

# PINOAK

ISSUE 86: TERM 1, APRIL 5, 2019  
OXLEY COLLEGE

**CLIMATE  
CHANGE**

**5-6  
CANBERRA**

**AIS  
CAMP**

# OLD OXLEYAN INTERVIEW

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## CLASS OF 1989 MICHELLE DUVAL



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

I became one of the world's first professional coaches, wrote a couple of books in the field of self actualising psychology and went on to lead a world first academic study in the attitudes and motivations of the world's most successful entrepreneurs.

I founded three international businesses in these fields, including recently a technology company (and app) that helps founders and their team identify their entrepreneurial talents and blind spots.

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

In 2003 I was diagnosed with a rare auto-immune brain disease. I had palsy down my right side, loss of memory and speech; I was having seizures and debilitating pain in my head where my body was eating up my brain. The prognosis was grim, within six-months I would be deaf, blind and mute and within two years the disease was going to be fatal. I was told there is no treatment that could save my life and that shockingly medicine had no idea how to treat or cure it.

Over five very intense years, and through extraordinary situations and experimentations I found patterns between 70 other people with auto-immune diseases and myself, which led to a complete cure for me and also for many other people.

I taught my brain to re-route the functions where I had brain damage and now have no evidence of the disease.

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

I always knew I loved helping and supporting people. It was always the case with all of my friendships. I was also frustrated with how my father ran our family business and always dreamed of new business ideas (and better ways for him to run his business!). I knew one day I would start a business but had no idea I would do what I am doing now.

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

I believed (and still do) I could do anything with my life. I never questioned my gender, age, academic or physical limitations. I believe my family instilled this belief and that Oxley reinforced it.

### **Is there anybody from the Oxley community who inspired you throughout high school?**

David Wright for his vision and narration. Stuart Forlonge for his belief in me. Rosamund Christie and Helmut Schaefer for embracing and celebrating my uniqueness.

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

The innocence of youth.

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

Stop comparing yourself. Being different is okay. You are amazing just as you are.

# HEAD OF COLLEGE'S REPORT



The Oxley spirit and the sense of community has been keenly demonstrated over the past two weeks as the Inter-House Music competition has unfolded with both individual singing and instrumental competitions and House Singing involving every student in the College.

Hearing the students excitement about the forthcoming House Music competition, reminds me of the importance of these 'House' events in promoting many of the attributes that we want our students to display. It encourages courage, resilience, persistence, team work and allows students to demonstrate leadership and for all of them to be a part of something bigger than themselves. It is also great fun and brings a sense of joy and fulfilment for the student. Throughout the year in addition to Music there are numerous House events including Drama, Debating, Public Speaking, Athletics, Swimming, Cross-Country and Mission Day.

As part of the House Music Competition we provide opportunities for talented musicians to perform for their House in individual Singing and Instrumental at both the Junior and Senior levels. It was wonderful to see the bravery of all these students perform solos in front of their peers.

For those parents who might not realise what House Singing involves. It is quite an incredible phenomena where we see our senior students lead their fellow House members (approx 80 students) in choosing, teaching, rehearsing and conducting a song of their choice. Not an easy task! It is always so special to witness the leadership of our senior students and how they work collaboratively to learn the song and to finally perform as a unified choir to a high standard in front of their peers.

I am a strong believer in the power of communal singing in schools as it brings so many benefits both individually and as a community. Research shows that being involved in music making exercises the brain as well as the body, but singing is particularly beneficial for improving breathing, posture and muscle tension. It has also been shown to lower stress and anxiety and

enhance the immune system of individuals. Being a part of something bigger than yourself which is joyous and active also makes us feel good and improves wellbeing. As a community it helps to build social connectedness, is inclusive as our voice is the one instrument we all have and of course helps with developing the spirit of the College.

I am looking forward to celebrating the culmination of a great deal of preparation and hard work by each of the House Singing groups and witnessing the joy and spirit on display next Thursday afternoon. It will be a special way to complete a busy and rewarding start to 2019.

I would like to wish everyone a wonderful break and hope you all get to pause and spend time together with family and friends. If you are travelling please stay safe and I look forward to seeing the College well represented at the ANZAC Day march in Bowral. Once again the College will be lead by the growing and very talented Oxley College Pipe Band. What was I saying about the power of Music! You can also catch them performing at Brigadoon this weekend.

The winners of this year's individual House Music Competitions were:

Senior Vocal – Ben Canute (Year 12) Oodgeroo

Senior Instrumental – Xander Kolovos (Year 12) Dobell

Junior Vocal – Charlie Hartwright (Year 7) Florey

Junior Instrumental - Spencer Lewis (Year 8) Mawson



Pictured: Charlie Hartwright and Ben Canute

# CLIMATE CHANGE

Climate change. You've all heard of it, perhaps you've even seen TV programs about it. But what is climate change really all about? What are its consequences? Should we really even be worried about it?

These are the questions I'm sure many of you are wondering, and I hope that I can provide some answers to quell your insatiable curiosities.

Climate change refers to the a change in the pattern of weather, and related changes in oceans, land surfaces and ice sheets, occurring over time scales of decades or longer. How is this different to the many ice ages and drastic natural changes to the Earth's climate, you might be thinking? Well, in short, it's not. However, the current global warming trend is significant because most of it is extremely likely (greater than 95 percent probability) to be the result of human activity since the mid-20th century and proceeding at a rate that is unprecedented over decades to millennia.

There are a number of major factors contributing to climate change, interestingly, one of which is our agriculture system. That's right, the way we are producing and cultivating our food is actually damaging the atmosphere. Adelaide University's Professor of Climate Change, Barry Brook, estimates that raising animals for human consumption is responsible for half of Australia's short-term global warming gases — that's more than the coal industry. And, according to a recent report by American Association for the Advancement of Science — the biggest analysis to date on the impact of agriculture — it's the products of animal agriculture, such as meat and dairy, that are the most unsustainable of all. The reason for this? On average, a cow releases between 70 and 120 kg of Methane per year. Methane is a greenhouse gas like carbon dioxide (CO<sub>2</sub>). But the negative effect on the climate of Methane is 23 times higher than the effect of CO<sub>2</sub>. Therefore the release of about 100 kg Methane per year for each cow is equivalent to about 2,300 kg CO<sub>2</sub> per year.

Another significant element in climate change is fossil fuels, with fossil fuels currently supplying 80% of the world's energy needs. What are fossil fuels? They are natural fuels such as coal, oil or gas, formed in the geological past from the remains of living organisms. Fossil energy was a fundamental driver of the Industrial Revolution, and the technological, social, economic and development progress which has followed. This generation of energy has played a strongly positive role in global change. However, fossil fuels also have negative impacts, being the dominant source of local air pollution and emitter of carbon dioxide (CO<sub>2</sub>) and other greenhouse gases. The burning of coal to produce energy and fossil fuel combustion in motorised engines are also some of the most prominent forms of greenhouse pollution, with transportation and electricity generation accounting for 28.5% and 28.4% of all greenhouse gas emissions respectively. As these exploits are considered 'vital' for maintaining our health and livelihoods, they can hardly be prevented from occurring. However, in recent years, researchers have developed cleaner and more efficient alternatives to the combustion of fossil fuels (like coal), such as nuclear, wind, and solar power, to name a few. I believe nuclear energy is particularly effective in not producing greenhouse gases and hence it produces

energy cleanly. The only major problem with nuclear energy is the storage of used fuel product, which contains large amounts of radiation and can be harmful to the environment. Similarly, engineers have been developing electric cars, which run on rechargeable batteries and don't produce CO<sub>2</sub>, but which are currently much more expensive for both the producer and the customer due to the lack of available technology in the field.

Climate change has already had a massive global effect on our environment. Glaciers have shrunk, ice on rivers and lakes is breaking up earlier, plant and animal ranges have shifted and trees are flowering sooner. Effects that scientists had predicted decades ago would result from climate change are now occurring; loss of sea ice, accelerated sea level rise and longer, more intense heat waves. Scientists have a lot of confidence that worldwide temperatures will continue to rise for years to come, largely due to greenhouse gases produced by human activities. A quote from chapter seven of Stephen Hawking's latest book 'Brief Answers To The Big Questions' details this; "We are learning how human activities and technologies are affecting climate systems in a way that may forever change life on Earth." In this chapter, Hawking proceeds to evaluate and explain the causes and effects of climate change, saying that, eventually, it "could make our climate like that of Venus: boiling hot and raining sulphuric acid, but with a temperature of 250 degrees Celsius. Human life would be unsustainable." Thus this emphasizes the necessity for action to take place.

So, who is bothering about this issue? Well, we've already seen various forms of opposition to climate change contributors such as mining companies from environmentalist organizations like Greenpeace. But now we are beginning to see more active responses to climate change from higher authorities within society. An example of which includes the NSW Land and Environment Court's decision to reject the proposal of the Rocky Hill open-cut coal mine near Gloucester, NSW. What is significant about this is that it is a decision made by a highly esteemed legal power on the basis of climate change to protect the environment. Chief Justice Preston included in his reasoning the fact that there must be a carbon budget — a total amount of emissions that can be released — if targets under the Paris Climate Agreement are to be met. As lawyers at Corrs Chambers Westgarth put it: "The decision will have wide-reaching consequences and will likely affect the viability of coal and other fossil fuel-dependent industries in Australia." This is just one example of how the world is waking up to the imminent threat of global climate change.

In conclusion, in light of recent events and the ever present shadow of climate change lingering over our society, decisive action on climate change has never been more pressing than it is today. Experts estimate that, if we do not cut carbon emissions by 2050, climate change will become irreversible. The responsibility on the shoulders of us younger generations is so incredibly immense that we can only wonder what lies in store for us. One thing is for certain, if we are to take action, we must do so soon. A real question for our generation is "are we collectively prepared to accept a lower living standard for the benefit of future generations?". By Hugh Corbett (Year 9)

# TAKE INSPIRATION



## BOOK

### **The One Memory of Flora Banks**

Seventeen year old Flora has anterograde amnesia; She hasn't been able to form new memories since she was ten years old. That was until she made the mistake of kissing a boy on the beach; which she remembers the following day. Flora is elated at finding the key to remembering...

Problem is he just moved to the Arctic.

Emily Barr's writing style reflects Flora's memory loss often re-iterating what happened in previous chapters. Whilst initially tedious this ultimately ends up adding an additional layer of immersivity to the novel. Flora is an unreliable narrator as her perception of the world around her is skewed due to her impaired memories which draws back to the central premise of the book; How do you know who to trust, when you can't even trust yourself?

If your looking for a Young Adult book with an interesting premise (or are in the mood for an existential crisis) be sure to check "The One Memory of Flora Banks" out. Trust me the twist is worth it.

By Pearl Bendle (Year 10)



## MUSIC

★★★★★

### UNAPOLOGETICALLY

Kelsea Ballerini's most recent debut album is Unapologetically. In Ballerini's words "It starts with loss, goes into life, and then it goes into love." It is chronological, autobiographical, and lets her story unfold song by song. Ballerini's Unapologetically album showcases heartfelt vocals, powerful lyrics and fearless individuality in the country music genre. That being said, she has described her new album in three words: loss, life, and love. After just one listen, there is nothing one can do but agree. The opener to the album, "Graveyard," is a heavy beginning, halfway between eerie and nostalgic. Continuing to show her emotion, Ballerini tries to guard her heart with "I Hate Love Songs," literally listing off things one by one that she hates about overly cheesy, typical love "things." The comical and cynical track fits its title well, and it highlights her vocals front and centre. Finally, the album comes to a perfect ending with the lead single "Legends." As the longest track of the record, the track plays as an inspiration, giving off the indestructible feeling that comes with a first love, when the world feels at the palm of your hands and it feels as though you are soaring through the sky. Piano fills the sound waves on a grand scale, carrying a nice rhythm while drums and synths follow, creating a feeling of hope and strength. Overall, Unapologetically has a peculiar flow that is velvety smooth. The overall theme of heartbreak and new love is undeniably relatable through Ballerini's honest, open diary.

By Breanna Billett (Year 8)



## TOP 3 APPS

### **1. Words with Friends:**

The world's number one mobile word game... Increase your vocabulary and enjoy showing off your English proficiency with this 100% free app.

### **2. Duolingo:**

Ever wanted to learn Spanish? Planning on a trip to China next year? Need to acquire some fast French vocabulary to impress on a date on Saturday night? Duolingo has it all. Offering 85 different language courses in 24 languages, Duolingo is the world's most popular way to learn a language. And the best part... it is free!

### **3. The Red Cross App:**

Whether you have been bitten by a snake, suffering from an asthma attack or even a simple insect sting, this encyclopaedic, simple to use app will save the day, giving you access to up to date aid information. Cost? FREE

Lucie Drysdale (Year 12)

# JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

*A mind that is stretched by a new experience can never go back to its old dimensions.*

Oliver Wendell Holmes

There is a great deal of research into the power of immersive learning for many aspects of the curriculum. This approach to learning is multi-faceted and emotionally engaging to optimise the enhancement of "will, thrill and skill" for the learner. Many of the experiences we design at Oxley are intentionally rich in perspective, experience and the degree of personalisation possible. Often teachers design a menu of possible experiences or lines of inquiry within a unit which are highly motivating for the learner and enable a familiar pathway into new content.

Immersive experiences may involve physical or digital environments, may be simulations of the real world or directed towards authentic assessment tasks such as our frequent showcases or exhibitions. More often than not, the processes required in a specific unit will enhance the students' appreciation of the content.

This week our students in Year 5 and 6 have experienced the immersive experience of an excursion to Canberra. Year 6 have been studying the concept of 'Progress' to appreciate the ways in which member participation influences the evolution of a society and initiating next term's unit on 'Legends and Legacies' to explore the impact of eminent people in a range of domains of endeavour throughout time. Year 5 have concluded their unit on 'Design' in anticipation of launching into their dynamic unit on 'Australian Identity'. For all students the experience has been the same but their engagement and take-aways have been immensely individualised. The compacted time, richness of stimulus and collective interpretation has enabled the students to discover much for themselves but also to draw spontaneous connection between their own thinking, the material presented and the discussions with peers. This occurs because there are so many connections to be perceived.

These vital and stimulating connections are not just present in the environment but are occurring within the minds of our learners. Synapses are firing and neural pathways are being forged as their curiosity, sense of discovery and sophisticated analysis empowers each student to return to school more inspired about their learning than when they left. Our students were a credit to their families, their school and most importantly to themselves and it was a delight to witness their support of each other and enthusiasm for the experiences offered. We know that the voices of our students are the most valid illustration of the power of this immersive learning experience and there were many more insightful comments throughout the trip that could just as well have been included below.

The National Library holds lots of precious historical items that made me want to learn more about them. They had the diary of Captain Cook. His book is like treasure because it is very valuable. He mapped out lots of Australia and changed the world. One of the tour guides inspired me to be a writer because he showed me how books get developed. Experiences like this help you to do what you haven't done and to see what you may not have seen before. Poppy O'Sullivan (Year 5)

The robots at the library were so good. They have sensors and can pick things off the shelf. I'm really into programming and create games in my spare time. I'd like to programme a robot. Oli Bryant (Year 5)

The War Memorial's guns and what people have done for us has always been interesting to me especially how young people from Australia and New Zealand fought and died struck me. While we play computer games everything there was so real and I thought about how people risked their life to bring peace. Ed Connell (Year 6)

## WEEKLY AWARDS

### Students of the Week Learning Journey

K: Chloe Motycka  
Yr1: Anna-Sophia Psarakis  
Yr 2C: Eli Winn  
Yr 2S: Samsara Pout  
Yr 3: Anna Clark  
Yr 4: Emma Barnett  
Yr 5C: Summer Hagan  
Yr 5H: Peter Kearney  
Yr 6A: Ava Ritchie  
Yr 6W: Juliette Johnson

### Oxley Values

K: Xavier Halstead  
Yr 1: William Palmer  
Yr 2C: Sapphire Sparke  
Yr 2S: Evelyn Hammond  
Yr 3: Xavier Druery  
Yr 4: Zali Walters  
Yr 5C: Liam Halloran  
Yr 5H: Poppy O'Sullivan  
Yr 6A: Max Trudeau  
Yr 6W: Sasha Privalova-Pratt



### Students of the Week Learning Journey

K: Xander Fisher  
Yr 1: Oscar Jones  
Yr 2C: Zoe Sneddon  
Yr 2S: Lachlan Stanners  
Yr 3: Scarlett Curr  
Yr 4: Phoebe Mooney  
Yr 5C: Gemma Fraser  
Yr 5H: Madeline Gordon  
Yr 6A: Elke a Campo  
Yr 6W: Thomas Clark

### Oxley Values

K: Emily Wright  
Yr 1: Zara Finlayson  
Yr 2C: Hadley Morgan  
Yr 2S: Charlotte Holmes  
Yr 3: Ollie Johnson  
Yr 4: Heidi Malouf  
Yr 5C: Charlotte Iori  
Yr 5H: Imogen Hiscocks  
Yr 6A: Christian Denington  
Yr 6W: Arabella Wells





# The Real Issue At Hand: DIVISION

Not all Heroes wear capes. Some carry eggs.

Australia found a new hero. Egg boy made his way into the news, our Facebook feeds and the classroom. His egg moment was re-mixed, re-played and there is now a go fund me page - to cover his legal fees.... And to pay for more eggs.

Don't get us wrong, we love egg boy. We follow him on Instagram, we've liked, commented and shared. But there's something about the situation that feels odd - it feels like the whole of Australia is clinging to this. Madly holding on to this life boat of comedic hope. So why is it that one boy, an egg and a far right politician have caught the attention of Australia and the world?

For those of you who don't know, Fraser Anning is an Australian senator for Queensland - who is currently sitting as an independent - he was given the seat after Malcolm Roberts was found ineligible due to his dual citizenship. Anning holds racist and anti immigration views - and was condemned for his words after the Christchurch terrorist attack. It was during a live interview with the politician that 17 year old Will Connolly took it upon himself to egg Anning. All caught on camera, the video was uploaded immediately to social media where it gained worldwide attention. Everybody began to refer to Will as 'Eggboy', praising him as an Australian hero. At the same time however, people began to direct hate and anger towards the senator.

One thing that we've noticed, that in the face of this tragedy, costing the lives of nearly 50 people, is that the

*“Instead of unifying and supporting our Muslim population and families affected by the attack, people have become more focused on the division of egg boy and Anning.”*

condemnation of Anning has taken the world by storm. He's a figure that Australia, for the most part, can unite against. His extremist views alienate him from conservatives while his policies just simply don't align with those of the left. It's hard to tell whether his lack of knowledge of historical genocide is genuine misinformation or just convenient for his political sentiments. Either way, it does not bode well for his future as a politician. So far, one point five million people have signed the petition to remove him from parliament - so Australian people seem to be reconsigning this.

However, instead of unifying and supporting our Muslim population and families affected by the attack, people have become more focused on the division of egg boy and Anning. The senator is being used as an outlet for anger and hatred, a way of avoiding the confrontation of the incident in Christchurch.

Hatred is an incredibly powerful emotion; it unites people. In the face of hatred, people are able to overlook differences between one another. The idea of a "common enemy" is one we have become familiar with - having a commonly recognised "other" means that we are forced to band together, strengthening our bonds of belonging - and is paradoxically, a very unifying thing. As long as you're on the same side as the majority.

Societies, for years, generations, seem to have a knack for identifying a "common enemy". For our great-great grandparents this was the Turks in WW1, our great grandparents the Germans in world war two, for our grandparents and parents communism. So, who will it be for us?



You don't have to look very far into the language and rhetoric used when we write about Islam for the answer. Three days after 9/11, when we were only three months old (most of you weren't even born yet), George Bush delivered a speech. This speech was, in a way what America needed. It united them during their time of crisis and loss. A unification against a common enemy emerged. Here Bush delivered his famous lines "if you are not with us, you are against us", referring to the "crusade" America was about to undertake. Bush pits differing ideologies against each other - "freedom and fear, justice and cruelty". A few weeks later American troops entered the Middle East. Yet, things are not always what they seem - according to the New York times it is estimated that for every one American killed by a Muslim, Americans have killed 30 Muslims. But our media doesn't paint that picture.

This "us/them" mentality can be seen on a smaller scale too - it's all around us. Difference seems to be the thing that defines us. It can be both a very powerful - but also damaging - weapon. These differences don't just live amongst race/country - they come into our political views and our ideas about how the world should work. If you've ever been in a heated argument with someone, you'll understand, that after a certain point you stop listening to what the other person is saying. As voices rise, and more people back us, we become more cemented in our views, and instead of listening to what the other person is saying - we are thinking about what we're going to say next in retaliation. Through our (very, very tiny) exploration into history, I've noticed that often when times get tough, people become more extreme and polarised in their views. You are right or you are left - and the in between becomes even smaller. Perhaps this is part of humanities desire to cling onto something solid, something black and white, something tangible and something unifying in times of hardship. And that brings us back to Egg boy.

Now let's look at the way NZ Prime Minister Jacinda Arden has responded to the issue. Arden refuses to speak the name of the killer - telling us to "speak the name of the people who were lost, not of the man who took them" - "he may have sort notoriety - but we in NZ will give him nothing". In contrast to Bush, she uses language of inclusion and unity - calling for New Zealand to rally together as one in the face of the tragedy - "we are one - they are us".

We're not suggesting we all need to "overcome" all of our differences, sit down in a circle and join hands and sing kumbahah. Difference is incredibly important. In many cases it defines us and makes us stronger individuals - but we can still be individuals without seeing anyone who isn't like us as the "other" or "wrong". Be an individual on your own terms and accept that others can be different to you - not wrong - just different.

As much as we all love egg boy, he is drawing attention away from, but also further illustrating the real issue at hand. Division. Whether this be between different religions, cultures or political parties. It's important that we watch these events unfold, notice the patterns and watch the way we speak about other people. Let's try to be the generation that doesn't have an "enemy other" and move away from this dangerous "us/them" mentality.

On another note, an alarming trend that seems to have emerged is the recording and filming of violence and terrorism. As many of you may know, the attack in Christchurch was live streamed by the attacker, showing the incredibly barbaric nature of the act. The attacker made sure that the livestream was accessible on several platforms with the intention of reaching as many people as possible. Once the livestream had finished, the footage was still accessible, available to the public for several more hours before being finally taken down. If you have seen this footage, it might be a good idea to talk to someone. No one should ever have to witness such horrific, scarring scenes. In the future, remember that by watching these acts of terror you are also, in a way, adding fuel to the fire.

By Jemima Taylor and Lachlan Moore (Year 12). Based on a speech given at a recent Senior Assembly.

# DEPUTY HEAD REPORTS

## Deputy Head Pastoral: Mark Case



**Batyr** – 'Giving a Voice to the Elephant in the Room'

Addressing the mental health of young people is an urgent need in Australia. The statistics speak for themselves: seven out of every 30 Australian students suffer from mental ill health and of those, only two will reach out for help. Batyr is an organisation created by young people, for young people, which aims to break the stigma associated with mental illness. They returned to Oxley this week and have presented to students in Years 9-12. The workshops in Years 10, 11 and 12 build on the presentations given to students in 2018.

**Year 9:** 'The Batyr Standard' – Students are educated about mental health and the support networks and services available to them.

**Year 10:** 'Look Out for Your Mates' – Students learn about the signs that may indicate a friend is having difficulties with their mental health, as well as ways in which they can start a conversation.

**Year 11:** 'Stressed Out' – Students learn strategies for managing stress and anxiety as they reach the senior years of their schooling.

**Year 12:** 'Future Proof' – As they look to life beyond school, students learn about ways to manage a time of transition as well as strategies for maintaining good mental health in the future.

**Anzac Day March:** Oxley takes the lead!



Oxley is always very well represented in the annual Anzac Day Parade and this year there is an added incentive for students to take part, as we will be leading the procession through Bowral. We are incredibly proud that the Oxley College Pipe Band will be at the head of the parade, followed by Oxley College students. We strongly encourage all students to attend if they are able to do so. We will meet in the carpark near Gloria Jeans at 10.00am on Thursday 25 April. Students should wear full winter uniform.

## Winter Uniform:

A reminder that students are required to wear winter uniform from the start of Term 2 on Monday 29 April. If students need to purchase uniform items, the Uniform Shop will be open during both weeks of the school holidays on Tuesdays, Wednesdays and Thursdays, with the exception of ANZAC Day.

## Deputy Head Learning: Kate Cunich

### Stretch, Strive and Stick

One of our favourite sayings at Oxley centres around the word "yet". It speaks to the fact that many of us say that we are not good at something or can't do something. Once though, the word "yet" is added to the end of the phrase, it becomes something different immediately. For example, "we can't sing our House song.... yet"; "I can't do algebraic equations...yet". We encourage families to consciously embed this habit in the daily mindset – really it is the most practical way to place the growth mind set into action.

Similarly, the notion of stretching (high expectations), striving (putting all our energies into action) and sticking (staying with something when it gets difficult) is an easy way to continue to encourage all of us on our journey.

### Year 12 Half Yearly Examinations

We congratulate our Year 12 students on the completion of their first set of examinations this year (only two more to go now!). As a College we are very proud of the way in which students approached their preparation and sitting of papers. Students are currently receiving feedback, and despite some disappointments, there is much to celebrate in terms of progress and readiness toward the HSC. A formal report will be sent home to parents late next week, with a paper copy to follow at the beginning of Term 2. Students will have an academic consultation which will help them plan for the next steps toward success.

Editor's note: Please see below the link to the SHN story about Kate Cunich and her recent work at the World Visible Learning Conference:

<https://www.southernhighlandnews.com.au/story/5982429/oxley-colleges-visible-learning-approach-is-world-class/?cs=13406>



# WORLD'S GREATEST SHAVE

## Tom Rapp (Year 10)

### What/Who inspired you to shave all your hair off for the World's Greatest Shave?

I think I was most inspired to do the World's Greatest Shave by just seeing the impact that blood cancer, particularly Leukemia has on people, and how everyone knows someone who is affected by it. When you realise how many people are diagnosed with blood cancer every day, and how many people lose their lives because of it, not to mention the family and friends that are affected, it's a no-brainer to try and help out. I've also seen some friends participate in the shave as well, for example, Isabella Pether.

### Are you nervous?

I wouldn't say I'm particularly nervous about it, I'm just really excited. Although the thought of having no hair is a little bit daunting.

### Is this your first time shaving your head for charity?

This is indeed my first time shaving my head for charity, but hopefully not the last!

### Would you recommend shaving your head for charity to other people?

100% would recommend shaving to other people. Especially if, like myself, your hair is not the most understated thing, so it gets people talking and asking questions when they hear you are shaving it all off.

### Who are you going to help with this charity?

This is a very good question. The Leukemia Foundation provides different donation options, which shows the person donating exactly where their money is going, who it will help, and how it affects those people. Any donation is greatly appreciated as there is the option to donate any determined amount. The following options are recommendations only as they show directly what the donation goes to. The first option is \$53, which will help undertake research into the cause and treatment of blood cancer. The second option is \$80, which will give a regional family home when forced to relocate to a city for treatment. And the last option is \$150, that can support the work of a researcher for a day. It is easy to see who is affected by the charity, as not only are individuals being helped by the research of treatment, but the families and researchers themselves are also supported.

### Would you consider doing this again to raise awareness?

I would definitely consider doing this again, as is a fun way of not only raising awareness of blood cancer but also raising money for a great cause.

### How important do you think it is to raise awareness for blood cancer?

Raising awareness of blood cancer is very important. There are 35 Australians diagnosed with blood cancer every day, which is equal to one person every 41 minutes. Leukemia is one of the biggest non-lifestyle/environmental forms of cancer, but now, thanks to the Leukemia Foundation, awareness of leukemia is far greater than ever, with more than \$15 million dollars being raised nationwide last year.

### How much money have you raised so far?

So far, we have raised just under \$1,000 dollars, with a goal of \$2,500 by the last week of Term 1. We need all the help we can get, and we would really appreciate it everyone visited the Oxley Greatest Shave Instagram page and followed the link in the bio to donate. Every little bit helps. The shave will be done at school and we welcome people to come and watch. There will be a donation box on the day but we would like to reach our goal as soon as possible. Cash donations are also welcome, so if you see any of the boys walking around the school, we would gladly accept those donations.

If you want to sponsor Tom and the Year 10 boys

Instagram: [@oxleygreatestshave](https://www.instagram.com/oxleygreatestshave)

Website: <http://my.leukaemiafoundation.org.au/year10boys1>

"It's a good foundation with a good end goal to beat blood cancer." - Toby O'Sullivan

"I was approached by Tom during school and was asked if I wanted to be a part of this amazing opportunity. I said that I would be honored because I would love to help people battling blood cancer" - Thomas Jennings

## Issy Pether (Year 10 ex Oxley Student)

### What inspired you to shave all your hair off for the World's Greatest Shave?

The main thing that inspired me to participate in the World's Greatest Shave was to make a difference in society. The Leukaemia Foundation is a wonderful organisation and it supports lots of families going through a tough time. Some friends and family have also just received the news that they have cancer, so any money will support them.

### Were you nervous?

No, not really, I had been planning to take part in the World's Greatest Shave for so long and I was very excited that my plan had finally sprung into action. I tried my best to fundraise and despite a few hiccups, I raised a lot more than my goal.

### Who have you helped from this charity?

The Leukemia Foundation provides counselling for people that have just found out they have cancer for \$33, but for \$53 your money can grow cancer cells in a lab, to understand the cause and treatment for blood cancer. The Leukemia Foundation also provides money for regional families, and for a scientist to undertake research and all money raised goes towards this charity.

### How much money have you raised?

I have raised a total of \$3,000!!

If you want to sponsor Issy it's not too late, head too...

The World's Greatest Shave website click the green button to that says "sponsor" and search up my name.

By Lily Magill (Year 10)



# AIS CAMP



This past weekend, our senior winter sports teams were presented with an opportunity to experience the high-performance system that supports our Australian athletes in achieving podium results. A chance to take part in the success and development of sport science through specially designed training and rehabilitation methods was one that proved beneficial for all teams. The Australian Institute of Sport would provide us with three days of learning and growing and ultimately strengthen our bonds as a team.

Our Australian Institute of Sport (AIS) experience began with a talk from Paralympian Katherine Downie who lives with mild right hemiplegic spastic cerebral palsy and is a 'S10' classified swimmer. Competing in the 2012 Summer Paralympics in London at the age of 16, Downie was a member of both the Gold Medal Women's 34 point 4 x 100 free and 4 x 100 medley relay teams. Missing out on the opportunity to compete at Rio, she has her sights firmly set on the Tokyo 2020 Paralympics. This was then followed by a talk from Manager of Clinical Services and AIS Sports Nutritionist Dr Michelle Minehan who brought to light the importance that food has on any athlete and how it varies with the type of sport.

Saturday was a full-on day, with an early wakeup followed by a nutrient-rich feed in the dining hall. We split off into teams and prepared for a day of training, competition and recovery. Time was also dedicated to bonding and reinforcing the relationships within the teams, as many of our senior sports teams consist of talented students as young as Year 8. Focusing attention on recreating the same cohesion that is found within any successful high-level team was essential.

Hockey and Rugby got straight into the competition aspect of the weekend with some successes. Hockey 1sts won against Canberra Girls Grammar 4 – 2. Oxley Rugby 7s played four games against various teams, eventually progressing to the cup final and losing by a try. Meanwhile the other teams took advantage of the AIS's training facilities with Football training on the FIFA Quality Synthetic Field and Netball training in the Institute's multipurpose indoor sports centre. Rehabilitation took place in the AIS's Aquatic and Recovery Centres where we learnt the value of active and



passive recovery in both hot and cold water. Hydrotherapy involved a spa heated to 37 degrees and a cold bath at a fresh 15 degrees. Football, Tennis and Netball then also made their way to Canberra Grammar School. 1sts Tennis had tough games that unfortunately were called early due to extreme weather. The 1sts Girls Football had a good win against Canberra Grammar, defeating them 12-2.

Before returning home, time was put aside for each sport to set goals for the 2019 season as we identified 'what makes a good athlete/team'. Words such as mateship, discipline and respect were commonly used amongst all codes as we acknowledged the importance of such values regardless of the actual sport itself.

We were all so fortunate to reap the benefits of the camp and we'd like to thank the coaches across all codes for contributing to the experience. We'd also like to acknowledge the time and effort put in by Mr Wansey and Mrs McNaught as a three-day camp with over 100 students doesn't organise itself.

By Clancy Aboud (Year 11)



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

## WHICH INDUSTRIES POLLUTE?

Pollution is a topic that everyone is very familiar with. The majority of the world's population knows and has an evidence-based belief that pollution is a very real problem in our world, but although most of us know about it, we don't necessarily know about everything that pollutes our planet. The not-for-profit Institute for Agriculture, Trade Policy and Grain conducted a study on the 35 biggest meat and dairy producers and found that the majority of the companies were very secretive about the carbon footprint that they were leaving. They found that the meat and dairy producers could be responsible for up to 80% of the carbon budget. In second is lead-acid battery smelting industry which melts old lead-acid batteries that can't hold an electric charge anymore. Third is the mining and ore processing industry which is supplying the gems, ore and coal in the world. Fourth is the lead smelting industry which goes through a series of steps to extract pure lead from its ore counterpart. Although there are many more industries and companies that contribute to the world's carbon footprint these ones (in some cases) are quite surprising.

By Evie Crowley (Year 7)



## EARTH HOUR

Some may say it was the coldest night in years but five Year 10s and a couple of teachers hung in there despite everything mother nature threw at us.

On Saturday at the Southern Highlands Botanic Gardens Earth Hour was held. This year's theme for Earth Hour was 'Connect to Earth'. The night consisted of live music and local stores and inspiring talks about renewable energy and how it helps the world. Towards the end of the night, it was time to set our world record. The world record was to create the largest display of solar lights. We each got our solar buddy lights (which the Year 10 Geography classes made to give to developing countries for light) and walked outside of the footprint to get a photo with our solar lights from a drone above.

A huge thank you to Mr Simpson, Ms Shedden, Maddie Sargeant, Conor Hendry, Tom Dunn and Lachlan Jowett for making the night so special.

Although we couldn't feel our toes it was definitely a night to remember!

Lily Magill (Year 10)



## NOT JUST ABOUT THE CHOCOLATE



Once again school holidays have swung around the corner with a bang; for the term began slowly then sprints to the finish during the final weeks. I believe that these school holidays are cherished within our calendars for something which seems to play a very prominent role...chocolate. Yes, that's right, chocolate. Easter is a time where most families come together whether it be a religious gathering, food oriented, an excuse to catch up, or all three! The message behind Easter though is bigger than your stash of chocolate eggs. Easter dedicates a time for reassessing yourself and your goals for the year. Just recently I was asked what goals I have and suddenly became speechless for I hadn't taken the time to assess where I'm at as well as where I want to go. I believe self-reflection is so crucial for a fulfilling life, and Easter, for me, promotes that. So, whilst you're munching on your holiday chocolate (whether it be a marvellous creation, crunchie, or plain bunny), remember that it's never too late to start afresh and wake up with a positive mindset to take on each day.

Peggy Holmwood (Year 9)

# GALLERY



# APRIL CALENDAR

|   |  |  |   |
|---|--|--|---|
| <b>SAVE THE DATE!</b><br>OXLEY P & F CHRISTMAS IN JULY<br>Saturday 27 July at<br>Burrawang School of Arts.<br>Details to follow.  | <b>Mon 8</b><br>HICES Debating Round 3,<br>Wallandilly<br>Y11 Student Parent Teacher Night           | <b>Mon 15</b><br>Junior Code Camp and<br>Autumn Football Holiday<br>camp   | <b>Mon 22</b>   |
|   | <b>Tue 9</b><br>Mock Trial Excursion   | <b>Tue 16</b><br>Junior Code Camp and<br>Autumn Football Holiday<br>camp   | <b>Tue 23</b>   |
| <b>Volunteers Needed!</b><br>We are looking for volunteers to assist when<br>students are crossing the main school drive during<br>afternoon pick up time.<br>If you know someone (ie. a grandparent) who<br>would like to be on lollypop duty please let us<br>know via <a href="mailto:office@oxley.nsw.edu.au">office@oxley.nsw.edu.au</a> | <b>Wed 10</b><br>EXC: Student Leader Ration<br>Challenge, Sydney<br>Music Night, 7.00pm              | <b>Wed 17</b><br>Junior Code Camp and Autumn<br>Football Holiday camp  | <b>Wed 24</b>   |
|   | <b>Thu 11</b><br>JS Grandparents' Day, Elvo Lawn<br>Inter-House Music Day, PCC<br><b>Term 1 Ends</b> | <b>Thu 18</b>  | <b>Thu 25</b><br>ANZAC DAY<br>Oxley Students assemble at<br>10.00am in carpark near Gloria<br>Jeans |
| <b>Fri 5</b><br>INC: Y11 Batyr<br>JS End of Summer<br>Presentation<br>INC: Y12 Batyr  | <b>Fri 12</b><br>Drama Tour New York depart<br>Drama Tour Melbourne depart                           | <b>OXLEY SHOP<br/>SCHOOL HOLIDAY OPENING<br/>DATES</b><br>Week 1: Monday 15/4, Tuesday<br>16/4, Wednesday 17/4, Thursday<br>18/4<br>Week 2: Tuesday 23/4 and<br>Wednesday 24/4<br>Regular hours 8.30am -4.00pm |   |
| <b>Sat 6</b><br>EXC: Pipe Band Brigadoon,<br>Bundanoon  | <b>Sat 13</b>  |  |   |
| <b>Sun 7</b><br>Oxley Equestrian Day, Bong<br>Bong Racecourse, 8.00am   | <b>Sun 14</b>  | <b>Sun 21</b>  | <b>Sun 28</b><br><b>Term 2 commences</b><br><b>Monday 29 April</b>                                  |

## NSW Youth Week 10-18 April 2019

This year Wingecarribee Shire Council is working in partnership with a range of local youth service providers that include:

**Lifeline crisis support** - suicide prevention <https://www.lifeline.org.au/>

### Local Area Health

**Glass Box** - A social enterprise for young people who, when given the skills, provide real support and assist each other's mental health. Glass Box support young people through mental health first aid training in schools and Oxley already has two student team members <https://www.glassbox.org.au/>

**Highlands Community Centre** - An independent, non-political and non-denominational community organisation that provides friendly and confidential information and referral services to all members of the community. For more information please refer to <https://highlandscommunity.org.au/workshops.htm>

### Some activities for Youth Week include:

**14 April - "All Stars"** - Moss Vale and District Basketball Association is hosting a charity event raising awareness for youth mental health Southern Highlands Suicide Prevention Programme.

**17 April - "Hot and Cold"** - ReFrame Youth Mental Health Service is a free service delivered by professionals delivering psychological therapies for young people who experience barriers accessing medicare benefits scheme based on psychological intervention. It is hosting live music and to be part of a giant community artwork <http://communitylinks.org.au/content/reframe>

**17 April- "The Amazing Race"** - Highlands Youth Service is creating a team race around Bowral with a range of fun challenges while getting to know different youth services and other fun locations, great prizes and give aways. <https://www.trybooking.com/BBHZE>



**10 APRIL**  
**SAFETALK**  
**MOSS VALE**  
Wingecarribee Shire Council is hosting Lifelines Suicide Prevention training for young people aged 15 years or older  
Bookings essential, **contact Michelle at council on 4868 0859**

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**10+11 APRIL**  
**PUNU, LIVING WOOD MITTAGONG**  
Sturt Gallery has unique and interactive workshops with Maruku Arts from the Northern Territory. Bookings are essential, **contact Tracey at Sturt Gallery on 4860 2083**  
Council can help with transport for school groups **contact Michelle on 4868 0859**

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**13 APRIL**  
**CONNECT AND CELEBRATE**  
**MOSS VALE**  
Council is hosting live music, 38ft Obstacle course, gladiator duel, local youth service providers and a pop - up movie  
**Leighton Gardens from 2 - 5pm**  
**movie from 6.30 - 8.30pm**  
**Contact Michelle on 48680859**

# NEWSFLASH

## MOONACRES ORGANIC FARM



Last Monday two Year 7 Food Technology classes went on an excursion to Moonacres farm-Fitzroy Falls. This excursion was to show students how growing crops on a larger scale is done using organic farming techniques.

Phil (the owner of Moonacres farm) kindly took us on a tour of his farm. Whilst on the tour he explained to us all of the important steps in having an organic farm. The main focus of the tour was about the importance of soil quality. Phil who refers to himself as the 'soil nut job' somehow found a way to keep our attention while talking endlessly about soil! We also learnt about the different plants that they grow. What was really interesting is that they rest the fields by planting buck wheat; the buck wheat controls the weeds then when it dies it becomes a fertiliser that helps prepare the soil for the next seasons crops. On the way to the orchard Phil offered everyone a home-grown Nashi pear. Apparently the pears were over ripe but because of the high quality they tasted delicious. The excursion to Moonacres farm was memorable and a great learning experience for all students. By Hamish Stephen (Year 7)

## DofE



Duke of Edinburgh's International Award Scheme. What springs to mind? Picturesque scenery and birds chirping, or difficult hikes up muddy terrain trying to outrun the weather. Well luckily enough it's a bit of both. And by the second day of this we were all ready to give up, our legs hurt and our tempers were short, but we persevered. Out of this joint pain birthed a sense of companionship and comradery with the people in my group. This is best encapsulated in one moment where the whole group started singing both the Oxley song and hymn as we hiked, quickly joined by an excellent rendition of Bohemian Rhapsody that would've made Queen cry (with joy). So yes, DOE is an excellent educational activity but it is also a group experience that brings you closer to people you wouldn't usually meet and pulls you out of your comfort zone.

(By Claudia Brady Year 9)

Unfamiliar territory. Uncomfortable sleeps. Unyielding terrain. On paper, the Duke of Ed Bronze practice hike does not look like a particularly fun prospect. But I promise you, you will not regret it if you do take the plunge. The feeling of finally reaching your destination after hours of hiking with a heavy pack alone is enough incentive for you to go. Additionally, the feeling of independence you get when planning and cooking a meal cannot be found in many other places. I think that everybody who was on those hikes would agree that the positives completely outweigh the negatives.

(By Liam Verity Year 9)

