

# P I N O A K

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COLLEGE



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# WINTER FOOTBALL CAMP @ OXLEY\*

## July 1st, 2nd & 3rd

\*AVAILABLE FOR OXLEY STUDENTS ONLY

## COME AND LEARN THE SWFS WAY

Our vision for our camps is to provide an environment that builds confidence and encourages both boys and girls of all abilities to have fun playing football. We will promote the importance of respect and improving their individual skills.



- Cost \$70 per day or \$190 for all 3 days
  - 10% discount for siblings
  - 15% discount for 3 siblings
- Boys and girls training, ages from 5-16
- All camps run from 9am-12pm at Oxley College
- Players will play indoor competitions and outdoor sessions which include playing in the blowup field
- Children need to bring boots, running shoes, shin pads, sunscreen, morning tea and lunch

All coaching sessions will be run by Alex Prophet who has a UEFA B licence plus overseas playing experience. Alex has coached at Sydney United and Wollongong Wolves and has also worked in Academies in the United Kingdom, Liverpool, Reading and the Wolverhampton Wanderers. Lisa Fressard who has a C licence in coaching, has played for Australia in Futsal and is currently playing in the National Premier League in Sydney for Nepean, will be coaching the girls group.

**For all enquiries please call Head Coach Alex Prophet on 0438 096 644 or email [swsoccersessions@gmail.com](mailto:swsoccersessions@gmail.com)**

## ISA RESULTS

ROUND 4		ROUND 5	
<b>BOYS FOOTBALL</b>			
<b>1sts:</b> Chev 1 v 0 Oxley	<b>2nds:</b> Chev 1 v 1 Oxley	<b>1sts:</b> Oxley 1 v 7 SPGS	<b>2nds:</b> Oxley 1 v 5 SPGS
<b>15s:</b> -	<b>14s:</b> Chev 3 v 0 Oxley	<b>15s:</b> Oxley 2 v 9 SPGS	<b>14s:</b> bye
<b>13s:</b> Chev 3 v 2 Oxley		<b>13s:</b> Oxley 1 v 7 SPGS	
<b>GIRLS FOOTBALL</b>			
<b>1sts:</b> Oxley 3 v 0 CCGS	<b>2nds:</b> Oxley 1 v 1 Redlands	<b>1sts:</b> SACS 2 v 0 Oxley	<b>2nds:</b> forfeit
<b>Junior A:</b> -		<b>Junior A:</b> SACS 0 v 7 Oxley	
<b>RUGBY</b>			
<b>1st XV:</b> SAS 23 v 36 Oxley	<b>16s:</b> SAS 51 v 5 Oxley	<b>1st XV:</b> Oxley 17 v 20 Redlands	<b>16s:</b> Oxley 19 v 12 Redlands
<b>15s:</b> SAS 41 v 15 Oxley	<b>14s:</b> SAS 12 v 20 Oxley	<b>15s:</b> Oxley 50 v 0 Redlands	<b>14s:</b> Oxley 20 v 30 Redlands
<b>13s:</b> SAS 20 v 54 Oxley		<b>13s:</b> Oxley 0 v 25 Redlands	
<b>TENNIS</b>			
<b>1sts:</b> Chev 3 v 5 Oxley	<b>2nds:</b> SPC 7 v 1 Oxley	<b>1sts:</b> Oxley 2 v 6 Oakhill	<b>2nds:</b> Oakhill 4.5 v 3.5 Oxley
<b>Oxley 3:</b> Oxley 2 v 6 SPC	<b>Oxley 4:</b> SPC 8 v 0 Oxley	<b>Oxley 3:</b> Oxley 0 v 8 Oakhill	<b>Oxley 4:</b> Oakhill 8 v Oxley 0
<b>Oxley 5:</b> Oxley 0 v 8 SPC	<b>Oxley 6:</b> -	<b>Oxley 5:</b> Oxley 1 v 7 Oakhill	<b>Oxley 6:</b> Oxley 0 v 8 Oakhill
<b>Oxley 7:</b> Oxley 0 v 8 SPC		<b>Oxley 7:</b> bye	
<b>HOCKEY</b>			
<b>1sts:</b> Chev 1 v 0 Oxley	<b>2nds:</b> SACS 2 v 0 Oxley	<b>1sts:</b> Barker 5 v 2 Oxley	<b>2nds:</b> BMGS 1 v 1 Oxley
<b>Oxley 3:</b> SACS 0 v 3 Oxley	<b>Oxley 4:</b> Barker 4 v 3 Oxley	<b>Oxley 3:</b> Barker 2 v 0 Oxley	<b>Oxley 4:</b> BMGS 0 v 0 Oxley
<b>Oxley 5:</b> SACS 3 v 1 Oxley		<b>Oxley 5:</b> BMGS 0 v 1 Oxley	
<b>NETBALL</b>			
<b>1sts:</b> SACS 36 v 57 Oxley	<b>2nds:</b> Barker 54 v 29 Oxley	<b>1sts:</b> SPGS 55 v 47 Oxley	<b>2nds:</b> SPY 48 v 32 Oxley



# HEAD OF COLLEGE'S REPORT



While the weather might be turning chilly, there is a great deal of warmth and spirit amongst our community. I want to thank the entire community for their attendance at Foundation Night. I am sure you would agree with me it was a fabulous event and a true celebration of our students and their talents. I am hopeful like me you all left wanting more items which I believe is an excellent sign of a great event. I look forward to a similar turnout and celebration of student achievements and talent at Speech Night.

I have also just received a beautiful letter from the Peter and Betty Bray thanking the College for the celebration we had with the official opening of Bray Fields on Foundation Day. They said, "We are thrilled the fields are about to be operational and trust that they will bring great pleasure to all those who play on them in the years to come." Oxley College is very fortunate to have such generous benefactors and forebears as the Bray family in our community who continue to support our College after so many years.

Our Oxley College reputation is growing and there are waiting lists for many of our Year groups for 2020 and beyond. We are now in the final stages of completing our Year 7, 2020 interviews and so we are turning our attention to Year 7, 2021 and will be commencing interviewing for this year group in the next month and hope to have them finished by the end of Term 3, 2019. This will allow all families to have greater certainty around enrolment 18 months prior to commencement for Year 7. Mrs Lind and I will continue to do Kindergarten, Year 5 and other interviews in the year prior to commencement. Please pass this information onto any friends or families who are interested in enrolling at Oxley College.

As a community we are blessed to have a strong and active Parents' and Friends' Association and they are involved in both the friend raising and fundraising areas. I am very grateful for their tireless work each weekend with the Hungry Ox and the events they plan throughout the year. They will be busy this week with Athletics Carnivals. Tickets for one of their major events this year 'Christmas in July' have gone on sale on Monday 3 June. I encourage you to get in quickly to secure tickets as they are limited to numbers of 180 people. 'Christmas in

July' will be held on Saturday 27 July 2019.

As a result of the fundraising they do, the P&F have generously donated nearly \$30,000 to provide items around the College from a staff 'Wish List' to benefit students across Kindergarte to Year 12. The areas which have received funding and will be highlighted in future editions of Pin Oak include Visual Arts, Performing Arts, Technology and Applied Science. Students will also benefit from new water bubblers around the College and new permanent umbrellas in the Courtyard outside 'Off the Shelf Café'.

The P&F are also looking at directing future fundraising to other initiatives throughout the year including the Junior School Playground (exciting news to come in the next Pin Oak) and a Wellbeing project.

It is hard to believe our Year 9 students head off on one of our 'Oxley Distinctives', The Rights of Passage on Tuesday morning. These students will spend the final three weeks of term in Sydney undertaking a range of activities designed to expose the students to ideas, people and phenomena that could not be accessed in a normal classroom. These students will be learning in Museums, Galleries, Universities, Theatres and the historically rich urban environment of Sydney's CBD. It will give our students exposure to the world beyond Burradoo and allow them to develop independence, healthy friendships, vocational direction, and a strong sense of personal identity. I am very excited about this programme and look forward to joining the students at various moments throughout the time.



### **American vs Australian Abortion Laws**

Abortion: the voluntary termination of a pregnancy.

In recent months there have been new laws introduced into a dozen American states regarding abortion. Up until the time these laws were introduced a woman was able to get an abortion before the 24-week mark, which has now been reduced dramatically to a shocking six weeks. The average pregnant woman at this time would not know that she is pregnant, and these "heartbeat abortion laws" as they have been nicknamed are close to being a law completely abolishing abortion. Of these states there has been one that has introduced some exceptions, in the case of rape or incest. The state of Georgia has permitted an abortion in those circumstances. Alabama, on the other hand, has proposed the complete outlaw of abortion, only allowing it if it is a serious risk to the woman's life, rape and incest are no exceptions. The only positive to these laws is that they are only enforceable as of 2020, which won't be a positive for long, but the courts have the ability to block these laws in some states. The Supreme Court is also able to prevent the enforcement of these laws. If these laws are enforced, women in Georgia may face up to 30 years jail time, whereas a rapist's average jail time if they are incarcerated is only five years.

In Australia there are different laws. Of our eight states and territories two completely outlaw abortion, New South Wales and Queensland, where it is illegal unless there is a risk to the woman's mental or physical health. In NSW the social and economic circumstances are also considered. In Victoria it is legal before 24 weeks, but there must be two doctors in agreement with each other so that the woman is able to get an abortion. In Tasmania it is legal to get an abortion before 16 weeks, and requires the agreement of two doctors. In South

Australia women are permitted to get an abortion during the first 28 weeks with the permission of two doctors, if there is mental or physical health endangerment or there is a possibility of the child having serious abnormalities. In Western Australia the period in which an abortion can take place is 20 weeks, but requirements must be met before the abortion can happen, these include: if the woman is under 16 a parent must be informed, and counselling must be offered for all women. After 20 weeks access is very limited, permission must be given by two doctors appointed by the Health Minister who agree the woman, or the unborn child has a severe medical condition. In the Australian Capital Territory, it is legal, but must be provided by a medical doctor in an approved medical facility. In the Northern Territory an abortion from one doctor is available in a 14-week period, but two doctors are required up until the 23 week, after which abortions are only available if the unborn child or mother's life is endangered.

There are many differences between the Australian and American abortion laws, but also many similarities that after reading many news articles around the issue, I have found that there is a large amount of disregard for what the woman may think, need, or want, making it very difficult for the woman to take care of her own body in the way she sees fit.

By Evie Crowley (Year 7)

# TAKE INSPIRATION



## BOOK

### The Dollar Kids

This book starts uniquely, with a comic book styled prologue, with our protagonist, Lowen, sending his friend, Abe, to get some twizzlers from the store, but while he is there, there was a shooting and he was one of four children dead. This intro to Lowen and Abe sets up his story for the whole book, with him never being able to get over the guilt he feels about practically sending him to his death. He starts searching for a way to cope with his guilt, finding solace in recreating Abe moments in comic books, but eventually when he finds an advertisement selling houses for one dollar in a small, dying town called Millville, his family moves down to start a new life. Even in a new town, Lowen still feels haunted by his past, something that persists throughout the book, with him seeing himself as a dangerous person and a worse friend. He finds other kids that seem friendly, but Lowen's self-image stops him from getting too attached to them. His family all start to mould into Millville, with his Mum opening a take away restaurant, his sister starting a YouTube channel and his brother finding his group of friends, but Lowen still can't get over his past, until he meets a group of people that he feels comfortable sharing his story with.

This book will make you feel things that I couldn't hope to describe in this review, with the story and character dynamics bringing powerful emotion to the surface, and I would recommend it to anyone.

By Oscar Currie (Year 8)



## MUSIC

### Ruel

The voice that struck Australia with such depth, meaning and authenticity. Everyone's jaws dropping when finding the voice belongs to just a 12-year-old. At 14 Ruel wrote his first original song called 'Don't Tell Me'. From Busking on the Sydney beaches Ruel performed 'Weathered' on Triple J's 'Like A Version' with the video going viral and social media followers increasing by 5000 in just a week! The young star soon rose to fame with his hit single 'Golden Years' by M-Phazes who is now Ruel's producer. Many comments are made on how Ruel's voice is so mature and soulful at such a young age! Ruel's latest songs titled 'Painkiller' and 'Flames' has over 5,344,543 monthly listeners on Spotify. Both songs are major hits. The ARIA Award winning singer has sold out two Sydney Opera house performances at 16 years of age and has upcoming concerts in Germany, UK, Sweden and the Netherlands. Fans from all around the world are obsessed with his presence on stage how he is so real and genuine. He really knows how to work the crowd whether he is throwing himself all over the stage or holding everyone in a gaze in his more meaningful songs. Through his songs Ruel expresses his more vulnerable side to his youth, talking about heavy topics and spreading awareness to things that are important to him. From his lanky dance moves, failing his Instagram theme, his Bucket Hats, laughing at his own jokes to melting everyone's hearts. He is definitely one to look out for later in the years to come.

By Lily Magill (Year 10)



## PODCAST

### FIERCE GIRLS

From athletes to pilots, scientists to detectives, Australia is filled with past and present women who are unique legends, who march to the beat of their own drum! Fierce Girls is a podcast created to inspire girls about Australian females, young and old who have shaped the feminism of Australia. They are written and narrated by thirteen-year-old Donna Peari for ABC radio. There are over 45 episodes which range from five to 25 minutes of inspiration. They are available on ABC radio, Apple podcasts, ABC ME, and many other podcast and radio platforms.

This podcast makes the everyday girl dream to do more and be different and inspires them to be fierce! After listening to this podcast, it has made me try harder to go for my goal, just how the powerful women did when they were faced with a challenge small or large.

By Tika Conway (Year 7)



# JUNIOR SCHOOL NEWS

## Head of Junior School: Justine Lind

What makes Oxley a place of wisdom?

Our students are supported by lessons from the past to reach towards their own bright futures! In assemblies this term I've been talking to the students about wisdom that requires us to draw on hindsight, insight and foresight to make considered decisions that serve the greater good of humanity and our planet. Hindsight comes to us through lessons of history and we've been "standing on the shoulders of giants" to learn of the great minds who've come before us.

In education though, we acknowledge the lessons of the past but fundamentally now we have to reject the paradigms of the previous eras that emphasised strategies for memorisation, duplication and standardisation that were the key skills required to join the production lines of factory workers required by the Industrial Era.

Insight in our work comes to us from the vast evidence of research available in this, the Knowledge Era. At Oxley for more than five years we have relied on the seminal work of leading educational academic John Hattie who has synthesised the body of research to develop the theories of Visible Learning that informs us of the educational strategies that have the highest proven impact for learning. In the upcoming holidays, Mrs Kate Cunich, Deputy Head Learning, myself and Miss Lara Sheils, as one of our Leaders of Learning, will travel to Las Vegas to present at the Visible Learning Plus Annual Conference where will share our work on effective Feedback with the world community of like-minded schools.

Finally, the notion of Foresight drives our philosophy and pedagogy to prepare our students to enter the Wisdom Era as wise and compassionate contributors. Here the research informs us that they will need the capacity to flourish in jobs that offer the following attributes;

Challenge in dealing with complex and nuanced problems requiring even more complex solutions.

Choice to draw on a deep and broad knowledge base, work flexibly and often in self-determining roles in a more volatile workforce.

Collaboration to consider a wide range of diverse perspectives and even to draw on expertise from disparate disciplines to develop innovative solutions of a transdisciplinary nature, and finally,

Creativity to answer wicked problems outwitted by novel thinking that at times provide a competitive edge! These skill may well be taught in undergraduate degrees of the future but more importantly will exist as mindsets, long held habits of thinking that ensure our students will be future ready and we develop them in incrementally appropriate ways embedded in the way we inspire our students to learn at Oxley every day.

These Oxley distinctives are discernible to our students, especially those who join us part way through their primary school journey as they have a point of reference to other approaches and I love to hear them say it best.

"The learning at Oxley is a lot more open. All the choices mean that you don't have to do things you already know again and again and again. We can do something we've never done and are learning something new. I've never had inquiry before and I think it's my favourite subject. It's like a great big idea with lots of parts to it that all leads up to our understanding." By Ava Steyne (Year 5)

## Weekly Awards:

### Students of the Week Learning Journey

K: Stella Bacon, Albert Herrmann  
Yr 1: Harper Anstee, Euan Shedden  
Yr 2C: Ivy Bacon, Andy Clothier  
Yr 2S: Evelyn Hammond, Lisa Mussett  
Yr 3: Cecilia Vild, Brayden Anstee  
Yr 4: Emma Barnett, Claudia Carpenter  
Yr 5C: Finlay Houghton, Sofia Perin  
Yr 5H: Bryce Rodger, Tom Bladen  
Yr 6A: Alec Simpson, Max Trudeau, Sophie Spring, Leio Reader  
Yr 6W: Sasha Privalova-Pratt, Arabella Wells

### Oxley Values

K: Max Curr, Clementine Stirling  
Yr 1: Tessa Hunter, Ian Phillips  
Yr 2C: Sapphire Sparke, Robbie Clothier  
Yr 2S: Oscar Choo, Aari Poole  
Yr 3: Molly Harwood, Eddie Hunt, Rory Shedden, Fraser Wisken  
Yr 4: Aiden D'Iorio, Joel Sheezel  
Yr 5C: Chris Mansour, Harry Kean  
Yr 5H: Madeline Gordon, Allegra Mineeff  
Yr 6A: Abbey Holcombe, Chilli Sparke  
Yr 6W: Hannah Thomson, Eve Murray





# A GOOD LIFE

In Year 10 Cornerstone this semester, students have been discussing the question 'What is a Good Life?'. Students considered what we mean by 'good' in this context, before exploring a wide range of different views about the question, drawn from Greek philosophy, modern psychology and major world religions. For their written assessment, students chose to critically analyse responses from a range of traditions that included Hedonism, Islam, Materialism, Buddhism, Positive Psychology and Christianity. Students were encouraged to develop, express and justify their own views about what it means to live 'a good life'.

Here are some examples of their responses:

*Eudaimonia, or "the good life" is a Greek word that means to reflect on what holds the greatest values in life, and there are many different beliefs or approaches on what is a good life. I believe it is important to be able to look back on your life and say it was good, and that you positively impacted others or the earth. But when you try and quantify what makes a good life, it is often hard to put it into words. There are various different perspectives on what constitutes a good life, and they can be from religion, or simply a personal belief.*

It is important to understand how your beliefs and philosophy can affect your quality of life, and that happiness is created by the individual and the individual alone. What constitutes a good life would be how you look at it. Having a positive mindset can create happiness, no matter what the circumstances. To be happy is one of the most fundamental parts of being human, or being alive, and living a good life comes from one of the most basic ideas in philosophy, having positive psychology.

Throughout the ages, humans for the better or worse, have always been drawn to the idea of what makes a good life. Civilisations, philosophers have all had theories on the question, yet often answering the question with more questions, in line with the trends of society and ideological or religious bias. So what is a good life – hedonists pursuit of please; a materialist capital wealth or a monk's escape to samsara?

To start, let's first discover the meaning behind the term "good life". According to the dictionary, the phrase is used to describe the ideal life for one to live. Or to take the more philosophical approach, Aristotle recounts that a good life is to be free of any greed, full of virtue, pleasure and friendships, as well as excellence in whatever you may do. But what does this all mean? Are all these things mandatory to have a good life? Is he saying that without all of this your life isn't good or are these guidelines to the pursuit of a good life? Either way, this doesn't help us in our endeavour to find a "the good life" rather they cloud us from looking deeper.....to find a good life you don't need to go after pleasure or capital wealth, rather look to be content and happy with your life currently, whether good or bad.

What constitutes a good life is a very debatable question as a person's perspective can differ greatly depending on their beliefs. For an Islamic Muslim, a good life is one that gets you into paradise, for a hedonist, it is the avoidance of pain, while for a materialist, its having many physical possessions and believing in their value.....In summary, there are a multitude of ways to live a good life, depending on your beliefs. Personally, I unconsciously follow a materialism ideology because of the influence of the society I've grown up in...





Positive psychology is extremely different in comparison with hedonism. Positive psychology is founded on the belief that people want more than an end to suffering. People want to lead meaningful and fulfilling lives to cultivate what is best within themselves and to enhance their experience to love, play and work. People who believe in positive psychology want to live a life that has a lot of meaning and a purpose that shows that they are good people. They believe that to become a good person is what makes a good life. Positive psychology has three main central concerns which are positive experience, positive individual trait and positive institutes. People who follow positive psychology strive to be happy in every aspect of their lives by positively influencing everything to do with themselves.

*The one thing that all religions have in common is trying to help others lead a better life. In Islam, this is done by submission to Allah. In Christianity, it is by serving God and living by the Bible. In Buddhism, people achieve a better life by avoiding attachment and coexisting with the truths of human existence. I think Buddhism is the belief system that is most likely to lead a person down the path of contentment in life, and thus is most likely to constitute 'a good life'.*

AS WE CAN SEE FROM MANY RELIGIOUS BELIEFS AND WAYS OF BEING, THERE IS NO SUCH THING AS A GOOD LIFE. THROUGHOUT TIME, PEOPLE HAVE TRIED TO SEE LIFE IN DIFFERENT WAYS SO THAT COULD ACHIEVE A GOOD LIFE. THIS HAS NEVER BEEN ACHIEVED BECAUSE IF IT HAD, WE WOULD ALL BE LIVING GOOD LIVES, AND IT WILL NEVER BE ACHIEVED BECAUSE PEOPLE WANT JUST PLEASURE BUT CAN'T APPRECIATE IT WITHOUT PAIN. THE ONLY WAY TO ACHIEVE A GOOD LIFE IS TO STRIVE TO HAVE A BETTER LIFE.

'Not life, but a good life, is to be chiefly valued....' Socrates, 360 BC. How can one decide if their lives are 'good'? Is it religion, whether it makes you happy, whether you have the biggest house on the street or just your own strong personal values?

How do we define a good life?

I believe that everyone has their own personal opinion on what constitutes a good life for themselves. It relates a lot to your personal and individual mindset towards life. The good life is a term for the life that would usually like to live, or for happiness. A good person may have a good life because they are considered courageous, honest, trustworthy, selfless, generous, loyal and principled.

# DEPUTY HEAD REPORTS

## In the classroom - Mathematics

Mathematics at Oxley College has set about to create a learning environment that meets each child at their point of understanding, to help them to become creative, insightful, logical and critical thinkers.

So far in Stage 4, students have covered properties of Integers, Algebra and Fractions, with whole class lessons that tie into the topic that is the current focus and mini lessons that help small groups of students who are all working towards a specific skill. Rich lessons on Factors, Patterns, Pythagoras, Patterns and Integers have all reinforced the focus concept.

Year 7 have just completed a project based on a famous 9th century problem called the River Crossing. It has had many variations over the years but this required a method for getting eight adults and two children off an island. They built models, acted it out and created algebraic relationships to help describe and solve the problem. Year 8 have been challenged to use their spatial reasoning, to understand the connections between properties of shapes and their constructions.

Year 9 are about to go to Rites of Passage, where one of the days will be at UTS learning Maths in new contexts. They will hear fascinating lectures, take part in mini activities which are similar to our Rich Tasks and experience the Data Lab. This semester, Year 10 chose their Mathematics class based on their goals for Year 11. Many have risen to the challenge and have worked hard on topics such as Surds, Indices, Algebraic Techniques, Trigonometry and Probability. Some have even pushed into the optional NSW curriculum that explores Logarithms and Polynomials.

Mathematics is a subject that needs daily practice. Just like sport, music or meditation, which also require plenty of practice to achieve excellence, Mathematics homework is essential to keep skills fluent and to ensure that these skills go into long term memory. All students have Mathematics homework every night. It can take the form of completing or revising modules or exercises, writing summary notes or studying for upcoming tests. Don't forget there is Maths Help every Tuesday at 8.00am in Room 6. By Catherine Dobner

## What's happening in English?

'So shaken as we are, so wan with care,/Find we a time for frightened peace to pant...'

...and so our Year 12 English students, like King Henry IV, seek for peace, balance and much-needed down-time as they enter into the final module of the HSC English course. As the pioneers of the new Stage 6 English syllabus, our Year 12 Standard and Advanced English students continue to impress with their resilience and their quiet fortitude in the lead-up to the 'business end' of the HSC year. In what has been (we hope!) a year of good humour and solid work, we wish our HSC students all the best for the transition into the all-important Term 3, with its promise of reward both during and after the critical Trial HSC Examination period.

Following in their footsteps are our Year 11 cohort of 2019, whose steady and quietly ambitious foray into the world of Stage 6 English has similarly brought to light some talent and capability that augurs well for their 2020 campaign.

With our Year 10 students on the verge of presenting their Speculative Fiction 'manifestos' (in the upcoming Half Yearly Examination), and our Year 9 students currently immersed in the murky and challenging depths of the Historical Fiction genre, all feels right in the world of Stage 5 English.

It is in the world of our ever-proliferating media that Year 8 currently find themselves, as they go about the process of contributing their own piece of the puzzle to the global narrative through their developing media compositions.

And our Year 7 English students, never short of a word or two, will no doubt enjoy debating matters of international identity and belonging throughout their study of Morris Gleitzman's *Boy Overboard*.

So...plenty happening indeed in the world of English, and we look forward to taking our students further downstream... By Phil Turnock

## Deputy Head Pastoral: Mark Case

### Managing Concussion

There has been considerable progress in recent years around identification and management of concussion, with schools and sports organisations developing protocols and procedures to manage suspected and diagnosed concussion. Unfortunately, knowledge about brain injury in the wider community is often lacking. In 2018, Oxley introduced concussion protocols for the management of students who have received a head injury and where a concussion has been diagnosed.

One of the key findings in recent years has been the significant compounding effect of a second brain trauma event, before the brain has recovered from a concussion injury. In such circumstances brain recovery can take considerably longer than from a single event. The mandatory period of no physical activity or sport is to prevent this from happening.

A key element in concussion management is full brain rest in the crucial hours after a concussion – this is not simply physical rest:

Once the diagnosis of concussion has been made, immediate management is physical and cognitive rest. This includes time off school or work and rest from all cognitive activity. The majority of concussive symptoms should resolve in seven-10 days. After a minimum of 24 hours without any symptoms the patient can commence a return to cognitive and physical activity.

**Australian Institute of Sport and Australian Medical Association: Concussion in Sport Position Statement, May 2016, page 7**

Research has indicated the need for a more conservative approach in managing concussion in young people than older people, because the brain may take more time to recover. To accommodate this, at Oxley we insist that students do not attend school for 48 hours after a diagnosed concussion to allow for both physical and, equally importantly, cognitive rest. For example, a student receiving a concussion on a Saturday must not attend school on Monday and they can return only after they have been symptom-free for 24 hours. During this period, irrespective of how the student is feeling or how frustrated they are, cognitive rest means no study, reading, driving or use of a screen. On returning to school, it is essential that if a student experiences further signs or symptoms of concussion, they go to Student Services and will then be sent home for further brain rest. In such circumstances, a gradual return to full school attendance may be needed.

The College recommends two local doctors for the management of suspected concussion: Dr Tait and Dr Barnett (Bowral Street Medical Practice).

Mrs Kellie Henderson (Senior School Student Services) and Mr Nick Wansey (Sports Co-Ordinator) are our designated managers of concussion injuries and issue the relevant documentation about our concussion procedures.

## ONLY WORDS DETERMINE THE POWER OF OUR VOICE

The 80s marked the decade in which the Original Sony Walkman was invented as well as the first 3D video game. Yet, today's modern world has replaced the Walkman's with iPhones and wireless headphones. 3D video games have developed into a whole new world of virtual reality, where you become the game. Though, what contradicts this journey of change over time is the Australian nation anthem. Everything else from 30 odd years ago has developed and become more suited to our society, except Advance Australia Fair. Only recently, nine-year-old Australian Harper Nelson refused to stand and sing the national anthem at her school for she believes it showcases institutional racism. Harper told ABC news that "When it says 'we are young' it completely disregards the Indigenous Australians who were here before us." Her actions caused uproar within the Australian public for some believed she should show more respect towards her country and its anthem. But my question is; Shouldn't we be singing an anthem which correctly justifies Australian history by the means of including all Australians? Should we stand and sing a song that doesn't properly reflect Australia as a nation? Harper brought Australia's attention to the importance of youth voice in its role in shaping the future we want as a collective. She has showed us that to see change regarding any issue in our world, we must not be quiet. I'm not saying that next assembly we must not stand or sing, yet I believe you should think about the words coming out of your mouth and what those words truly mean.

I believe it is crucial that voices of the youth are heard as to aid in the shaping of our future world. I encourage you, if you are a parent, to bring up certain hot topics in today's society at the dinner table and listen to what your child has to say. If you are a teacher, it would be great to talk to your students in your Tutor group or classroom about current issues of our local, national or global community. If you are a student, like me, I urge you to talk with your friends about what you, as a generation and collective want to see change and discuss strategies you can undertake. Overall, our voice is one of the greatest powers anyone can obtain, though it is how we utilise our words that determines how powerful our voice becomes.

By Peggy Holmwood (Year 10)

## WIKIHOW?

Like most things it always starts quite simple. A quick search for how to tie a tie, or how to thread that pesky needle.

However, this is just the gateway into the never-ending oblivion of how to articles on wikihow.com. Wikihow describes itself as a "wiki, similar to Wikipedia, which means that many of our articles are co-written by multiple authors." However, the easy nature of writing a wiki-how article has led to some... interesting (?) articles.

### The categories.

#### Simple tutorials.

What you would really expect; How to make salad dressing and how to get spaghetti stains out of white clothes.

#### Oddly specific

This "genre" of wikihow articles is just like the former category. However, these articles genuinely make you think "Wait, what?". My favourite examples of this are "How to be a gossip girl blogging sensation" which according to the description of the tutorial will help readers to "pick six innocent victims bursting with juicy secrets- and type away".

Sounds fun.

Another one is on "How to be a good owner for a mute Furby". For those uninformed on the late 90s to early 2000's craze that was Furbys. A Furby is a talking, robotic (Yet still fluffy) toy resembling some strange cross between a hamster and an owl (I personally think it looks like a chinchilla cross fennec fox, but my thoughts regarding the true form of a Furby are irrelevant). I'll let this cursed image of the article explain the crux of the tutorial.

### Why is this on here?

This is the final "genre" of articles on WikiHow.

These are the tutorials that have literally NO APPLICATION FOR REAL LIFE.

Who in their right mind needs a tutorial (with images) on "How to Act Like a Mermaid at School".

One sub-category on this genre is pretending to have snow powers. (Step aside Elsa!)

I found THREE articles in a matter of minutes covering this topic.

"How to Appear to Have Snow Power" Great grammar wikihow, 11/10, "How to Pretend to Have Ice Powers (for Girls)" Wow, so guys can't be ice princesses either?! and "How to Pretend to Have Ice Powers" Oop, my bad!

All of the articles follow the same central structure...

1. Look like a snow princess.
2. Be a snow princess.

The first step is relatively simple; Wear blue and winter clothes.

The second step is where it starts to get creative. From my extensive research regarding how to appear as much like a snow princess as humanly possible, it is essential to seem moody, emotionally distant and lost in an eternal state of feeling misunderstood to discretely imply your 100% real and definitely not fake ice powers.

And for more public demonstrations of your powers, put your hand in a glass bowl full of ice (Fun fact: This is a common method of testing a person's pain threshold), then proceed to touch people's faces. Or of course, put ice cubes up to the sleeves of your winter coat (See step one, Keep up.) and throw them out at random intervals. It is clear wikihow has a firm grasp of socially acceptable behaviours.

Even though it certainly has some... quirks. I swear you could find out how to do anything on wikihow. By Pearl Bendle (Year 10)





## CLASS OF 2011

RACHAEL LOWE

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

I took a gap year where I worked (for a cult by accident) to save money for university. I then finished a Bachelor of Science (Honours) at the Australian National University in Biodiversity Conservation and Indigenous Cultural and Natural Resource Management. I took another year off to work in science communication/ outreach and have now started a Doctor of Philosophy (PhD) at ANU. My research is exploring the effects of climate change induced drought on African Elephants and whether or not it is a risk to them and/or their ecosystem. I'm using GIS (Geographic Information Systems) primarily but have learned to code in the process. I hope that this will take me back to Africa this year, where I lived for three months during my honours year, and I can eventually move there permanently. I worked in South Africa but am looking to expand to Namibia, Botswana, Zambia and Kenya.

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

I think successfully breaking into research and getting into the PhD programme with government sponsorship, especially in an area I am so passionate about. There are no African studies at ANU so I have worked hard to find supervisors, collaborators and made room for it. I also received First Class Honours for my honours research, which was both a relief and a wondrous achievement. I had a bit of a hard time during the last years of my undergraduate degree, so overall, surviving and succeeding will probably always be my biggest achievement.



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

Absolutely not. I started off thinking I would become a Zoologist and work in a zoo or in a field based job. To be honest, I had no idea what I wanted to do and I certainly never thought I would be on the road to becoming a doctor. I also never thought I would be working on African species – those who I attended Oxley with can attest to how much I loved them but it seemed like a far off daydream to not only work with them, but also contribute to their survival.

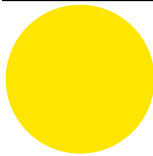
### **What would you say you miss most about being at school?**

I would say I miss having my lunch made for me! I also miss the opportunity to learn about a diversity of subjects. While I ended up in biology/ geography, I did really enjoy learning about Ancient History, English and Visual Arts, which I don't have the time to dabble in anymore.

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

Chin up, life goes on and tough times will pass. Seeing adversity brings character and an unrivalled strength. One day, you'll be doing what you love and will realise that everything that has happened has made you who you are. Don't be afraid to be angry or inspired or honest and realise your own potential, because it's on you to follow that through. Remember, it will always be for the elephants! And don't worry – those braces will be off before the formal but the glasses are for life, sorry.

# WHAT'S HAPPENING?



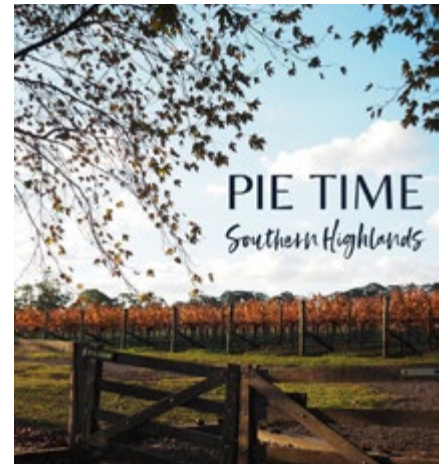
## OXLEY ENVIRONMENT GROUP UPDATE

On Tuesday 28 May, eight members of Oxley's environment group ditched their blazers and ties for gloves and tongs to complete a 'waste audit' of our school's rubbish disposal. A waste audit involves collecting a sample of bins from around the school, tipping out the contents and sorting the rubbish into different categories, in order to determine areas where Oxley can reduce landfill and increase recycling or reusing of eligible trash.

We had seven categories to sort our waste into, from compost to landfill. Currently, every piece of litter inside each rubbish bin around the school will be disposed of via landfill. This process is unsustainable, requires lots of space and the waste will never truly 'break down.' Yet, of all the bins surveyed, only 13% of the contents were actually classifiable as landfill. This means that 87% of Oxley's bin space is occupied by recyclable material! In particular, 31% of the waste analysed was soft plastics.

So where to from here? The Environment group will now use our findings and the 387 litres of rubbish analysed to propose and implement strategies for reducing landfill. This could include composting, having plastic-specific bins or simply encouraging nude-food days.

On an exciting side note, Wednesday 5 June marks World Environment Day, and exactly one year from the implementation of Oxley's Green Return-and-Earn bins! This year's focus is 'Beat Air Pollution' and we urge all members of the Oxley community to be conscious of their influence on our beautiful, yet deceptively fragile, surroundings. By Ava Lambie (Year 10)



## PIE TIME



Apple pie, meat pie, chicken pea pie and pecan pie.

What do they all have in common? THEY'RE PIES!

June marks that time of year in which the place we call home, The Southern Highlands, miraculously turns into the Southern Pie-Lands! The month consists of multiple pie events, tours and competitions. The famous Pie Fest is on Saturday 29 June and Sunday 30 June, the two-day signature event serves as a great day out with the fam, with activities for the kids, food and wine as well as markets. Pie Time also consists of Pie & Pinot sessions, as well as the great opportunity to meet the bakers behind that crusty and golden coloured concoction. The Southern Highlands Tourist Information Centre has stated that the region is becoming known as the "Ultimate pie destination"! Overall, June plays yet another exciting role within our yearly calendar, besides Tulip time, in which the region is buzzing! Passionate, proud pie perfectionists will be lining the streets to get their hands on some golden goodies to warm up in this woeful weather! I encourage you to support our local bakers and get into the pie spirit, for there is a pie for everyone!

By Peggy Holmwood (Year 9)



## RATION CHALLENGE

Oxley College have officially entered a team into the Act for Peace ration challenge! Students will be eating the same rations as a Syrian refugee from Monday 17 June to - Friday 21 June. We're hoping this opportunity will open our minds and help us to sympathise with people living on the other side of the world. We'd really appreciate your donations- all funds will go to supplying food and medical supplies for Syrian refugees!

Donation link:

<https://school.rationchallenge.org.au/oxley-college1>




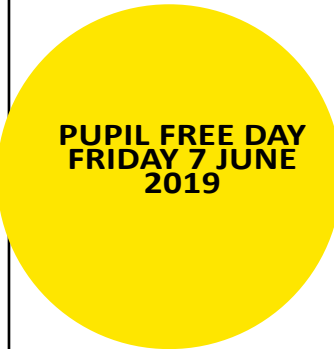


# GALLERY





# JUNE CALENDAR

	Mon 10 Public Holiday	Mon 17 EXC:Y5 Library Monitor State Library	Mon 24 Y10 Immunisation, HH
	Tue 11 Rights of Passage Week 1 of 3	Tue 18	Tue 25 Rugby; friendly game Shellharbour Anglican 14s & 16s
	Wed 12	Wed 19	Wed 26
	Thu 13 NSWCIS Primary and Secondary XCountry	Thu 20	Thu 27 Mission Day JS SRC Friendly Raising Events - Crazy Jumper End Term 2
Fri 07 Pupil Free Day	Fri 14 EXC:HSC Economics Student Conference	Fri 21	Fri 28
Sat 08	Sat 15 ISA Sport - Winter Round 6	Sat 22 ISA Sport - Winter Round 7	Sat 29 DoE Silver Hike Practice
Sun 09	Sun 16 NSW Mountain Biking INTerschools Race Day	Sun 23	Sun 30 DoE Silver Hike Practice

## P & F NEWS

Oxley College P&F Fundraiser  
Christmas in July  
Saturday 27 July 2019.  
Burrawang School of the Arts.  
6.00pm-11.00pm.

Trybooking: <https://www.trybooking.com/book/event?eid=507446>  
\$85 per head includes complimentary drink on arrival, dinner & entertainment.  
\$15 per head return bus transport available – Mittagong, Bowral, Oxley College, Moss Vale.  
Licensed Cash Bar.  
**ONLY 50 TICKETS LEFT! DON'T MISS OUT!**



# NEWSFLASH

## CAREERS EXPO 2019

On Thursday 30 May Year 10 took an excursion to Moore Park in Sydney to visit the UAC HSC and Careers Expo. The expo consisted of Universities from Macquarie, Wollongong, Sydney, Canberra, ADFA and this is just to name a few. When visiting the different universities, it was really good to talk to a rep who is or has done the same course that you want to look into. Speaking to the reps was really interesting they answered every question and gave great advice. And if you didn't have the time to fully talk about your career you were able to sign up to the Uni email list where they will reply back with information on what there Uni has to offer for you course and answer any questions. I believe this experience was very worthwhile, it gave us a better insight of what career pathways we want to pursue in life. Having loads of universities to look at really helped find which uni and course was best suited to you. At the end of the day we came home bags full on of uni books, free drink bottles, and a whole load of inspiration for the future. Of course, the excursion couldn't have happened without Ms Ritchie and all the staff involved. Thank you for an amazing opportunity. By Lily Magill (Year 10)

## MOCK TRIAL

'Objection!' cried Oxley's budding legal eagles in our third round of the NSW Law Society Mock Trial Competition, which was contested on Monday 27 May between Oxley and a formidable Frensham team. Oxley was acting as the Plaintiff in civil proceedings concerning the negligence of a shopping mall to attend to a coffee spill, causing severe injury to a famous television star. Oxley's weeks of preparation were evident as we examined, rebutted, questioned and persuaded the presiding magistrate to grant damages to our client. Excellent and convincing performances from our witnesses, Tom and Lachlan, as well as stellar supervision by our solicitor, Mack, and fast-thinking from Molly (Barrister 1), coupled with professionalism from clerk, Liam, led to a tight victory in the overall points, which was especially impressive considering all Frensham participants were Year 11 students! This trial has reinforced essential principles of the legal system and advocacy for all involved, and provided an opportunity to pursue interests – and undoubtedly future careers for some! – in a fully immersive medium. Special thanks to Miss Cox for her unrelenting dedication to preparing us for this contest, and enthusiasm despite the despondent weather and temperature at 7.45 am when we train! We look forward to our upcoming trial against St Pauls. By Ava Lambie (Year10)

## MUNA

Where in the Highlands could you possibly encounter China, Israel, Italy, Iran and Cambodia (amongst others) debating complex UN resolutions, and publicly condemning/praising collective efforts towards global security? At MUNA, on Saturday 25 May, of course!

After several weeks of mentorship from the knowledgeable Ms Rintoul and Claire Allen, Oxley students representing Iranian and Chinese delegations attended the Moss Vale Council Chambers, armed with folders, briefcases and eager smiles. The day, hosted by Rotary, consisted of resolutions proposed by the Secretary-General of the UN General Assembly being debated, amended, affirmed and rejected by nine teams from schools around the area. Topics included sovereignty of the South China Sea, refugees displaced by the Myanmar crisis and even denuclearization of North Korea! After a mentally-exhausting yet fascinating and engaging day, Iran was honoured to be awarded '2nd Place' for their representation and highly provocative politics! This experience was not only useful for understanding the role of the UN, but also improving speaking and impromptu skills, and refining research ability. Many thanks to Ms Rintoul for her organisation and support of this event! By Ava Lambie (Year10)



## TENNIS: ASTON SATARA

### Tell us a bit about the ISA award?

So when I tried out for the ISA team I didn't actually make the team originally, I just missed out, but then two people were injured so they contacted me and said I was in.

**You are only in Year 8 so this is quite a feat. Are you the youngest in the team? If so tell us a bit about how that works and feels.**

Yes, I am the youngest in the team. It doesn't really make a difference, the older kids are all nice to me and make me work harder!

### What do you do to train?

I train four days a week for four hours with my coach, the head coach of Homebush tennis. We mostly focus on serving and practising my shots.

### How did you get into tennis?

My parents taught me it when I was young. If it wasn't for them I definitely would never have started or gone anywhere near tennis.

### Do you think passion for a sport helps with success?

Definitely because if you are passionate about the sport then you don't mind training and working hard to achieve good things.

### Where will you go in the sport? Will we ever see you in the Wimbledon or Australian Open?

Ah look I don't know. I would like to play professionally but I'm not sure, I guess we will just have to wait and see.