

PINOAK



ISSUE 80: TERM 4, NOVEMBER 30, 2018
OXLEY COLLEGE

BOOKS THAT
CHANGED OUR
LIVES

CRICKET

JUNIOR
SCHOOL

CONGRATULATIONS

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ARTEXPRESS SELECTION

Congratulations to Year 12 student Jessica Deakin whose final Visual Art HSC work "My Horn Reduced to Powder to Cure Someone's Hangover" has been selected for ARTEXPRESS. It will be on show at Bathurst Regional Art Gallery 70-78 Keppel St, Bathurst from 12 April 2019 until 2 June 2019.

ACER FRENCH RESULTS

Congratulations to the following students on their outstanding ACER French results:

Year 12 student, Kathryn Dalton, received 100% in the ACER listening test and 94% in the reading comprehension. Two High Distinctions.

Jessica Anderson (Year 11) received 89% in listening, a Distinction, and High Distinction in reading. Tully Mahr (Year 11) achieved a Credit in listening and reading and Lottie Tordoff (Year 11) a Credit in reading and a Distinction in listening.

The ACER tests are for French students in Australia and New Zealand.

CANBERRA AREA THEATRE AWARDS (CAT AWARDS)

Oxley College has received nominations in the School Youth CAT Awards 2018 for the following:

25th Annual Putnam County Spelling Bee

Best Ensemble in a School/Youth Production

The Principal Cast

Best Musical Direction for a School/Youth Production

Dominic Lindsay

Best Director of a School/Youth Musical

Phil Cunich

Best Production of a School/Youth Musical

The 25th Annual Putnam County Spelling Bee

Where in the World is Frank Sparrow

Best Youth Actor in a Leading Role in a Play

Lachlan Moore as Frank Sparrow

Best Director of a school/youth Play

Phil Cunich

Best Production of a School/Youth Play

Where in the World is Frank Sparrow

HEADMASTER'S REPORT

I am very pleased to be able to say that we have found bore water on the Bray Fields. This means we will be able to have lush, green, playable, fields in the years to come on the other side of the Wingecarribee. Our three failed plantings over the last three years will not become four failed plantings.

Finding water was not without its dramas. Getting the licence to drill for a bore took almost twelve months, including having to 'restart' our application twice (the second time back the same place that we had applied to in the first place).

We were very excited when we got the licence and were able to contract the drilling service Watermin. They turned up one Saturday and began drilling in the space that we chose. As the days went by they got deeper and deeper. Usually you find water at the 100 metre mark or so. We went down beyond 100 metres – no water- 200 metres – no water- 300 metres – no water. Apparently the machine could go down even further, so we kept going. Hot magma and refugees from the EU started spouting up through the hole, but no water. At 342 metres with heavy hearts we gave up on this hole. We wondered if we were unlucky enough to have one of the only dry fields in the Southern Highlands.

However, we were not finished yet. On the water company's suggestion we employed a water diviner. In one of the more extraordinary things I have seen this year, the diviner we contacted used two metal rods in plastic holders to walk around the field and confidently predict where water was, how deep it was, and what the flow rate would be. The metal rods twisted and turned in their plastic holders as he walked, apparently telling us where each and every fissure in the earth's surface is. We drew up a grid on the basis of the diviners predictions and started to drill. We were looking for 3000 or even 5000 litres per hour.

In sixty metres we had got through the topsoil and the shale and struck water in the sandstone. As we kept going more and more water gushed out.

As some people point out to me – 'Wow the diviner worked'. Some other people pointed that this art is ancient and reliable – from the Celtic laylines to the indigenous songlines. As other people point out to me, the whole thing is absurd and has no scientific validity whatsoever. I am aware that we would need to drill thirty or forty holes, not two, to have any real sense of what the actual chance of finding water was at any given place on the field.

But right now I am very happy that we found water. And not just 3000 litres of water. As we kept drilling, it kept gushing up. Three days later we had 27000 litres per hour- enough to get the highest flowrate watering system and have it on maximum.

There is much work still to be done for the next winter season. The ground has to be taken back to dirt, levelled and replanted. We have to get the pump built. Even the preparation is going to take two months.

But we jumped a key hurdle this week. Watching the water start to come out of the pump last Friday, I felt like a Texan discovering oil. The Bray Fields are much more on track than they have been for years.





MY TIME AT OXLEY

Working at Oxley has felt like one long, pleasant, interesting conversation.

When I first arrived at the school I was struck by how willing the students were to approach me and have a chat. It took me a while to get used to this happening in the aisles at Coles, or in the queue for a movie, but I grew to love how personable the students here are in any context. Perhaps seeing teachers around town helps them understand that teachers are people.

But this sense that Oxley is a conversational environment is not just due to geography. It is deliberately woven—from the top down—into the fabric of the school.

An obvious example is the construction of the new staffroom, which I was lucky enough to join soon after its introduction. Having the majority of staff in one place forces us to get to know each other. We share laughs, we share music; we share two printers, two sinks, two microwaves and one coffee machine—we share the whole experience of a school term together. It's a great place to be. I'm speaking in the present tense, as if I'm not leaving. I'm not sure that this has fully sunk in, yet.

Sometimes, teaching can feel a bit like parenting when your spouse is away—you don't have an adult voice to bounce off. Within my open-square in the staffroom, I have developed three great friends. The conversations we've had about life and literature has made coming to work an absolute pleasure.

This conversational environment does extend into the classroom, though. Again, this is not accidental. Oxley has a compulsory 7-10 subject that is dedicated to conversation—Cornerstone. We were talking about the Ancient Greek philosophers in Cornerstone the other day, and we learnt about the Socratic Method. The Socratic Method is where you enter a conversation with

the intention to discover more about a topic or issue together, rather than to persuade someone of your pre-cooked ideas, or, worse, to try to make them feel stupid.

Adopting the Socratic Method in the classroom has been a revelation. My favourite Cornerstone lessons are when the students formulate questions on a topic and we go from there. My favourite English lessons are when we're looking closely at a text and the students do most of the talking. This sounds like idealistic, fancy, new-age pedagogy, where no one really learns anything, but these lessons always go well. I still think there's room for listening to a teacher be an expert on a subject—absolutely there is—but I have found this dialectic environment at Oxley particularly rewarding to be a part of.

Tutor Group has also been a special experience for me. My style as a Tutor has been to put music on loud enough so that people can speak freely, and then interfere as little as possible. There's something beautiful about witnessing a Year 8 student have a heart-felt chat with a Year 11 student about what happened to them on the weekend. For thirty minutes a day, our smelly science lab has been a sanctuary for me and my tutees.

After four years and two Paternity Leaves, I'm heading West with my young family to live closer to my in-laws. I can't thank the Oxley Community enough—the staff, students, and parents—for making me feel so welcome and appreciated.

I hope to speak with many of you soon.

Alex Hayman

TAKE INSPIRATION



MOVIES

Five Movies to watch to get into the Christmas spirit

1. Home Alone: This movie isn't a traditional Christmas movie, sure, it has some Christmas elements, but it is most about our main character (Kevin) being accidentally left behind by his parents when they go on holiday. It's a fun time to watch but not Christmassy so give it a watch if you want, also Kevin is a psychopath so do with that as you will.

2. The Polar Express: This may seem a bit childish at first glance, but if you give it a chance, it's a great movie based on the book of the same name, as it follows a true Christmas idea of a child eventually not believe in Santa. This movie is actually pretty good, and I would recommend it

3. The Grinch (The New One): So, this movie is a remake/remaster of the original short of the same name and is the most recent Christmas themed movie to release and I would recommend that this should be the Christmas movie you watch this year, as it is quite entertaining.

4. The Nightmare Before Christmas: While not strictly a Christmas movie, the climax has Christmas in it, so it counts. It's about Halloween mixing with Christmas, and it's quite a good time, so I would recommend it

5. Arthur Christmas: This is made by the Wallace and Gromit people (You know the ones) and to me, this is the polar express, but from a different angle. This is the movie I would recommend the most, as it's a joy to watch.

Merry Christmas to all.

By Oscar Currie (Year 7)

FILM

Boy Beautiful

There are many films portraying experiences of drug addiction, but none that do it quite like Felix Van Groeningen's "Beautiful Boy". Based on the memoirs of real-life father and son, David and Nic Sheff, "Beautiful Boy" is not only a film of overcoming and relapse but a film that narrates the pure devotion and unadulterated love that parents can hold for their children. Through Steve Carrell's portrayal of David Sheff, a dad who refuses to give into the temptations of resignation, and Timothee Chalamet's raw depiction of uninhabited teenager Nic Sheff, we see a father and son dynamic that is both painful and beautiful to observe. Nic's constant relapses become a pattern by the end of the film, leaving the viewer almost as "at a loss" as his father. However, it's that candid depiction of drug addiction and the nature of vices that makes the film all the more stirring. It's that exact bare and sincere representation of masculinity and compassion that made "Beautiful Boy" one of the most important movies of the year. Go hug your parents after watching this one.

By Izzy Moore (Year 12, 2019)

DRAMA

Oxley Drama Night never fails to disappoint- tales of trees, reality TV stars, Tarzan, frogs, aeroplane weddings and even our very own Oxley college. The night had its usual stand out performance- Saxon appeared in his usual dress, Mr Parker's hand gestures perfectly captured by Claire Allan and (so i'm told) a scarily accurate portrayal of me from Ingrid Heinrich. The night was filled with the usual laughter, Oxley in-jokes, bamboo forks and familiar faces on stage. At the same time issues of sexual consent, the drought and social media usage were also explored. It was a great effort from everyone involved. Despite Year 7-10 exams coming up and the stresses of the HSC, each house miraculously managed to pull off a well polished piece. Dobell placed third with "total drama live", Durack second with "Big Barker is watching you" and Monash first with "Tree Number Three".

By Jemima Taylor (Year 12, 2019)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

At Oxley we have talked often about being a 'Place of Wisdom'. In knowing how much Mr Parker likes to explore the BIG ideas of life, we thought we might provide some wise insights for him to take with him on the next chapter of his journey and for our wider community.

Kindergarten have been discussing proverbs as a short expression of wisdom. Each student was given the beginning of a proverb and they were asked to complete it. We have recorded some of their musings below;

No news is.....

not on. Sophia

no fun. Matilda

good, because news is bad. Euan

A change is a good as.....

reading. Leo

All work and no play.....

makes for bedtime. Tatenda

Better late than.....

going to bed. Violet

Better to be safe.....

at school. William

in the house. Charlotte

You can't teach an old dog...

to eat another dog's food. Harper

new jumps. Ian

A dog is a man's.....

pet. Jacob

A friend in need.....

is a person. Oscar

is a dog. Jacob

Don't bite the hand.....

that is dirty. Tessa

that is a mad hand. Hugh

Don't try to run before you can....

run. Ian

All's well that ends.....

with a full stop. Chase

By comparison our Year 6 students have been exploring personal passion as a path to wisdom. Their studies have explored sport, the arts, philosophy, science and just about every other domain of human endeavour to identify examples of wisdom or to inspire their own wise ideas.

Through the lens of sport Sienna discovered that sport teaches us that wisdom leads to the bigger ideas of health, hygiene and happiness as opposed to competition. In cycling, Luke has discovered Einstein's wisdom that "Life is like riding a bicycle, to stay balanced you must keep moving." Grace explored show jumping to discover that "The only way round is through" by Robert Frost which can be applied to life because we can't just stand still - we have to try, in order to get where we want to go. Xavier has confirmed his idea that motorcycling allows us to get the most out of life. He likes Vin Diesel's philosophy "it wasn't until I got my first motorcycle that I understood the thrill of speed." Taylor was inspired by the actor, Lawrence Fishburn's wisdom in relation to motorbiking also. "On a motorcycle you can't really think about more than where you are. There's a freedom that comes with that from stress, worry, sweat and the small stuff."

Oscar was passionate to look at the Invictus Games and the way that sport can change the mindset of anyone. He has composed his own quote, "Sport is the best way to recover. Aim for a goal, achieve the goal, aim for another goal and achieve that. That will boost your recovery."

Weekly Awards:

Learning Journey

KL: Euan Shedden

Yr 1S: Hamish Aston

Yr 1W: Robert Clothier

Yr 2: Rory Shedden

Yr 3: Brigitte Pietsch-Liddell

Yr 4: Willa Soster

Yr 5C: Grace Pettaras

Yr 5H: Abbey Holcombe

Yr 6A: Oscar Plummer

Yr 6L: Carter Evans

Oxley Values

KL: William Palmer

Yr 1S: Samsara Pout

Yr 1W: Anna Sutherland

Yr 2: Daphne Hutchison

Yr 3: Henry O'Riordan

Yr 4: Harry Kean

Yr 5C: Charlie Byrne

Yr 5H: Chloe Legge

Yr 6A: Tommy Poulton

Yr 6L: Emily Rodger



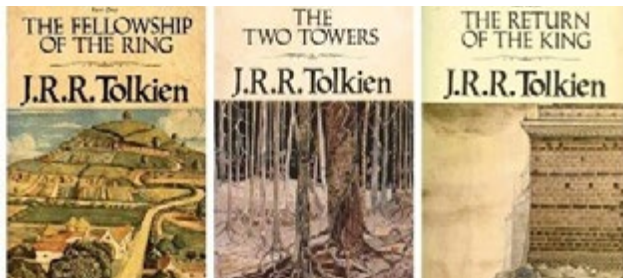
In consideration of the more philosophical, Evie was inspired by Derek Landy's books of Scullduggery Pleasant and the quote "doors are for people with no imagination". She knows deeply that we need to try to be original as there is not much point to living a plain vanilla life. Emma researched myths and morals to discover the power of originality and independent thought as Maragert Atwood had that "Myths can't be translated as they did in their ancient soil. We can only find our own meaning in our own time." Similarly, Hudson pursued his interest in film making and the work of James Cameron to more fully appreciate that films are not only entertaining but they are also educational. "The magic doesn't come from within the director's mind, it comes from within the hearts of the actors." Maddy has looked to the Dali Lama to consider the notion of happiness. He says, "In order to live a happy life you have to be happy."

We are very proud of the seriousness with which all children embrace the big questions of a meaningful life and we hope their curiosity helps them to find it or, at least like most of us, continue to enjoy the search!



BOOKS THAT HAVE CHANGED YOUR LIFE

THE LORD OF THE RINGS



It changed my life by making me realise how enjoyable it is to read a story which has wonderful characters and a truly engaging storyline. The themes in this trilogy have become touchstones for me throughout my life.

You should read this if you enjoy a well-written, cracking story with characters which represent all of us with our idiosyncrasies and foibles and which reaches a satisfying conclusion with all the necessary twists and turns along the way. Simon Woffenden

1984



It changed my life by... Making me realise how fragile liberal democracy is and how terrifyingly hard to resist a totalitarian state could be. Made me wonder what I would do in a fascist state.

You should read this if... you can finish sentences. Michael Parker

THE CORRECTIONS



It changed my life by realising how immersive a book can become and how the simple stuff of life can be completely engrossing.

You should read this book if you ever felt like you wanted to understand family dynamics. Christophe Gauchat

TO KILL A MOCKINGBIRD



It changed my life by... making me realise the importance of standing up for what I believe in and the inner strength we all have when things get hard in life.

You should read this if... you like books about intriguing, strong characters, interesting settings and historical fiction. Jo Ismay

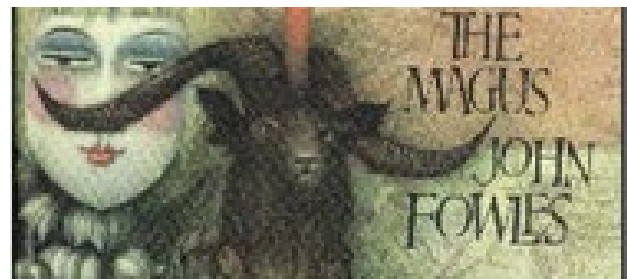
MEDITATIONS FOR LIVING IN BALANCE DAILY SOLUTIONS FOR PEOPLE WHO DO TOO MUCH



It changed my life by helping me start each day with an insight, perspective, idea, thought and/or suggestion (regularly humorous) about what is truly important 'amid the noise and haste'.

You should read this if your first hours of being vertical each day are intensely myopic and microscopic. Jason Simpson

THE MAGUS



It changed my life by fundamentally challenging my worldview and at the age of 17, showed me for the first time the transformative power of a compelling story that you never want to end.

You should read this if you are interested in philosophical questions such as 'how do I know what is real?' or 'do I have free will?' Mark Case

THE BOOK THIEF



It changed my life by reminding me to live in the moment, while always having empathy for people around you.

You can learn a lot from books about humanity and misdeeds from the past that can help you focus on living your best life now!

You should read this if you love history and are ready to let your heart ache at the same time. Dene Patterson.

THE REPUBLIC: PLATO

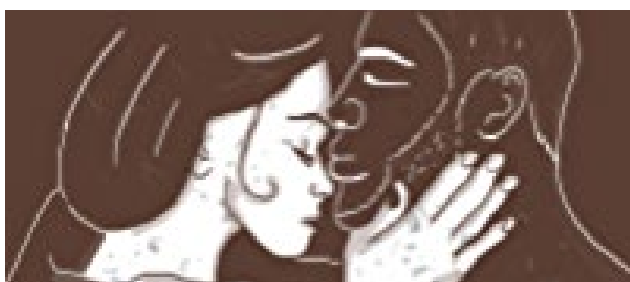


An amazing insight into the fundamental structures of society, which was written more than 2000 years ago and still strikingly relevant.

It changed my life by seeing the continuity of deep thinking over thousands of years.

You should read this book if you want to spend the rest of your life asking difficult questions about people, society and existence. You should read this if... you are wondering what democracy is all about??? Simon Baird

OTHELLO



It changed my life by seeing how destructive and a waste of time JEALOUSY is. This is in year 11, before I entered a serious relationship. It impacted me so much I never wanted to be jealous in a relationship but trust the person I was with. It has stood with me to this day.

You should read this if you want to be cured of jealousy forever!

Beattie Lanser

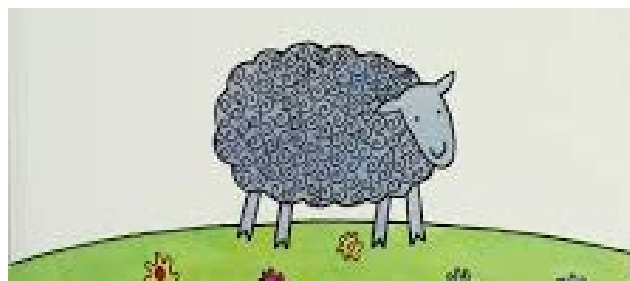
366 DAYS OF STOIC PHILOSOPHY



It changed my life by... providing me with a daily dose of wisdom from the Greek philosophers. In many cases their wisdom is grounding, altering negative thought patterns, reducing stress and anxiety, and providing guidance for life.

You should read this if... everyday or in times of challenge or trouble. It is the sort of book that you can open to a random page and you will find wisdom to help with the day. Elizabeth Antoniak.

WHERE IS THE GREEN SHEEP?



It changed my life because I was tired of reading books to my young children like Fireman Sam, Spot and The Wiggles.

You should read this book if you have young children under the age of 5 you should purchase this book. I still love it.

Peter Ayling

ANIMAL FARM



I read Orwell's Animal Farm when I was in Year 8. I read it in the garden chair that my mother usually occupied, with a cup of tea in one hand, because reading it made me feel grown up. I didn't really understand it as political allegory, but it was too simple and plain not to be clever. It had perfect symmetry—something about the way the chapters lined up with the seasons. The sight of the book laying around my house sent an unidentified energy through me. I read it in short stints because it was short and I didn't want it to end. It was the first time I was consciously aware of the power of storytelling. Boxer's death didn't make me sad—it made me feel euphoric, in a way—because Boxer's death made total sense of everything contained within that neat little package. This sense of unity was a greater spiritual experience than anything I'd felt in church. I started listening to more interesting music because of it. It altered my relationship with art. When I took up reading in my twenties, I often thought back to Animal Farm. It changed what I've read and the way I've read since. Alex Hayman

DEPUTY HEAD REPORTS

Learning: Kate Cunich

At Oxley we value student voice. As part of our ongoing Feedback in Action project, we have been speaking with students about their learning and what works best for them in the classroom. Ms Lara Sheils, one of our Visible Learning Leaders has been working with Junior School students and teachers throughout the year, initiating conversations and collaborations that empower students to reflect on their learning. Here are two examples that speak to the rich, authentic learning that takes place daily:

Learning Agenda

In the classroom there are lots of things that improve my learning. Here's what works in my classroom:

- Wall spaces with information about current topics inspire me.
- Clear instructions are given by teachers. Sometimes these are written down and sometimes just explained. I usually know what I am meant to be doing.
- I have approachable teachers who are open to questions and they spend as much time with me and other students as is needed to understand the topic.
- I love being able to listen to music while I work. It gives me motivation and a rhythm to work to. It's also calming because I like classical music to work to.
- Longer sessions focusing on one thing are more useful than short sessions. I can really engross myself in the project, focus on what I am doing and actually get something done.
- I am enjoying group work more. I am learning from others and teaching others as well. I enjoy choosing who to work with. Working across the stage for our filming project made it more interesting because I got to know people from outside the class better.

Learning Intention and Success Criteria

The LI helps me to understand what the aim of the session is and what we are trying to get out of the topic. The SC gives me a goal to work to and understand the level of detail needed to succeed. Having these written on the board keeps me on track. I found having LI and SC in front of me for our Legends and Legacy project really made me explore ideas that I hadn't thought of and stopped me from spending too much time on just one thing.

Feedback

Helpful feedback

Both written and verbal feedback are useful but I find when writing longer pieces, written feedback is best because I can keep referring back to it. The more detail in feedback the better. I like feedback at the idea stage (sometimes this has changed my choice of project completely!), shortly after starting and just before final editing.

Unhelpful feedback

I prefer feedback in the middle of a task rather than when I am finished because, when I think I am finished, I don't like having to edit the entire piece. Student feedback is sometimes helpful if it is detailed and if the student has an understanding of the task but often student feedback is incorrect or lacks enough detail to be helpful. By Cameron Wood (Year 6)

Learning Intentions

The Learning Intention works because it tells you why you are

doing this, and this is good because it would make you want to do this particular thing, so this would make you try more.

Success Criteria tells you what you're doing and it also tells you how to do it and if you've done it right. This is good because if you did it right you will feel happy and you will go on to the next step. If it was wrong you would go and try again. Success criteria stands out so you can see it clearly and then you know what you've learnt. So for example a success criteria could be - I can compose words with its meaning.

Feedback helps me because my teacher can remind me of things I'm still learning or give me a hint when I'm solving a hard maths problem. If I get good feedback it makes you feel proud, and if I get feedback to try something again you will go back and fix it.

The Where to Next Wall helps me because it gives me more specific ideas. We go to the wall when you think you could do better. The wall has four different stories - one is boring then the next one is better. The third story has more detail in it, and the fourth story it's so good. It's like the best story because it has lots of detail. It helps me because it gives me more ideas, like, more ideas for detail on the story. For example, there was lightning in the sky, you might add big yellow stripes in the sky - the wall gives you more ideas.

Evelyn Hammond (Year 1)

Pastoral: Mark Case

ReFrame is a free mental health service for young people aged 12-25 years who live in the Wollondilly and Wingecarribee shires. The service was launched today at the new ReFrame Hub in Bowral and is in the process of reaching out to key local organisations, especially schools, sports clubs, the PCYC and youth radio, in order to maximise the accessibility of the service for young people throughout the community. Year 10 Oxley student Lachlan Mineeff, who races in the Formula Ford championship, is promoting ReFrame by carrying the service's logo on the side of his car for the 2019 season. Both Lachlan and I attended today's launch.

ReFrame is staffed by youth engagement workers and mental health professionals who are registered clinicians. Young people who are having difficulty managing anxiety, stress, family relationships, or are experiencing feelings of sadness can either drop-in to the centre or book a free appointment with ReFrame staff via email or phone.

ReFrame, which is supported by South West Sydney Primary Health Network, is an important addition to local youth mental health services and addresses several key areas of need. As well as being a free service, young people do not require a GP referral or a mental health diagnosis to meet with a ReFrame clinician. The drop-in service at the Hub means that immediate help is also available, which is often key to positive mental health outcomes. The Hub is open during school holidays, providing mental health support for students who are not able to access the support services that schools provide during term time. There is also a centre in Tahmoor. For more information: http://www.swsphn.com.au/client_images/2082654.pdf

JUNIOR SCHOOL SUPERSTARS



EMMA BARNETT

When you were Head of the Junior School did any of the routine surprise you?

There were a lot of meetings and it was quite interesting talking about the school and what we were doing.

How about the responsibility, did any of that surprise you?

A little bit, because I thought the some of the responsibility wasn't mine, when in the end it was.

HARLEY EVANS

When you were Deputy Head of the Junior School did any of the routine surprise you?

No, not really, because I see Mr Ayling doing a lot of that what I had to do. But It was also because we wrote down what I had to do.

How about the responsibility, did anything surprise you there?

Well there was just making sure that Oxley was a good place.

Did anything else surprise you?

The cookies, because I got to eat lots of cookies.



CARTER EVANS

When you were Head of the Junior School did any of the routine surprise you?

Well I was Head on Orientation Day, so I didn't get much to do, but if it was a regular Friday we would've done an interview with Mr Parker so it would've been very different and basically sitting in Mrs Lind's office.

How about the responsibility, did anything surprise you there?

Well, it's a surprisingly big responsibility, because you can't really make a wrong move. It's very different from being a student because you don't hold a very important role but being Head of the junior school is about as high as you can get.

Did anything else surprise you when you were Head of the Junior School?

I didn't know that I had to speak at assembly, I was only informed the night before so I had to quickly type something up.

BRYN WISEMAN

What is your sport?

My sport is tennis and I love playing it because it's so fun.

How did you come across this sport?

I came across this sport mainly from watching it on TV and my cousin is also highly involved with tennis.

Why did you decide to continue with this sport?

I decided to continue with this sport because I like being physical and I also like how you can play it for your whole life unless you get sick.

How often do you train?

Once a week, but I normally play tennis about four times a week as in sport and competitions.

Has your training affected your normal routine?

Yes, it has, as well as other sports I don't have much time to do homework, so I have to find times to fit it in and do work as quick as I can.

What inspired you to do this sport in a further, more elite area?

Well I wanted to do this sport in more of an elite area because one, I enjoy it and I'm also getting better and better and the competitions are always fun.

What are your future goals?

My future goals is to make the Australian Open and to also do well in my New Zealand tournament at the end of the year.

What do you aspire to be when you grow up?

I aspire to be a tennis play and follow in Rafael Nadal's footsteps.

What are your achievements to date?

I was the 2017 Bowral Tennis 10 years age champion. Selected for the Champion of Champions Team for the Junior Development Series across NSW and ACT. Runner up at the Canberra National Tennis Centre Super 10s competition and next week I am visiting NZ with the Bowral Tennis Team for Kanga Tennis Team. I am the youngest member of this team.

INTERVIEWS BY
EVIE CROWLEY
(Year 6)

KERN HENDRICKS CLASS OF '06



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

I've bounced around a few different places (Art school, music school etc), at first not really being able to settle on any one career/interest. That (very protracted) journey led me to photojournalism, which has been my occupation for the past couple years. It's taken me to some amazing places, and it's nice to have discovered a job that I really love, and that holds real value for me.

What is your biggest achievement since high school?

I'm not sure that I have any big achievements, but the thing I'm most proud of is probably the decision I made to pursue journalism full time. It's not the most stable of career paths, but it's something I care about, and hopefully an area where I can make some sort of meaningful contribution at some point. It's definitely had a big impact on me, particularly the last year and a half spent living and working in Afghanistan.

What would you say to your fifteen year old self?

On the off chance he would listen, I'd tell him to not be afraid to take real risks. It may sound trite, but I think that all the most valuable experiences in life come from placing oneself outside of that comfort zone we all often tend

to inhabit. I'd also tell him to take a look around every once and awhile and be mindful of the fact that not everybody has the opportunity to go to a nice school, live in the comfortable southern highlands etc. We are a lucky bunch, and I think it's important not to take these things for granted.

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

I honestly had no idea what I wanted to do. Journalism has always been something that interested me, but I'd be lying if I said considered a career in journalism in any meaningful way during high school.

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

I'm not sure I miss anything about school now, but I would definitely say that the built in social network of school/classmates etc is something you come to appreciate far more once you leave.

WHAT'S HAPPENING? IN THE CLASSROOM...

DUX IN A ROW (DIAR)

Expanding and connecting our knowledge from a typically disjointed, narrow schooling system, DIAR has enabled its members to make their own, informed decisions on the so-called 'big ideas' of today, without an 'instruction manual' to decide for us. Where so many other courses have failed, DIAR has challenged students' minds to work to view the world from a new perspective, and to deconstruct the very ideas that make up western (or any) society. Rather than teaching us 'how to think', it is assumed that students can think for themselves, thus making the course a lot more broad, engaging and interesting. It challenges student's preconceptions, and often makes us realise how somewhat ridiculous the idea of society itself is.

Oxley should be proud of its innovative new subject, Dux in a Row, introduced in 2018 and taught twice a week to every dux in Year 7-10. Dux in a Row's curriculum is devised and 'written' entirely at Oxley, in class. It is a subject that draws together all of the big, inspirational and ethical ideas from wherever they are found and funnels them into the one subject. It is also a subject that assumes students know how to think. This subject should be the cornerstone of an enlightened, rigorous education for the twenty first century.

Dux in a Row has been an invigorating opportunity to extend our thinking beyond the normal parameters of a classroom. From debating the existence of God to tackling cryptic crosswords, and even examining the layout of medieval English churches, we really do get an opportunity to stretch, challenge and expand our knowledge of the world. The class is filled with like-minded students, all of whom have a strong desire to learn, fostering a sense of connection between involved students in Years 7-10 alike, and the fast pace of each lesson allows students who would typically master lessons efficiently in core classes to fully exercise their thinking capacity with challenging and topical subjects. For me, the most poignant and likeable aspect of these classes is the open-endedness of each discussion, where we can feel completely welcome to share our understanding of a topic without judgement and, in turn, listen to other's opinions. The culmination of everyone's interpretation on the big issues we explore ultimately allow every participating student to leave the class at the end of the period with a broadened, incorporative and unassuming view of the world. We are truly privileged and humbled to have a teacher as knowledgeable and patient as Mr Chambers, who keeps everyone intellectually stimulated and laughing, and I hope to see this class continue to flourish and engage curious young minds in the years to come.

By Ava (Year 9) and Max (Year 10) Lambie



VISUAL ART

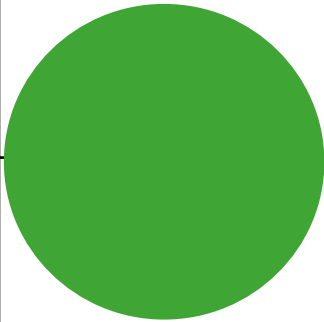




GALLERY



DECEMBER CALENDAR

	Mon 3 K-4 Swim Week 2 Year 10 Australian Business Week	Mon 10 Year 6 Wet n Wild Excursion Year 6 Farewell Dinner, Briars	Mon 17
	Tue 4	Tue 11 LAST DAY TERM 4 Speech Night, 6.30pm	Tue 18
	Wed 5 Girls "Come and Try Mountain Biking" Session	Wed 12	Wed 19
	Thu 6	Thu 13	Thu 20
Fri 30 Year 7 - 10 End of Year Exams K - Year 4 Swim Week Year 4/6 Pool Party, Bowral Pool	Fri 7 Junior School Presentation Assembly Headmaster's Farewell Assembly P & F Afternoon Tea Year 10 Business Week Dinner, Gibraltar Hotel	Fri 14	Fri 21
Sat 1 ISA Round 6 Year 12 2019 Parent Xmas Party	Sat 8	Sat 15	Sat 22
Sun 2	Sun 9	Sun 16	Sun 23

P & F NEWS

On Tuesday 20 November at the Oxley College P & F AGM, the following parents were unanimously voted in as the 2019 P & F Executive team:

President, Bec Biddle

Vice President Senior School, Megan Moore

Vice President Junior School, Vanessa Garton (post AGM)

Treasurer, Trevor Fair

Secretary, Lynda Smith

During the Thank you to the P&F Drinks which followed the AGM, we farewelled and thanked Kate Gair (former Vice President, Junior School) and Rachel Harman (Junior School Parent Rep Coordinator) for their outstanding contributions to the P & F in 2018. Both the AGM and Thank you Drinks were very well attended and there was a great buzz about the year ahead and the events planned. All parents are reminded that they are warmly invited to attend the Parent Rep Information afternoon tea on Monday 3 November, 2.15pm - 3.15pm in The Pavilion.



NEWSFLASH



AUS X OPEN

Interview with Parker Harriott in Year 1 by Amelia May in Year 6.

Amelia May: I heard you have been really busy riding bikes and you took part in the Aus X Open Qudos Bank Arena. What was it like competing in that event?

Parker: I took part in a race in the stadium. There were lots of people. It was so much fun.

Amelia: Tell me about your bike?

Parker: It is a Dirt X Mini Carna. I came 6th I did really well and had fun. My bike can go really fast.

Amelia: How often do you train?

Parker: I have my own trainer and before a race I usually spend half a day practicing.

Amelia: Have you ever hurt yourself?

Parker: Yes lots of times when I fall off.

Amelia: Do you ever get scared?

Parker: Yes I do but only before big events. I get a bit nervous but I still go out and have a go.

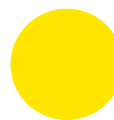
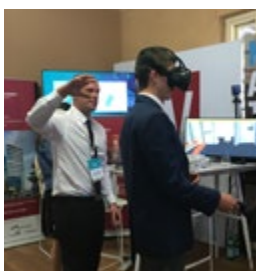
Amelia: Is something you want to do when you are older? A bit like Lachlan Mineeff in Formula Ford?

Parker: I think so because I will get better by the time I am an adult. Are you the next Chad Reid? I could be if I practiced all the time and built my own track. That would be great.

CoLab

"Urban designers. University academics. Town planners. Robot engineers. Government ministers. And Oxley College students. Where would you find such a diverse, powerful and creative group of citizens? At CoLab, on Thursday 22 November, 2018.

Year 9 Geography classes have been focusing on future developments which emphasise sustainability and liveability, culminating in our own proposed plan for the Renwick precinct (as seen last issue.) Seven students were selected to present their plan and accompanying reasoning for their design at CoLab, an annual conference featuring presentations on innovative urban research. We arrived at the commencement of the welcome address, and were humbled to find our plans and reports hung in a special 'student zone', featuring work from prestigious schools such as James Ruse Agricultural High School. Throughout the day, we attended seminars on fascinating topics such as how ergonomic design and place-making can prevent terrorist attacks, the future of Sydney's housing situation and even how robots will become integral aspects of the production industry in the years to come! It was an enriching experience that allowed me to consolidate my knowledge of urban development from geography classes, and apply it in a real-world context. A huge thank-you must go to Mr Dibdin, who organised the excursion, put up with our music choices and was an excellent advocate for Oxley College on the day, as well as Jade, Arabella, Tom, Jonny, Sam and James for being great companions on the day and showing such enthusiasm for their geography studies." By Ava Lambie (Year 9)



CRICKET - 1st XI on top of ISA Competition

At the half-way mark of the ISA Cricket Season Oxley College leads the ISA 1st XI competition. With 5 wins from 5 matches, Coach Keiran Staples has been very impressed by the way the team have banded together and are focussed on achieving their best. He said, "The boys have worked hard this year and are developing into a great team. They are very focussed on performing at their best and are so supportive of each other. He said the difference between this year and previous years is the team cohesion – they really work well together".

The strength has clearly been the top order batsman who have scored runs in most matches. Connor Taylor-Helme (103, 69, 69, 61), Ben Canute (100, 97, 51) and Hamish Pinn (90, 56) have all performed well and have been consistent with the bat this year. Staples believes his bowlers also deserve credit. Opening bowler Nick Gardner has bowled accurately and with pace this season, placing pressure on the oppositions top order and securing a number of scalps. He has been supported well by Michael Dowe. A revelation has been Saxon Hilkemeijer – brought into the team after strong performances in the Junior Team, Saxon has produced a number of strong performances including a hat trick against Central Coast Grammar School. Leading wicket taker Jock Heinrich has been consistent with his leg spin and is the competitions leading wicket taker. The school wishes the team all the best going onto Round 6 against St Spyridon's College this weekend.



Photo: Saxon Hilkemeijer with his hat-trick ball with Connor Taylor-Helme and Ben Canute who proudly hold the Oxley College Centurions bat, on which every Oxley College century is marked with an engraved plaque. There are now 66 centurions recorded on this bat.

By Nick Wansey