

# PINOAK

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OXLEY COLLEGE

FUTURE  
WISE

OLD OXLEYAN

NAIDOC

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## Pin Oak Team

### Student Editorial Team

Jemima Taylor, Lily Magill, Ava Lambie, Peggy Holmwood, Pearl Bendle, Meg Gordon, Evie Crowley, India O'Brien, Tika Conway

### Designers

Bree Feary, Amelia Davis, Jaz Irving, Ally Brain, Claudia Brady, Claudia Fisk, Luca Ritchie, Soph Moore

Head of Marketing and PR  
Emma Calver

Staff Editor  
Beattie Lanser

Oxley College  
Railway Road, Burradoo, NSW, 2576.  
Ph: 4861 1366  
office@oxley.nsw.edu.au



# HEAD OF COLLEGE'S REPORT



*The past is behind, learn from it. The future is ahead, prepare for it. The present is here, live it.*

As we conclude our NAIDOC celebrations with a special K-11 Assembly today we welcome the learning - gaining of knowledge and understanding which has taken place for all of us through time spent with Aboriginal Elders over the past few weeks. I had the privilege of beginning to learn about the Gundungurra history and culture through Auntie Wendy Lotter. She shared her stories with some Year 11 students and staff about her people and on country. It was a humbling time to learn from these stories about our past and to really live in the moment taking in our environment through our senses, understanding the land and how the Gundungurra people lived and cared for it. This important learning allows us for greater knowledge and understanding so that we can work together for a shared future.

In this edition of Pin Oak you will see a number of our staff and students sharing their stories of learning through the experiences of NAIDOC. I am very grateful for the thought, preparations and generosity of staff members, Simon Baird and Victoria Rintoul to build meaningful relationships with our local Elders and support our students and staff in their learning.

At the Assembly students presented Justine Lind and myself with two beautiful pieces of Artwork they had created during the incursions with Elder Daren Dunn around the NAIDOC theme; Voice, Treaty, Truth. These will be hung in the College as reminders of these important relationships and our journey together.

Having just completed their HSC trial examinations, Year 12 students are moving into the final stages of their schooling in the next five weeks. Students in Drama, Music, Design and Technology and Visual Arts have been working very hard on their final pieces for the practical component of their courses. In coming weeks we will celebrate the creative talents of all of these students. The first of these events start next week as the College hosts an exhibition for the Year 12 Visual Art students to showcase their final Art pieces to parents and students. Prior to the opening the student work will be marked by HSC markers as part of the students final results.

I would encourage the Oxley community to join us for this exhibition on Thursday 22 August at 5.30pm in the Orchestra Room.

I would like to thank all of the parents who have completed the survey which was distributed this week about Information Technology at Oxley College. This survey will remain open for the weekend and provides us with important information about how Information Technology is currently seen by parents, students and staff and how we can prepare for the future so that it enhances the learning of our students. Here is the link to the survey: <https://www.surveymonkey.com/r/4DParents>. Whilst there is still a lot of work to be done over coming months, I look forward to providing more information about the results of the survey and how it has informed the direction of IT at Oxley College for the future.

Planning for the future for Oxley College is very important and the Executive are busy developing the College priorities and planning for 2020. As a learning organisation we learn from the past, examine current practice and always look forward to improve and explore new opportunities. I am pleased to inform the community that the Board of Governors has just engaged the Architectural Firm, Gardner and Wetherill to help us develop a Masterplan for our physical environment for the future.

We are committed to retaining the special sense of community at Oxley College whilst providing enriching learning opportunities for students to strive for personal excellence and become the best version of themselves.

# WHERE'S MY CAMPFIRE?

It only recently occurred to me that almost all of my knowledge and understanding of Aboriginal people had been taught to me by non-Aboriginal people. This seemed a little bit peculiar and made me question the validity of my knowledge. How did I get to the age of 45 and still have very little understanding of what Aboriginal culture is really about? Clearly, it was time to do something different.

In Term 2 this year, I had the opportunity to become involved in preparations for NAIDOC at Oxley College. At first I thought this would take up a small amount of my time and energy. After a couple of meetings it became clear that there was so much more that we could do at our school. In a short amount of time, we were able to organise a range of incursions and excursions for our students and staff that were lead by very knowledgeable and passionate Aboriginal elders. Instantly, I felt an almost overwhelming sense of gratitude whereby I finally had the opportunity to take steps in the right direction.

In numerous discussions with Daren Dunn my mind started to wonder about how to help bring about change. Simply learning to play the didgeridoo started to slow down my mind. Watching the students carefully, meticulously paint the didgeridoos, clapsticks and large paintings was beautiful to witness. There was so much calmness in their approach. It reminded me of sitting around a campfire at night time where everyone is content to just sit, listen, observe. It occurred to me that this was such a beautiful way to learn and clearly the students agreed.

I was then privileged enough to be part of the didgeridoo workshop. It was fascinating to see how we could shape a didgeridoo by utilising basic hand tools. The deep knowledge demonstrated by Peter Swain was incredible to witness and share. Now I need to make sure that I find the time and peace to properly learn how to play the didgeridoo as I am still very much a novice.

I feel like, for the first time in my life, I have earned my place to sit at the campfire. Let the smell of eucalyptus smoke gently draw me in so that I can listen and learn from Aboriginal elders.

By Simon Baird



# TAKE INSPIRATION



## BOOK

### **Percy Jackson and the Lightning Thief**

This is a weird sort of book. It has a unique setting, feeling and tone, but for a niche kind of person. The story is as follows: the Greek gods of days of old are still alive and controlling all aspects of life, and their half human half godly children have some of the power their parents have. But after WW2, the three main gods, Zeus, Poseidon and Hades made an oath to not have any more children, for they were too powerful. That's the plot before the plot, and trust me, there's much more to come, because this is a plot focused book that dives deep into its roots in mythology. Our main character, Percy, is a normal(ish) kid who does his best (Not very good) in school and gets good (not very good) grades, so how could it get any better? Well, his best friend is half goat, he gets attacked constantly by Greek monsters, he turns out to be an illegal son of Poseidon and his mother is killed. Amazing. But its not all bad, he still has friends, a cool sword from his dad, people that share the pain of living half godly, and a centaur teaching him life skills. I think that the situation that Percy is put in is so ridiculously different to what we are used to, that you want to read more and learn more about the rules of the world and our lead. I can't really say anymore without spoiling the major plot for anyone that wants to read this book, but overall, I love this book as a fan of mythology and well written books. It isn't the hardest to read book ever written, but I think that is fine, because it's a leisure book for those that want some fun. And to me, that's all I could want out of a book.

By Oscar Currie (Year 8)



## MUSIC

### **'Choir'**

#### **Guy Sebastian**

Guy Sebastian's getting back on the charts with his latest song 'Choir'. He dedicates his song to his friend Luke, who sadly passed away last year due to his battle with mental health. When writing 'Choir' Guy didn't want the song to feel melancholy. He wanted the song to reflect Luke's bright spirit and personality. So, it was back to rewriting melodies and new lyrics. Which soon became our beloved 'Choir' an uplifting song about all the memories and happy moments Guy got to share with his dear friend Luke. As well as the things he wished he got to say, "Cause now you're singing with the choir, now you're dancing with the crew, you ain't doing this solo, we all are riding with you." The chorus sings with emotion and power like a choir coming together. The music video for 'Choir' is so powerful. The video features Guy with his son Hudson and Hudson's friend. The two kids re-enact Luke and Guy when they were younger. 'Choir' is a song about celebration but also tackling a serious issue at the same time. It reminds us not to take things for granted, to tell your family and friends how much you love them. So next time hug that person a little tighter because you never know when you will see them again.

By Lily Magill (Year 10)



## FILM

### **Toy Story 4**

We all remember Woody and Buzz's adventures throughout the award-winning Toy Story franchise, but this year Pixar and Disney really excited the public by releasing the all new, spectacular, Toy Story 4. Throughout the movie we follow Sheriff Woody take on new obstacles as he is faced with many challenges such as rescuing lost toys and fighting for the ownership of his classic voice box. A new and quirky character is introduced, Forky, who seems to have an attachment to trash and a habit of running away. In an effort to find Forky before he's gone forever, Woody meets some long lost pals who we are all glad to see again. Bo Peep and her lambs are once again introduced and follow Woody on his journey. In the end, the team eventually get Forky and return back home. But, the playing times come to a finish for Woody as he makes a sudden decision to leave his friends behind and live a life of freedom with his old friend Bo Peep.

Toy Story 4 is a fantastic conclusion to the Toy Story series, bringing back so many old memories of Woody and his times with Andy and Buzz.

By Daisy McDonald (Year 7)

# JUNIOR SCHOOL NEWS

## Head of Junior School: Justine Lind

Our teachers are learners too in the Junior School. Each Tuesday morning, we have a Staff Briefing to go through the Stones, Pebbles and Sand that are the philosophical, logistical, practical and administrative aspects of our work together as well as important sharing of student information or welfare matters to ensure our notion of shared concern for each child in our section of the College. In addition, we include a sharing time of classroom practice which enables us to celebrate the work and achievements of colleagues and enhance our collective efficacy. This week Lara Sheils walked us through her detailed planning process to ensure the emphasis of the big ideas of each unit that will drive the required skills and enduring understandings of students; the principles of knowledge that will have relevance to each child's life in four years or forty.

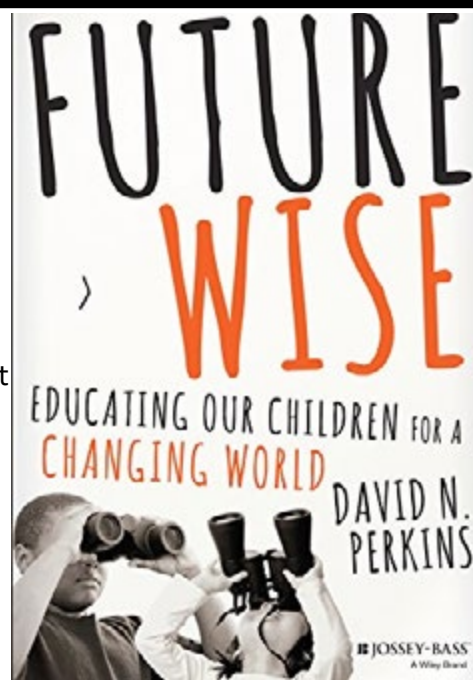
I was able to share some insights from the latest book by David Perkins who, along with Howard Gardner, was a founding member of Harvard University's renowned Project Zero. Early on, in the text, he talks of humanity's unique capacity, among all species, for collective learning. He hails education as the thing that has the potential to make knowledge "lifeworthy" and systematically ensures that what is learned is shared for the continued thriving of humanity. It's about the deeply held hope of each generation that those who follow us will be wiser and better equipped to solve the problems that we have, as yet, been unable to solve. It's a bold idea that gives heart-warming validation and a great responsibility to our vocation.

It's not about accolades though. His book is deeply challenging. He asks us to rethink what we teach to prioritise those concepts which are essential. He asks the following question;

What did you learn during the first twelve years of education that matter in your life today?

He says that the fundamental skills of literacy and numeracy are a given, but beyond that it is difficult for most people to identify salient lessons from the curriculum, oftentimes recounting lessons of personal growth and socialisation through experiences rather than explicit teaching. He maintains that, "The familiar disciplines in their traditional versions, sitting in their silos, constrained by regional perspectives, and taught to all comers for purely academic understanding aren't enough. The universe of what's seen as worth learning is expanding." (Perkins, 2014, p.3)

Each term our students explore significant concepts that integrate multiple subject areas, draw relevance from their own experience and hopefully inspire ideas for future action. This term; Year 6 are contemplating the need for sustainable solutions to ensure the future of our planet, Year 5 are exploring the need to prepare for and prevent the devastation of natural disasters, Stage 2 are discovering how people and infrastructure interact to create thriving communities, Stage 1 are tracing the wisdom of the world's first peoples to discover the pertinent lessons for our world today and in Kindergarten, their 'Harvest' unit looks at practices in agriculture and industry that can be ethical and sustainable. We want what we do and the learning we ask our students to invest in to be worthy of them, their time and the future of our world. We want a return on that investment that provides, above all, an enduring sense of hope and purpose; surely then we are spending time on ideas that are truly lifeworthy.



## Weekly Awards:

### Students of the Week

#### Learning Journey

K: Alexander Clarke  
K: Emily Wright  
Yr 1: William Palmer  
Yr 2C: Sapphire Sparke  
Yr 2S: Teddy Blom  
Yr 3: Sophia Denington  
Yr 4: Oxford Feller  
Yr 5C: Fraser Wilkinson  
Yr 5H: Aislinn Kenny  
Yr 6A: Mischka Hilkeimeijer  
Yr 6W: Ed Connell

#### Oxley Values

K: Angus Sheer  
Yr 1: Violet Mineeff  
Yr 1: Tatenda Jamba  
Yr 2C: Raphaela Abreu  
Yr 2S: Will Carioti  
Yr 3: Anna Clark  
Yr 4: Miranda Hunter  
Yr 5C: Mimi Legge  
Yr 5H: Bryce Rodger  
Yr 6A: Evie Bissett  
Yr 6W: Siena Todorcevski



# JUNIOR SCHOOL



During week two, The Oxley College Primary school presented their musical, 'A Kidsummer Night's dream'. Being the second musical ever to be performed by the primary school, the students put on a creative remake of one of Shakespeare's plays, "a midsummer night's dream". The musical featured over seven pieces and involved some creative twists such as the use of enchanted creatures. These clever features gave a more original performance from both the major cast and ensemble. Congratulations to Mrs Mandy Bransgrove and Mr Dominic Lindsay for directing such creative interpretations of the famous play and to all the actors who performed in this wonderful performance.

By India O'Brien ( Year 9)



# HUMBLE CURIOSITY

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My political consciousness arrived in the 90s. As many Oxley parents will remember, that was a time when Eddie Mabo was changing the way Australian land was valued. Ownership of Country was almost a nightly news story. The Tasmania Dams case unfolded; the Native Title Act was passed. And to my newly-alert, undergrad ears, two messages came through:

Aboriginal people were deeply connected to their land.

And I, as a white woman, was not invited to understand it.

The media reported that “secret women’s business” and “secret men’s business” was to be respected – though some commentators cracked sceptical jokes, I remember. What I took away from this time was a skewed understanding that Aboriginal culture was precious and authentic, but it was off-limits to me.

And so, because I did not wish to offend anyone, I kept what I hoped was a respectful distance from Aboriginal culture. Even when I taught numerous Aboriginal students and worked closely with Aboriginal Education Assistants at Lightning Ridge Central School, my assumption was that if I wanted to be polite, I should avoid discussion about culture: it was better for me to ignore our differences in culture and get on with just being learners and teachers together.

Over the years, I keenly spectated the milestones that brought Aboriginal voices forward. I yearned for a National Apology in 2000, I recoiled at the agony of stories of The Stolen Generations, I cheered at Kevin Rudd’s 2008 Sorry Speech. And in my classroom, I enthusiastically taught students about texts by Aboriginal writers.

However, I was at a distance from the life experiences of real Aboriginal people. Although I did not reflect on it directly, I think this was a safety measure I unconsciously put in place. Keeping my comments minimal prevented me from saying anything that might be incorrect - anything that might offend.

But Jo Albany woke me up in a whole new way. Jo, an Oxley parent, agreed to meet with me in 2018 to speak about how we could connect local Aboriginal dreaming stories with Oxley’s values. What came out of those meetings though, was that Jo helped me discover a much bigger question that I did not even know I had been holding onto.

*“that if I showed a desire  
to open them – to ask, to  
understand, to listen – I would  
find that many Aboriginal  
people would be pleased to  
share their stories.”*

Jo challenged me: she told me that she had been waiting for years for Oxley to celebrate Aboriginal and Torres Strait Islander culture through NAIDOC. I was taken aback. I was a little embarrassed as I shared with her that, though I could not speak for others, I was nervous to do so. I didn’t want to offend anyone with a superficial or incorrect attempt. I thought it was not my place to call people together for a celebration of something that I didn’t understand.

Jo heard me out. She could see that this was coming from a well-intentioned place. But she also explained that the social climate has changed.

Jo told me that, in the two decades since the Native Title Act media coverage had shaped my assumptions, Aboriginal culture has moved on. She said that doors that had seemed locked to me during my university years were now unlocked and ajar. And that if I showed a desire to open them – to ask, to understand, to listen – I would find that many Aboriginal people would be pleased to share their stories. >>>>>



Dr Fiona Morrison, another parent, who lectures in Australian Literature at UNSW, shared her experience of a similar feeling with me. She spoke with me about the 'migraines' of teaching Aboriginal Literature as a white woman to a mostly white lecture hall. She weighed up for me the mistake of misinterpreting texts with the mistake of not even addressing texts out of fear of offending. And we laughed together about how we are growing more comfortable with the role of 'the white chick who doesn't know anything, but isn't afraid to ask.'

So I started. I put out feelers and started building relationships with people in our local Aboriginal community. And, through trial and error, I've reflected on the importance of acting with the appropriate values in mind. Social awareness and persistence are not enough. Nor are enthusiasm for multicultural projects or confidence in the educational goal. It starts with humility.

Jo's most valuable lesson to me is that the way to approach learning about Aboriginal culture is to do so with humble curiosity. Equitable relationships are paramount. And building them takes time. It takes openness to discovering that the social norms around the way I would normally 'do business' need to be re-evaluated, and that my love of learning needs to be expressed in a different way. Even then, I have to be patient because what I think I might discover is not necessarily the knowledge or experience that I end up with.

I am still at the very edge of learning about Gundungurra history and culture. I have recalibrated how I learn in Aboriginal contexts now, and have started to experience the value of learning on Country from Elders.

I've stretched my mind through academic reading, trying to understand "deficit discourses", "culture-fair" and "the decolonisation of knowledge". And I'm feeling more ready than I formerly was to engage with "difficult knowledges" about the traumas that have torn apart the lives of individuals, families and mobs across Australia.

During his time at Oxley this term, Daren Dunn gave me a really special gift. He was speaking with students one day about how his specially formulated paint could be applied to all kinds of surfaces: shoes, footballs, golf bags. It occurred to me that the plain black earrings that I was wearing that day could perhaps be painted. So I asked Daren, a little nervously, if he would paint them for me. Even then, I was thinking about his paint as something decorative. But what he gave me was a surprising and pertinent lesson.

"This is you," he said. "The yellow is you and the red is Aunties. This is you learning from Aunties in a yarning circle. And you're talking with Aunties in two different places. The white is you meeting up in an office, or at school. And the green dot in the centre is a tree. This one is you learning with Aunties on Country."

In a deft and sensitive way, Daren confirmed that he is not only a gifted artist, but also a gifted teacher. He gave me a vision for how I can keep learning about culture. When I wear those earrings now, I'm grateful for Daren's advice that the best way forward for me is to sit down and talk with women whose daily life is Aboriginal culture.

Having built relationships with some elders, with Oxley parents and students who identify as Aboriginal, with Aboriginal teachers from local schools and with academics who lead this field of education, I feel like I'm growing in a whole new way. This is a dimension of my professional work that springs from my values and friendships. It also connects with deep questions I have about my own Australian identity.

It is a privilege to be an Australian learner, working in a community of Australian learners, on Gundungurra land. And I hope that we can continue to find ways to do what Daren suggested: to meet up with elders, at school and on Country, and talk.

By Victoria Rintoul

# WHO ARE WE, IF WE CAN'T IDENTIFY OUR OWN SELF?

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I belong to a tapestry. It is not yet finished, but rather constantly evolving and indicative of my experiences and past. And this tapestry is not woven with wool, or cotton, but with words. Strong, powerful words, words like family and belonging. Rich words embellished with meaning that only I can access. Words so integral to my identity that without them I would simply be an empty husk.

This is the case for all of you as well. Your tapestries are under construction, an evocative arrangement of the language only you can identify with. Your tapestries may be elaborate and expansive, or maybe you are only now making the first few stitches on your blank canvas. Words form all our tapestries. They are the most compelling and potent means we have of expressing ourselves.

However, in this age of interconnectivity and change, I think many of us feel our words are being lost, or drowned out in a sea of discordant homogeneity. Our tapestries are unravelling, fraying at the edges, due to dissatisfaction and a lack of confidence in ourselves. I pose the question: who are we, if we can't identify our own self? If someone was to ask you right now what your tapestry contained, would you be able to tell them, or would you be searching for an answer, rifling through a box of dejected words?

The theme of NAIDOC Week 2019 is Voice, Treaty, Truth, which I think is especially relevant to identity

as it acknowledges the impact of language. The Indigenous voice of Australia exceeds 65,000 years in age. The Indigenous tapestry is unafraid and precious. It is woven from the strands of knowledge descended from the first Elders, from the words which link this culture to the land so intimately and – more recently – from the Indigenous citizens skilfully leading the way in reconciliation, progression and innovation in all industries. Threads of the Indigenous tapestry have no doubt been strained in the past – subjected to the ignorance and misunderstanding of an emerging nation – but words have managed to heal in a way deeds could not.

Over the last several weeks of Term 2, myself and a group of other junior and senior school students have been privileged to work under the instruction of renowned Indigenous artist Daren Dunn. He has drawn from his own tapestry to help us create ours; he has not only taught, but mentored and inspired. Through relaying to us everything from the symbolism of totem animals to how to create dotted masterpieces, Daren has left his mark on the tapestries of everyone he worked with.

Daren specifically worked with the students to produce two murals for the school, which highlight the words Voice Treaty Truth. These murals contain symbols for education, community and identity, and the dedication and enthusiasm shown by all students who contributed was very special indeed. >>>>>

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I know my experience with Daren has helped me to refine my identity, or my tapestry. Throughout my workshop, as I meticulously selected from the vibrant array of paints available and embellished my own pair of clapping sticks with patterns reflecting my own creativity, I listened intently as Daren shared his story of self-discovery with us. Daren was passionate about ensuring Indigenous children are not disadvantaged or ashamed simply because of their heritage; as he once was. He is giving them the power to embrace those aspects of self, and weave them boldly and proudly across their tapestry. He is urging them to be the architects of their futures, and to continue to discover their identities, regardless of societal stigma. However, I know Daren's message extends beyond his target audience. Every student who has been lucky enough to listen to him, and gain knowledge of Indigenous culture, has felt irrevocably moved. The meditative atmosphere of his workshops allowed us to question who we want to be, and his easy-going attitude left us feeling unafraid to be curious about aspects of his culture we wanted to clarify.

Personally, as a non-Indigenous Australian, this year NAIDOC has certainly caused me to consider the uncomfortable questions. What makes an Australian? How can we rectify the wrongs of the past? How can we learn more about Indigenous culture, and integrate this into our own identity?

And I think the answers to all these questions lie in voices, in treaties and, most importantly in truth. For generations, Aboriginal and Torres Strait Islanders have desired permanent reform and acknowledgement of their voices. Empowering both youth and elders from within the Indigenous community to share their stories of the creation of their tapestry, and endowing them to pursue their self-discovery through creative mediums is certainly a good start. Recognising the importance of programs – such as Daren's workshops for students – allows prolific voices to mentor those who may only be able to mumble.

Treaty can be interpreted in multiple ways, but I think in this context it calls for progressive arrangements with Indigenous minorities to resolve disputes and unsettlement over sovereignty of land and certainly fairer representation in decision-making and

democracy. A shared acceptance of our history and the nature of disputes allows us to mend the broken threads caused by overbearing and dictatorial words, and look towards true reconciliation in the future.

However, fundamentally these notions can only be successful with truth. Australian history is the history of all of us, and a truthful and thorough understanding of the true story of colonisation, the struggle for autonomy and stigmas that persist today in the Indigenous community must be heard. It is words that will serve to reconcile, words that come from a variety of voices, words that negotiate fair and courageous treaties, and words that speak the truth, however raw or unpopular.

On behalf of Oxley, I must extend an immense thank-you to Daren, who has not only aided me in my journey of self-discovery by empowering me to speak here today, but also shaping my tapestry by encouraging honesty and acceptance. You have touched the lives of so many and it was a true privilege to work with you.

Oxley, I urge you to seize your words and appreciate the impact of a couple of seemingly-random syllables and letters. Language is a powerful tool in understanding, and even more powerful in the quest for self-contentment. Go forth and embellish your tapestries without fear, and be mindful of how you can support others in their endeavours, especially those whose tapestries may be shrouded by shame or lack of knowledge of their own origin. Use your words, for they are worth more than you know.

By Ava Lambie (Year 10)

# OODGEROO NOONUCCAL

Oodgeroo is a respected member of our community and key advocator of the Aboriginal rights movement. The College has acknowledged her hard work by naming a school House after her. This was because she wrote many poems about political issues that Aboriginals had to deal with on a day to day basis. By naming an Oxley House after Oodgeroo, the school has encouraged a deeper understanding of the Aboriginal culture.

Oodgeroo Noonuccal or formally Kath Walker was an Australian Aboriginal political activist, artist and educator. In 1950 Oodgeroo Noonuccal became interested in writing poetry and by the late 50s she joined the Brisbane arm of the Realist Writer's Group. Her earliest poems appeared in the club's magazine, *The Realest*. In 1963, Oodgeroo submitted a collection of poems to the British publisher Jacaranda Press. They were published as a collection called, *We Are Going*. This was a success selling over ten thousand copies and making her Australia's best-selling poet since C. J. Dennis. As her reputation was further developing, she became increasingly involved in political activism in support of Aboriginal rights, social justice and conservation. This led to her being involved in the Queensland Council for the Advancement of Aboriginal and Torres Strait Islanders (QCAATSI). Along with the Federal Council for the Advancement of Aboriginal and Torres Strait Islanders (FCAATSI), the QCAATSI played a leading role in the agitation that led to voting rights (1965) and citizenship (1967) for Aboriginal people. She unsuccessfully ran as the ALP candidate for her State electorate Greenslopes in 1969. The same year she was invited to attend the World Council of Churches' Consultation on Racism in London. Oodgeroo returned to Australia convinced of the need for Aboriginal activists to work within their own organisations rather than ones dominated by white people. Oodgeroo left the QCAATSI and the FCAATSI for the newly formed Brisbane Aboriginal and Islanders Council and the National Tribal Council (NTC) where she was the chairwoman. When power struggles arose, she left the organisation to return to her ancestral home of North Stradbroke Island. After leaving public life she was given the role of educator and cultural guardian and ambassador for her people. After some resistance from the Queensland Government she established the Noonuccal-Nughie Education and Cultural Centre at Moogalba on Stradbroke Island. The Centre became very popular as many Aboriginal people from around the country came to visit it. Oodgeroo travelled around Australia and internationally to deliver lectures. During this time, she continued to write numerous books about Aboriginal legends aimed at young readers including - *Stradbroke Dreamtime* (1972), *The Rainbow Serpent* (1988), *Legends of Our Land* (1990) and many more. Some of those poems are written below. This is a link to Oodgeroo Noonuccal reading her most well-known poem *We Are Going*.

<https://www.youtube.com/watch?v=em7F0MmiLQw>

By Claudia Fair (Year 11)

Racism

Stalking the corridors of life,

Black, frustrated minds

Scream for release

From Christian racist moulds.

Moulds that enslave

Black independence.

Take care! White racists!

Blacks can be racist too.

A violet struggle could erupt

And racists meet their death.

Colour, the gift of nature

To mankind,

Is now the contentious bone,

And black-white hatred sustains itself

On the rotting, putrid flesh

That once was man.



## The Dispossessed

*For Uncle Willie McKenzie*

Peace was yours, Australian man,  
     With tribal laws you made,  
 Till white Colonists stole your peace  
     With rape and murder raid;  
 They shot and poisoned and enslaved  
     Until, a scattered few,  
 Only a remnant now remain,  
     And the heart dies in you.  
 The white man claimed your hunting grounds  
     And you could not remain,  
 They made you work as menials  
     For greedy private gain;  
 Your tribes are broken vagrants now  
     Wherever whites abide,  
 And justice of the white man  
     Means justice to you denied.  
 They brought you bibles and disease,  
     The liquor and the gun:  
 With Christian cultures such as these  
     The white command was won.  
 A dying race you linger on,  
     Degraded and oppresses,  
 Outcasts in your own native land,  
     You are the dispossessed.  
 When churches mean a way of life,  
     As Christians proudly claim,  
 And when hypocrisy is scorned  
     And hate is counted shame,  
 Then only shall intolerance die  
     And old injustice cease,  
 And white and dark as brothers find  
     Equality and peace.  
 But oh, so long the wait has been,  
     So slow the justice due,  
 Courage decays the want of hope,  
     And the heart dies in you.



# DEPUTY HEAD REPORTS

## Deputy Head Learning: Kate Cunich

The 2018 Gonski report 2.0 made five key recommendations for schools. Our daunting role:

- Equipping every student to grow and succeed in a changing world
- Creating, supporting and valuing a profession of expert educators
- Deliver at least one year's growth in learning for every student every year
- Equip every student to be a creative, connected and engaged learner in a rapidly changing world
- Cultivate an adaptive, innovative and continuously improving education system

At Oxley we are dedicated to doing this as best as we can. We want to find ways to beat the constraints caused by inflexibility in curriculum delivery, reporting and assessment regimes, and tools focussed on periodic judgements of performance. We explicitly embed research-based evidence on what works best in education as part of our daily teaching and learning.

What does this look like in practice in 2019? Our learning lens continues to focus on pedagogy, distinctives and projects that move learning forward:

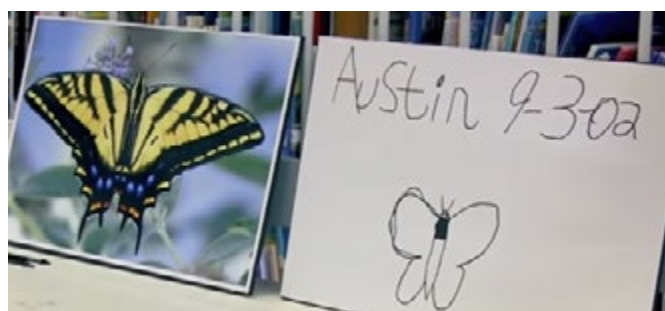
### Feedback for growth

Lara Sheils, Learning Leader and Junior School teacher recently shared her project on Feedback for Growth. In her words:

"We want feedback for growth to encompass everything. We want our students to learn that when you engage with feedback, it's a process. We are focused on supporting our students to use the language of the Success Criteria during feedback and to understand that learning is not 'one time only'. One student, Alexander talks about how they are now open to the process of feedback, and that feedback is also provided to the teacher – if they don't understand a written comment they'll use a red pen, to notify their teacher they need further clarification.

We also use guiding questions and prompts for peer to peer feedback. These questions allow students to be critical evaluators of their own and others growth and achievement. The research suggests that 80% of peer feedback is incorrect, so these prompts assist students to relate their feedback directly to the Success Criteria and help us to ensure that quality feedback for growth occurs."

You may find this link to Austin's Butterfly inspiring – it has certainly inspired us on our journey through best feedback practices: <https://www.youtube.com/watch?v=hqh1MRWZjms>



## Deputy Head Pastoral: Mark Case

### The 5000 Days Project: "An authentic time capsule of growing up that raises EQ along the way"

In Pin Oak Issue 90 I wrote about the 5000 Day Project, an innovative guided video journaling programme that seeks to raise emotional intelligence (EQ) by enabling students to tell the story of their lives, across the approximately 5000 days of their school career. The programme is the creation of award-winning cinematographer Dr Rick Stevenson, who has developed the concept from its beginnings in Seattle and which is now established in schools around the world. Oxley College is one of the first schools to participate in the Australian pilot project in Term 4 for selected year groups, with a view to rolling out the programme across the College in 2020.

The programme involves students completing an in-depth, automated video interview once a year (which takes around 40 minutes), with age-appropriate and school approved questions. Students also have the opportunity to drop in anytime during recess or lunch to record their thoughts and feelings. The footage collected via the 'StoryQ' device is stored remotely, remains entirely private and is released to the student when they turn 18, as a mini 'movie of their life'.

Whilst we initially decided to offer the programme for students in Years 5, 6 and 7, we have decided to offer the programme for students in Year 8 as well, in order to meet the minimum required number of students for the pilot programme.

A Parent Information Session will be held on Wednesday 11 September at 4.00pm in Rooms 29/30, when parents can hear more about the project. Participation in the programme is on an opt-in basis and carries an annual fee of \$60. If the pilot programme proves successful, we intend to open the project to other students and cohorts in 2020.

Parents with students in Years 5-8 will receive an email invitation on Monday 19 August to the upcoming information session.

<https://www.the5000daysproject.org/>

# IN OUR ENVIRONMENT

On Thursday 8 August, Barry Arthur, Manager of Environment and Sustainability at Wingecarribee Shire Council came to talk with our Year 8 Geographers as part of our 'Water in the World' unit.

Here Ellanora O'Connor explains what she took away from his talk.

The World Health Organisation states that the minimum amount of water needed per person, per day, to perform basic hygiene practices is 15-20 litres. In the Southern Highlands every day, each person uses on average 306 litres of water. We are using 15 times the amount of water. Council dishes out 12 million litres of water per day to the residents of the Southern Highlands. We cannot afford to keep living like this. If we keep emptying our rivers without substantial rainfall to steady the water levels, we won't have anything left. Whether we realise it or not, we are in drought! We need to be looking after our water supplies not wasting them, and the only way we can change our wasteful habits is if we all chip in and concentrate on the things that we can do to save water. It's the little things that count. Even turning the water off while you're cleaning your teeth or washing your face, taking shorter showers, fully loading the dishwasher before you put it on, using a broom or a rake instead of a hose, planting plants that don't require large quantities of water or using mulch around your plants. We need to conserve what water we have left. If everyone makes an effort to improve our water usage habits, then we can make a difference in our community.

Brydie Taylor writes:

## **YOUR MOTHER IS RIGHT. YOU SHOULD GET OUT OF THE SHOWER.**

How many litres of water do you think you used today? 25? 75? 125? What if you were told on average that we use 306 litres a day per person? You wouldn't believe it. This shocking statistic has now become a reality. Where and how do we use all this water? Our water resources are used across many categories - our ecosystems and food production which provide us our diet, drinking water and hygiene needs. Supplies are becoming more and more stretched everyday worldwide. Our water is becoming more and more precious every day, even though it covers 71% of Earth.

Nationally Australia is the driest continent on Earth, and we are becoming vulnerable to Climate Change while the overall demand for water is increasing rapidly as the population begins to grow globally. The World Health Organization suggests we need 15-20 litres of water for drinking, basic hygiene, cooking and other needs. Our shire uses 12megalitres a day, individuals using 306 litres each. In the time it takes for you to read this article, 12, 870 litres of water would have been used in the shire.

There are many easy and quick ways for us as a community reduce our water use. Indoors: only take three -four minute showers (ok mum), turn off the tap whilst brushing your teeth or shaving. Wait until the dishwasher or washing machine is completely full before turning it on. Wash items in plugged sinks or basins to reduce excess amounts of clean water being washed down your drains.



Outdoors: only use trigger nozzles on your garden hoses and try and do a majority of your watering by hand before the hours of 10.00am and after 4.00pm. Use a broom or rake to move leaves from your driveways and concreted surfaces instead of using hoses, choose your plants based on the climate and soil type of the area you live in. Apply mulch around plants to prevent the loss of water due to evaporation. It is also important to fix leaking taps and water tanks as a way to conserve water that is not being recycled.

Locally, the Wingecarribee Shire provides many water resources including 31 Storage Reservoirs, three Supply Dams and three Treatment Plants. Our local reservoirs provide 20% of Sydney's water whilst the other 80% percent is supplied by Warragamba Dam located in the Blue Mountains. While we may not be under water restrictions here in the Wingecarribee Shire, this doesn't mean we can't get ahead of it and be more water wise. That goes for you too dad, turn off your sprinkler.

## **ORIENTEERING AT OXLEY**

Throughout the winter season, Oxley has been a hive of activity on Saturday mornings with rugby, hockey, soccer and netball fixtures. Although these fixtures will have concluded by the end of August, Oxley will welcome between 350 and 400 competitors on Saturday 7 September for the NSW Schools Orienteering Championships. Orienteering is often described as 'the natural sport for the thinking runner' and competitors will have to think quickly as they decide on the optimum route between checkpoints (known as controls) which are marked on their map. Competitors carry a Sport Ident (SI) stick which registers their visit to each control electronically and allows them to get an instant print out of their time once they reach the finish.

Our event is the first of three that will make up the NSW Schools Championships and is a Sprint event that will have winning times of approximately 15 minutes. Later in the day, Tudor House will host part two of the Schools Sprint Championships while on Sunday, students will contest a longer Middle distance event at Welby with winning times of approximately 35 minutes.

There is no qualification and there will be courses at all three events suitable for complete beginners through to experts <https://www.trybooking.com/book/event?eid=488661>. Students run on courses based on their age. The event is being run in conjunction with a State League event so there is the opportunity for parents to have a go too. If you would like further information or would like to get involved, please contact [ruth.shedden@oxley.nsw.edu.au](mailto:ruth.shedden@oxley.nsw.edu.au)

## Kate Allman CLASS OF 2009



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

After I left Oxley, I took a gap year in the UK under the Tutor's Worldwide program that Mr Craig always harped on about. Turns out he was right – this was one of the best years of my life. I worked in a school in Surrey, about half an hour train ride south of London, and had a amazing year travelling Europe and making friends in England.

When I returned, I moved to Sydney and started a double degree in law and communications, majoring in journalism, at UNSW. I worked in various jobs as a gym receptionist, babysitter, swimming teacher, waitress – as we all do to pay our way through uni – then did a few internships as a journalist. I landed the "dream job" when I started working at LSJ, which is a magazine for lawyers published by the Law Society of NSW. It perfectly combined my skills and enables me to write across a really broad range of subjects – not just law. The travel section might be my favourite part to write in... I also create podcasts, host events, make videos and social media content for the magazine. Check it out at [lsj.com.au](http://lsj.com.au)

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

Landing my current job was pretty huge. Also graduating from journalism and law with honours – a five-year double degree is really hard! Particularly when you have to move out of home and work part-time, cook, clean, wash your own clothes etc. It involved a lot of juggling.

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

I always liked humanities subjects like English and writing, but I had no idea whether there would be a career in it for me. Everyone said I should probably be a lawyer because I was quite stubborn! I was stubborn enough to prove them wrong. I'm very glad I chose a career that I liked – and didn't just follow expectations or become a lawyer because it seemed like the "safe" option that would pay well.

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

Oxley taught me independence, confidence, the importance of communities and friends, and lifelong skills of being able to juggle many responsibilities. I always had a thousand different sport teams to train for, as well as completing homework tasks, art projects, and various duties as school captain – and I managed to socialise in between! It was great practice for the same thing at university.

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

Ms Rintoul taught me English and Extension English in years 11 and 12, and she really taught me how to write. She instilled my love for the written word, language nuances and correct punctuation and grammar. I'll never forget her baking the class "murder mystery" gingerbread men (they had red icing for blood, and various limbs lopped off) for an after-school Extension English session. I was also inspired by my hockey coach Mrs A (who I believe has now left), Mr Craig for his thrilling modern history classes and for organisation on Outback trips, and my art teacher Ms Lampert.

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

Playing sport every other day, having FULL days off for sporting carnivals. Seeing my friends every day.

# THINGS YOU SHOULD KNOW...

## MILITANT VEGANS AND ANTAGONISTIC CARNIVORES

It's the ongoing saga which has had the world simultaneously enthralled, irritated and openly expressive of individual opinions. The feud between militant vegans and antagonistic carnivores continues to aggravate passionate advocates on both sides of the fence.

However, the measures both protesters are taking are becoming unreasonable, and even going so far as to hurt the cause they advocate for. Take anti-vegan protesters in London, who in July were charged with eating raw squirrels outside a vegan market whilst shouting slurs. And recent measures taken by vegans – like invading steakhouses, harassing beef farmers or vandalising butcheries – can surely only be counterproductive to societal understanding of their plight. With each passing day, measures to attract mainstream media attention grow more extreme. And, admittedly, these advocates do only comprise a small percentage of their respective wider communities, but the 'vegan' or 'anti-vegan' brand is irrevocably tainted and associated with egregious events.

Australia, a country where meat consumption is unrivalled globally (with more than 90kg/person/year eaten), is especially receptive to extreme spectacles from both ends of the spectrum, due to our reliance and familiarity with meat or agriculture, and embracement of the vegan trend - more than 2 million Australians avoid eating meat. If one is able to look beyond the headlines denouncing green criminals, men butchering deer legs outside farmers markets or Gordon Ramsay declaring he is 'allergic' to vegans, we can hopefully finally start to consider the reasoned arguments underlying both causes, which is unquestionably more convincing than other unorthodox tactics.

So, the next time you hear about the outrageous, counterproductive antics of either group, you can hopefully see the damage being done to the cause and potential supporters, and appreciate what a big missed steak the protest itself was.

By Ava Lambie (Year 10)



## BACHELOR IS BACK

The bachelor is back! When you aren't swooning over Doctor Matt or discussing the eerie similarities between Rachel and Jess from MAFS (I think it has to be the bad lip injections??), here is a list of the strangest reality TV shows to ever grace our screens. I like to refer to this list when my mum's friends start talking about how the Bachelor is an insult to television and just love in general- Because if you think the bachelor is bad... you have another think coming for you.

"I Wanna Marry Harry"

I really want to meet who came up with this show. I would like to have a deep and meaningful conversation with them about why they thought this could ever be a good idea.



At a glance, this tv show is literally the bachelor... with a twist bigger than Honey Badger taking the biggest L in all of reality tv history. So basically, a bunch of girls attempt to swoon Harry who just so happens to be Prince Harry, Duke of Sussex (Pre Meghan Markle of course... I think this was filmed in 2013 but there is very little literature readily available on the topic). Halfway through the show, it is revealed that this is not Prince Harry, Duke of Sussex it is just some random impersonator... will they choose to still be with him?

"Supernanny"

Are you a mother who just can't seem to keep her three kids Mckaelie, Braelynn and Graesynn in line? Never fear "Supernanny" is here. Modern-day Mary Poppins- Jo Frost will help you get your kids in line in no time! I can't really fault this one, as in all honesty I have sunk an undisclosed number of summer holiday afternoons watching this.

"Dr Phil"

Do you like exploiting people with serious mental health issues instead of getting them real help? You probably would like Dr Phil.

Firstly shouldn't it be called "Dr Calvin" since that is his real last name? Oh, wait he actually is not a doctor nor a licensed psychologist just some random who likes profiting out of other people's pain.

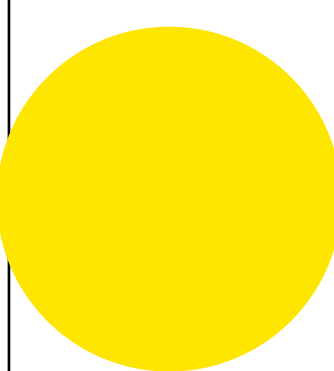
"Date my mom"

This one might just take the cake as the strangest reality TV show out there. I can't even describe this nor sit through an entire episode of this 2004 gem, so enjoy this synopsis from the original press release "This dating show sends singles on dates with three moms who try to convince them to pick their son or daughter to date. The dater only meets the mother and makes his or her decision solely on the mothers and their descriptions of their children. Dates are sometimes outrageous and often expose the exact detail the son or daughter is trying to keep private. Each show ends on a beach with a limo delivering the three sons or daughters. Only after they've picked the date winner are the kids revealed and everyone is able to see the others."

By Pearl Bendle (Year 10)



# AUGUST & SEPTEMBER CALENDAR

	<b>Mon 19</b> SnowSports Champ State Perisher HICES Music Festival (Y5-8)	<b>Mon 26</b> Y9 Geo to Warilla	<b>Mon 02</b> Oxley HSC Drama Night
	<b>Tue 20</b> Y10 Filming - Various Locations	<b>Tue 27</b> Nepal 2019 Information Session, Room 29/30	<b>Tue 03</b> ICAS Science Y3-10
	<b>Wed 21</b> Y10 Filming- Various Locations Junior School Book Parade, PCC & Library	<b>Wed 28</b>	<b>Wed 04</b> SnowSports Champ Nationals P&F Meeting, Library, 5.30pm
	<b>Thu 22</b> Library Book Sale HSC Visual Arts Exhibition, 5.30pm	<b>Thu 29</b>	<b>Thu 05</b>
<b>Fri 16</b> Naidoc Assembly SHIPS Carnival	<b>Fri 23</b> Library Book Sale	<b>Fri 30</b> Junior School Father's Day Breakfast, Pavilion	<b>Fri 06</b> Open Morning for prospective families 11.00am
<b>Sat 17</b> ISA Sport Winter Semi Finals	<b>Sat 24</b> ISA Sport Winter Finals	<b>Sat 31</b> Invitational Athletics Carnival	<b>Sat 07</b> 2019 NSW Schools Orienteering Championship Invitational Athletics Carnival
<b>Sun 18</b>	<b>Sun 25</b>	<b>Sun 01</b>	<b>Sun 08</b>

## P & F NEWS

### SAVE THE DATE

On Saturday 30 November the Oxley P & F are hosting the Pin Oak Twilight Market around the main oval of the College. There will be lots of stalls selling local and regional wares - just in time for Christmas! And live music, local food and produce and lots more.

Are there any makers in the community that would like to have a stall at this special event? If so please email [pruewade@bigpond.com](mailto:pruewade@bigpond.com) as soon as possible, to register your interest.

We look forward to seeing many families from the Southern Highlands community at this fantastic Oxley event. Please spread the word!

The next P & F Meeting is on Wednesday 4 September 2019 from 5.30pm - 6.30pm. All welcome.

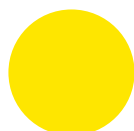


# NEWSFLASH



## U TURN THE WHEEL

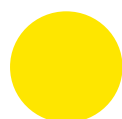
Last Tuesday Year 11 went to the Mittagong RSL club for the U Turn the Wheel programme. The programme was set up to inform us about everything we need to know about driving on the roads. We were able to look through a police highway patrol car and van while talking to policemen, and learning about drug and alcohol offences. We learnt about road statistics and ways to make sure we are driving the safest way we possibly can. One fun activity that we did was wear goggles that had different alcohol ratings on them and we had to try catch a ball (which most of us didn't) to show how dangerous it is when we are under the influence. We had the privilege to listen to a mother and her story about her son which was a real eye opener to how many people can be affected by driving unsafely. Over all it was a great day and everyone took away very important things to remember when on the roads and how to be safe drivers. By Jess Folbigg ( Year 11)



## DEBATING

While debating may not be as fun as just yelling at people from across the room, it is still a lively spectacle, and no walk in the park, as the Year 9 debating team found out on Tuesday 13 August up at Inaburra School. Despite having a far from excellent topic (that it was reasonable to expect Australia to win international sporting contests), the Year 9s gave a spirited argument against the opposition, leading them to claim the victory and go through to the Semi-Finals. While it was a long drive up to Menai, the overall success (as well as added pizza) definitely made it worth it. The team would definitely like to thank Ms Rintoul for coaching them, as well as the parents that provided transport to and from some of the debates. More victories are undoubtedly coming.

By Liam Verity (Year 9)



## HOCKEY STATE CHAMPIONSHIPS

During the last holidays Year 7 students, Sophia Hamblin, Georgie Morton and Emily Rodger competed in the NSW State Hockey Championships, held in Parkes across three days. They were chosen to join the U13 girls Southern Highlands representative team and have been training every Friday with other girls selected from across the Highlands. The team achieved a great result, finishing 1st in their division and progressing through all the rounds of the competition undefeated. While the coach was thrilled with the result the girls achieved, he was more impressed with how all the girls played and interacted as a team.



## ISA

ROUND 9		ROUND 10	
BOYS FOOTBALL			
1sts: SPGS 1 v 0 Oxley	2nds: SPGS 4 v 2 Oxley	1sts: washed out	2nds: washed out
15s: SPGS 7 v 1 Oxley	14s: bye	15s: washed out	14s: washed out
13s: SPGS 6 v 1 Oxley		13s: washed out	
GIRLS FOOTBALL			
1sts: Oxley 0 v 1 SACS	2nds: SACS 0 v 0 Oxley	1sts: SPGS 2 v 0 Oxley	2nds: Barker 0 v 0 Oxley
Junior A: Oxley 7 v 0 SACS		Junior A: washed out	
RUGBY			
1st XV: SACS 40 v 26 Oxley	16s: bye	1st XV: washed out	16s: washed out
15s: SACS 22 v 34 Oxley	14s: SACS 66 v 20 Oxley	15s: washed out	14s: washed out
13s: SACS 14 v 34 Oxley		13s: washed out	
TENNIS			
1sts: SPC 3 v 5 Oxley	2nds: Oxley 3.5 v 4.5 SPC	1sts: washed out	2nds: SPX 5 v 3 Oxley
Oxley 3: SPC 6 v 2 Oxley	Oxley 4: Oxley 0 v 8 SPC	Oxley 3: washed out	Oxley 4: SPX 5 v 3 Oxley
Oxley 5: SPC 8 v 0 Oxley	Oxley 6: bye	Oxley 5: bye	Oxley 6: washed out
Oxley 7: SPC 8 v 0 Oxley		Oxley 7: washed out	
HOCKEY			
1sts: Oxley 2 v 1 CCGS	2nds: Oxley 4 v 0 CCGS	1sts: washed out	2nds: washed out
Oxley 3: Oxley 5 v 1 CCGS	Oxley 4: Oxley 2 v 0 BMGS	Oxley 3: washed out	Oxley 4: washed out
Oxley 5: Oxley 0 v 1 CCGS		Oxley 5: bye	
NETBALL			
1sts: BMGS 31 v 40 Oxley	2nds: forfeit	1sts: Oxley 65 v 54 SPGS	2nds: Oxley 21 v 37 SPY
Inter A: BMGS 25 v 50 Oxley	Inter B: SACS 18 v 18 Oxley	Inter A: Oxley 38 v 31 Barker	Inter B: Oxley 23 v 23 SPY
Junior A: BMGS 37 v 12 Oxley	Junior B: SACS 5 v 30 Oxley	Junior A: Oxley 16 v 41 Chev	Junior B: Oxley 38 v 18 Chev
Junior C: BMGS 26 v 5 Oxley		Junior C: Oxley 33 v 12 Chev	