft will be the closest man made object that has flown around the sun.

By Tijmen Regan (Year 10)



CROWLEY'S CONSPIRACY CORNER

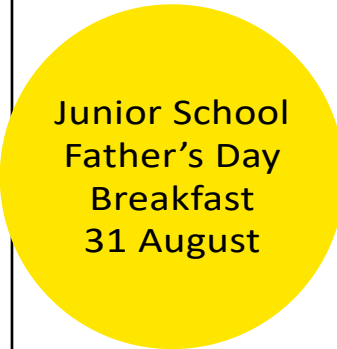
Welcome back fellow theorists, apologies that you all missed me last week, but I was unable to do anything about my incarceration at the Australian Maximum Security Prison, knowledge is a dangerous device indeed. In any case, the most loyal of you may recall my article on food; well, in my research lately, I have stumbled upon the most blatant, stomach-turning, undisguised piece of propaganda you may ever lay your innocent eyes upon, oh how I wish I could shield you from it, but truth is a burden I must share. What I have found, dear reader... is MasterChef Australia. This program makes no attempt to disguise the horrid ideals that it shares about the so-called benefits of food and those weak of stomach may be immediately turned away by its complete absence of morals, I however, had to dig deeper. After days of testing I found that when played backwards, at 5.62 speed, and when the wave lengths were engraved onto a piece of Californian redwood, and put on an Edison tube, the words "eating is good" were repeated over and over again, like some kind of sick joke. This is why I was captured and imprisoned, but I knew I had to escape, to pass on this knowledge. My only hope is that I am able to get this to you on the run. Until next time, dear reader, stay woke. By Sam Crowley (Year 11)




GALLERY



AUGUST + SEPTEMBER CALENDAR

	Mon 20 HICES Music Festival House Debating Week 2018 Nepal pre-trip meeting HSC Drama Night	Mon 27 HSC Music Recital	Mon 03 K-6 Student Parent Interviews
	Tue 21 HICES Music Festival	Tue 28 HICES Athletics Carnival	Tue 04 K-6 Student Parent Interviews
	Wed 22 HICES Music Festival NSW/ACT X Country Skiing Perisher K-6 Book Week Parade	Wed 29	Wed 05 K-6 Student Parent Interviews
	Thu 23 HSC VA Exhibition	Thu 30	Thu 06 Australian National Snowsports Championships
Fri 17	Fri 24 7 - 12 Assembly NAIDOC Week	Fri 31 Junior School Father's Day Breakfast	Fri 07 Australian National Snowsports Championships Term 3 open morning
Sat 18 ISA Semi Finals	Sat 25 School Sports Australia Girls Football Tournament ISA Finals	Sat 01 Knox/SACS invitational Athletics Carnival	Sat 08 DOE Bronze Hike
Sun 19	Sun 26	Sun 02 Fathers Day	Sun 09



OXLEY COLLEGE PRESENTS

DAVID H.M. WRIGHT [TAKE TWO!]

FOUNDING HEADMASTER OF
OXLEY COLLEGE
AND AUTHOR OF "THE END OF SCHOOLING"

THURSDAY 20 SEPTEMBER 2018 AT 6.30PM
CENTENNIAL VINEYARDS RESTAURANT
TICKETS AVAILABLE VIA
<https://www.trybooking.com/WNZW>
\$50 per person (includes one course + glass of wine)

to think
to dare
to dream

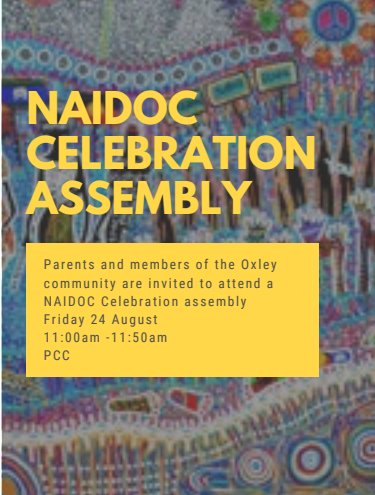
Bookshop
Oxley College



DATE: SATURDAY
22 SEPTEMBER 2018
TIME: 7.00PM
DRESS: MADE IN 1983
COST: \$90 PP

BOOKINGS: TRYBOOKING.COM/346012
RSVP: FRIDAY 7 SEPTEMBER 2018
VENUE: THE PAVILION, OXLEY COLLEGE
FOOD: GEOFF JANSZ
MUSIC: ELLE MAY & OBERON LANE
CASH BAR FOR DRINKS. FULLY LICENSED EVENT.
STRICTLY NO BYO.

Oxley College



NAIDOC CELEBRATION ASSEMBLY

Parents and members of the Oxley community are invited to attend a NAIDOC Celebration assembly
Friday 24 August
11:00am - 11:50am
PCC

NEWSFLASH

GRAMMOLYMPICS



"Clewtopia! Clewtopia! We shall climb to the top of the Grammolympics tree..."

"The grammatical raptor circles all, Rintoulalia..."

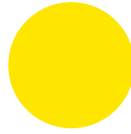
"VR will be falling, DP will be balling, BC will be stalling, OC go, OC go...!"

"Isle of Patterson, here we write..."

Clewtopia, Rintoulalia, Democratic Republic of Cox and Isle of Patterson were the 4 nations to compete in the 2018 Grammolympics. This year's games featured: The Steeple Chase with countless numbers of difficult prepositions, Cycling; where our competitors had to solve the unsolvable verb tense problems. *Do you think you could solve that? Have you already solved that? Or are you currently solving that?* The third event was the all-favourite long jump, where we had competitors jumping longer distances than Bob Beamon's world-wide record of 8.90 meters, in credit to their astounding amount of Adjective knowledge. Our fourth event was the Spelling Beam, categorised in Gymnastics, an event for all of our extraordinarily talented spellers/gymnasts Oxley has been harbouring. This event was overseen by Mr Parker, coming all the way from Sweden for this one event. Our last event of the games was the Bobsleigh, where our competitors had to identify spelling, punctuation and grammatical errors in frequently confused, common words and statements.

The Grammolympics was a chance for everyone to show off their inner-grammatical selves and everyone were winners!

By Breanna Billet (Year 7)



RUGBY



Oxley First XV defeated Chev at Home for the first time in a very long time last Saturday.

Well done to them and all the ISA teams that are playing in the ISA Semi Finals this Saturday.



SPORT OF THE WEEK

TENNIS

This season of tennis was another success. All the teams turned up to training eager to hit the ball, learn new skills and compound old ones. We saw huge improvements - the firsts narrowly missed qualifying for the grand-final and the standard of all teams lifted throughout the season. We were lucky enough to be coached by the very dedicated Jeff and Susie at Bowral courts twice a week. Also, we'd like to give a huge thanks to Mrs Hanrahan and Mrs Singh for spending their Saturdays with us and always remaining optimistic, very supportive. We are all excited with the construction of the new courts and can't wait to play at Oxley next season!

By Skye, Jess A and Finn O (Year 11)



AVA LAMBIE

Ava Lambie competed in a ten day "Language perfect" Latin competition in May. The competition involved practising her Latin vocab, her grammar and sentence structure, answering as many questions as she could over the 10 days. She placed in the top 0.2% of 350, 000 competitors globally and answered 23 587 questions. Ava is fascinated by the "derivatives we find that come from Latin in our modern language" and she "loves the mythology that comes from Latin Rome", saying despite the language's age she still finds it highly engaging and interesting and that it comes in handy in many of her other subjects. She hopes to continue her study of Latin into her HSC and would love to go to Italy and see some of the ancient sites there; "it'd be amazing to see what was written down and understand it". Ava learns Latin by distance education, and says that this style of learning is at times very challenging; "you don't get the same explanation as you would with a teacher and you have to be really diligent". This really is an amazing result and has been a result of a lot of hard work and genuine curiosity in the world and where we've come from.

By Jemima Taylor (Year 11)