

PINOAK

ISSUE 87: TERM 2, MAY 10, 2019
OXLEY COLLEGE

CROSS
COUNTRY

SCREENTIME

DRAMA TOURS

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Melbourne Drama Tour

In the first few days of the school holidays, Year 12 Drama students got lost in the alleyways, cafes, markets and most importantly theatres of Melbourne. We watched a whole range of shows including stand up comedy, improvisation, a puppet show, a hip-hop/comedy/improvisation, a one-man show, an Arthur Miller classic and a musical. Highlights would have to be the hilarious hip-hop/comedy "Abandoman", and the intense "A View from the Bridge", that jerked us wide awake after many consecutive late nights. We were constantly surprised by the different techniques used by the actors, as they pushed the boundaries through their sets, content and interaction with the audience. We also got to see the (now burnt down) La Mama Theatre, where some of Australia's best actors made their debut. The four days were topped off with some shopping, a few ice creams and many tram trips-exposing us to a new city and new emerging theatre. Thank you to Mrs Bull who kept us on track and on time as we ran from one side of the city to the other, and to Miss Lanser for her local knowledge, showing us all the short cuts, graffiti walls and pointing out the groovy cafes!

Jemima Taylor (Year 12)

New York Drama Tour

On the first day of the holidays our 'family' of seventeen Year 11 and 12 students set off on a jam-packed, 'kawfee' and pizza fuelled, 10 day New York Drama Tour. In addition to two full days of classes at the incredible Stella Adler Acting School, we were fortunate to see 12 extraordinary shows – ranging from humble comedic improvisation pieces and a touching telling of an Iranian man's life, to outstanding musicals including 'The Book of Mormon' and 'Dear Evan Hansen', as well as some brilliant plays such as 'The Play That Goes Wrong', 'Grief is the Thing With Feathers', and of course the mind blowing, magical performance of 'Harry Potter and the Cursed Child'. Not only did we indulge ourselves in the theatrics of New York, but also in the many tourist attractions the city has to offer, such as the iconic, vibrant lights of Times Square, the State Library, the 9/11 Museum, the MET, the Natural History Museum, MoMA, Brooklyn Bridge, huge shopping outlets, and (from quite a long distance away) the Statue of Liberty. The New York tour wouldn't have been made possible without the fabulous Mr and Mrs Cunich and Mrs Ismay, so a huge thanks to them for being the best 'parents' and making it one unforgettable trip of a lifetime for all!

Jade Gillis (Year 12)

HEAD OF COLLEGE'S REPORT



Welcome back to Term 2 and our first edition of Pin Oak. During the holidays the Oxley values and spirit really shone through with so many students turning out to march with the Pipe Band and lead the Bowral ANZAC Day parade. It was fabulous to be a part of this important event and I was very proud of our College and the students. We were also very fortunate to have the Honourable Dr Brendon Nelson join us for our College ANZAC service last Tuesday. He spoke to our students telling them stories of Australian men and women who had left our shores in 1914 right through to the selflessness, care and brave actions of a young South Australian nurse who lost her life in the terrorist attack in London in 2016. His speech generated considerable discussion across the College and highlighted the importance of the character and values we hold. In this issue of Pin Oak you can see the impact his words had on some of our younger students.

I have seen those same values of bravery, selflessness and care exhibited by Oxley students on many occasions and none less than on the sporting field with great displays of sportsmanship and this week in the House public speaking competition. Together with other members of the Executive we have been witnessing an amazing array of young people speak with passion, meaning and authority on a broad range of topics. I congratulate them all on being brave and selfless for their House and peers.

Our Oxley values and spirit will be on show again at Foundation Day on Thursday 23 May. This important occasion is a whole College event where we celebrate the foundation of the College through a showcase of student performances including outstanding music and spoken word. Every year we also invite an Old Oxleyan who left the school ten years ago to speak. Please see the link to last year's speaker - world class barista Matt Perger - <https://www.youtube.com/watch?v=cASGpt3o5HY&t=10s> I look forward to this special evening which I know the Oxley community thoroughly enjoy.

Last term we commenced a review of our sports uniform. Early on it became very obvious that we need a new sports jacket to replace the current tracksuit jacket

that is both warm and waterproof, especially with the winter months approaching. I am therefore pleased to announce that we have designed a new sports jacket for students, which will be available in late June. The jackets are navy with distinctive gold zips and are made of soft shell material. It will be a smart addition to the College Sports Uniform. As for any future changes we make to the uniform there will be an 18 month transition period where students can wear either the current tracksuit jacket or the new one. It is expected that all students will have purchased the new jacket by the end of next year.

We are also introducing an optional lightweight warm and waterproof 'driza-bone' style jacket which can be worn over the school blazer on wet and cold days. It is also available to parents to wear as a supporters jacket should they wish. These will also be delivered to the Uniform Shop in late June.

Both of these uniform options are shown above. We will notify the community as soon as they become available.

You may also have noticed our new scoreboard on Governors Field. Thank you to the Oxley P & F who have contributed a significant amount of fundraising monies to this installation.



POLITICIANS VS THE PEOPLE

Up until a few days ago, I was living in ignorance. Sheltered from the truth, a mere cog in the machine. A lemming and follower of the crowd. Blissfully unaware of images of our politicians and their sausage sizzles. These, works of art really, come around at some point during every election day and personally, some of my favourites include opposition leader Bill Shorten who enjoys taking a bite right down the middle of the sandwich with no hesitation whatsoever. Current prime minister Scott Morrison, on the other hand, chooses to mount an entire sausage on a fork. No bread or tomato sauce for ScoMo as he proceeds to devour it. And finally, former prime minister Tony Abbott who once made the controversial choice of deciding to scrap the sausage sizzle altogether and merely opt straight for a raw onion, proving to Australia that anything is possible if you put your mind to it. Irregardless of their humour, these pictures come with the most poignant of messages — that deep down, underneath their social stature and celebrity — our politicians are just like us. Whatever your sausage sizzle style may be, at the end of the day, we can all enjoy a juicy, diplomatic snag on the most divisive day in our calendar. It's these simple displays of humanity from our elected representatives that allow us to trust in them that our voices will be heard, the people of Australia will be represented and diversity and difference will be accepted in the same way we accept our leader's interesting barbecue techniques. But right now, Australian politicians are failing to represent their people, both statistically and morally. Suddenly, there aren't enough sausage sandwiches to go around and people aren't being invited to the barbecue. Okay, enough with the sausage metaphor.

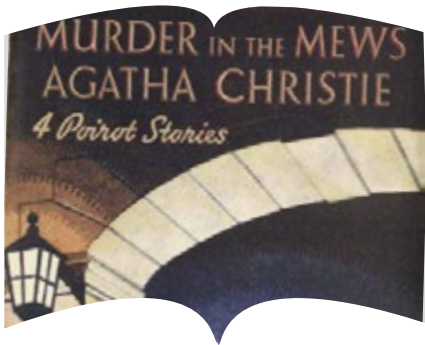
Deriving from the Greek word, politikos, meaning "of citizens, pertaining to public life", politics has always been a forum to ultimately serve and represent the people under it. However, as relevant to the gender and race relations of the time, politics has more or less looked like a selection of white-skinned and haired men in a room discussing and deciding matters for themselves and everyone else for a long time. And we've grown, and become so much better over the years. But simultaneously, we're now in an age where diversity is not only embraced but encouraged. Where we often celebrate the achievements of women, young people, and culturally and linguistically diverse individuals.

So why, when we look inward to our own parliament, is it that our so-called diverse and inclusive society isn't reflected there? If the House of Representatives was to be really representative, it would look like this — 50% women, 49% men, 31% people aged 18-34, and 3% Indigenous people. Instead, our 45th parliament is comprised of 29% women, 71% men, 2% people aged 18-34, and 1% Indigenous people. These are the statistics that encompass the entirety of Parliament. This isn't a right or left issue but a systemic problem ingrained in our educational, class and social systems. There is no reason that in our multicultural society, individuals cannot represent themselves and their own lived experiences on a national level. These radical discrepancies aren't a result of how much work someone is putting in or "who wants to be a politician". Instead, they're the result of our systems. And in this system many of the people who need representing, needing their voice's heard in Parliament — aren't afforded the same privilege as the people who have been sitting in it for centuries.

But ultimately, regardless of their lived experiences or identity, politicians in nature should be able to listen, empathise and advocate for their constituents regardless of who they are. When standing in front of your country, having the prestige of being called a prime minister or member of parliament, your best interest and first interest should always be ensuring the social, cultural and economic stability of your people. No exceptions. Especially in Australia, the land of the fair go. Where we pride ourselves on embracing tolerance, respect and compassion for everyone across the board. This means that instead of having a prime minister that gets on national radio announcing that bisexuality makes his "skin crawl", he acknowledges that he doesn't understand it and, in turn, seeks to educate himself about it. Instead of seeing the climate strikes all across Australia and telling students to "go back to school", he listens, having conversations and searching for a mutual understanding. That's true leadership, seeing every single member of your country as a human. As a person, a person with hardships, struggles and nuanced experiences and doing your best to serve and understand them no matter what your preconceptions are. Only then will we be able to stop thinking about who's represented in parliament and exist in harmony because everyday Australians deserve to be represented by people just like them.

By Izzy Moore Year 12 Public House Public Speaking Competition

TAKE INSPIRATION



BOOK

Poirot, Murder in the Mews; Agatha Christie

How did a woman holding a gun in her right hand manage to shoot herself in the left temple? A taste of murder and a dose of entertainment from the mystery writer - Agatha Christie. *Murder in the Mews* is a suspenseful collection of four short stories, where a murder investigator, Hercule Poirot, finds himself in the midst of several suspicious murders. Whether it be a closed case or a framed suicide, Poirot pursues his curiosity and gets to the bottom of each case, with many plot twists on the way. Be it mystical ghost sightings, vanishing bullets or an "eternal love triangle" every short story has something to offer.

I would recommend this book for anyone seeking simple detective fiction and a suspenseful book.

By Emilie-Rose Westlake-O'Dwyer (Year 9)



MUSIC

Aja

Steely Dan's album, *Aja*, showcases heartfelt vocals, powerful lyrics and individuality in the jazz rock music genre of their time. More than any of Steely Dan's previous albums, *Aja* shows the true limitations of musical engineering and lyrics, the clever Walter Becker and Donald Fagan execute in the two years of crafting the album. The album's biggest hit, "Peg" is a craft of electrical engineering of over sixteen musicians, engineers and producers. The open song "Deacon Blues" is a similarly structured song, fitting the theme of strong, powerful vocals of a performer's talents and life on the road. The song "Aja" is known to have used every instrument used from each song of the album. "Aja" goes on for an extraordinary eight minutes featuring saxophone, electric guitar and drum solos.

Aja is an essential album for any jazz, electro or rock fan, giving the audience an idea of the beautifully crafted sounds of the seventies.

By India O'Brien (Year 9)



TV SERIES

You vs Wild

You vs Wild is a new interactive TV series on Netflix created by Bear Grylls. It follows the same format as 'Black Mirror Bandersnatch' as it gives you two choices to choose from that will affect the storyline. In this interactive series the viewers make decisions to help Grylls complete his mission and survive in harsh environments ranging from the Swiss alps to an isolated jungle. After watching this TV series I discovered that whatever choice you make you will eventually reach the same ending, which goes against the classic choose your own adventure format. In these there are different endings depending on your choices, whereas in this your choices give you a different storyline but ultimately the same ending. All in all, this was a pretty good series. It caused great debate between my brother and I as to what choices to make. It presents you with tough decisions and only a limited amount of time to act on them. It is not as intense I expected but still presents you with a decent amount of suspense and stress.

By Jillian O'Connell (Year 9)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

We're creating future thought leaders!

I know it's a bold claim but we've always held a deep faith in the capacity of children to grapple with big ideas and high ideals and so we'd expect that this exposure will serve them and in turn, the societies of the future.

Many schools aspire to inspire children who will have the ability and the intention to leave the world better than they find it and so I believe I'm safe in suggesting that education generally is motivated by nothing more significant than a great hope for the future of our world and humanity.

I've also been talking for a while about the Wisdom Era which is about a time when the prevailing thought is about wise actions that serve the greater good. This requires thinking both with the heart and mind, drawing on empathy that provides perspective and experience that provides insight and more importantly foresight.

We're helping our students to be like Sir Isaac Newton claimed and to "have seen further" by "standing on the shoulders of giants" and I spoke about this concept in Assembly last week. This term we will take a tour of the Giants of History, Philosophy, Science and several other domains of human endeavour and to carry with us their lessons from the past via a Quote of the Week.

Newton let us get started, closely followed by reference to George Santayana's (1905) notion that 'Those who cannot remember the past are condemned to repeat it.'

It is hard to imagine a more powerful lesson from history than those from war and our students were treated to a rare and powerful speech at our ANZAC Assembly by the Honourable Dr Brendan Nelson. He was masterful in engaging our students from Kindergarten to Year 12, humble, humorous, inspiring and instructive, speaking of the Australian character that endures beyond world conflict and is the most powerful legacy of our nation's history. Dr Nelson told two incredible stories of heroism and sacrifice in a way that revealed his deep investment in our national stories and the model they provide to us all.

One sign of great intelligence is to recognise connections, related ideas and commonalities between disparate contexts. I believe that great organisations build these connections into what they do so that members can notice them and experience the joy of the 'ah-ha' moment when these connections are perceived spontaneously. It can happen through the content of messaging or in the case of a school, via the curriculum, but it is more likely to occur and is more valuable when it does, if it happens through a values alignment that provide a cohesion, a continuity and a culture that is lived by all members.

Our students have been fortunate to experience this confluence of events over last week and the last week of last term. At the end of last term we hosted many heroes close to home at our annual Grandparents' Day. They are familiar with the heroic qualities of their family members and also the notion of the values that heroes embody and so when Dr Nelson spoke of the character values integrated into the tomb of the unknown soldier at the Australian War Memorial they were familiar to many, they were open to a consideration of these in light of the heroic stories shared and their personal experiences.

Our Year 6 students are embarking on their unit of 'Legends and Legacies' and so are already thinking about the Thought Leaders of the past. Year 5 are launching their unit on 'Australian Identity' and could transfer the stories of ANZAC Day to our shared sense of an enduring character and identity. It's early days in their thinking but they've had a great leg up! We've included just a small sample of the many extraordinarily insightful reflections our students recorded. If we're seeking insight and compassion in our future leaders – our future, as I've said before, is in very good hands.

I thought that the way Dr Nelson spoke and the examples he used were great. I like how he linked the values of the nurse in London with Alexander Henry White in the war, showing that they were the same all of these years later. Both the nurse and Alexander went against most people's natural instinct and ran toward the fight - even though they weren't asked. Fred 5H

To me, the speech was very inspiring and told me a lot about the past and gave me prediction about the future and Australia's values. It told me information about places I haven't seen and would like to visit- like the War Memorial and the trenches to get a sense of where Alexander Henry White stood when making his selfless decisions. Poppy 5H

What I liked about his speech is that he put a lot of detail and probably taught a lot of people about what he said. He probably inspired a lot of people with the sentence about the nurse who was selfless, caring and brave. My favourite was the women's story because that was really fascinating. I loved how he started his speech and ended his speech with the same words in the national anthem. Max 5C

I think Dr Nelson's speech was absolutely beautiful. It was filled with thoughtful words and lovely reminders. The three words; Brave, Selfless & Caring meant so much to me. They were strongly beautiful and sweet.
Zara 5C

I learnt about war, values, the importance of being alive & the sacrifices people made for us. George 5C

I was inspired by Dr Nelson's speech and in particular by the young woman's bravery and how she went back and risked her life for the lives of many other complete strangers that had no bond to her. It made me proud to be an Australian. Hamish T 5H

JUNIOR SCHOOL



Weekly Awards:

Students of the Week Learning Journey

K: Angus Sheer
Yr 1: Violet Mineeff
Yr 2C: Flor Pereira Merlini
Yr 2S: Teddy Blom
Yr 3: Will Kennedy
Yr 4: Matilda Pope
Yr 5C: Amber McGlynn
Yr 5H: Ella Loiterton
Yr 6A: Evie Bissett
Yr 6W: Abi Hunt

Oxley Values

K: Angus Kean
Yr 1: Charlotte Byrne
Yr 2C: Oscar Le Guay
Yr 2S: Mariella Vlahakis
Yr 3: Charlotte Gordon
Yr 4: Henry O'Riordan
Yr 5C: Zara Clancy
Yr 5H: Hamish Murray
Yr 6A: Harley Evans
Yr 6W: Charlie Fitzpatrick



Students of the Week Learning Journey

K: Cameron Bailey
Yr 1: Matilda McCarthy
Yr 2C: Ava Gomes
Yr 2S: Oscar Johnson
Yr 3: Eddie Hunt
Yr 4: Fraser Findlay
Yr 5C: Estelle Fragar
Yr 5H: Jerome McIntosh
Yr 6A: Chiara Shannon
Yr 6W: Oscar Sanchez

Oxley Values

K: Amelia Gordon
Yr 1: Leo Le Guay
Yr 2C: Arabella Treweweke
Yr 2S: Lexi Mendes da Costa
Yr 3: Piper O'Sullivan
Yr 4: Hamish Treweweke
Yr 5C: Fraser Wilkinson
Yr 5H: Molly Davis
Yr 6A: Mischka Hilkemeijer
Yr 6W: Lily Scott



It Wasn't His Fault

A monologue By Jamie Gordon

It wasn't his fault, it's just that one characteristic, that one thing about him that really pushes my buttons when he drinks too much. And then Roxy, she did nothing wrong either, but I was already over the edge at that point. I didn't mean to do it, of course I didn't mean to, but I lost control. Now I sit here, in contemplation, overlooking the abandoned, derelict building next door, trying to forget, but that image, that horrible image of what I have done is stuck in my head. It was a big day, but I never thought it would end like this. It shouldn't have ended like this.

This is all because of that stupid job, I never liked it, I never really liked the people that work there either. I only took that job in the first place to support us but now... it's kind of ironic really, the thing that tore us apart was the one thing that was supposed to keep us together, as a family but now, what was it all for, nothing.

You know, as much as I know that it's not his fault, there is still this part of me that wants to blame him... coping mechanism I guess. I overheard the bartender say that if someone experiences a family tragedy then they can tend to blame it on the people they were with prior to the event, I never thought that that would apply to me, but now it does, and I hate it. I guess it's just when he comes over after our work shifts and says "wanna grab a beer, Pablo? that is when I must decide whether I want to take the risk that things could end badly. This time they did, very bad. It's just when he drinks. He gets racist. Says things about my family, my Argentinian background, my house. It really gets on my nerves.

"I stare at the glistening blade sitting on the porch next to me, thinking..."

I stormed through the door of our small little home and was greeted by Roxy and Lilly sitting on the lounge in front of the fire place, reading a book. My entrance startled them, and Roxy could instantly see something was wrong, so she quickly sent Lily to bed, she's a good mother... was a good mother. I began to explain what happened at the bar, I guess, I got pretty worked up and I can't even remember what happened next, I, I blacked out and next thing I know, I see Lilly, standing in the hallway tears in her eyes, clinging to her favourite toy, a look of horror on her face, then I realise what I had done. I look down and drop the glistening blade and walk towards the hallway to try to comfort Lilly, but she ran away. What have I done, I just destroyed the future of my family... and the future of my own daughter.

I hold my phone in my hand and with tears in my eyes and my hands still shaking, I dial 000

"hello, what's your emergency?"

I try to calm the shaking in my voice, I can't. "please, please send help."

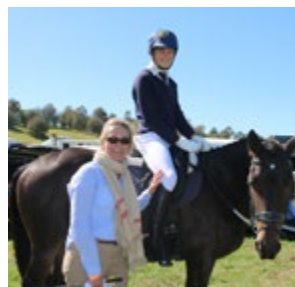
After I hang up the phone I think to myself, is anything worth it anymore, what will my life be if I stick around, misery. I stare at the glistening blade sitting on the porch next to me, thinking.

Reflection

When we first began this topic on monologues, I really had no idea about monologues at all but as the unit progressed and we analysed the other monologues; *Soldiering On*, *My Last Duchess* and *Porphyria's Lover*, I gained a greater understanding on the process of writing monologues and the important factors and main ideas of monologues. The homework task about what Alan Bennett would say when asked about writing monologues was good to refer to when writing and although mine may not have that deep underlying story as the monologues we analysed I still believe that my attempt was still quite good regarding creating an interesting storyline. I originally wanted to have that dramatic irony but came to the realisation that creating a deep underlying story like the ones in the analysed monologues would be a lot more difficult to pull off than originally anticipated.

Through the analysis of the monologues in class and the help of friends and peers with their feedback I learnt a lot about monologues as a whole and about how to write them and make them engage an audience. Individual aspects of monologue writing I learned through the in class analysis would be the importance of making it seem like a conversation not a story, through the language used. I tried to achieve the basic and important parts of monologues to make them successful like providing good character detail and motivation and ability to set the scene without saying it or giving the answer to the audience. I tried to incorporate these things into my monologue and although I didn't quite get the depth of underlying story I had hoped to achieve I am still reasonably happy with what I have come up with.

EQUESTRIAN DAY



CROSS COUNTRY

The Oxley College Junior and Senior School House Cross Country Carnivals were held on a beautiful Southern Highlands autumn day. The distances varied from 1km for the 5/6 and 7 years age groups to 6km for the 16/17 and 18 years age group. The number of students who ran competitively was impressive and it was pleasing to see all students get in to the spirit of the event. The Junior School Carnival saw Walton finish just ahead of Chisholm and Durack were victorious later in the day taking the Championship closely followed by Oodgeroo. Staff were complimentary of the enthusiasm that students showed and they had front row seats as they encouraged the students from various checkpoints along the route.

The following Champions and Runners Up are to be congratulated.

JUNIOR SCHOOL CROSS COUNTRY CARNIVAL RESULTS

5/6Yrs Champions: Clemetine Stirling, Xavier Halstead

Runners Up: Stella Bacon, Albert Herrmann

7Yrs Champions: Hadley Morgan, Euan Shedden

Runners Up: Charlotte Byrne, Leo Le Guay

8Yrs Champions: Molly Harwood, William Kean

Runners Up: Sapphire Sparke, Andrew Clothier

9Yrs Champions: Claudia Carpenter, William Kennedy

Runners Up: Matilda Pope, Orson Francis

10Yrs Champions: Amelia Legge, Bryce Rodger

Runners Up: Georgina Marks, Henry O'Riordan

11Yrs Champion: Ella Loiterton, Fred Hamblin

Runner Up: Molly Davis, Jerome McIntosh

12+Yrs Champion: Lily Smith, Luca Colloridi

Runner Up: Chilli Sparke, Tristan McIntosh

Junior School House Champion 2019: Walton

SENIOR SCHOOL CROSS COUNTRY CARNIVAL RESULTS

12/13Yrs Champions: Amelia May, Phoenix Sparke

Runners Up: Emily Rodger, Jack Snell

14Yrs Champions: Neala Yang, Monte Francis

Runners Up: Courtney Butcher, Matthew Smith

15Yrs Champions: Molly Knowles, Dominic Uliana

Runners Up: Hannah Hiscocks, Kade Hanrahan

16Yrs Champions: Rose Barnett, Tom Jennings

Runners Up: Ava Lambie, Jamie Gordon

17Yrs Champions: Eva Mackevicius, Joel Manton

Runners Up: Jessica Malcolm, Hugh Callaghan

18Yrs Champions: Sascha Kroopin, Saxon Macquarie

Runners Up: Lucy Drysdale, Caelan Barker

Senior School House Champion 2019: Durack

DEPUTY HEAD REPORTS

Deputy Head Pastoral: Mark Case

Internet Safe Education: Thursday 16 May

One of the greatest concerns that I hear from parents is managing their child's online activity. Navigating the complex and ever changing digital world to ensure that children are both safe and, as they get older, aware of their legal responsibilities, is ongoing challenge for us all.

For the first time, Oxley is partnering with Internet Safe Education, an established and reputable education provider in this area, to deliver bespoke presentations to students and parents on Thursday 16 May. Given that students have greater autonomy in their online activity as they get older, we have chosen to focus the student presentations on Years 8-10.

Parents are the primary gatekeepers for internet access, especially with younger children, so we have made the parent session available to Year 5 and upwards. With presenters who have a background in law enforcement, we are confident that parents will be empowered with strategies and tools to establish and maintain effective boundaries.

Parents from Year 5 to Year 10 are invited to attend the parent session from 4.00pm to 5.15pm in the Orchestra Room.

During the day, Internet Safe Education will be delivering presentations to the following year groups, as below:

Year 8 - Social media: the price we pay, rules and technology

Year 9 - My legal responsibilities in the online world, dealing with explicit online material

Year 10 - Freedom of speech and the internet, managing others online

In order to gauge numbers for seating purposes, please reply by email office@oxley.nsw.edu.au to register your attendance by Monday 13 May.

Senior School Disco – Parent Pick Up: Friday 17 May

The Senior School disco is on Friday 17 May from 7.00pm-9.00pm. The SRC have chosen the theme of 'Galaxies'. In order to facilitate a safe and orderly departure, pick up arrangements are as follows:

9.00pm: Year 7

9.15pm: Years 8 and up

Parents are asked to use the regular pick up zone (via the second driveway), where Student Leaders will assist in bringing students from the Music Centre to the pick up zone as parents arrive to collect them. We ask that parents do not park on Railway Road and under no circumstances should children be crossing Railway Road. Please queue patiently on the driveway and follow instructions from the Student Leaders, to ensure the safe and efficient collection of all children.

Deputy Head Learning: Kate Cunich

Term 2 is already well in the swing! This term we have significant academic events, including a focus on both external and internal examinations. Year 3,5,7and 9 have NAPLAN testing and Year 11 Half Yearly Examinations occur next week, with the Year 10 Half Yearly Examinations in Week 7. At Oxley we know that these events building blocks toward success. Whatever the feelings prior, the adrenalin, the revision, the triumph or the disappointment all contribute to the sum of the student who graduates from our doors at the end of their Oxley journey.

Year 12 students have received their Half Yearly Reports and are already putting into practice the feedback received. This week I have met with each student 1:1 to discuss what we call at their DnA (data into action). This consists of a simple colour coding bar that links effort to achievement, and maps strengths and challenges in assessment tasks compared to examination settings. The focus is an overview of strengths from the Half Yearly Reporting process and subsequent data analysis in order to set achievable student goals prior to the Trial examinations (and end of assessment period). Our students are also fortunate to have ongoing access to our Year 12 Academic Master (Acting), Mrs Simpson, as well as our terrific team of teachers to reflect and refine their work, set new goals as they keep working day to day toward their HSC examinations. The HSC timetable was published last week and is now available on the NESA website. We look forward to support and encouraging our students from now until then and beyond!



Online Safety & Cyberbullying



THIS IS AN EVENT NOT TO BE MISSED AND WILL CHANGE YOUR THINKING

Delivered by a professional speaker on the topic of digital compliance and internet safety. You will be presented with engaging and powerful information in a way that will bring to life possible online dangers and responsibilities which are a part of your child's digital world. Strategies of protection and prevention will empower you to reduce online risks within your home. You will be amazed how simple this can be.

WHERE: Orchestra Room, Oxley College

WHEN: Thursday 16 May

TIME: 4.00pm - 5.15pm

Delivered by a former Undercover Internet Detective

Simple measures to create a fun, educational and positive online experience

Witness the real life dangers and responsibilities

Discover how essential and important your role is

Social Networking

The Law Online

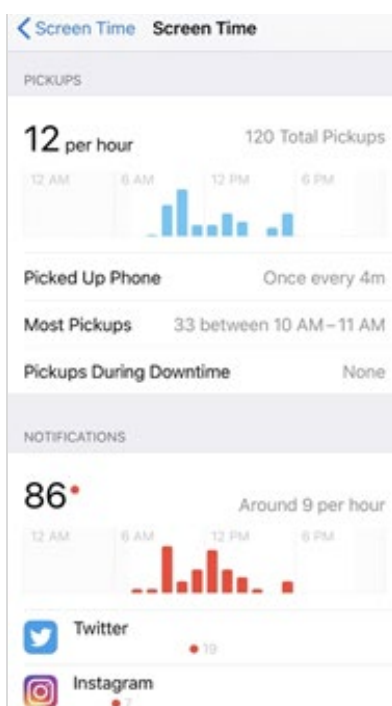
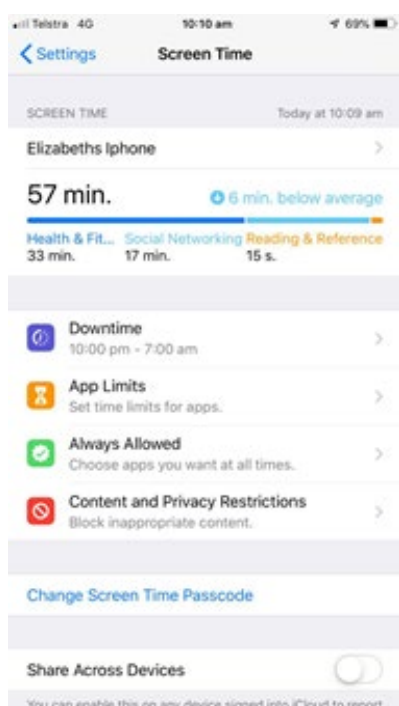
Identity Protection

Cyberbullying



P 1300 650 491 **E** info@internetsafeeducation.com **W** internetsafeeducation.com

SCREEN TIME



In September last year, the latest IOS update from Apple for iPhones and iPads brought features many people, particularly parents, had been waiting a long time for. IOS 12 added a Screen Time option to the Settings App providing users with a broad range of usage data and the capacity to set downtime restrictions and app limits. Apple has finally provided users with the tools they need for understanding and controlling their own screen time, enabling more conscious and deliberate use of digital technology. At around the same time as the release of this new feature for phones and tablets, Early Childhood Australia published recommendations for the use of digital technology by young children. Both organisations recognise the double edge sword of technology and its capacity to enrich or overwhelm the lives of users.

It would be easy to dismiss the Early Childhood Australia "[Statement on young children and digital technologies](#)" report as relevant only to early childhood settings but the report contains expert, research based, guidance on using technology effectively; guidance that applies to all ages, including adults. There is an emphasis, for instance, on the need for balance between digital and non-digital experiences, screen-free sleeping areas, regular screen breaks, and building skills for assessing the quality of online information. The report discusses how digital technologies can be important tools for communication, health, play and building relationships with the caveat that effective use relies on developing self-regulation.

Most households (97%) these days with children under 15 have internet access and most have multiple devices to access it with. Many underestimate their online use and have sought tools for managing screen time ranging from timers on modems to time management software like Rescue Time. The breakthrough advantage of the new Screen Time settings for iPhones and iPads is that the settings are built in, informative, easy-to-use and easy to manage. Screen Time has a dashboard showing daily and weekly use and options for setting downtime and app limits. It is easy to view information about apps used, hourly phone pickups and number of notifications. Families with young children can manage these settings on devices used at home by setting up Family Sharing.

Screen Time is an enabler, a tool for addressing some key ideas from the Early Childhood Australia report; families modelling and moderating digital technology use in front of children, families creating shared understandings about digital technology use, families managing settings on devices to ensure they do not disrupt sleep and adequate breaks are taken. Many of our students, however, are not aware of the new Screen Time settings or Google Digital Wellbeing which offers similar features on Android devices. People who investigate their Screen Time data are shocked when presented with the hard facts about daily use of digital technology. This could provide a great opportunity for shared discussions about managing technology and the internet effectively for all members of a family.

By Elizabeth Antoniak

JULIAN HOARE CLASS OF 1999

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

I completed an Engineering degree in Mechatronics as well as a Computer Science degree at UNSW, focusing on robotics and autonomous vehicles before working for a number of years in industrial automation. After backpacking through Europe, I found myself in London looking for work and stumbled upon a company that utilized the same technologies that I was familiar with from my industrial experience, but they applied it to theatre and entertainment. I had no idea what theatrical automation was at the time, but after more than 12 years in the technical entertainment industry, I couldn't imagine being anywhere else. I am currently the Global Head of Systems Engineering at TAIT, the company behind some of the biggest entertainment productions in the world.

What is your biggest achievement since high school?

In my personal life – starting a family, for sure. I never thought much about having children when I was younger, but my two boys are rewarding beyond words! Professionally, I don't think there's any single achievement, it's more of a culmination of projects over the years. I've helped develop the technology that has been behind London's West End musicals, performances at the Metropolitan Opera in New York, Olympic ceremonies, Cirque du Soleil spectacles in Las Vegas, shows in many of Macau's casinos, stunts and special effects in Hollywood blockbusters, not to mention concert tours by pop and rock megastars. All of that wrapped up has made for a pretty exciting career thus far.

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

I knew from about age 10 that I wanted to be an engineer. Technology has always fascinated me, I just never knew that I could apply it in such a creative way with the industry I am currently in.

How did Oxley prepare you for your future?

I always enjoyed extra-curricular activities at Oxley (sports, Duke of Edinburgh and later, drama) and I think this taught me to work well in teams and groups, with each person having their own speciality but working toward a singular outcome. Team work is crucial to success in the entertainment industry as one system talks to another, which supports the next.



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

For sure. But I don't think I really realised it until much later... Iain Maitland was the first person I ever heard refer to mathematical equations and proofs as "beautiful". At the time I thought he was mad, but as I furthered my studies, I came to realise what he meant and developed my own appreciation for the beauty in engineering and physics. Iain was also just a good person, not to mention a fantastic teacher.

I also have to mention Phil Cunich – he was my Tutor Group teacher, so we spent a fair amount of time together. He pushed me to help out during House Plays one year and I ended up running the lighting console, which was my first introduction to technical theatre.

Having mentioned the above two people, it seems serendipitous that I now apply maths and physics to theatrical productions as my career!

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

The complete freedom and lack of adult responsibilities!

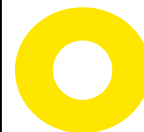
What would you say to your fifteen year old self?

Apart from "Stop wasting your time!", I would urge myself to always show moral courage. That means always doing what you know is right, even if it is unpopular or will be detrimental to your own situation. Hand in that \$10 note you find in the playground. Don't stand by idly and allow cheats and liars to get away with it. And definitely stand up for those who can't stand up for themselves.

WHAT'S HAPPENING? IN THE WORLD...

The Japanese emperor Akihito has abdicated after 30 years of service to the Chrysanthemum throne, the longest running monarchy in the world. He is the first emperor to abdicate in 300 years, a fitting end for a notoriously peaceful emperor. Akihito has guided Japan through various tragedies, including the 2011 earthquakes. He is being succeeded by his son, Naruhito. Naruhito and his wife, Massako, have a reputation for being aware of traditions while also aiming for the future, and the hope around Japan is that these new rulers will help Japan to modernise. While Japan is, in some regards, the 'home' of many technologies, their population is slowly ageing, and there is problem with population, with many cities overpopulated and rural areas underpopulated. While the Emperor is more of a symbolic position in Japan, such as the Queen in the UK, hopefully Naruhito and his new Reiwa era will fix some of these problems.

JAPANESE EMPEROR



NOTRE DAME

On Monday 15 April, many gathered to view the beloved Roman-Catholic cathedral of Paris burn down. The cause of this incident is unknown yet investigators believe it is related to the renovation work that was being executed at the time. The fire went on for 14 hours with over 400 people trying to help stop the fire.

The media was quick to acknowledge the history, culture and tourism France had lost but many people believe that the billions of dollars donated just days after the incident was unnecessary and should have been used towards other, life-threatening problems in the world. Although the French suffered a terrible, historical loss, the donations and support was directed more to the loss of tourism rather than the building itself.

By India O'Brien (Year 9)



LOCAL ROLLER SKIS



During the holidays Phoenix Sparke Year 7 and Chilli Sparke Year 6, attended a Biathlon training camp in Canberra. As part of this camp, they were training with biathlon rifles at the Canberra rifle club, and 'drylands XC skiing' on roller skis. The camp co-incided with the Australian Rollerski Championships at the criterium track at Mt Stromlo, and both students qualified to race after a timed lap of the circuit. Phoenix Sparke finished second and Chilli fourth in the Under 16 division! More information is available through nswbiathlon.com.au.



OLIVER BERRY

Recently Oliver Berry (Year 8) met with Brad Smith - President of Microsoft. He was fortunate enough to be invited to a presentation at the University of Sydney on Artificial Intelligence. A joy for someone obsessed with technology!



GALLERY

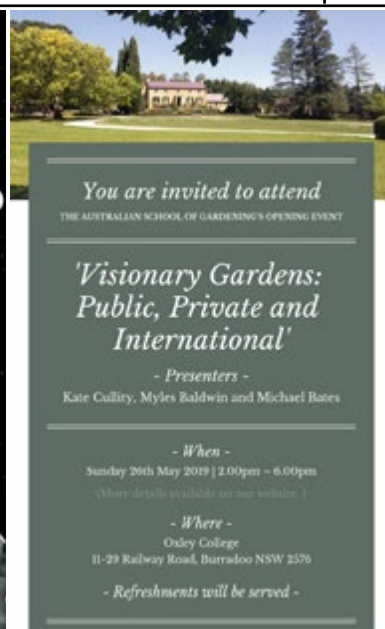


MAY CALENDAR

ISA RESULTS W1

BOYS FOOTBALL	
1sts: CCGS 4 v 1 Oxley	2nds: CCGS 5 v 0 Oxley
15s: CCGS 8 v 3 Oxley	14s: CCGS 8 v 2 Oxley
13s: CCGS 7 v 0 Oxley	
GIRLS FOOTBALL	
1sts: Oxley 5 v 0 Barker	2nds: Oxley 0 v 3 Barker
Junior A: Oxley 1 v 3 BMGS	
RUGBY	
1st XV: CCGS 10 v 18 Oxley	16s: CCGS 41 v 7 Oxley
15s: CCGS 43 v 15 Oxley	14s: CCGS 51 v 5 Oxley
13s: CCGS 51 v 7 Oxley	
TENNIS	
1sts: Oxley 0 v 5 SACS	2nds: SACS 7 v 1 Oxley
Oxley 3: Oxley 5 v 3 SACS	Oxley 4: SACS 8 v 0 Oxley
Oxley 5: Oxley 1 v 7 SACS	Oxley 6: Oxley 4.5 v 3.5 Barker
Oxley 7: Oxley 0 v 8 SACS	
HOCKEY	
1sts: CCGS 1 v 2 Oxley	2nds: CCGS 1 v 1 Oxley
Oxley 3: CCGS 0 v 2 Oxley	Oxley 4: Oxley 3 v 0 SACS (friendly)
Oxley 5: CCGS 2 v 1 Oxley	
NETBALL	
1sts: Barker 49 v 31 Oxley	2nds: Barker 50 v 26 Oxley
Inter A: CCGS 35 v 55 Oxley	Inter B: bye
Junior A: CCGS 28 v 3 Oxley	Junior B: Oxley 23 v 10 SACS
Junior C: CCGS 30 v 16 Oxley	

Mon 13	Mon 20	Mon 27
Year 11 Half Yearly Exams week		Y8 Student/Parent/Teacher Interviews
Tue 14	Tue 21	Tue 28
NAPLAN Language Conventions NAPLAN Writing		JS Studio Recitals
Wed 15	Wed 22	Wed 29
NAPLAN Reading		ISA X Country
Thu 16	Thu 23	Thu 30
EXC: Year 12 Business Studies INC: Y1-2 Brickworks NAPLAN Numeracy Internet Safe Education Y8-10 Parent Session, 4.00pm	HICES X Country, Orange Foundation Day, 6.30pm	EXC: Y10 HSC & Careers Expo
Fri 10	Fri 17	Fri 24
	JS Disco SS Disco	Old Oxleyan 20 Year Reunion
Sat 11	Sat 18	Sat 25
	ISA Sports: Winter Round 3	MUNA Local Comp ISA Sport: Winter Round 4 Old Oxleyan 30 Year Reunion
Sun 12	Sun 19	Sun 26
	EXC: Y12 Pompeii & Herculaneum The Australian School of Gardening, 2.00pm	
		Sun 02



NEWSFLASH

DUKE OF ED

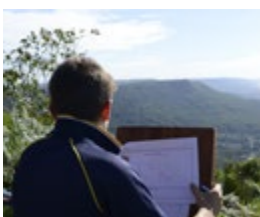
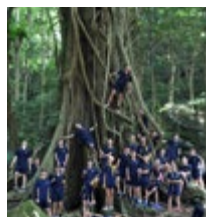


SILVER HIKE: While the majority of Oxley students were blissfully enjoying a well-earned sleep-in on the first day of the school holidays, 25 fortuitous and keen Year 10 students woke at the crack of dawn, eager to complete their Silver DofE practice hike, a three-day hiking and canoeing journey meandering through the picturesque Murrumbidgee National park. We boarded the bus, fuelled by smiles, beef jerky and adrenaline, and disembarked with our heavy packs, which contained essential equipment and all the necessary food required for a three-day expedition. Oxley students were blessed with stunning weather throughout the three days, and went to bed with stomachs filled with the gourmet delights we cooked on Trangias - the highlights of which included dehydrated spaghetti bolognese and an appetising taco fiesta! We drew upon many of the skills developed prior to the hike, such as route planning, bearings, bush-toilet construction, speedy tent packing-up and getting the perfect ratio of powdered milk to water.

It was challenging to integrate canoes into our traditional hiking-only adventurous journey, however after about an hour of working out which way to paddle in order to steer, we were able to forge ahead across the serene, jelly-fish infested waters of Durras Lake. The support and morale amongst all participants was especially admirable, and very helpful as we neared the end of the third day, only to find we had missed a crucial turn-off which caused a significant detour! Murrumbidgee, we discovered, was home to beautiful fauna and flora, such as exotic mushrooms and dozens of kangaroos, and the beaches we passed were truly breathtaking. Nevertheless, we were admittedly relieved to board the bus home on Sunday, and truly begin our holiday!

A big thank-you on behalf of all students who attended must go to Mr Dibdin and Ms Reece, who not only volunteered their own holidays to expertly guide us on our journey, but also dedicated so much time to the planning and execution of the expedition, and continue to support us all in the attainment of our silver awards. By Ava Lambie (Year 10)

MOUNT KEIRA

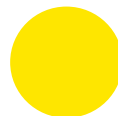


On Friday 29 March, Year 7 headed out to the Illawarra region, to visit Mt Keira. The purpose of the day was to study and examine the different types of landscapes and landforms in the area and how these influence the local climate, soils, plants and land use. Throughout the day, we learned some very interesting facts and skills, one of these being the interpretation of topographical maps. It was also explained to us how the Indigenous Australians used this landscape to source food, water and make shelter to survive.

This was a great experience as we all had an opportunity to step into the boots of a professional Geographer about landslides and the rainforest and how to remove a leech (!).

The skills we learnt on the day were invaluable and we will certainly utilise them into our future studies of Geography, and the memories we forged on our first fieldwork excursion will stay with us for a long time. Thanks to all the teachers who accompanied us (and put up with 100 noisy year 7s!)

By Oscar Lambie (Year 7)

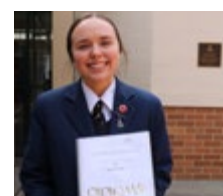


FUTSAL

Lochlan Kennedy (Year 10) and Jamie Gordon (Year 10) have been selected by the National Futsal Association to represent Australia in Futsal (Indoor Soccer). They have been selected to play in a competition taking place in Greece in October as part of a team made up of players around Australia. The selection took place after their participation in the National tournament held in Penrith in January. The tour to Greece consists of a series of matches played in Athens and a few days of sightseeing and other Futsal based experiences. This is an extraordinary opportunity and they are both extremely excited to be invited to partake in this competition. Congratulations Lochlan and Jamie.



LUCIE DRYSDALE



When did you discover your passion for music, and how did that come about?

My passion for music began when I was in kindergarten. I'm not exactly sure what sparked my obsession with the flute, but there was something that always fascinated me about the instrument. When I began primary school all I wanted to do was play the flute. I remember nagging and nagging my mum until she finally bought me a flute. In Year 2 I started lessons with Emma Knott, a talented flutist and inspiring teacher who has been an important part of my musical journey.

How does completing 'The Associate in Music Australia Diploma' shape and impact your future in music?

For me, music is something that is always going to be part of my life. The completion of the Diploma represented an opportunity to challenge myself and test my skills at a high level. The performance requirements of the Diploma included the completion of four pieces from the AMEB Syllabus which are performed over a period of 40 minutes. The preparation is extensive, requiring many hours of practice and formal rehearsals. In terms of my musical future, the completion of the Diploma has certainly developed both my performance skills and self-confidence.

Have you faced any difficulties in your musical studies, how did you conquer those problems?

One of the biggest difficulties I faced was the challenge of playing the flute with braces. Unfortunately, I got them in the same year that I was hoping to sit my AmusA exam. For the first few weeks, I couldn't even get a sound out of my flute, let alone prepare for an exam. It was very frustrating to have something that came so easily to me, now suddenly taken away. At the time, I had the option of delaying my Diploma and waiting until my braces were removed. Ultimately, I kept going but had to retrain my embouchure and practice a lot more than usual. While this proved to be incredibly challenging, I am so glad I persisted.

Finally, what words of encouragement do you have for those interested in trying to learn a musical instrument but not sure where to start?

Musical ability is something that is developed. If you are passionate about learning an instrument, find music you want to play and spend time developing your skills. Practice really does make perfect!

Interview by Peggy Holmwood (Year 9)