

PINOAK

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OXLEY COLLEGE

FAREWELL
YEAR 12

GOLD D&E

INTERNATIONAL
DAY OF PEACE

YEAR 12 DRAMA REFLECTIONS

Contents

- 3 Head of College's Report
- 4 Y12 Reflection
- 5 Take Inspiration
- 6 Junior School News
- 7 More Junior School
- 8 Deputy Head Reports
- 10 Year 12 2019
- 14 Gallery
- 15 Calendar
- 16 Newsflash

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Sienna Knowles

Q: Can you explain what monologue you chose and what drew you to the piece?

The monologue I chose to perform is called 'Genesis'. It is a self-devised movement piece, exploring the ideas presented in the Genesis of the Bible. There is no speaking in the piece - it relies on movement and music to portray plot and emotion. What drew me to this style of piece was its emphasis on creativity, and its individuality.

Q: How did you go about the composition and rehearsal process?

This monologue came to fruition very late in the rehearsal process. I had been working on an entirely different monologue for both the first assessment and the trials. After the trials, I felt that my current monologue was quite static and I didn't have any inspiration for how I could make it better. Of course, switching to a new monologue at this stage of the process was going to be a huge risk. But I found that as soon as I allowed myself to be creative with my new piece the process of creating it was very smooth and I quickly realised I had made the right decision.

Q: What was your favorite part about Drama at Oxley?

For me, my best memories of drama at Oxley have been the co-curricular productions. They're so much fun and have really helped me develop as an actress - some of my best memories from Oxley were during these performances. But in terms of drama classes, I just like how different it is from all my other subjects - it's a refreshing break from writing essays.

Q: Why would you recommend Drama as a subject in Year 12?

Year 12 Drama isn't easy - all major works require an immense amount of time, passion and dedication, and having a group component to your major work can be extremely stressful as well - I would recommend anyone thinking about doing HSC drama to consider these factors. But in saying that, if you're passionate about the subject and want to have a creative outlet from your other subjects, it can be a really rewarding choice.

Oliver Ritchie

Can you explain what monologue you chose and what drew you to the piece?

I chose a piece from a verbatim play called "The Laramie Project". In my monologue I play Dennis Sheppard, a man who tragically lost his son, Matthew Sheppard, who was targeted in a homophobic attack, which resulted in his death in hospital. The piece follows Dennis in a real-life courtroom, as he provides his statement to the court, explaining why his son's killers shouldn't get the death penalty. What drew me to the piece was the relevance of it in 2019, as we see the rise in the LGBT+ community, there is a surprising amount of hate coming to the surface; Dennis Sheppard has a brutal story about the effects of hate, and in my belief, it is a story that needs to be told on the stage.

How did you go about the composition and rehearsal process?

I researched the trial of Matthew Sheppard's killers, and I found an audio recording of Dennis Sheppard's official statement. A lot of the preparation came down to the accent of Dennis Sheppard, getting that aspect of the piece right allowed all other aspects of the piece to come together. The rehearsal process was mainly just filming myself over and over again performing the piece, making changes until I was happy with the final product.

What was your favourite part about Drama at Oxley?

Oxley restored my passion and love for drama; I was able to perform in a comfortable environment, where everyone supports each other, and I loved every part of being in Mr Cunich's drama class. My group piece also titled "Gone Postal" allowed me as a new Oxley student to build connections with people that I hadn't really spoken to before and with that, I built lasting friendships, which I am super grateful for.

Why would you recommend drama as a subject in year 12?

Drama allows you to express yourself in ways that you simply can't in other courses. Putting yourself out there on stage builds your confidence, builds friendships, and it's a course that everyone is happy to be apart of. Even if you're not confident in acting on stage there are so many options for major works that you can take part of. I loved every second of high school drama, and I'm sure, that anyone that enrolls in the course, will have the same experience too!

By Jemima Taylor

HEAD OF COLLEGE'S REPORT



The final day for Year 12 is always charged with emotion and I have no doubt today will be the same, especially if the Music Concert on Wednesday night is anything to go by. I think most of the audience were in tears at one point or another and in particular whilst listening to the Year 12s show their gratitude to Mr Young and the music staff by performing 'To Sir with Love'.

This group of Year 12s certainly will hold a special place in my heart and I feel deep gratitude that they have been my first Year 12 cohort. I certainly won't forget my first interaction with Eva, Lucy and Sophia in the local Thai restaurant just as Dougall and I were having a conversation about whether I would accept the role as Head of Oxley College. They were great ambassadors and so authentic and positive about the College that I knew this was the right environment.

Since my arrival the Year 12 students have continued to demonstrate that authentic and positive approach to all things Oxley. I really enjoyed getting to know them through the 'Heads' morning teas in first term, where we chatted about their Oxley experiences and what their goals were for the future. I was impressed with how positive and grateful they were for all of the opportunities experienced and support received during their time at Oxley. Their love and enthusiasm for the College certainly shines through.

They are a tight knit and inclusive group of young men and women and can be proud of the legacy they will leave for future year groups to follow. Each Year 12 student has made a positive and significant contribution, adding to the fabric of the College through sports, cultural and service activities. They can be very proud of the School Spirit they have created this year as the leaders and the way they have embraced their studies understanding that success will not come without hard work- this was seen by the way they embraced the study centre and the new initiative of Supper and Study Club. What I have loved most about the year group is the leadership demonstrated even without a title whether that be in the Music lunchtime concerts created by Grace Newton and Andrew Bailey- Hughes, encouragement and care of the younger students or Issy Moore with her social conscience speaking out at the Climate Change rally.

As a College we have been wonderfully led by Jemima Taylor, Lachlan Moore, Jade Gillis and Chris Court. As well as starring in a myriad of school activities themselves, they led the Prefects, House Captains to make a difference around the Oxley. They have continued the tradition of managing the Oxley Instagram page and keeping it populated. Often being proactive in supporting students who may be struggling or presenting at numerous assemblies with the great Zombie themes promoting our values and encouraging everyone to be their best in such a humorous and poignant way.

I have been impressed with their individual achievements - a year group with so much talent and far too many to enumerate here but it would be remiss to not touch on at least a handful. The talent in Drama have been outstanding with masterful performances earlier in the year in the challenging production of *The Crucible* and culminating with two groups (Ben Canute, Sienna Knowles, Lucie Drysdale, Lachlan Moore, Bradley Worthington and Jade Gillis, Eva Mackevicius, Oliver Ritchie, Jemima Taylor and Zachary Wansey) and six individual students (Ben Canute, Jade Gillis, Sienna Knowles, Lachlan Moore, Oliver Ritchie and Brad Worthington) nominated for the prestigious OnSTAGE performances for HSC Drama. The highest number ever in the history of Oxley College. Lucie Drysdale scored the double with her outstanding flute playing being recognised with a nomination for the esteemed Encore performance for HSC Music. Further talent has been on display in the Sport arena with too many fine achievements to mention in detail. Many of our students have performed at the very highest level including Sophie Dummer who played CIS Hockey. Demonstrating a diversity of talents, Jade Gillis attended Government House last week to receive her Gold Duke of Edinburgh's International Award from His Royal Highness The Prince Edward, Earl of Wessex KG GCVO. Skye Holmwood displayed her aptitude and passion for Science and was invited to attend the International Symposium for Science in Singapore earlier in the year. Bridget Drewett and Dylan Whitelaw were stalwarts of Community Service with many hours given over to volunteering to the Emergency Services and of course Finn Ottaviano for being a wonderful MC at our Open Mornings for prospective parents. What a talented group and there are many, many more achievements. While I run the risk of missing some people, if I mention none of the people above, then I risk not truly celebrating the strength and diversity of achievements by this impressive and cohesive group of young people.

At today's assembly we show our gratitude and say farewell to a wonderful cohort of young men and women who I have no doubt will squeeze every bit out of their education by continuing to work hard and shine throughout their HSC examinations. They will then go on to walk their own path into the future and excite, intrigue and amaze us with what they get up too. And of course we hope they know they will always be welcome to return and share their stories with each and every one of us.

In looking at what advice I might share with the Year 12s about what they need to remember in the world they are about to enter, I turned to our youngest students for their wisdom and assistance. While I was unable to share all their wise words today, I share some below and on page 15 of this edition of Pin Oak.

Staff News

After many years of dedicated service Mrs Kate Cunich and Mr Phil Cunich are taking some well deserved long service leave during Term 4. We hope they have a relaxing break and look forward to seeing them in 2020 refreshed and energised for the year ahead. In their absence Mrs Catherine Dobner will be Acting Deputy Head Academic, Mr David Spies will be Acting Head of Oodgeroo and Mrs Liane Bull will be teaching Drama.

Kindergarten's advice for Year 12 leaving school

Amelia "Always remember to be kind so that the people around you are happy".

Cameron "Remember to be brave even when you have to face something scary in your life. If things don't go your way, try, try again. I'm going to write a book about this. It will have 100 pages because my advice is gold. Remember to stay healthy and eat good food so that you can live a long life and have kids".

Albert "Remember what your teachers taught you at Oxley to help you in life and also to stay safe".

Lilly "Believe in yourself because it's the first time you will be going out into the big wide world by yourself. Be brave and have fun!"



As a teenager, I think it's easy to fall into the "no one understands/listens to me" trap. We're overwhelmed with all the issues of the world at school- but still feel a sense of helplessness that can end up in wishful "when I leave school" dreams. I think recent movements (the climate school strike, the riots in Hong Kong) are creating a social and political shift, but at least partially, these movements are about self expression.

One of the things that really annoyed me coming into high school was this one piece of advice I kept hearing over and over again: just be yourself. On the surface it was great advice, but I think the whole point of high school is that we are trying to work out who we are and where our place is in the world.

I discovered this through words. Pin Oak has taught me how to express myself and pursue ideas, both on and off the page. Not only am I able to articulate my ideas, but I'm not afraid to either. Writing is quite a personal thing for me, and there's so much of me in everything I write - so it really was an exercise in putting myself out there.

I see a lot in the world that makes me angry and quite sad and at times it can become overwhelming. Writing in the Pin Oak has helped me to feel constructive and like someone was listening, and perhaps I could create a tiny bit of change right here, right now - without a uni degree or a whole lot of experience. It's also forced me to look outwards and around, and to actively pursue issues rather than being caught up in my own idealistic and picturesque world of Burradoo. I'm so glad I'm leaving the magazine in the hands of a new generation of keen Pin Oakers, most of whom have much more sophisticated opinions than I ever did.

Bearing in mind how much ideas matter in shaping our world, right here and now, Year 12 wanted to make sure we left the rest of the school with a little gift - something practical and something we're good at. We realised that perhaps the most valuable thing we had to offer was a collection of our experience and advice - because we've been there - trying to work out what "being yourself" actually means. And so we've asked members of Year 12 to contribute to a book for girls and a film for the boys. We've recorded little snippets of things we want you to know to make your life easier and to make sure you really do get the most you can out of high school.

If you're looking for a way to explore yourself and the world around you, I really can't recommend getting involved and writing in Pin Oak enough. Ms Lanser and Mrs Calver have been wonderfully supportive and we're lucky to have a school with teachers who care about what their students have to say. Thank you so much for all the feedback over the years, for gently reminding me when I'm running a bit behind with an article and for encouraging smiles when I've suggested all manner of obscure ideas. The people who are at the meetings every week are also lovers of ideas and words, they're engaged and there's always an interesting topic discussed. Thank you Pin Oak. You provided a place for many of us to speak, be heard and get to know ourselves and others.

By Jemima Taylor (Year 12)

TAKE INSPIRATION



BOOK

The Dalai Lama's Book of Joy

There's lots of reasons to read the "Book of Joy"- including the bragging rights of saying "I read a book by the Dalai Lama before bed last night". It's taken me a long time to read too (I actually haven't finished yet), but every time I open up its pages I know I will find some small gem that I can take away for the evening. The book is essentially a record of all the conversations between the Dalai Lama and Desmond Tutu, the Archbishop of the South African church. The two are old friends, and their exchanges are mischievous and oh so wholesome. The book is a combination of Buddhist and Christian theology- but is still highly accessible without any prior understanding of the religions. They speak of suffering and joy and the idea of a fundamental level of contentment that we should aspire to. It always strikes me just how much LIFE these two men have experienced; the Dalai Lama fled Tibet after Chinese occupation and has been leading his people in exile since, and Tutu was amongst the leaders of the apartheid movement. Escaping into their experiences and wisdom every night has given my HSC-related stresses some perspective, it has emphasised the fundamental importance of human relationships to happiness - and that to experience joy (a level of almost constant contentment) really does have to be a conscious choice that takes effort and focus.

By Jemima Taylor (Year 12)



CATMOSPHERE

Do you like cats?

Does sitting in a room full of kittens for 40 minutes sound like heaven on earth? If you answered no, we can't be friends. If you answered yes- please welcome to the stage "Surry Hills Catmosphere", here you can watch movies, do yoga or even just sip on a chocolate milkshake whilst being surrounded by bundles of kittens.

And in all honesty, I probably prefer my cat to most people (I got a lot of concerned looks when I announced to my cornerstone class that I would save my pet cat (and best friend); Mr Tig in a fire rather than any member of my peer group). So going to the Surry Hills Cat café was a natural progression, we were greeted by an enthusiastic employee who confirmed our time and asked us to select from an array of drinks- of course, I went with the cookie dough hot chocolate!

After this we were led to a room filled with- You guessed it Kittens amongst cat-themed memorabilia, cat toys and cat climbing apparatus'. There were probably around 10 kittens aged from around six weeks to a year old, as I attended the cafe later in the day the kittens were all somewhat tired... but I'm certainly not complaining since there is nothing better than cuddling up with a sleepy kitten

Better yet! All the kittens are adoptable... Maybe I shed a few tears as my mother regretfully informed me, I couldn't adopt the small ginger kitten Triceratops, and I am disappointed that my PowerPoint presentations, speech and social media campaign were unsuccessful in my attempts to welcome new addition to our family.

By Pearl Bendle (Year 10)



TV

Seven weeks, two generations, one goal.

Ten very energetic preschoolers are released into one of the rooms at the Anzac Village, where they meet the residents, who will soon become their new best friends.

This social experiment is to try help the residents who have physical and mental health problems. Both generations will be doing new daily activities with their new-found friends. Some of these activities include: painting, dancing, dress ups, excursions to the beach, sports and lots more.

Forty percent of these residents receive no visitors and 50% of residents feel isolated and have depression. One of the residents told the geriatric physician that "We're not here to be cared for, we're here to die"

Tests were taken of each of the residents before and after the show. These tests were based on their physical and mental health to see if it would improve after the experiment with the four-year-old. These residents are between the age of 80 -95 some of them have never had children so this whole experience is so new for them.

Being four-years-old, these children have no filters they just say what they want and when they want it. For example, when the residents were doing their team walking race four-year-old Aiden would yell out to his new friend Eric to "Hurry up Eric you're so slow" "No don't sit down Eric we are going to lose - don't be lazy" "Come on Eric get up you can do it." To which Eric finally gave in and kept walking with Aiden who was very eager to win.

This is a great programme and hopefully in the near future it will be encouraged for more Nursing homes to open up to preschool visitors.

Lily Magill (Year 10)

JUNIOR SCHOOL NEWS

Head of Junior School: Justine Lind

This term in Assembly each week we have heard from our Year 6 students about the Legend and their Legacy that they studied last term as part of their Unity of Inquiry. Mischka Hilkemeijer introduced us to Greta Thunberg who has been the impetus behind the recent Climate Strike and just this week addressed the Climate Summit at the United Nations.

We are inspired by the notion that our students will apply their intellect, knowledge and compassion to question problems in the world and enact their passion to be change makers for a brighter future for all. This week in the Junior School, our SRC has selected the UNESCO International Day of Peace as their inspiration for our end of term friend-raising event. Everyone was invited to come dressed for a positive influence, either as a source of peace or as their future selves and the way they aspire to make the world a better place.

It was an inspiring celebration of the many diverse perspectives and aspirations throughout the Junior School.

Kindergarten were full of great ideas. Luella Sewell delighted us all by arriving as Ms Lees because she wants to be a teacher who makes the world better by helping children who get hurt and teaching them to be kind. Cameron Bailey came as a Beyblade because you can swap blades and then release them so they can spread kindness as they spin.

In Year 1, Leo Le Guay came as a pilot because he wants to transport more people around the world so they can meet and live with people from other countries and understand how they talk and what they think. Tatenda Jamba came as a brick layer who wants to build houses for people who don't have one and that will help them feel happy and safe.

Year 2 students were very sure of ways to make the world better. Ivy Bacon thinks that being a Paediatrician will help children stay alive for longer and live a better life. Charlotte Stirling is thinking about children too. She wants to be a School Principal who helps children to learn and communicate in the world. Robbie Clothier has a mission to be an inventor who uses his knowledge of physics, chemistry, the human body and the environment to invent new ways to solve problems. Jemima Anson came as the whole ocean because it is peaceful and quiet and when we lie on the sand and listen to the sound of the crashing waves we can feel happy and relaxed.

In Stage 2 I met a vet, a chemist, an author and palaeontologist. Piper thinks she can make the world better when fewer animals are sick because she looks after them. Thomas hopes to figure out more about the world of disease and how to cure them. Dakota knows that stories can share happiness with the world and people can feel happy when they read and Oxford hopes that by studying dinosaurs and understanding history we will know more about the past and maybe how to avoid some of the problems in the future.

In Year 5 Zara Clancy came as Helen Reddy and is inspired by her story of overcoming gender discrimination at an audition and fought back with music that empowered and celebrated women despite resistance from male decision makers in the music industry. Estelle Fragar personified the yin and yang by dressing in black and white. She gave out the yin and yang symbol to remind us of the positive power of living in peace and harmony so that the world is not torn apart. Sam Harwood came as a typical Australian because he feels that although we are not perfect, we are leading the world in trying to make the environment and the world a better place. He remembers Steve Irwin and Kathy Freeman's examples of determination and persistence and their influence on the rest of us. Fred Hamblin, came as a rugby union player because he believes that sport in general is a great way to bring peace to the world. Often in history, conflicts have stopped or at least paused for Olympics and smaller games of sport.

Just as this was going to print, I had a visit from Hayden Zupp in Year 4 who wanted to inform me that he had come dressed-up as his Grandfather, Phillip Zupp. This in and of itself is not so extraordinary except that he then shared with me a photograph of his Grandfather's medal and certificate for the award of 'Ambassador for Peace' presented by the Minister for Patriots and Veterans Affairs from the Republic of Korea. The citation includes the aim, "Let each of us reaffirm our mutual respect and friendship that may endure for generations to come." What a worthy dream for all who have celebrated this day of peace.

As I've said many times before, when we look around at the happenings at Oxley we can feel sure that the future is in very safe hands.

Weekly Awards:

Students of the Week Learning Journey

K: Harry Berry Y
r 1: Tessa Hunter
Yr 3: Freddy Florida
Yr 4: Brigitte Pietsch-Liddell
Yr 5C: Gemma Fraser Y
r 5H: Imogen Hiscocks
Yr 6A: Charlie Byrne
Yr 6W: Arkie Francis

Oxley Values

K: Stella Bacon
Yr 1: Sophia Bagnall
Yr 3: Orson Francis
Yr 4: Claudia Carpenter
Yr 5C: Finlay Houghton
Yr 5H: Ben Scott
Yr 6A: Tristan McIntosh, Alec Simpson
Yr 6W: Harry Greenfield

Poetry Finalists

Walton
K-2: Tatenda Jamba
3-6: Abi Hunt
Chisholm
K-2: Hadley Morgan
3-6: Peter Kearney
Flynn
K-2: Charlotte Stirling
3-6: Ollie Reader

HICES Athletics

Claudia Carpenter
Zara Clancy
Luca Colloridi
Molly Davis
Eva Duffy
Imogen Gair
Summer Hagan
Ivy Halstead
Fred Hamblin
Molly Harwood
Sam Harwood
Finlay Houghton
Will Kennedy

Mimi Legge
Chloe Legge
Ella Loiterton
Xanthe MacDonald
Grace Malouf
Georgie Marks
Livie Marks
Jerome McIntosh
Tristan McIntosh
Henry O'Riordan
Sasha Pratten
Alexander Psarakis
Fraser Rasheed
Bryce Rodger
Chiara Shannon
Joel Sheezel
Ben Shields
Lily Smith
Chilli Sparke
Hannah Thomson
Zane Todorovski
Max Trudeau
Fraser Wisken



JUNIOR SCHOOL NEWS



DEPUTY HEAD REPORTS

Deputy Head Pastoral: Mark Case

Avoiding the Zombie Apocalypse: A Student Guide

The 2019 Student Leadership Team used assemblies throughout 2019 to educate the Senior School about some of the thinking traps and habits that prevent students from being the best they can be. The vehicle they used was the Zombie.

Zombies were spotted wandering around Oxley throughout the year, infected by a variety of different viruses. On the eve of the overseas trips, Outback, OLE! and HSC and end of year exams, now is a great time to recap and reinforce some of the messages about how to survive the Zombie Apocalypse. Here are four of them.

The Burradoo Bubble Zombie

Unable to look beyond Burradoo, this zombie remained wilfully ignorant of the world. Whether it is the Federal Election, climate change or international politics, the Burradoo Bubble Zombie suffers from acute myopia. Thankfully, Oxley's Overseas Service Learning trips to Botswana, Fiji and Nepal, as well as Year 11 Outback, provide important antidotes to anyone at risk of infection: exposing students to different cultures and communities enriches their growth and development, whilst opening their minds to a world beyond the Highlands.

The Procrastination Zombie

A tendency to find ingenious ways to avoid doing academic prep or exam revision, this is a particularly dangerous zombie for those preparing for the HSC or end of year exams. Writing 'to-do' lists, keeping a study timetable with built-in downtime and using short time slots of around 30-40 minutes to complete specific tasks, are all effective prophylactics. Removal of 'Weapons of Mass Distraction', such as mobile phones from study areas as well as closing (not just minimising) social media windows when using a laptop can help avoid attacks from this zombie.

The Unbalanced Zombie

Is it possible to have too much of a good thing? The symptoms exhibited by the Unbalanced Zombie includes high levels of anxiety and a lack of perspective, often manifesting in unproductive and excessive study. Those infected tend to obsess over tests and exams to the detriment of their health and wellbeing, and can display an inability to see that whilst exams are important, they are not the be all and end all of life. This zombie can be particularly damaging for those also affected by the Procrastination Zombie. Year 11 Outback can inoculate many students from future exposure.

The Ungrateful Zombie

It can be difficult to detect those infected by this zombie, with symptoms not being obviously apparent. Nevertheless, those infected tend to exhibit symptoms of entitlement, taking what they have for granted and confusing wants with needs. Victims of this zombie are often simultaneously infected by the Burradoo Bubble Zombie. Similar preventative measures can have a beneficial effect in eradicating this zombie too - Overseas Service Learning, Outback and OLE! experiences such as Drought Relief have been shown to work well. Year 12 students reflecting on their time at Oxley can destroy this zombie by taking time to consider all those that have had a positive effect on their upbringing and journey through school and taking the time to express their gratitude to them.

Deputy Head Learning: Kate Cunich

Learning for Life

I sometimes get overly excited to get to class, especially when it is last period! My students sometimes look at me strangely when I tell them how much I love teaching them and talking with them. Probably my Cornerstone class know too that not only do we talk about big ideas in class, but that I use their voice to help troubleshoot the challenges they see from their perspective as a young person in a brave new world.

This week, I was asked by a student whether Western Education was any good! I found myself starting to explain to 16 year olds how important it was to jump through the hoops of the HSC in order to get to their futures. As I described to them the place of external bodies such as NESA and then the UAC model of university model, I was suddenly struck with a number of questions myself. How can we keep on getting better at the academic enlightenment at the same time as the rigour? Why should rigour mean that young people don't have the time for inquiry and curiosity, why do we still have to sit at desks and write for three hours in order to leave the school gates?

It was at that moment I was reminded of the significant comments of Sir Ken Robinson on schooling in general, and on secondary schooling in particular. I have written previously about the influence of his work during our journey at Oxley, but for those who are new, Robinson delves into the journey from Kindergarten to University, often controversial, but food for excellent thought for all of those passionate about education. You can see it here:

https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Instead of justifying an antiquated system, we at Oxley continue to be committed to being brave and bold and true. We want our students to ask us hard questions, and most of all, we want our children to change the world for good. I am so encouraged that our students feel safe to use their voice, that they are learning to ponder and grapple and have a perspective...how lucky are we?

To all our students, including our wonderful Year 12's, I wish every joy in the holidays after a big and tiring Term 3. It is very important to rest and recreate – I look forward to being back with you in 2020!

I was talking to a number of students yesterday who were a bit worried about the holidays! They love coming to school so much that the prospect of a long break was not filling them with as much excitement as may some. I reminded them that there is much to be excited about: learning does not need to stop just because schools as institutions go on holidays. We learn from the time we are born, without or without going to school. So over the break I encourage families to learn together, to go to different places, take up new hobbies, teach each other a new skill after watching Youtube. When young people say they are bored (while still glued to their screen) suggest a TedTalk family hunt – who can find the most interesting 17 minutes of inspiration? It takes only five minutes to learn a chord on a guitar, a trip to Lincraft can open the eyes of all.....a thousand different recipes are available with one google search for "chicken".

Extension Science is a new course as of 2019 and involves deeply researching into a specific topic, designing an experiment and analysing the results. For my project, I investigated the impacts of pharmaceuticals in waterways on microorganisms. This expanded my knowledge on ways the drugs we take such as ibuprofen and antidepressants make their way into the waterways and how they affect humans and animals that rely on water. The process of research and conducting my experiment enabled me to build on my research and scientific skills which are very beneficial. By Amelia O'Sullivan

Extension Science is a new syllabus that focuses on the authentic application to develop scientific research skills to produce a Scientific Research Report. The Scientific Research Report is marked internally by the teacher and submitted to the Board of Studies (NESA) for confirmation. The students individually plan and design procedures to examine a topic they are interested in. This procedure can be conducted two ways. A Primary Research investigation, in which students perform a practical experiment based on their chosen topic, or a Secondary Research investigation in which students gather information prewritten by Professional Scientist and assess this, making personal judgements and alterations they would uphold in the future. The majority of the class performed a Primary Research investigation with the exception of Holly Black who performed a Secondary Research investigation looking into the "Impact of flood management on crop growth". For the rest of the class the Primary Research investigation although concluded to all be quite similar from each other, were all common topics that apply to every day life. Toby Rea, conducted an experiment that "Compared the antimicrobial activity of natural antibiotics (tea tree oil and aloe vera) with synthetic antibiotics (tetracycline and ampicillin) on the growth of the bacterium, escherichia coli. His experiment produced positive results, allowing him to write a intellectual report that supported his experiment. This process has provided the students with a deeper set of skills, values and understanding of what goes into the development scientists face in producing a report. By Ellie Connell

In my first-hand scientific investigation for Extension Science, I aimed to determine the differences in growth of a bacterial species called lactobacillus, which is commonly found in probiotics. In undergoing this experiment, I compared the growth of both natural (such as yoghurt and kefir) and supplement/tablet probiotics, to see which grew more bacteria on agar plates. As probiotic use for human health has been on the increase recently, I found conducting this experiment to be extremely interesting as it is relevant to everyday life. During this experiment I learnt various research and experimental techniques such as writing a literature review and using aseptic methods, which will be hugely beneficial in the future for university and hopefully further scientific research. I particularly enjoyed the practical component of my research, which involved planning, conducting and monitoring the culturing of bacteria. If you enjoy the process of experimental investigation or have a scientific idea you are curious about, Extension Science could be for you! By Bronte Smith

EXTENSION SCIENCE

WHAT'S IT LIKE BEING IN YEAR 12?

TEXTILES

Doing a Major through Distance Education comes with its challenges. Luckily, I was very fortunate to have such terrific support from both Oxley and Finnigan Distance Education. You think at the beginning of year 12 that a year to produce a dress will be easy. When in fact my project ended with many late nights and early mornings of stitching, unpicking and repeating the process as designs and thoughts changed throughout. For my Textiles Major Design project, I designed a dress along with a portfolio that documented the whole process. Taking inspiration from patterns and textures found in nature, I incorporated natural dyeing, pin tucking and extremely time-consuming beading. All in which was worth it. Doing Textiles was one of my favourite subjects to attend and has definitely provided me with the opportunity to be independent in managing my time and to think creatively. By Bree Feary

"We're bringing the farm folk to meet the city folk... you've probably been hearing that slogan all week"

The HSC Drama major works were handed in and completed after months of preparation last week on Wednesday 4 September. Without a doubt we could all agree that we were so glad to have that weight taken off us. Drama students in Year 12 had to complete both a Group Project and Individual Project. The group project is a mandatory dramatic performance, on Tuesday 3 September Oxley Drama night was hosted and many came to watch the performances about adventure, identity, tragic loss and a redundant mail service. Following that came the monologues, each being unique and totally different from each other. However, what was not displayed on the night was the fabulous and arduous work done by the theatre criticism students, a separate type of Individual Project in which students write reviews for four pieces of theatre.

My Individual Performance was inspired by my "school-excursion" to New York on the Oxley New York Drama Tour. On the tour we saw over 12 different shows, but one had a really struck a chord with me. It was Cillian Murphy's rendition of 'Grief is the Thing With Feathers'. The story detailed a father dealing with the loss of his wife, with the abstract intrusion of an anti-heroic bird named 'Crow'. I felt inspired and sympathetic towards this story and wanted to emulate this in a shorter eight-minute version. The "rawness" and vulgarity of the piece also interested me, it was a different look at the process of grieving than what has been typically shown in media, it felt more realistic and really allowed myself to connect with both the characters of the Father and the Crow. By Brad Worthington

DRAMA

EXT HISTORY

My question for my Extension History Major work was 'Explain the importance of revisionist history'. Revisionism ended up being a really interesting topic because it allowed me to understand history in a very different way – as being very open to interpretation and change. This really challenged misconceptions that I'd held about history being a fixed set of facts or dates. The course also helped me to understand history as a practical subject as I was able to look at the impact that refocusing or rewriting history can have on the world around us.

By Ciara Longworth

As an Extension History student, I elected to research the changing historiography of Queen Victoria for my Major Work this year. Unsure of what I was getting myself into, I decided I wanted to investigate the impact of the feminist movement on historiography. This interest, coupled with Mrs McVean's recommendations ultimately resulted in a 'case study' of Queen Victoria, a figure who has been (and continues to be) the subject of extensive investigation. I analysed a myriad of sources from various historians, feminists, journalists and royal figures ranging from the time of her reign until the most recent constructions of history, taking into account their perspectives and the subsequent influence of their context. Such connection inherently changes each approach and reveals patterns in the 'evolution of history'. However long and tedious it felt at times, the process was extremely rewarding and the knowledge

I attained has proven applicable across all forms of history. If nothing else, it has taught me that our society is becoming increasingly complacent in consuming quality history, and one must consciously query the history they choose to consume – the historian/author and their purpose, their contemporary social and political context and the target audience. By Soph Moore

"Approaches to the construction of History have changed dramatically over time. When shaping historical representations, from the academic to the popular, the purpose the historian seeks to achieve greatly influences the perspective and approach each historian takes, and, in turn, influences the audience who receives it. While purpose undoubtedly influences the construction of history, so too does the social and political context of the historian. Thus, an examination of the construction of such histories over time reveals significant change. Queen Victoria, as the second longest reigning monarch in history, is perennially popular as a subject of histories of all type. An examination of the historiography of Queen Victoria illustrates the changing approaches to the construction of history, exposing the complexities of both the woman herself and history as an evolving discipline." By Dylan Whitelaw

My Extension History Major Work attempted to evaluate the impact of the relationship between history and national identity. This involved my personal assessment of several case studies following an in-depth analysis. I examined state propaganda in China and the means by which it is achieved, the spread of the ANZAC legend through narrative histories and political involvement, the impact of education in the construction of a student's national identity and the way they identify their nation, and the process of intentional nation building whereby historians and politicians work together to create a national identity. My focus is the role and impact of history on identity and what the problems associated with the creation of identity. I very much enjoyed this project and learnt a great deal. I would really recommend it. By Zac Wansey

I have thoroughly enjoyed completing the History Extension major work. I knew straight away that I wanted to do the project on Historical Fiction. With the helpful guidance from Mrs McVean, I was able to create the essay question 'Evaluate the validity of historical fiction as a construction of history'. This allowed me to focus my project. From this I was able to do a lot of in depth research, using sources of high quality. This was the most interesting part of the project, as I was constantly learning new aspects of my project and historical fiction in general. When I commenced writing my essay, I got a lot of support from Mrs McVean. This was very beneficial. I would write a draft essay and she would sit me down and we would go over it together. Overall, I have loved completing the Extension History Major Work. I have learnt many new and interesting things about historical fiction and its influence on society, as well as getting the support I need to create a work of high standard. By Brigett Drewett

DESIGN + TECHNOLOGY

There are many challenges faced by women in today's society. We are increasingly pressured to determine our worth through external validation. Social media exposes us to constant images presenting a one dimensional ideal of what beauty is. A true sense of self worth has to come from within. Women wear underwear every day of their lives. Such an intimate frequently worn item has unexplored potential to empower women. My DT Major Project attempted to create a series of custom-made bras for individual women of different age groups with different shapes and sizes. My project explored three needs. My focus was on body image, function and fit and sustainability. I spent time with the women I designed for, I wanted to ensure my lingerie would make them feel supported, flatter their body shape and nurture their individuality. Creating lingerie that is sustainable was also important to me. I chose to address this through the use of recycled fabrics and off cuts. I believe in slow fashion and the importance of quality hand made garments. The project was a huge challenge as I had never made lingerie before and it was a whole new skill to learn. I really enjoyed this project, I learnt so much and worked with incredible, lovely women who gave generously of their time. The research required was interesting and I firmly believe that we should all invest more time and interest in what we wear under our clothes. Wearing something that fits properly, is beautiful and is just for you is a great way to increase your confidence. By Savannah Sandilands

Due to large amounts of waste from unused, worn and wasted shoes, it became apparent in my design the need for a sustainable solution in the footwear industry. For my DT Major, I created a pair of shoes which were completely biodegradable, using a mushroom-based material. This material was a combination of mycelium and woodchips, grown over time, then baked (to kill the fungus) to create a durable and strong material. The pair of shoes are 100% biodegradable with extremely little impact on the environment. Due to the increasing negative impacts of the footwear industry on the environment, it is important that footwear is manufactured, transported and disposed of in a sustainable way. The aim of this design is to encourage major footwear brands to reduce their impact on the environment. These shoes are also comfortable and durable, as they can last the wearer for a long period of time and then be disposed of in a compost bin. By Sarah Pride

For my Year 12 Design and Technology Major Work I created a bespoke lifestyle shoe constructed from almost completely recycled materials while still being aesthetically pleasing and functioning effectively as a shoe. Shoes form an integral part of many peoples lives, and many people are unaware of the negative impacts shoes have on the environment, both during production and disposal. In this regard I was motivated to do this project for environmental reasons, not only to create a sustainable shoe, but also raise awareness for the impacts that shoes have on the environment. I also had a personal motivation; fashion is an area I am very passionate about, and creating a pair of shoes is a project that I believed will be fulfilling and entertaining throughout the year. This proved to be true, as through a project that I severely underestimated the difficulty of I managed to produce a pair of shoes, although they are very uncomfortable. By Sam Crowley

EXT ENGLISH

My Short Fiction 'Sap' is an exploration into the human relationship with nature.

The characters dwell within Australia's landscape, pushed to its literal edges as an anthropological place of spiritual value. In a violent interaction between the two main characters, I explored the dangers of hiding our intentions and vulnerabilities which results in dangerous misconceptions precipitating (along with some grotesque human dissection) an elemental retribution that restores natural equilibrium. My audience is invited to introspectively align themselves with the moral dilemma of the story: to what extent do we have a responsibility to reprimand the false actions of others? Should we seek to understand the cause, rather than punish the act? And how, amidst my offering that misconceptions are so frequent, can we justify our vengeances? By Maya Chance

For my English Extension 2 major work, I wrote a psychoeducational blog that doubled as my own life memoir. My motivation and passion for writing has always been to help other people; and in my belief my major work achieved that. My piece consisted of 9 deeply personal stories, presented in blog fashion, that includes psychotherapy at the end of each section, that not only aided myself into coming to terms with my past traumas but also has the potentiality for readers to reconcile with their own past as-well. I thoroughly enjoyed the Extension 2 English creative process and I encourage people who are interested to do the course for the HSC! By Oliver Ritchie

VISUAL ARTS

The definition of beauty has changed over time and since change is the only constant, it's meaning will inevitably continue to evolve. Employing realistically rendered charcoal drawings, my Body of Work; Ageless Beauty expresses the perception that beauty thrives in the ambiance of an extraordinarily well-lived life. Such beauty so explicitly depicted in all the subjects' engrained wrinkles, encourages the audience to embrace this natural decay and thrive in it's existence. Exploring the unfounded notion of ageless beauty, my work questions the contemporary ideals of such beauty, whilst concurrently appraising the potential of delicate human touch in art making in the age of mechanical reproduction. By Skye Holmwood

Every major work has a 'fuzzy' start as you begin to explore new ideas and concepts. My Major Work started life as four landscape lino prints and ended up as six charcoal drawings of my sister, Eliza. My final work explores the movement and expressive gestures created by human hands. It was a steep uphill climb as I had never done charcoal drawing before but with the guidance and encouragement from Mr Hetherington (as well as Mrs Pugh and the much more advanced 'charcoalists' in my class) I stumbled my way through the labyrinth that is the year 12 Major Work. There were some wrong turns, at times I felt frustrated and at one point one of my smaller portraits had to be completely scrapped. But, I made it to the end and have something that I am proud of. By Lucie Drysdale

My HSC Major Work, 'I'm Fine', was inspired by the mental torment experienced by those who have suffered from a mental illness. I seek to depict the internal struggle one goes through to overcome a very real battle that cannot be seen by the naked eye. By using charcoal on paper, contorted positions and negative space, I attempt to create a sense of mental and emotional turmoil creating a sense of isolation from the surrounding world. The continuous rope is symbolic of mental illness, a physical representation of the affect it has on the one's social, emotional and physical well-being. In addition, the rope stands for the lengths taken to say 'I'm fine' and truly mean it. Throughout this ten month process, it was my intention to create an understanding of mental illness by portraying it in a physical sense. By Charlotte England

Thousands of dots and hundreds of hours later – my Visual Arts Major Work in a nutshell! It's fair to say that I have put more time into my major work than any other subject – and that's because I have loved working on it! I have always enjoyed dotting with pen because of how therapeutic it is, and likewise think sea creatures are pretty cool. I honestly don't even really know what my work is about, because at the end of the day I just drew what I wanted and what I thought would look good up on a wall. By Jade Gillis



MUSIC

HSC Music has been a great experience. As well as the amazing feeling of performing as a class, the individual performance experience has been both challenging and rewarding. Having only finalised my four pieces within the past 3 months, the process has not been too stressful. I will be performing four songs for my HSC performance exam: Mean to Me by Stella Donnelly, Angel by Stella Donnelly, Almost (Sweet Music) by Hozier and Boys will be Boys by Stella Donnelly. I would definitely recommend HSC Music as a subject for future year 12 students- it has been extremely rewarding and enjoyable. By Grace Newton

My composition: Scenes from a Locomotive

The inspiration for my 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 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, as with the help from my musicians, Mr Young and a sound engineer, we made sure to get 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

WHAT ARE YOU DOING IN 2020?



Sienna Knowles

Next year I plan to go to Macquarie University to study psychology!



Eva Mackevicius

I'm hoping to do a double degree at UTS - Bachelor of forensic science and a Bachelor of creative intelligence and innovation.



Jade Gillis

I plan on continuing working in the Highlands as a lifeguard, swim teacher and swim coach. I then plan to go traveling with Ciara throughout Asia! My whole year is very much up in the air!!



Nick Gardner

I'm just going to travel, ski and see what happens.



Sophia Dummer

Next year I will be heading to the NT to go jillarooing for the season! I'm then hoping to come back and head to Sydney Uni to study vet science!



Lucie Drysdale

Next year I am traveling overseas to work at Claysmore Prep school, a co-Ed boarding school in Dorset, England for children aged 2-13. This also gives me the opportunity to travel around Europe in my holidays. Super excited!!!



Eleni Connell

I will be partnering with Tutors World Wide/Letz Live to become a Teacher Aid in a school over in the UK. I will work for the school through their semesters and then travel alongside the other Gap students around Europe!



Finn Treahy

I'm going skiing with the boys and then meeting my uncle in Barcelona to work on for the rest of the year.



Tobias Rea

I am going to do a gap year - Tutors Worldwide at Beachborough Prep School, after that I will go to uni and study something either undergraduate Medicine or Advanced Science.



Jemima Taylor

At the moment I'm planning on social and political sciences at UTS.



GALLERY



SEPTEMBER & OCTOBER CALENDAR

OXLEY SHOP HOLIDAY OPENING HOURS Week 1: Tues 1/10, Wed 2/10, Thurs 3/10 Week 2: Tues 8/10, Thurs 10/10, Fri 11/10 8:30am - 4.00pm	Mon 30 Nepal Departs	Mon 7	Mon 14 Term 4 Commences OLE Commences
	Tue 1	Tue 8	Tue 15
OFFICE HOLIDAY OPENING HOURS 9.00AM - 3.00PM	Wed 2	Wed 9	Wed 16
Congratulations to Christian Gallina (Year 9) who has been selected for West Tigers Harold Matthews & Andrew Johns Cup team for 2020 U16's competition.	Thu 3	Thu 10	Thu 17 HSC Starts
Fri 27 End of Term 3 Year 12 Farewell Dinner Botswana Trip Departs Year 6 Market Day	Fri 4	Fri 11	Fri 18
Sat 28	Sat 5	Sat 12	Sat 19
Sun 29 Outback Departs Fiji Departs	Sun 6	Sun 13	Sun 20

MORE ADVICE FOR YEAR 12 from KINDERGARTEN!

Angus	"Always remember the things Oxley College has taught you in getting you ready for your next big step. When you try new things, if you are not very good at it, try again!"
Angus 5 Years	"Be strong".
Chloe	"Make sure you can make your own dinner".
Max	"Learn how to cook for yourself but if you can't just go to the pub for dinner every night".
Hannah	"Always remember to make sure you can do the washing up and drive to University".
Stella	"Make sure you know how to clean the house but I already know how to clean my own bedroom and I'm only in Kindy".
Chloe	"Make sure you can drive a car so you can drive to the shops, like the supermarket to get veggies to keep you healthy and strong".
Emily	"Make sure you know to put petrol in your car all by yourself because otherwise, you might put the petrol in the wrong spot in your car".



NEWSFLASH



MOUNTAIN BIKING

Twenty students from the Oxley College Mountain Bike Team recently joined around 700 students from more than 60 NSW and ACT schools to compete at the ACT MTB Interschools at Mt Stromlo, Canberra. Oxley had six teams of three riders from Year 7-10, who rode the main course, while Year 11/12 teams completed a slightly longer lap with more climbing. Although we did not win any medals this time, there were several standout performances. Lucy Cavanough-Quince showed what it means to "ride like a girl". Her fast, consistent lap times made her, by far, the fastest Oxley student from Year 7-10, not to mention the fastest Year 7-10 female rider at the entire event! Our senior boys team of captain Euan Barrett-Lennard and Rowan Maitland carried the flag for Nic Milner, who was sick, riding the four hour relay event as a pair, where all other teams were in threes or fours. Amazingly, they held third place all day but eventually slipped to 4th place out of 14 teams, a fantastic effort given the extra distance they had to ride as a pair. Euan was the seventh fastest male in the Year 11-12 category - a fine achievement in a class field. The entire team should feel proud of their efforts on the day, with many riders finding a new level of speed! A big thank you from coaches Meaghan Stanton and Peter Dowse to all the parents who helped with transport and supported the team at this terrific event! By Meaghan Stanton



MOONACRES

On Monday 16 September Year 7 Food Technology students went to Moonacres farm at Fitzroy Falls. The other half of Year 7 had visited previously at the beginning of the year. Whilst the crops and experience were completely different due to the seasons, we both had the pleasure and encounter of meeting Phil and learning the way in which he farms.

We learnt a lot and had the opportunity to ask questions and learn in a practical real-life situation. This excursion was an amazing experience we will remember forever. Year 7

Get on your bike – NSW Bike Week

Transport currently accounts for 14% of all greenhouse gas emissions in NSW. This week the Oxley Environment Group has been encouraging students to cycle (or walk, car share or take the bus) to school as part of NSW Bike Week to help minimise our environmental footprint. Staff and students who came by bike were in with the chance of winning a cycling goodie bag thanks to generous sponsorship from the Fixed Wheel Bowral. However, given the value of the goods on offer, we have decided to continue the initiative throughout Term 4. What are you waiting for? Get on your bike. By Ruth Sheddon

HSC Year 12 MUSIC

Year 12 HSC Music Night exposed the truly unique and varied talents of Oxley College music students across the board and showcased a range of vocalists and instrumentalists who's futures are bright and headed for stardom. Backed by a talented band of both classical and contemporary musicians, the Year 12 cohort completely soared with a repertoire of everything from George Micheal's "Careless Whisper" to Chopin's "Nocturne Op.9 No. 1" to an original composition by Music 2 student Bethany Grice. From the husky timbres of Maya Chance to the hearty tones of Sam Crowley and the art music flute stylings of Lucie Drysdale, next years music class have a lot to live up to as the current year, beaming with musical gifts, depart.

By Izzy Moore (Year 12)

GOLD DoE

Four hundred Gold recipients, 16 celebrities, one Premier, the Lord Mayor, a former Governor, a resplendent Town Hall... enter Prince Edward, Earl of Wessex KG, to the strains of 'I Vow to Thee My Country'. All the pomp and circumstance deserving of the largest assemblage of young people to be presented with their Gold Duke of Edinburgh's International Awards outside the United Kingdom. Among them our own Jade Gillis and in absentia; Alumni Tara Bevan and Meg Hutchings. A wonderful achievement for the trio and an inspiration for those starting out on their Duke of Edinburgh's Award journey. Perhaps for Jade, her highlight was to meet, albeit briefly, the great Australian Olympian and fellow swimmer, Dawn Fraser. An apt conclusion to a wonderful and unique celebration, for Oxley's Golden girl of the moment...

