

PINOAK

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OXLEY COLLEGE



SNOWSPORTS

DEBATING

HSC DRAMA

HSC DRAMA ONSTAGE NOMINATIONS

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We have just received notification that Oxley College has had two group performance nominations for inclusion in OnSTAGE which is outstanding. In addition we have had six individual performances nominated for possible inclusion in OnSTAGE out of 11 students. At the Year 12 year meeting yesterday we congratulated all of the students involved.

This is the highest number ever nominated from Oxley College. Congratulations must go to all the students involved in Drama and to their teacher, Phil Cunich. They have worked hard and supported each other to achieve this level of excellence.

The following Year 12 Drama students' Group Performance have been nominated for possible inclusion in OnSTAGE:

Benjamin Canute	Blackbirds of grief
Sienna Knowles	Blackbirds of grief
Lucie Drysdale	Blackbirds of grief
Lachlan Moore	Blackbirds of grief
Bradley Worthington	Blackbirds of grief

Jade Gillis	Gone postal
Eva Mackevicius	Gone postal
Oliver Ritchie	Gone postal
Jemima Taylor	Gone postal
Zachary Wansey	Gone postal

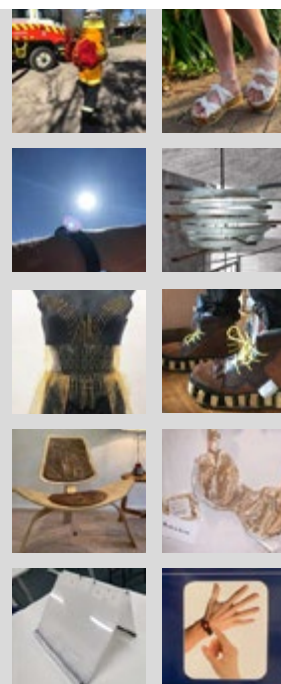
The following Year 12 Drama students' individual performance have been nominated for possible inclusion in OnSTAGE:

Benjamin Canute	The Climate Change Musical
Jade Gillis	Susie Salmon
Sienna Knowles	Genesis
Lachlan Moore	The Language of Kisses
Oliver Ritchie	The Gift of Life
Bradley Worthington	Grief is the Thing with Feathers

A huge congratulations on these outstanding achievements.

(Photo on front cover: Phil Cunich, Bradley Worthington, Lachlan Moore, Jade Gillis, Zac Wansey, Oliver Ritchie, Lucie Drysdale, Eva Mackevicius, Jem Taylor and Sienna Knowles).

2019
Oxley College
HSC
Design &
Technology
Showcase



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

HEAD OF COLLEGE'S REPORT



What does it mean to be educated? This is a question which has been asked by educators, philosophers and parents for hundreds of years. It also leads to the question - What should schools be teaching students?

I strongly believe the aim of education is to improve the Human Condition. Each person is unique and we all need to learn to know, learn to do and learn to live together.

We have moved past a time when education was preparing young people for jobs or careers - many of which will disappear or become automated. Instead we need to prepare our students for a VUCA (Volatile, Uncertain, Complex, and Ambiguous) World and be future focussed in our learning and teaching.

As David Perkins (Harvard Graduate School of Education) writes in his white paper, Learning that Matters - An Expanding Universe, we need to move beyond the boundaries of the traditional education model. If you like, we need to teach beyond the content, beyond the local, beyond the topics and beyond the traditional disciplines to give our students the skills and mindset so they can thrive and contribute to the complex world of tomorrow.

Oxley College has been a leader in offering an education beyond just the HSC and ensuring our graduates are ready for life beyond the College through its distinctive programmes like Cornerstone, Rites of Passage, Overseas Social Service Opportunities, OLE and Global Studies. These all provide our students with the opportunities to develop 21st century skills like critical thinking, creativity, collaboration, self-management and problem solving and decision making with a moral imperative.

This year we have reviewed our individual programmes with the view to enhance and expand the College Distinctives and to ensure the opportunities which are provided are engaging, enriching, developmentally appropriate and sequential for students.

In 2020, we will be expanding the opportunities offered to students through a range of new initiatives. These include;

- Expansion of our electives in Year 9 with the introduction of Personal Interest Projects (PIP). Students will be able to strengthen their personal interests or find and develop a passion by undertaking deep engagement and learning in an area of personal interest across one

of five different areas including the Arts, Environment/ Sustainability, Literature, Media and STEM (Science, Technology, Engineering and Mathematics). The project will culminate with the development of a product, performance or exhibition.

- Expansion of Cornerstone with the introduction of Philosophy as a subject for Year 11 students.
- Growth of our Language offerings with students studying taster courses of French, Japanese and Latin in Year 7 before choosing their Language preference to study it in a more comprehensive manner in Year 8.

We have also reviewed the placement of some of our key Distinctives including Rites of Passage and the Overseas Social Service Opportunities. Based on feedback and to ensure the Rites of Passage programme is engaging and enriching for Year 9 students and sustainable for the College we are moving this from the final three weeks of Term 2 to the first three weeks of Term 4. This will place this important learning opportunity at a time where the programme can be enhanced by integrating learning from Personal Interest Projects, provide better weather conditions and longer daylight hours to enhance safety and opportunities.

As a result of the placement of Rites of Passage, the students will get the chance to be involved in the Overseas Social Service Opportunities in the September holidays of Year 10. The new timing of this allows students greater opportunity to work in part time employment and assist with the funding of their own experiences.

This new model of Oxley College Distinctive programmes creates a journey where students are interacting and learning firstly in local and then national and global contexts as they move through from Years 7-10. It will also provide a 'personalisable' education where students can develop their skills to become independent, future enabled young people who have a social conscience.

	Year 7	Year 8	Year 9	Year 10	Year 11
Curriculum	Cornerstone	Cornerstone	Cornerstone	Cornerstone	Philosophy
	Language Taster	Language	2 Electives & Personal Interest Project	2 Electives & Global Perspectives	HSC & Acceleration
				English(Film)	
Co-curricular	OLE-Forming connections	OLE-Developing Resilience	Rites of Passage (Term 4 Wk1-3)	Overseas Learning Opportunities	Outback
	Orientation Camp				



The Great Divide

The ethical dilemma between China and the West

It's seemingly the stuff of science-fiction nightmares. Genome-edited humans, engineered to possess desirable characteristics, clinically control a society maintained by cloning and artificial duplication.

Or perhaps what began as a well-intended manipulation of diseased genes in a cereal crop resulted in widespread biological disaster, as the mutated flora was inadvertently transmitted worldwide.

Maybe it's the possibility of advancing medical technology undermining the sanctity of life, or the commodification of an industry founded on the premises of therapeutic research, that doesn't seem so appealing.

These three hypothetical situations may seem far-fetched, but cannot be discounted considering the rapid development of innovative gene-sequencing technologies in recent years. Leading the way in terms of progress have been Chinese scientists, who received widespread condemnation earlier this year after it was revealed He Jiankui implanted mutated embryos into a surrogate mother, resulting in the birth of twin girls. He had supposedly edited their DNA so they were not susceptible to contraction of HIV. Jiankui's experiment was not only condemned as unethical and premature, but spurred international support for a global moratorium on genetically editing embryos.

This incident is representative of an enduring trend amongst Chinese researchers: although bioethics regulation does exist within the country, enforcement and implementation is highly questionable. Dangerous ethical lapses and lax authority come as a result of government prioritization of power over ethics.

China has been responsible for multiple ground-breaking experiments over the past decade. Notable achievements include the world's first successful cloned primates, Jiankui's CRISPR-edited babies, commercial cloning of pets and the integration of AI in healthcare. Yet, when one investigates the background behind these procedures – and countless more – a sinister ideology is detectable.

Jiankui's critics were not unsubstantiated when denouncing his work. The ethical approval he purported to receive prior to the initiation of the trial? 'All but meaningless' from a regulatory perspective, considering the ethics committee he presented to was not registered nor accredited. The use of donor couples in the study for embryos and implantation? Highly disregarding of basic ethical conduct governing human involvement in trials.

The 23-page document the donors were signatories to was written entirely in terminology-ridden, complex English, and threatened fines and expenses if the participants wanted to withdraw at any time. Therefore, the voluntariness Jiankui asserted was again false.

Even more shockingly, Chinese bioethics is often skewed by political interference. Prospective sperm donors at an eminent Beijing hospital were told in April this year that, to be eligible, 'a love for socialism and the motherland' was the first criteria, trumping important information

such as hereditary diseases or conditions.

Furthermore, a weak bioethics system in the country is ravaged by rampant corruption. Practices such as revealing the gender of viable embryos to parents, outlawed several years ago to deter gender-based abortion, are widespread as wealthy patients bribe practitioners. Another example is the supposedly 'high-risk' therapeutic use of stem cells for treatment of many conditions banned by the Chinese Ministry of Health in 2009, yet the practice is still prevalent throughout the country today – for exorbitant prices.

In summation, it seems Chinese bioethics exist far more on paper than in practice. The Ministry of Health did not appoint an ethics committee until 1998, years after other nations, and have a history riddled with controversy and scandal – most notably the harvesting of donor organs from prisoners, and informality/lack of consent in clinical trials. China's experimentation, whilst tantalisingly close to exposing exciting prospects in the future for many disciplines, are a major cause for concern and their bioethics standards may indeed shape the future of humanity.

The world must remain vigilant, as biological threats conform to no human borders. We are only as strong as our weakest link, and so insufficient bioethics standards in one nation weakens bioethics everywhere. Liberal democracies who can provoke meaningful reform within China should force China to abide by standards which protect human rights and safeguard the community by threatening to sanction or revoke its membership in the political and scientific community. Maybe then global governance and shared responsibility will begin to inform the inscrutable studies in the so-called 'Wild East.'

By Ava Lambie (Y10)

TAKE INSPIRATION



BOOK

Wonder

The novel *Wonder* is an inspirational story which follows the journey of a young boy as he breaches his comfort zone by facing new challenges and problems. Auggie Pullman is a boy who isn't like any other - that is- in relation to the uniqueness of his unordinary facial features. Auggie was born with a disease that affected the structure of his face, meaning that surgeries were required to somewhat fix how he looked.

Though Auggie may not look like the average child, we later on find that he is filled with kindness and has a sense of humour. The book also switches to different perspectives, meaning that we aren't just hearing what one character has to say. For me, the lesson I have learnt while reading this book is to never judge a book by its cover and to learn to show empathy towards people who may be having a hard time. *Wonder* is a fantastic book, I really enjoyed experiencing such a great story.

By Daisy McDonald (Year 7)



MUSIC

My Year 12 Composition: Scenes from a Locomotive

The inspiration for my Year 12 HSC Music composition was trains and locomotives, specifically the trains we see going past Oxley so often and the landscape they encounter. The process had many components and multiple, but it was extremely enjoyable. It involved gathering inspiration and ideas from various places such as other pieces and the scenery outside Oxley. The early ideas gradually evolved into a fully-fledged two-minute composition, which showed signs of development in the process. At our rehearsal I met with my musicians who were going to record my piece, and this was a pivotal moment, as I had heard my piece being coloured by real life instruments and musicians, rather than a hearing a computerised playback. For weeks after the rehearsal, I gained feedback from countless people to see what I could improve, as well as adjusting the music to make the layout and setting just right. The recording night was a huge success, and with the help from my musicians, Mr Young and a sound engineer, we made sure we got the highest quality sound for my composition. The final stage was editing the piece, where I got to coordinate with the sound engineer by adjusting the levels and frequencies and volumes of specific instruments, to exactly how I had imagined the piece to sound. Overall, it was a very enjoyable experience, and I loved collaborating with so many different people and watching a single idea evolve into a finished piece.

By Bethany Grice (Year 12)



MUSICAL

Muriel's Wedding

Muriel's Wedding the Musical is the musical adaptation of the iconic 1994 film of the same name. The story follows the same plot as the film - Muriel Heslop (Natalie Abbott) grows tired of being the laughingstock of Porpoise Spit and fueled by Abba songs, with her parent's credit card in hand she escapes the sleepy Queensland suburbs to look for love in Sydney. There is something so perfectly Australian about Muriel's wedding - with the admittedly naïve Muriel's perception of Sydney as a positively radiant hub of all different cultural outcasts - like herself - running from their pasts juxtaposed with the parking inspector's pessimistic outlook of the city and rigid businessmen raging through a city seemingly constantly under construction, in a sea of litter and pigeons.

Whilst Muriel's character is deeply flawed, she is ultimately just desperate to feel loved and accepted - and isn't that something we can all relate to. Abbott carries the show, despite Muriel's at times abysmal behaviour she continues to be endearing. Rhonda (Stefanie Jones) - Muriel's quick-witted ally serves as brilliant comic relief, able to take Muriel's former "Friends" down with a single iconic one-liner. *Muriel's Wedding* was a brilliant production that is bound to make you laugh and cry, although it probably loses points for not having the original Waterloo choreography. And if you happen to be looking for entertainment options in Queensland, you'll be muttering "Your Terrible, Muriel" to yourself if you miss out.

By Pearl Bendle (Year 10)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

Last month, Lara Sheils and I presented at the Critical Agendas National Conference in Melbourne on Teaching & Supporting Learners with Diverse Needs. It was a wonderful and easy thing to be able to share our philosophy and practices with a wide audience and celebrate the wonderfully inclusive learning community that we have at Oxley.

Our primary aim in all things is to provide learning experiences that engage and inspire each student towards self-determining progress.

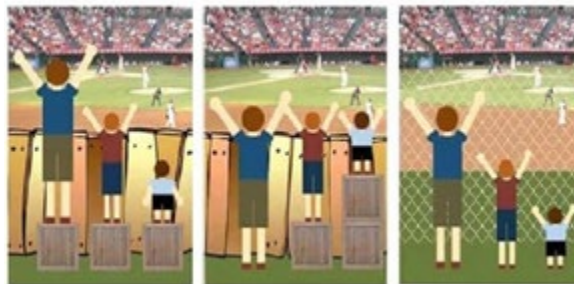
This aim, implemented through the efforts of passionate and collaborative expert teachers, ensures optimal opportunities for success. This is the principle of universal design, emerging out of the architectural world, to create environments not with add-on elements to provided accessibility for less able bodies but environments that ensure seamless access for all. Education follows the same principles. Previously there was a pretence of equality (where everyone got the same), then we would talk about equity (where adjustments or modifications gave some what was needed) and now we talk about removing all impediments to ensure open access.

In contemporary learning, the teacher has become an architect. We design learning environments and experiences that provide for a range of different needs and take the roof off! We create the environment that the learner navigates at times independently and at other times closely guided. Learners can move between floors and departments within the learning landscape, they can take the lift, be supported by individual steps or scale the walls themselves depending on their level of expertise and confidence in any given experience. We have soft fall floors, but we let them try the high wire as soon as they decide they're ready. It is a new definition of independence.

During the conference workshop, Lara and I were able to share the ways in which our classroom and curriculum design, supports all learners. At our recent Open Morning, visitors commented on the distinctive feel of our classrooms. They noticed the calm and ordered spaces, different learning zones, minimalist displays and clarity of documentation. These features are not only about honoring our students with calm and beautiful surroundings but about minimising distractions, adding flexibility for discussion or quiet focus and multiple options for standing, sitting, lounging or lying to work in a manner that serves the sensory and physical needs of children.

In our curriculum, there are oftentimes a menu of experiences to facilitate understanding and skill development. We design appropriate opportunities for choice and control to empower children to be in the driving seat of their own learning and to explore the world in a way that complements their individual learning style. The provision of clear and explicit Learning Intentions and Success Criteria, as well as multiple forms of self, peer and teacher feedback, guide each learner as they progress through learning phases. Fluid and flexible grouping opportunities normalise differentiation and the strengths and weaknesses of all, as different children access support offerings for different subjects and tasks. Our dedicated Learning Engagement Team complement the planning and instruction of our teachers by collaborating to identify and address specific needs as and when they emerge. Classrooms are as dynamic and nuanced as the children who inhabit them.

We have all loved sharing in the Student Led Conferences this week to see evidence of the impact of what we do and why we do it. My absolute favourite thing is to witness the effervescent energy of children empowered by their own decisions, actions and growth expressed in their reflections on their own learning journey.



Weekly Awards:

Students of the Week Learning Journey

K: Luella Sewell Y
r 1: Leo Le Guay
Yr 2C: William Matar
Yr 2S: Charlotte Holmes
Yr 3: Piper O'Sullivan
Yr 4: Fraser Findlay
Yr 5C: Summer Hagan
Yr 5H: Ava Steyn
Yr 6A: Abbey Holcombe
Yr 6W: Chloe Legge
Oxley Values
K: Zoe Choo
Yr 1: Charlotte Byrne
Yr 2C: Pollyanna Landrigan Yr
2S: Mariella Vlahakis
Yr 3: Charlotte Bissett
Yr 4: Ivy Halstead
Yr 5C: Flynn O'Brien
Yr 5H: Ella Loiterton
Yr 6A: Jess Pinczi
Yr 6W: Sasha Privalova-Pratt

Students of the Week Learning Journey

K: Lilly Mansour
Yr 1: Clem Simpson
Yr 2C: Eli Winn
Yr 2S: Anna Sutherland
Yr 3: Brayden Anstee
Yr 4: Phoebe Mooney
Yr 5C: Estelle Fragar
Yr 5H: Camille Vild
Yr 6A: Christian Denington
Yr 6W: Grace Malouf
Oxley Values
K: Cameron Bailey
Yr 1: Matilda McCarthy
Yr 2C: Victoria Feetham
Yr 2S: Jemima Anson
Yr 3: Rory Shedden
Yr 4: Cartier Dobler
Yr 5C: Sienna Wimborne
Yr 5H: Hamish Murray
Yr 6A: Ava Ritchie
Yr 6W: Hannah Thomson



JUNIOR NEWS



FAST FASHION

Fast fashion: cheap, trendy clothing that samples ideas from the catwalk or celebrity culture and turns them into garments in high street stores at breakneck speed. Today this has become the norm, our shopping centres filled with 'fast fashion'. But have you ever stopped and thought about the effects of fast fashion? Have you ever thought about fashion as a murderer of people, animals and our environment?

On Wednesday 24 April 2013, the Rana Plaza building in Bangladesh collapsed, killing 1134 people and injuring more than 2500. It was a commercial building of eight stories containing several clothing factories, apartments, several shops and a bank.

Later investigators found several key reasons as to why the building collapsed and even reasons as to why it should never have been opened. It was built over a filled in pond which compromised structural integrity and was also over three floors above the original permit provided and used substandard construction material.

According to police the cracks were first spotted the day before (Tuesday 23 April). Local police had requested for the building to be evacuated until a further investigation had been carried out, but the main owner of the building Sohel Rana reassured the police, insisting the building was safe for use. The next day at 8.57am local time the eight-storey high building crashed to the ground.

So, what does this have to do with fashion, you ask? Well inside the Rana Plaza there were two clothing factories (also known as sweat shops) The conditions of these sweat shops can be inhumane and unhygienic with temperatures reaching over 40 degrees with poor air quality. The workers may have experienced sexual, verbal and physical abuse. Some people may be forced to work up to 72 hours straight, without any sleep. Sweatshop wages can be so low that they don't even cover essential needs, with some people cent per hour. The Rana Plaza brought many sweat shops into the spotlight and we are now more aware of what happens behind the making of our clothes.

“Our worldwide fashion industry has taken a toll on our societies”

Our worldwide fashion industry has taken a toll on our societies as some workers in places such as even Australia garment outworkers can earn as little as \$4 whilst the minimum wage of \$17.49 bar stands well above the \$4-dollar mark. This is a shocking statistic as even in places as well developed as Australia are paying their workers as little as \$4. Though when you look at it from a larger perspective this is not nearly as bad as places such as Bangladesh and India. These two places have very similar wages for sweatshop and lower-class garment workers.

The reason why we have sweatshops and such poorly paid workers is because of our demand for cheap clothing. Whenever you see an item on sale, think back and ask yourself “how is \$10 going to cover all the costs to pay for material, paying the person that made the shoes, than having them to shipped to the country, than being delivered to the shop and having them stacked on the shelves etc”? This is a chain of thought you should go through every time you buy something incredibly cheap. The cost of cheap fashion literally kills.

The industry also treats our animals in ways that will make you shiver. Eighty-five percent of the fur industry's skins come from animals who were held captive on fur factory farms, where they were crammed into severely crowded, filthy wire cages. Many were later beaten or electrocuted—and sometimes even skinned alive. The fur industry's ways are simply inhumane and truly disgusting as the animals are treated so horrendously. These furs are made simply for the fashion industry where they are then sent off to other chains of stores.

The amount of faeces that are left in fur farms become harmful to our environment as the faeces contain phosphorus, which is only healthy in small amounts. In large amounts it can become dangerous and harmful. When fur factories are left with large of the faeces there is a very limited choices of what to then do with it because of the amount and also how it is dangerous on different levels. If placed in water ways it can become toxic and unsafe for users and people near the area.

Over time as our clothing has evolved our fashion industry has become one of the most polluting in the world. If the fashion industry continues their ways by 2050, they could account for around a quarter of the worlds carbon emissions. Our environment is so vital yet there has become a constant demand on the earth's resources. For a single pair of cotton jeans to be made it requires 10,000 litres worth of water to produce the amount of cotton,

By now you're probably feeling despair. So, what can be done about this murderer in your cupboard? What if there was another type of 'fashion'? Ethical fashion is an umbrella term to describe ethical fashion design, production, retail, and purchasing. It covers a range of issues such as working conditions, exploitation, fair trade, sustainable production, the environment, and animal welfare.

Top tips to avoid 'fast fashion'

1. Only buy items that you either really 'need' or really like. Buy recycled/second hand op shop clothing when you can. You can get excellent bargains.

2. Think about these four things before purchasing any items:

- o Who makes them?
- o Do the people that made your clothes get paid enough to survive?
- o Do the people who sell these clothes care about the environment?
- o Do the manufacturers test their products on animals or use real fur or feathers?

3. Review shopping brands through apps such as "Good on you" which give the clothing brand overall ratings on their inside shop safety, environmental policies and how this is transferred into the actual garments. This does not even include the amount to make the overall jeans into a usable item. This is just one way in which our love of fast fashion is killing our environment.

4. The Uniting Church every year puts out a booklet also rating hundreds of clothing brands on environmental and animal friendliness. The brands are rated between 0-5, 5 being outstanding and 0 being the absolute worse.

By Brydie Taylor (Year 8)

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

Students with Voices

We are so proud of our learners at Oxley. Each day they impress us with their effort, their attitude and their willingness to "stretch, strive and stick". At our recent Open Day, it was the visitor's comments about our students that struck me most – that they were articulate, informed and passionate about their learning at Oxley. Our guests remarked over and over again about how confident the Year 10 students were, how willing to engage and answer all sorts of questions, particularly when adults were out of the room. Later, the Student Tour Leaders commented on how curious the potential new parents were, wondering why they asked about things that we take for granted here at Oxley that classrooms were different, that students and teachers sat together learning, that intentions and success criteria were visible and explicit and that engagement was palpable!

How does this happen? Well, first of all we are privileged to have a wonderful range of students who bring to our Oxley gate their innate goodness, love of life and hunger for new knowledge and experience. Once here, we consciously help them develop their skills for life, not just in the classroom but beyond. This is done in a myriad of ways, but mostly in a safe and supportive environment which helps young people grow and flourish.

Our recent focus has been around student voice. How can we explicitly help our students to not only have an opinion on the obvious and popular, but to also wrestle with complex scenarios across multiple disciplines and then say it out loud? Our secondary curriculum encourages students to evaluate, to dissect, to reflect and to hypothesise at the deepest level, not an easy feat without instruction and practice.

Through our distinctive, Cornerstone, from Year 7 we also have the luxury of setting aside regular time to sit in a circle, considering an idea and then providing opportunity for each student to add their perspective in a supportive and respectful space. Certainly our topics can be challenging, none more so than the ethical complexities currently being explored that include relative morality, the trolley problem and who to save on a lifeboat!

So, if visitors can be impressed in a half-hour tour with students, imagine how impressed parents should be if they were to be part of the discussions that take place daily in our classrooms. Parents – I encourage you to ask about what big ideas your child tackled this week – please listen to their voice and be very proud.

Deputy Head Pastoral: Mark Case

School Strike 4 Climate

The climate strike for schools movement has certainly grabbed media attention over the past year. In May, around 4000 climate strike events took place in around 150 countries. It has caused much angst and debate amongst government education departments and school boards around the world. Prime Minister Scott Morrison made the government's position clear last year, stating in parliament "We want more learning in schools and less activism in schools".

In response the climate strike in May this year, NSW Premier Gladys Berejiklian condemned those who supported the strikes as "grossly irresponsible" and whilst she said that students should be encouraged to express their views, "to take time off to go to a protest is not acceptable". In contrast, NSW Opposition Leader Michael Daly supported students attending protests. Whilst the Sydney Anglican diocese and the Sydney Catholic Schools will not be supporting the strikes, the NSW Uniting Church, which oversees nine schools, has come out in support of the student strikes, stating this week "It's their future that is at stake and their protests are genuine and informed and should not be ignored".

As an independent, non-denominational school, what should our approach be at Oxley? I believe that the fact that these protests are described as a 'strike' and not as a 'rally' or 'march' is significant. Technically, students cannot 'strike' – they are not employees, and typically strikes are a refusal to work in order to gain a concession from the employer. A strike harms productivity and hits the bottom line of the employer, or, in the case of government services, causes significant inconvenience to the public to raise awareness about the rights (or pay) of workers. School children who refuse to go to school as a protest about government inaction on climate change are not in dispute with their school over pay or conditions.

However, the organisers and students who are leading this protest movement use the term 'strike', as the action closely resembles that of a workers' strike. Crucially, it is organised and led by school students, who in the words of the student group Schools Strike 4 Climate, "are temporarily sacrificing our education in order to save our futures". Students who attend these events are acting in their own right and this is an important dimension to this movement - they are not representing their schools. Whilst some schools may believe that sending a delegation of selected students is a great way to show support for the issue and reduce or eliminate unauthorised absence on the day, I think this is to misconstrue the nature of the event. For schools to take ownership in such a way is to feed the cynical view that students are being used by institutions for political or publicity purposes, and reduces the agency of the young people who are driving this. It compromises the potency of the event as a youth-led movement. It is also not a protest against the school.

This is not an official event sanctioned by the school. Indeed, we believe that the very nature of the event means that the school cannot sanction it. At the same time, we want students and their families to be honest with us if they support their child attending the strike. If we refuse to grant leave in these circumstances and record their absence on the day as 'unapproved', parents may be discouraged from being honest with us. We do not want to put parents in such a position. Within the College, our high profile Environment Group provides both student voice and action in this area. It provides a means for students who are passionate about taking action on climate change an avenue to do so and there are a number of ongoing projects that this group are driving within the school.

Therefore, as per our attendance policy, parents who support their child attending the climate strike can request a part-day leave of absence, by contacting their son or daughter's Head of House. In such circumstances, students will be given leave to attend, provided that they do not have an exam or an assessment on that day, that they do not wear school uniform at the event, they return to school afterwards and ensure that they catch up promptly on work missed. We hope this approach respects the strongly held views in the community and especially amongst our young people about the urgency of government action on climate change.

Wildlife Rescue

We rescued Henry the wombat from his mother's pouch when she was hit by a car in Robertson. He was only 78 grams, the size of a mouse, which means he was about 75 days old. He had to be fed with special wombat milk from a tiny bottle every two hours, day and night. He lived in a knitted pouch on a heat pad in a basket in our living room. One year later he is 10 kgs and eating only grass and horse biscuits. He now lives in a burrow with his buddy, Possum the wombat and will stay with us until he is 20kg and old enough to be released back into the wild. Before we can release him we have to clear up the mange problem in Robertson by treating affected wombats and putting medication flaps on their burrows so that when they walk in or out the medication is poured onto their backs. It's a long-term commitment and we have looked after lots of little wombats like Henry and Possum. We also care for kangaroos, wallabies, birds and rescue koalas, possums, turtles and lizards. We are part of a volunteer group called Wildlife Rescue South Coast. Go to <http://www.wildlife-rescue.org.au/> to become a member, sign up for a course or find out more. If you find any orphaned or injured wildlife you can call Wildlife Rescue South Coast on 0418 427 214 and we can help rehabilitate it for release. By Tika Conway (Year 7)

What would you do with \$1000?

On World Environment Day 2018, the Oxley Environment Group launched an initiative to encourage staff and students to recycle containers eligible for the Return and Earn scheme. For every eligible container, we would receive 10c. Given that drink container litter makes up 44% of the volume of all litter across NSW, Return and Earn aims to reduce this volume of litter by 40% by 2020. Last week we broke the \$1000 mark and have now recycled over 10000 containers. Staff and students have used the green tubs in the Pavilion and House areas to deposit their containers and it has been great to have the support of the P&F whose functions generated additional bottles and cans! Thank you. However, the waste audit that we conducted in Term 2 revealed that some eligible containers are finding their way into general waste and we would encourage all the Oxley community to make use of the green tubs as much as possible. Money generated from the scheme will be reinvested into environmental initiatives at Oxley.

NSW Bike Week

NSW Bike Week will be held from Saturday 21 September to Sunday 29 September 2019 (Week 10) and is a government initiative to raise the profile of cycling as a healthy, easy, low cost and environmentally friendly transport option for short trips. As part of this, the Oxley Environment Group would like to encourage students (and staff) to walk, cycle or get the bus to and from school as an alternative to driving or being driven. While we realise that it is not practical for everyone every day, it would be great if everyone were to do one less car journey that week.

Orienteering

On Saturday 7 September, over 230 runners battled against the wind and competed in the NSW Schools Orienteering Championships. 62 schools were represented from across the state including competitors from Sydney, the Hunter region and Cootamundra. The Sprint titles were decided by combining times from an event at Oxley in the morning and a second (even windier) event at Tudor House in the afternoon. Rory Shedden (Year 3) came away with the M9 Sprint title and went on to win the Middle distance Championships at Alexandra Reserve on Sunday. Knox Grammar took out the champion school trophy. A very big thank you to Imre and the maintenance staff for their help in the lead up to the event at Oxley. By Ruth Shedden



R U OK ?

R U OK DAY Thursday 12 September

What is R U OK Day you may ask? R U OK day is a day which encourages everyone to check in on each other and ask the question R U OK? It reminds us to come together and support people who maybe struggling with mental health. This year R U OK theme is to 'Trust the signs, Trust your gut & ask R U OK?' Close to 800,000 people die from suicide a year globally, the daily average in Australia is eight deaths. More than 10 million Australians have been touched by suicide, while one-two people aged from 18-24 are impacted by the time, they are 25. But what is the reasons behind this? Well no one truly knows the answer why, but most are caused from feeling isolated, disconnected, financial hardship, relationship difficulties and social media and much more. But how can we decrease this number to 0! Anyone can help, by making the time to look out for those around you, you could save lives. Whilst you may not recognise the signs of someone struggling with mental health its important to try identify them and try help as much as you can. Just because they're smiling doesn't mean they're ok.

Some signs can be:

- If they aren't their usual happy self.
- They are quieter than usual.
- They aren't determined to do things anymore.
- Don't want to join in activities.
- What they are saying.
- Do they seem confused.
- Feeling trapped.
- Worried they are a burden.
- Changes online.
- Experiencing extreme mood swings.
- Behaving recklessly.
- Has something happened recently.
- Change in appearance.
- Aren't connected.

R U OK DAY isn't just one day where you check in and then then go back to normal. R U OK DAY is every day. You are never too busy for the people you care about. By getting connected and staying connected you can help so many people. Help those who are struggling know that they aren't alone and that there is help for them online and offline. Lives are precious so its important we save as many as possible. So next time you see that kid looking sad and not their usual self, ask the question R U OK? A conversation could save lives.

By Lily Magill (Year 10)

INTERNATIONAL YOUTH SCIENCE FORUM



Earlier this year I had the wonderful opportunity to be selected as a representative for Australia at the International Youth Science Forum in Singapore. Now honestly, going into this programme I had little idea as to what to expect, and to be travelling by myself to a different country, knowing absolutely NO ONE was a little more than daunting. Yet, once the other five Australians started appearing at the Singapore airport, it seemed as though these next six days would be nothing short of incredible. The combination of experience, learning and opportunity were all amplified during these unforgettable days, creating an overwhelming sense of excitement and anticipation for our futures in science.

Now one element of this enthusiasm was accomplished through the variety of captivating workshops, lectures and guided tours. For instance, we were taught components surrounding DNA profiling technologies, to uncover the actual details of the 1995 OJ Simpson case. The interactive nature of these workshops revealed to us the incredible facilities and emerging devices that are actually used in up-and-coming research, whilst also revealing the applications of such technology in solving genuine, real life issues. This was furthered in the workshop on 3D printing, as we got to individually code a design, whilst also being taught the medical, industrial and agricultural uses of the device. We also delved into the atomic life of a range of species via electron microscopes. Yet, what truly encompassed the value of learning during the programme was the Science Demo Lab in which we were very fortunate to have an experienced physics professor to assist our exploration in the range of mechanisms that demonstrated the fundamental principles of physics, and by extent, the workings of the universe.

Another source of invaluable experience was gained through our cultural immersion, as we explored the Sungei Buloh Wetland Reserve which uncovered the innate beauty of Singapore's natural environment that often goes unnoticed. We also had a variety of guided tours exposing us to the huge range of cultures that reside in Singapore, and simultaneously the range of historical value throughout the city. We visited the Art Science Museum, and I was captivated by the FutureWorld exhibition which highlighted the crazy possibilities regarding the interaction between innovative technology and immersive installation, bridging the gap between social and visual.

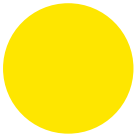
Perhaps one of the most rewarding elements of the programme was the opportunity to connect with many like-minded people from across the globe. We stayed on campus at the National University of Singapore, along with the other students in the programme who were representing over 150 different countries, such as France, Switzerland, Korea and China. In saying this, we became very close and saying goodbye was certainly no easy feat.

I'd like to say a huge thank you to the Berrima District Rotary club for sponsoring this trip, as it's opened my eyes to the infinite possibilities surrounding such ground-breaking, internationally collaborative science. I honestly cannot recommend applying enough, and would also recommend looking into all the other programmes that Rotary endorse and run, as the opportunities are truly incredible. For instance, if heading overseas by yourself is a little too scary, then another great programme is the National Youth Science Forum which I also attended this year in Brisbane. If any of this interests you whatsoever, please feel free to come and chat to me about the application processes and what it all involves!

<https://berrimadistrictrotary.com/>

By Skye Holmwood (Y12)

THINGS YOU SHOULD KNOW...



SPY GEAR CATCHES WORKPLACE BULLIES

A new law has been passed by the South Korean Government which aims to encourage the recording of alleged workplace bullying, harassment or abuse. The law states that companies whom "unfairly demote or dismiss" harassment claims can be fined up to 30 million won (\$36,658 AUS) or be sent to prison for three years. Hence, this new law has seen a spike in high-tech sales of recording devices disguised as pens, belts, USB's and glasses. This is great because people are now being encouraged to speak up about their workplace issues which creates not only a much more supportive workplace but an understanding



community. Some people tend to only focus on the negatives of our world, yet, the happenings in South Korea demonstrates the power of community when a society recognises an issue and then has the power and ability to change it. This simple fact can so easily be applied to everyday life whether it be relevant in your family, school or friend group! The South Korean Government chose to accept that there was a problem in their country as they even have a word for abusive people in power, "gabjil." This simple acceptance is more symbolic than it may seem, the country has found an increase in registered abuse claims, with 17.9 cases reported daily. As I stated previously, this law, aided with the wonders of technology has emboldened those whom are being suppressed and confined. Overall, this 007 method is both a game changer in the scheme of workplace bullies and I am excited to see the place gadgets will hold in our future world.

By Peggy Holmwood (Year 9)



STEP ASIDE NETFLIX- THE MOUSE IS IN THE HOUSE!

I must have audibly squealed at the news of Lizzie McGuire's triumphant return to television screens (or computer screens) around the world. If your living under a rock or making slightly too long social media posts about the face of capitalism belonging to an anthropomorphic rodent and consequently avoiding anything remotely Disney.... (Good on you, also are you okay)? Disney Plus is Disney's effort at throwing their Mickey Mouse branded hat into the ring of streaming services currently available in an attempt to further monopolise the international entertainment market... And trust me Disney is coming to play! Catering to both their main audience of families with Disney mainstays such as Mickey Mouse Clubhouse as well as a full library of all their cinematic hits, and of course catering to the audience of sad millennials craving nostalgia with a fresh supply of new Disney Channel originals (A Lizzie McGuire reboot and a High School Musical spinoff.... Yes, please and thank you). As an arguably sad person born in the early 2000's in honor of Disney Plus, here is what your favourite Disney Channel Original franchise says about you.

Lizzie McGuire

"Hey Now, hey now - This is what dreams are made of."

- You were obsessed with Rainbow Loom Bands in 2014.
- Hilary Duff is undeniably the most underrated Disney channel starlet.
- You aren't afraid to admit that you own jelly sandals
- ... also maybe some butterfly clips.
- But that's it!
- Fine. You maybe have worn pipe cleaners in your hair - But that was one time! Give me a break.

Highschool Musical

"We're all in this together!"

- You do drama as an elective
- Highschool was underwhelming, to say the least; I mean where is the randomly breaking out into choreography?
- You wish that you fell in love with Troy Bolton at a Ski resort in 2006... Stupid Gabriella.
- You know that Sharpei is the true victim of East High's rigid social structure.
- Ryan Evans is the hero you didn't know you needed.
- You are an active member in at least eight group chats.
- You cried when Troy and Gabriella reunited in HSM3 (I didn't put a spoiler alert since if you didn't know that, there is a serious problem.)

Hannah Montana

"You get the best of both worlds"

- You've adamantly supported Miley through all of her ups and downs.
- You've listened to old town road unironically.
- Liam Hemsworth is a babe.
- Tears may have been shed at the news of their divorce.
- Your main personality trait is the careful maintenance of your "Spotify Aesthetic."
- You somehow have affiliate links in your Instagram bio??

Wizards of Waverly place

"Everything is not what it seems"

- You probably have done the "What Harry Potter House are you in?" quiz at least six times.
- You've frequented Room 19 often.
- You have been gifted a lot of candles you never used.
- You bring your own food to the cinemas- \$5 for a small popcorn? No thank you, Woolies will do.
- You use a lot of ellipses'.
- Halloween is unquestionably the best holiday.

By Pearl Bendle (Year 10)

GALLERY



SEPTEMBER & OCTOBER CALENDAR

	Mon 16 Y11 End of Prelim Exam EXC: Y7 Food Tech, Moonacres	Mon 23 Y7 Immunisation	Mon 30
MUSIC NIGHT WEDNESDAY 25 SEPTEMBER 2019 AT 7.00PM IN THE ORCHESTRA ROOM. ALL WELCOME!	Tue 17 DT Exhibition, Room 29/30, 5.30pm	Tue 24 NSWCIS Secondary Athletics Carnival	Tue 01
	Wed 18	Wed 25 Music Night, 7.00pm, Orchestra Room	Wed 02
	Thu 19 ICAS Maths Y3-10, Rms 12-14	Thu 26 EXC:K-2 Tulip Time Performance	Thu 03
Fri 13 Y11 End of Prelim Exams begin EXC:DoE Gold Ceremony Y9 DoE Bronze Qualifying Hike	Fri 20 Y6 Cake Stall	Fri 27 Botswana Trip depart Y12 Farewell Dinner, Gibraltar Hotel END TERM 3	Fri 04
Sat 14 Y9 DoE Bronze Qualifying Hike	Sat 21	Sat 28 Fiji Trip depart Outback depart Interstate Girls Sports Challenge - Oxley & Chev hosting	Sat 05
Sun 15 y9 DoE Bronze Qualifying Hike	Sun 22	Sun 29	Sun 06

HEAD SHAVE FOR QUEST FOR LIFE

My names Pip Kettlewell and I'm in Year 11. Each year, Year 11 goes on a trip to the outback to find ourselves and to become a closer cohort. The experience is deliberately designed to help the year group to become more cohesive and resilient before they begin their final year at Oxley College. As some people know one of the traditions for this trip is for people to shave their heads. And this year, I've decided to take one for the (girls) team and to shave my head. I felt like I couldn't do it without having an outcome that would benefit others.

So I decided to raise money for a charity called Quest For Life. Quest for Life, is a local charity, based in Bundanoon. It is an incredible place, a place of real hope and healing, The Quest for Life Foundation provides residential programmes and services for people living with cancer, grief, loss, trauma or depression.

My aim is to raise \$1,500 to help them continue their important work, and I'd be really grateful if you could help by sponsoring me through my everyday hero supporter page.

<https://give.everydayhero.com/au/pips-hair-raising-challenge>

It would be amazing if you could donate towards my fundraiser. It would make a difference to so many people to get the help they need to live their lives to the fullest. By Pip Kettlewell (Year 11)



ALLY BRAIN ROTARY

Congratulations to Ally Brain (Year 11) who recently represented Oxley at the Rotary Four Way Challenge and gave a beautiful and naturally presented speech about "Learning on Country". Ally did the school proud with many Rotarians personally approaching her after the talk to commend Oxley on the relationship being forged with the Gundangara people. Ally was joined by students from Frensham, Moss Vale High School and Bowral High School.

NEWSFLASH



DUKE OF EDINBURGH'S BRONZE ADVENTUROUS JOURNEY

Early morning on Saturday 31 August, 28 intrepid Year 9 D of E students set off for Kangaroo Valley, most beginning their qualifying hike. Following a horrendous forecast at the start of the week, the weather was kind and ideal to walk in. The only hazard on the first day was crossing the Yarrunga Creek which had swollen after the recent heavy rain. All negotiated this safely, despite a number of soggy boots! Lunch was eaten at old Griffin's Farm among blooming wattles and a blossoming apricot tree. Then the long uphill trek to the base of the Meryla escarpment. The relief was palpable as we emerged onto our campsite and tucked into dinner. An early night was the preference for most, but not before an appreciation of a star-spangled sky and a spectacular 'Milky Way', with the 'Dark Emu' almost hidden in its vastness. Breakfast was followed by a steady ascent of the escarpment, with a brief interval to collect spring water. Views at the top were breathtaking, nearby peaks and ridges immersed in pools of early morning cloud. A long, rather featureless walk along a series of firetrails brought us to our lunch site and a welcome rest in the sunshine, yet the day was only half done. A more interesting finish saw us passing through the attractive pastoral country of the Highlands and skirting the magnificent gorge cut by the mighty Fitzroy Falls where we ended our journey. By Tim Dibdin



DEBATING

On Friday 6 September, the Year 9 debating team went to UTS in Sydney to debate in the HICES Grand Final. After a slightly cramped car trip up to the venue, the Year 9s were greeted with an interesting topic choice "Should the breaking of election promises trigger another election" to which the Oxley team were handed the negative. After a hard-fought debate with the opposition, St Luke's Grammar School, the team then nervously awaited the result, although their anxiety was soothed by some local Asian food. The wait was worthwhile, as our own Oxley team came out with the win! This is Oxley's first debating trophy, and more victories are surely coming in the field of debating over the coming years!

By Liam Verity (Year 9)

STICKS AND STONES

Recently, Year 7 had the opportunity to watch one of Brainstorm's productions called 'Sticks and Stones'. The play featured ways to manage anger, bullying, frustration and problems we may face on an average day of school. The humorous interpretation about real school issues such as teasing and possible toxic or abusive home scenarios, allowed students to learn ways to show empathy and reflect upon our decisions. The performers used their talents to convey morals through circus tricks and sound effects that intrigued and engaged us. Not only did we reflect on or watch these situations, we were asked to give our opinion about them. How they may affect people, and how we would behave if they were happening to us. We learnt facts and information and that we never can be sure what is going on in someone's life. Everyone has their own difficulties. It was really good to watch this show and be more informed about this subject.

By Daisy Macdonald and Tika Conway (Year 7)

STUDENTS SHINE AT NATIONALS

Oxley students are receiving outstanding results and accolade at a national level in Snowsports and Equestrian.

At the recent National Interschools Snowsports Championships, Chilli Sparke (Year 6) came 1st in Division 4 Cross Country Freestyle (National Champion) and Matteo Perotta, Salvatore Perotta and Phoenix Sparke came 2nd in the Division 3 Cross Country Freestyle Team event and were National Champions in Division 3 Cross Country Relay event.



Anneliese Wansey (Year 10) has been selected as captain of NSW Combined Equestrian Training Team and Will David (Year 10) has been selected as overall co-captain of the NSW Team for the Australian Interschools Equestrian Championships in October. Hunter Taylor is also competing at the Australian Interschools Championships in the Secondary medium dressage division later this month. These are all very fine achievements. Congratulations.

