

PINOAK

ISSUE 93: TERM 3, AUGUST 30, 2019
OXLEY COLLEGE



BOOK WEEK

HSC ART

SNOW SPORTS

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HEAD OF COLLEGE'S REPORT



Talent or Hard Work! Which is more important?

As we know there are many sides to this question but I certainly take the view that talent is an inborn quality which gives you a smart way to achieve, but is futile unless you go for it! You need to nurture and develop your talent. This is where hard work comes into play. I have seen plenty of talented students who have believed because they were 'bright' they didn't need to work hard. Marks came easy!

For many they found the first years of high school easy but as concepts became more complex and the learning more challenging some of them found this confronting and some stepped away from the learning and were afraid to give it a go! They didn't know how to work hard, they didn't know what it felt like to not have something come easy and they would give up rather than persevere and conquer the challenge.

On the other hand a student who may have less innate ability but has developed strong work habits and knows how to persevere to learn and master new skills and concepts, soon began to overtake and achieve at a higher level. Hard work beats talent when talent fails to work hard.

There is no doubt many of our students are talented and this gives them a head start, but hard work will see them finish the race with an even better outcome - and not just in marks.

The interplay of talent and hard work is evident everywhere; whether we are talking about the culmination of our Winter Sports season with two of the five ISA teams making the Grand Finals or the work which takes place each day in the classroom.

The combination of talent and hard work is coming to fruition for our Year 12 students as they receive their HSC trial examination feedback and we witness their achievements through their Visual Art Exhibition, Music Showcase, presentation of Academic Awards and some Co-curricular colours at today's Assembly. Next week this will continue when we see their talent and hard work on display again with the Drama Showcase and the Design and Technology Exhibition. I encourage our younger students and families to come and witness these spectacular events.

My heartiest congratulations go to each and every student. They can be very proud of their achievements. Similarly, behind every student is a teacher who is supporting, cajoling, challenging and nurturing every student's talents and hard work and for that I am truly

grateful to have such professional and dedicated staff.

With limited time left before our Year 12s commence their HSC, they will be applying plenty of hard work to achieve their personal best over the coming weeks. I have no doubt that this group of Year 12s will embrace the challenge and rigour of the coming weeks as they prepare for their HSC.

So how do we teach kids to work hard? For some it comes naturally for others not. As parents and educators we need to support and develop good work habits and routines, have high expectations and continue to encourage them to have a positive mindset and persevere in their learning to do their personal best.

Our current Year 11 students are entering the time when they are preparing to take up the leadership of the College in Term 4 as they commence Year 12. They are also realising that talent and hard work go hand in hand to be their best.

I have been impressed in the growth of this cohort of students and have no doubt we will have a good leadership group in 2020 and continue the great legacy our current leaders have developed. I am looking forward to joining the Year 11 group on Outback as one of the bus drivers, and to see them work together and demonstrate their support for each other and leadership. Outback is a wonderful learning experience for our students in their own country and I am sure they will embrace all aspects of this opportunity. I am grateful to Mrs Annik Schaeffer for her leadership of this trip and to all the staff and volunteers including Old Oxleyans who support this trip on an annual basis. Travelling on buses for more than 3,000 kms and living together for two weeks across some of the most arid country in Australia will be both challenging and rewarding for everyone.

I look forward to sharing my Outback experience with you in the future.

BULLYING IS NOT OK



This is not ok

The power humans have, I believe, relies solely upon our use of words. Whilst I sat resting my hands on the keyboard, I wondered about how many words we humans use in our life, the number I came across honestly startled me.

The average person says around 860.3 million words throughout their life. To put this into perspective, the amount of words we use in our lifetime is equal to reading the whole Harry Potter series over 810 times. So, if we have so many words to say, why aren't we using them for good? Words have the possibility to change anyone's life, so why are we wasting them in selfish, discriminate and overall hurtful ways?

A fairly recent survey study (The Make Bullying History Foundation, 2018) on Bullying in Australian schools has revealed data of which some have labelled to be a 'national crisis'. Statistics show that 80% of students believed bullying was a problem in their school. Yet, the piece of data which really struck me was the astounding 59% of people who said they have experienced bullying. That is 2.3 million Australian school students feeling afraid, ashamed and alone.

This is not ok.

The survey also showed that there are five main ways in which people are being bullied. 50% of bullying has shown to be verbal, followed by 20% physical bullying which entails 'someone hurting you and/or damaging your possessions.' Other types of bullying include social media at 13% and texting

at 11%. Cyberbullying creates a whole new world where the bully may be masked behind a screen yet the victim is still exposed to damaging hate and torment. Other ways in which people are bullied is through social exclusion, gossiping and other emotional and mental pressures.

This is not ok.

Why do we live in a world where people think it is ok to bully and torment? What is in human nature that has allowed us to be so cruel in wanting to seek harm onto others? Why is the bullying rate so extremely high in our nation?

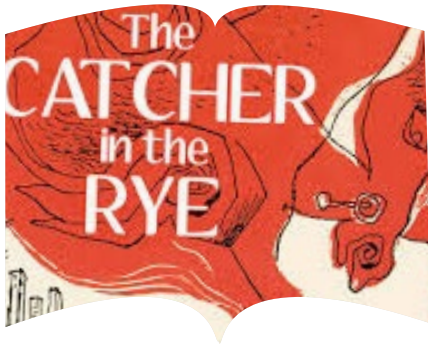
All questions which I am not yet fully equipped to answer, though I believe I can help answer one question:

What can I do to help this bullying crisis?

Firstly, if you spot bullying, speak out against it and support the person being bullied and help them get help. I believe peer pressure acts as the self-raising flour to any bullying recipe as it inflates the problem even more as bystanders join in with the bullying. So, to stop this rising cake which is far from a dessert, we must stay strong to our moral compass and say no to bullying. Overall, I challenge you to put those odd 880 million words to good use in fighting evil and making a real change in our world. Become the just and fair ingredient for a sweeter society.

Peggy Holmwood (Year 9)

TAKE INSPIRATION



BOOK

The Catcher in the Rye

Written by J.D. Salinger this is a compelling read about a 16 year old boy named Holden Caulfield, exploring themes of rebellion, identity and independence along with some humour, contrasting with moments of depression.

Even though the book was written in 1951, the various themes and hardships that are present in the book I think teenagers in today's world would be able to relate to. The book begins with Holden retelling the events over a three day period from last December. His story starts at Pencey Prep, a prestigious boarding school on a Saturday afternoon. He has been expelled for lack of work and he will not be able to return until after the Christmas break, which begins the following Wednesday, and he doesn't want to be there when his parents find out. What follows is an eventful weekend in New York city, where Holden goes to bars, meet girls and gets beaten up, all to avoid his deep inner thoughts.

Throughout the book not only do you explore Holden's inner mental struggles but also his values and intentions. Which relates to the title of the book "catcher in the rye" because Holden believes that to be the "catcher in the rye" means to save children from losing their innocence. This is portrayed through many of Holden's relationships throughout the book.

The ending was a letdown and a bit disappointing but overall it is a quality read diving into themes of mental health and coming of age.

By Jess Folbigg (Year 11)



MUSIC

Taylor Swift 'Lover'

Taylor Swift has been there for me throughout my schooling. From listening to her first album (on CD) in Kindergarten to excitedly listening to her new album "Lover" on the last day of my Year 12 HSC trials, I've made it my mission to know every word to every song. I can't quite pin down exactly what it is that I love about her so much, but she's familiar and she's dramatic and she's sing-along-able. Naturally, I've listened to 'Lover' on repeat for the past week, so here are some thoughts... The colourful album, produced by Jack Antonoff (and of Lorde's "Melodrama"), feels like a kind of cathartic epiphany after her revenge-filled "Reputation". Despite these seemingly more 'pastel' bops, Taylor comes through with her usual sass and social commentary. 'The Man' explores Taylor's experience with sexism in the music industry while the vibrant "You Need to Calm Down" calls out homophobia in America, already a gay pride anthem for many. Although she experiments with new sounds, pushing into the neo-pop sphere, the same old Taylor sentiments shine through in "Lover", particularly sensitive "Afterglow" and "It's Nice to Have a Friend". Once again, Taylor has managed to reinvent herself, but this Taylor seems wiser and more mature and I'm glad she'll be there to support me through my final weeks of school!

By Jemima Taylor (Year 12)



COMEDY

Kath & Kim

An oldie but a goodie.

The early 2000s show 'Kath and Kim' has recently landed in the aisles of Netflix, and I couldn't be happier! The four seasons of the terribly iconic show are now available to watch on the site, as well as season specials. As a 'uge' fan of the show, I was very excited to see it on my recommended list. With the slapstick, yet oddly specific humour of the show, it does not seem to disappoint. If you ever need a laugh, the episodes range from a quick 25 to 30 minutes. The all-star cast of Magda Szubanski, Jane Turner, Glenn Robbins and Gina Riley deliver the wittiest of lines. One of my favourite quotes coming from the mother and daughter duo "It's nice, it's different, it's unusual," similarly, my mum and I find ourselves punching out this line in the voices of Kath and Kim. Not to mention, the fashion of the early 2000s is quite a hoot to reminisce on. From the tracksuit set to the pencil skirts and jeans with heels, Kath and Kim presents a roller coaster of fashion disasters that are hard not to love. Overall, the Melbourne based series is truly a national treasure and should not go unnoticed. So, in the words of Kath Day-Knight "Now, I have one word to say to you..." go watch Kath and Kim!

By Peggy Holmwood (Year 9)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

One of my favourite poems is Robert Frost's 'The Road Not Taken'. He finds "Two roads diverged in a yellow wood" and passes the first to take the second in part because it "was grassy and wanted wear" (the quintessential road less travelled) but remains troubled about the potential for missed opportunities in his choices knowing that he will be unlikely to return to this place "knowing how way leads on to way". I love this lamented paradox of opportunity and regret.

In the Junior School, our aim is to provide multiple opportunities and minimal regret. Each term our units of work are designed to provide novelty and doorways into new ideas and new learning that enrich each child's sense of their world and themselves. At the same time, we hope that these experiences can identify emerging interest or passions for some of the students that require pathways further into a particular experience, topic or unit due to greater prior knowledge, interest or progress in the time allocated.

We see this notion most readily in our Instrumental Programmes in Stage 2 and 3 where a compulsory exposure opens up a pathway into individual tuition or Co-curricular Ensembles and for some students, participation in external programmes such as the HICES Music Camp that occurred last week. In Stage 3 this year, we have been focussing on Problem Solving strategies in Mathematics with all students completing regular challenges and group of more able students competing in the Mathematics Olympiad which is a well-regarded and rigorous set of 5 multi-stepped problems each fortnight. In Drama, those students who have discovered an aptitude or passion for theatre have gone on to audition and perform in local theatre performances with other children of like interest and ability.

This week in Assembly we celebrated four students, Hadley and Bronte Morgan, Freddie Florida and Gabby Dobson who have just completed their AMEB Piano examinations, having joyfully followed the musical pathway. In addition, we also congratulated the twenty students who represented Oxley College and the Junior School in the recent Interschools Skiing Championships in Perisher with some outstanding results. While we do not have the facilities for this opportunity for all our students, we are always proud to acknowledge those who pursue this highly challenging sport through their own initiative. Who knows where this particular road may lead?

Just yesterday, our Year 5 teachers collated the final work of 6 groups of students whose achievement in Term 2's unit on Australian Identity was assessed as worthy of entry to the National History Challenge. In the intervening six weeks, these students have collaborated to refine the content and creative presentation of their work to collate outstanding museum exhibits that communicate the complex theme of Power inherent in a defining moment in our nation's history. These students have met in their own time and in small groups mentored by their teachers, Ms Belinda Candelori, Ms Nikki Coumbiadis and Mr Jonathan Hunt, to once again ensure high quality submissions.

The wonderful thing about all these doorways and pathways is that nothing is predetermined, all doors are open to each child and lead to multiple and diverse roads, "and that has made all the difference" in the journeys for each individual traveller.



Weekly Awards:

Learning Journey

K: Amelia Gordon
Yr 1: Chase Holmes
Yr 2C: Arabella Treweweke
Yr 2S: Evelyn Hammond
Yr 3: Will Kennedy
Yr 4: Matilda Pope
Yr 5C: Ollie Reader
Yr 5H: Henry Adamson
Yr 6A: Anouk Walker-Levy
Yr 6W: Oscar Sanchez

Oxley Values

K: Charlotte Barton
Yr 1: Oscar Jones
Yr 2C: Hamish Aston
Yr 2S: Lachlan Stanners
Yr 3: William Coram
Yr 4: Dakota Winn
Yr 5C: Charlotte Iori
Yr 5H: Gabby Dobson
Yr 6A: Dylan Brennan-Collins
Yr 6W: Sasha Pratten

Learning Journey

K: Angus Kean
Yr 1: Charlie Hammond
Yr 2C: Oscar Le Guay
Yr 2S: Thomas Berry
Yr 3: Charlotte Gordon
Yr 4: Estelle Beckett
Yr 5C: Zara Clancy
Yr 5H: Imogen Gair
Yr 6A: Fraser Rasheed
Yr 6W: Juliette Johnson

Oxley Values

K: Chloe Motycka
Yr 1: Ian Phillips
Yr 2C: Flor Pereira Merlini
Yr 2S: Oscar Choo
Yr 3: Eddie Hunt
Yr 4: Leila Palmer
Yr 5C: Max MacLachlan
Yr 5H: Fred Hamblin
Yr 6A: Eva Duffy
Yr 6W: Eve Murray

AMEB Piano Exam Certificates:

Gabby Dobson
Freddie Florida
Bronte Morgan
Hadley Morgan



JUNIOR SCHOOL



Podium Girls and Elite Cycling?

There is no linear argument for or against the Podium Girls of elite cycling, but as we enter a new age of the "MeToo" movement and a crackdown of objectification of women and men in the media, the jobs and purpose of the 'Hostesses du Tour' is questioned. Things like "Are these women being treated as objects, and is that okay?", or, "Where do we draw the line between tradition and moving forward in the modern age?". Then again, Podium Girls are a core and in many people's opinions, defining and culturally significant part of the Tour De France's past and present.

The Tour Down Under no longer host Podium Girls. As in the words of SA Sport Minister, Leon Bignell, "We actually want to inspire girls and young women". Replacing the Girls with Junior Cyclists sparked many a conversation on the relevance of Podium Girls in races like the Tour of California, first held in 2006, and the Tour Down Under, first held in 1999. The cultural and social insignificance of the Girls in these races are unjustified, and carbon copies of the footprint made by the Tour De France, therefore, holding no historical relevance to the respective races at all.

This then sparks the questions as to whether; *If it's not okay for the other major races, why is it okay for the Tour De France, the Giro D'Italia, and the Vuelta Espana?* Looking at the issue in a historical sense, women have always been a major part in the image and overall exterior coordination of The Tours. Take Yvette Horner, who played her accordion to the tours crowds and presented riders with the yellow jersey during the Tour De France's through the 1950s and early 1960s.

The Tour De France and Giro Italia are the races with the most viewers worldwide, and therefore the most coverage from the mainstream media. Therefore, the media outlets that do not subjectively report on professional cycling mostly only see the sports podium from two of the now few races that host podium girls. But, does that mean these races should change their podium coordination? That's up to them.

"Women have always been a major part in the image and overall exterior of the Tours"

Historically, the Tour and the Giro have almost always had women presenting the jerseys and prizes to the winners of the stages and races, so it would make sense that they would carry on this tradition and continue to have women present the prizes on the podium. But, 1950 was almost 70 years ago, so does a custom from an era fuelled by racism, sexism, objectification, homophobia etc. have any place in the modern world [of cycling]? Not really. But, is there any clear argument for or against the issue?

We need to consider the complex web that has been woven by both sides of the dispute. The people against the idea have called the women "Prizes for cyclists" they are therefore objectifying the women who they are standing up for. On the other side, the women they are standing up for chose to do that job, but, while these same women are talked about as objects on chat forums, on cycling news and in the media as objects, "Thanks for that, but I'm rather distracted by "Mega Mindy of Het Huis Anubis" underneath the main attraction" referring to a photograph taken by a Tour official of a Podium girls crotch as she stood on the edge of the podium. This comment alone is a good enough reason to encourage the podium girls to find alternative summer employment, and for the World Tours to scrap the notion completely.



Even the Vuelta a Espana has replaced Podium Girls, somewhat, with "Tastefully dressed men and women" which seems like a more equality-based approach to the notion of podium girls. This is also something that many other Tours have implemented into their prize-giving ceremonies, men and women as podium people, children, young athletes, notable people, locals, etc. are put in the places of the podium girls on the podium. The job of the Podium Girls is not only to stand on the podium, but they also host parties for guests and officials, are sales-women for specific products on the tour and drive official cars through the stages. Can these jobs not be done by other people who are not dubbed as 'podium girls'? Yes, probably. But from a commercial, sales perspective, having the "Ladies of the Tour" endorsing and selling a product to consumers (Cycling fans, riders, international viewers etc), would the product do as well or reach such a large audience if not endorsed by the women on the podium?

For example, Lauralyne Demesmay, one of the podium girls in 2019, was also a sales-women for the tyre brand Continental, who sponsor the Tour. She was also Miss France in 2018, and she applied to be a podium girl at the Tour. She applied to be "Objectified, treated like a prize," and "a ploy from the cycling world to ignore female athletes in the sport". That was her choice, this year's Tour was a source of her income, yet she is shamed and treated as an object by the people who claim to be crusaders against her profession (Not that being a Podium Girl is her only job). She is described by News outlets as a "Scantly clad woman" and it is claimed that her presence there, and her body, is just a prize for the cyclists, "Women's bodies as a form of decoration, as a prize for cyclists?".

Is there any objectively 'right' or 'humane or 'modern approach' to the notion of Podium Girls? Maybe not. But right now it seems like many politically correct news outlets are focusing so much on the women on the podium, and ignoring the athletes standing next to them, woman or man. Annamiek Van Vleuten dominated this year's Giro Rosa, but most mainstream media outlets were so focused on the podium girls next to her they scarcely wrote about her victory, in fact mainstream, non-sports related, western media neglected to write about Van Vleuten's wins much at all, as they were far too busy crucifying the amount of coverage of the men's races and the Podium Girls next to her. This is also not contributing to the fight for equality and equal commercialisation of cycling for both genders at all.

So instead of writing about the inequality within the sport (which definitely exists and should not be ignored by any means until the day comes that said inequality is abolished), perhaps media should contribute to the rise of The Women, this may include supporting the choices of podium girls, and supporting change in the regiment of podium girls (meaning replacing them with young athletes or local legends), and it definitely means focusing on what really matters about the sport. Bike riding.

By Ella Jackson (Year 10)

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

Year 12 HSC Showcases, Projects and Marking

It is that time of year again when we celebrate the many hours that goes into creating a project or performance for the HSC. The past week has seen the work of our talented Year 12 students on display in Visual Arts and Music, with Drama Performances early next week. Extension 2 English and Design and Technology projects have also been handed in, with Visual Arts on Monday. Without exception, every year, parents and visitors to our Showcase evenings comment on the high standard, the diversity of choice and project, the obvious connection with the work, and the palpable excitement of both student and teacher as they near the end of the journey. The "real" HSC looms for practical courses, with these dates fast approaching:

HSC Drama Marking: Wednesday 4 September

HSC DT Marking: Monday 16 September

HSC Music 2 Marking: Wednesday 18 September

HSC Music 1 Marking: Friday 20 September

2020 HSC Information Session

On Monday 9 September, Year 11 students and parents are invited to an Information Session about the commencement of 2020 Year 12 courses. Topics covered will include the HSC Assessment Policy, tracking of student effort, progress and achievement, the Mandatory English Courses and policy and process for the addition of Extension Courses and proposed amendments to Year 12 programmes of study. The session will commence in Room 29/30 at 5.00pm and Year 11 students and parents, including Accelerants are encouraged to attend.

Staff Professional Learning Update: Research in Action Project

Last week, our consultants from Melbourne University were once again with us. In the course of their visit, Sophie Murphy and Luke Mandouit met with 26 individual teachers around their professional research plans and their classroom practice. They also spent time with the Digital Technology Team, The Writing in Context team, Academic Leadership Team and Executive. Their parting reflection was on the wonderful professionalism of Oxley staff, their genuine engagement in research about evidence-based practice and their central focus on our great students. We continue to celebrate how fortunate we are to learn and teach at Oxley.



Deputy Head Pastoral: Mark Case

Brainstorm Productions – "Sticks and Stones" with Year 7

Year 7 students attended an incursion on Monday this week that addressed issues around bullying, conflict resolution, self-regulation, empathy and gender stereotypes. In providing students with ways to manage behaviours in others and themselves, it also educated them on the legal consequences for perpetrators, both in the online world and in person. Educational theatre can be a very powerful way to engage students and this award-winning presentation from Brainstorm Productions was certainly that, being well received by both students and the staff involved. The incursion was deliberately planned to coincide with current the current topic in the PDHPE syllabus on relationships.

Social Behaviour Survey

At the end of Term 2 students in Years 7, 8, 10, 11 and 12 completed a Social Behaviour Survey (Year 9 completed this at the start of this term). This annual survey is one of a suite of tools that help address potential bullying and promote positive social behaviours, as well as helping us to better understand social dynamics across the school. The survey was conducted anonymously online and provides us with valuable data about where, when and how often students in different year groups of both genders experience or witness bullying-type behaviours. Surveys are a useful tool in gauging student perceptions and, whilst all data gathered in this way must be treated with caution, it is important to shine a spotlight on this issue, as no school is immune from bullying behaviour. Of course, not all social conflict is bullying – it is only when the behaviour is both deliberate and repeated that it is defined as such, so 'bullying' is a term that we do not use lightly. Indeed, we try to avoid using terms such as 'bully' and 'victim', which can reinforce unhelpful perceptions of the self and others.

Significantly, this year we also asked questions about students experience of anti-bullying behaviour and those who advocate for others. We know that developing a culture where students 'stand up', rather than 'stand by', whether that means at the time or anonymously to a teacher or other pastoral staff about what they have witnessed, is a key element in any anti-bullying strategy. Heads of Houses have continued to follow up on the feedback and data from the survey, both through Year Meetings and through one-to-one conversations.

National statistics indicate that 29% of Year 8 students reported frequent bullying at school* – this contrasts with the 94% of Oxley students in Years 7-12 who indicated that bullying is either not a problem at all or is only a minor problem at Oxley. Pleasingly, 70% of students had witnessed members of their year group standing up for others in Term 2. Indeed, across the Senior School, 25% of students stated that they could identify 10 or more students as people who 'stand up' for themselves or others. 58% of students stated that they had witnessed a group of students deliberately include someone who is not normally in their social group at least once a week. 80% of students had witnessed student leaders modelling positive social behaviour and inclusion at least weekly. Whilst the overall picture is positive, we continue to be proactive in developing an anti-bullying culture as well as addressing issues as they arise.

*source: <https://www.bullyingnoway.gov.au/WhatIsBullying/FactsAndFigures>]

A huge Oxley team consisting of 38 students competed at the recent Amelia McGuinness Time Trials and the Northern States Interschools Championships at Perisher.

Conditions were challenging with some tough courses set however, Oxley were very successful in a number of events. The team had some wonderful Individual and Team results with 17 students qualifying for the National Championships to be held at Mt Buller next week.

AMELIA MCGUINNESS TIME TRIALS (INDIVIDUAL EVENT)

Cross CountryAlpine

Bryce Rodger (3rd)

Brayden Anstee (3rd)

Chilli Sparke (1st)

Salvatore Perrotta (3rd)



NSW NORTHERN STATES CHAMPIONSHIPS (INDIVIDUAL AND TEAM EVENT)

Snowboard Slopestyle

Jack Gipson/Reece Masters (2nd Team)

Cross Country Freestyle (Individual and Team Event)

Sapphire Sparke/Cecilia Vild/Claudia Carpenter (1st Team)

Chilli Sparke (1st Individual)

Salvatore Perrotta/Phoenix Sparke/Matteo Perrotta (1st Team)

Phoenix Sparke (3rd Individual)

Cross Country Relay (Team Event)

Sapphire Sparke/Cecilia Vild/Claudia Carpenter (2nd)

Chilli Sparke/Xanthe MacDonald/Eva Duffy (3rd)

Salvatore Perrotta/Phoenix Sparke/Matteo Perrotta (1st)



NATIONAL CHAMPIONSHIPS - QUALIFIERS

Harper Anstee (Yr1), Sapphire Sparke (Yr2), Cecilia Vild (Yr3), Brayden Anstee (Yr3), Orson Francis (Yr3), Claudia Carpenter (Yr4), Bryce Rodger (Yr5), Chilli Sparke (Yr6), Xanthe MacDonald (Yr6), Eva Duffy (Yr6), Amelia May (Yr7), Salvatore Perrotta (Yr7), Matteo Perrotta (Yr7), Rocco Perrotta (Yr7), Phoenix Sparke (Yr7), Taylor Anstee (Yr7), Bridgette Schreck (Yr8) Rex Sparke (Yr9), Reece Masters (Yr10).



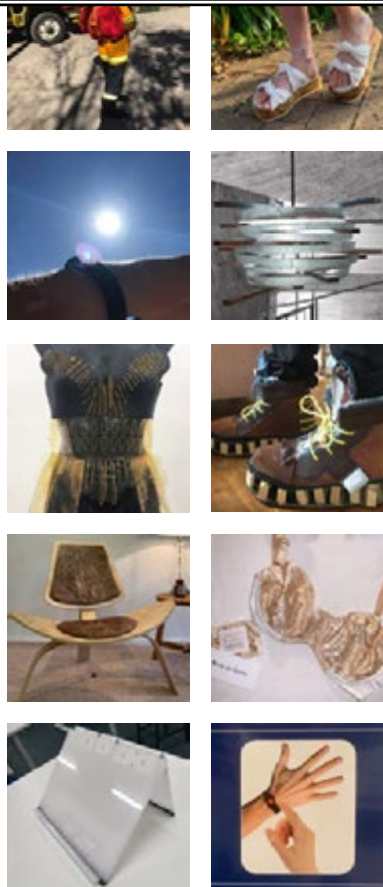
2019

Oxley College

HSC

Design & Technology Showcase

Tuesday 17th September
Rooms 29-30
Official opening: 5.30pm
Open lunch & recess



AARON FISHER CLASS OF 2002

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

Since finishing high school I have made many different things of myself and fitted into many different roles, professionally and personally. Directly after leaving school, I obtained a degree in photography, with the intention of pursuing a career in this field. My studies led me to meet a Swedish girl, which eventually took me to Sweden, where I have lived for 14 years. Life has a way of being fluid and ever changing, and as such took me from my pre-conceived path and set me on the course I am following today: namely that of a self-taught and self-employed leather crafter.

I made myself, and continue to aspire to be better, into a crafter of high quality, custom-made leather goods. Though originally, I had never dreamed of a life in this field, I found myself immersed in creativity and a keen desire to learn more and improve my skills.

What is your biggest achievement since high school?

It's hard to choose an achievement that would be considered my biggest since leaving school. My family would be my greatest joy. Moving to Sweden when I was 20 years old is one of my biggest achievements, if not for that I wouldn't find myself where I am today. Though I think I would have to count learning a craft and building a business from scratch, without capital, to be my greatest accomplishment. When I started it as a hobby 12 years ago I would never have imagined it would be a viable idea.

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

I had no expectations of ending up where I am today. I was certain at 18 that I would pursue a career in photography and work my way into the scene in Australia. Even after moving to Sweden I still had that as my primary goal. But as time went by priorities changed and so did my goals. I found interests that I didn't know existed and challenges that defined me and ultimately changed my goals. My choice of pursuing a career as a leather crafter and working with Viking re-enactments is far from where I imagined myself upon leaving Oxley.

How did Oxley prepare you for your future?

One of the things that Oxley gave me was an interest to explore the creative and dare to be an individual. When attending Moss Vale HS in my first years of high school, my emphasis was on being the same



as everyone else. I didn't want to be separate, think differently, or be noticed for anything other than what my friends were doing. Oxley gave me that freedom to explore individuality and find my own interests, especially in my formative years.

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

Many teachers have inspired me in my years at Oxley, but the people who inspired me the most were my peers. High school is rough, with each person having their own problems, but I found in my friends the opportunity to be myself, or at least dare to be different. Today I embrace the things that make me different and try to embrace those attributes by which I wish to define myself.

What would you say to your 15 year old self?

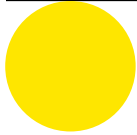
To my 15-year-old self I would say - take the opportunity, stop worrying about what you've missed and focus on the adventures yet to be had. Challenge yourself, especially when it comes to something you feel strongly about because rising to the challenge itself is an accomplishment and something to be proud of. Don't spend too much time dwelling on the opinions of others: it is you who has to answer for your own actions.

And lastly, do what you love because a lifetime spent doing what brings you joy is priceless.

Aaron's work can be seen at,

<https://amerginleather.bigcartel.com/>

THINGS YOU SHOULD KNOW...



AMAZON



Amazon Rainforest

Our forests are vital in keeping our climate stable, and we can't afford to lose them. The Amazon forest produces a massive 20% of all the earth's breathable oxygen, and to lose that main source would be devastating and create massive destructive ripples throughout the world, effecting all living things in the world.

The forest fires are currently blazing out of control and the Brazilian government isn't doing anything to halt the fires. This is because of the massive human population in Brazil and the government doesn't want to help stop the fires, but to keep them going to make room for development in housing, manufacturing places, agriculture and more.

Currently there are hundreds of petitions and many charities trying to get the Brazilian government to act on what is currently happening. All of this poses the question as to whether this is a negative impact of our consumer society on the environment, and if this will mean an increase in the rate of climate change.

BY Jillian O'Connell (Year 9)



WHAT YOUR FAVORITE SPICE GIRL SAYS ABOUT YOU?

Some people might argue that the Beatles are the best music group to ever come out of the UK. Those people are wrong. "The Spice Girls" are an all girl group made up of "Sporty Spice" (Melanie Chisholm), "Scary Spice" (Melanie Brown), "Posh Spice" (Victoria Beckham, formerly Victoria Adams), "Baby Spice" (Emma Bunton) and "Ginger Spice" (Geri Halliwell).

"The Spice Girls" are so influential that our very own Oxley College named a Junior School house after Sporty Spice... how do you like them apples John Lennon?

Many famous scientists (and cruise ship janitorial staff) agree that one's choice in favourite Spice Girl is highly indicative of their personality (Trust me I'd know.) So here is what your favourite Spice Girl says about you:

Sporty Spice

- You are scarily competitive and a total beast when it comes to wii tennis.
- You have lost friends over a game of monopoly.
- You secretly wish that Zumba made a come back
- MASSIVE fan of daytime television.
- You constantly want to go on all girl vacays.

Scary Spice

- You are very opinionated.
- People tell you to be quiet in public.
- You keep sending old memes to the group chats.
- You accidentally announce Australian tours that don't end up coming to fruition (I'm not mad... I'm just disappointed).

Posh Spice

- You have a very well-maintained Instagram aesthetic.
- You wish people would stop bringing up that one embarrassing thing you did in Year 8 (It was three years ago... Move on).
- You are constantly unimpressed by literally everything.
- Smiling is for the weak... and it gives you wrinkles.

Baby Spice

- You repeatedly say "I'm Baby" unironically.
- You probably crave attention.
- You have already planned your entire wedding at Disneyland Tokyo.
- You peaked in year three because your polly pocket collection was better than everybody elses.

Ginger Spice



- You are a leader and the obligatory mum friend.
- You stay up at night watching conspiracy theories and thinking about existentialism.
- You have a backlog of inspirational quotes that you pull out whenever one of your friends is in need.
- Lyndsey Lohan in "Freaky Friday" is cinematic excellence and nothing will make you change your mind.

By Pearl Bendle (Year 10)

GALLERY



AUGUST & SEPTEMBER CALENDAR

 	Mon 02 HICES G&T Camp until Friday	Mon 09 Y12 2020 HSC Parent Information Night, Rooms 29/30 starting at 5.00pm. Student Led Conference	Mon 16 Y11 End of Preliminary Exams week EXC: Y7 Food Tech, Moonacres
	Tue 03 ICAS Science Y3-10 HSC Drama Night	Tue 10 ICAS Writing Y3-6	Tue 17 DT Exhibition, Rooms 29/30, 5.30pm
	Wed 04 P&F Meeting, Library, 5.30pm	Wed 11	Wed 18
DON'T FORGET TO CHECK OUT OXLEY ON FACEBOOK AND INSTAGRAM!!	Thu 05	Thu 12 ICAS Spelling Y3-6	Thu 19 ICAS Maths Y3-10
Fri 30 Father's Day Breakfast, Pavilion	Fri 06 Open Morning for prospective families	Fri 13 Y11 End of Prelim Exams commence Y9 DoE Bronze Hike	Fri 20 Y6 Cake Stall
Sat 31 Y9 DoE Bronze Hike	Sat 07 2019 NSW Schools Orienteering Championships	Sat 14 Y9 DoE Bronze Hike	Sat 21
Sun 01 Y9 DoE Bronze Qual	Sun 08	Sun 15 Y9 DoE Bronze Hike	Sun 22

P & F NEWS

The next P & F meeting is on Wednesday 4 September 5.30pm - 6.30pm in the Library All welcome



MEET OUR SPECIAL GUESTS
LLOYD OWUSU & FREDDIE SECCOMBE
AT OUR LAST CAMP FOR THE YEAR



- 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

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.

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

NEWSFLASH

HSC ART EXHIBITION



Last Thursday 22 August, Oxley displayed the 2019 HSC Visual Arts Exhibition. After months and months of hard work the Year 12s could finally show off their amazing pieces. All the artworks showed great concepts, skills and talent. The art ranged from pen, paint, sculpture, photography, etching on photos, collages, charcoal and pastel. Mr Heatherington talked about the vulnerability of expressing yourselves through artwork and the capacity to connect to a particular audience. Bridget Borbely's piece on Body Image 'Distortion' particularly struck accord with me, as in this day and age it is a large discussion point especially amongst young girls. I also really enjoyed Hunter Hayes' photographic work 'The Last Kangaloon Dairy Farmers' as it documents the life of the last remaining Dairy Farmers in Kangaloon, Steve Whatman. Recently I have developed an interest in photography, and it was inspiring to see someone pursuing it as a Major Work. The collective works of the Year 12 class have inspired me to take Visual Arts as an elective in the following years. All seventeen of the artworks expressed great concepts, skill and hard work and every Year 12 should be proud of their amazing pieces. I look forward for future exhibitions! By Brydie Taylor (Year 8)



YEAR 9 GOES TO WARILLA BEACH

On the morning of Monday 29 August, Year 9 ventured from the Highlands (and the classroom) to the Illawarra coast by bus; the long, wet and windy descent of Macquarie Pass causing a few casualties to motion sickness! At the beach, the students investigated at first-hand, the changes caused by natural processes such as sand dune formation, plant colonisation and coastal erosion. They also learned about Aboriginal occupation of the area, more recent human impacts on the environment and what has been done in terms of sustainable management to conserve the beach and the properties and infrastructure which lie behind it. The day was rather spoiled by the first proper rain we have experienced for months resulting in more casualties this time, to the weather! Nevertheless, the exercise was worthwhile in allowing students to apply their knowledge in the field, practice skills in data collection and presentation, play on the park equipment and prepare for their assessment task.

Many thanks to Mrs Shedden, Mr Simpson and especially local expert Dr Oehm for their teaching and support on the day.

By Tim Dibdin

TENNIS

Tennis this season was another great success, with a whole lot of enthusiasm and improvement across all teams. Having the new tennis courts at Oxley has been such an incredible experience, with immense support from the school each weekend really helping us to play our very best. A huge thanks to Mr Lee and Mrs Hanrahan for putting so much time, effort and energy into supporting, coaching and organising a very successful season. We were also incredibly lucky to have the extra coaching support from Susie Purvis. We saw the eager learning of new skills and compounding of old ones, with the Firsts team narrowly missing qualifying for the finals and the standard throughout all the teams lifting significantly.

By Skye Holmwood (Year 12)

ISA RESULTS

GIRLS FOOTBALL			
1sts: Oxley 3 v 0 SACS	2nds: Oxley 0 v 1 Barker	1sts: Oxley 0 v 5 SPGS	
Junior A: Oxley 0 v 1 SPGS			
RUGBY			
1st XV: Oxley 10 v 50 Chev	15s: Oxley 12 v 15 CCGS		
HOCKEY			
1sts: Oxley 0 v 3 Chev	2nds: Oxley 1 v 3 SACS	Oxley 3: Oxley 5 v 0 Barker	Oxley 4: Oxley 0 v 5 Redlands
Oxley 3: Oxley 2 v 0 SACS	Oxley 4: Oxley 5 v 1 Chev		
Oxley 5: Oxley 0 v 3 Redlands			
NETBALL			
1sts: Oxley 40 v 43 SPGS	Inter A: Oxley 40 v 34 Oakhill	1sts: Oxley 37 v 34 Barker	2nds: Oxley 27 v 17 SPY
Inter B: Oxley 26 v 42 SACS	Junior A: Oxley 22 v 60 Chev		
Junior B: Oxley 25 v 11 Chev	Junior C: Oxley 15 v 16 BMGS		