

PIN OAK



*OUR 100th
ISSUE!*

NIC MILNER

The Actual Journey

BIG ISSUE

A Country in Crisis

ART

Murray Walker Prize

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THE ACTUAL JOURNEY



The brutal but beautiful Australian Alpine Ascent Ultra series is held annually in the Snowy Mountains. This year, the 25 km division drew a field of over 380 world class road and trail runners. Our own Nic Milner in Year 12 was among them, winning the gruelling competition but achieving far more than just a medal.

Here is Nic, in conversation with Mrs Simpson.

Congratulations on first place. What time did you run?

I ran 2.08.54 which is a personal best for this course. I did 2.13.50 last year.

How important is running to your wellbeing?

It's a struggle for me to not do sport because it is almost like meditation. Actually, I think a lot about my schoolwork when I am running. If I am struggling with something, I think about it when I run and I usually find a solution.

Something extraordinary happened during this race. Will you tell me about it?

After the first climb, about 9.5km in, there is a long metal boardwalk. It goes for a couple of kilometres. It was extremely windy, with sleet coming at us sideways. A lot of people were getting blown off the boardwalk. I went off the side to overtake people. I looked up to jump back up onto the boardwalk and I saw someone, a man, face down on the grating. He had blood everywhere and he was unconscious.

I spoke to him and sort of squeezed his shoulder, and then splashed him with my water. He sat up. He was very disoriented and distressed because he had lost his wedding ring. I found his ring and gave it to him to hold.

A few other runners, adults, who were doing the 50 km race, arrived. Our main concern was getting him warm because it was below freezing.

I stopped with him for two minutes 30 seconds. Then one of the adult runners told me to go ahead to try to alert someone to the situation. The funny thing is, I covered the next couple of kilometres at a pretty good pace because I was so focussed on the urgency of finding help, someone's life depended on it. (Nic alerted an official who dispatched paramedics. Nic continued his race and the injured man made a full recovery.)

What did you think as you crossed the line in first place?

Honestly, at that moment, I had nothing left. It was minus two at the top so I was so cold and my first thoughts were about food and getting warm. It wasn't until the next day that I really had the chance to reflect on the fact that it was a pretty good race.

We've been talking about our character strengths this term. Which strengths did you draw upon during the race?

Perseverance and hope. I sort of just turned it around in my own mind. I was telling myself, if I stopped for two and a half minutes and you are only just catching me now, I can win. In a race like that you have to be able to harness your disappointments and turn them into motivators. Even if I had been overtaken, there are no excuses for losing the will to finish.

What have you learned about life from trail running?

Sport has taught me so many life lessons, especially about goals. You have to really want your goal, to feel excited when you think about it. If I work hard towards a goal that excites me then I will usually achieve that goal. That's true for me in both sport and schoolwork.

But it can be hard to be excited about a subject you don't like, can't it?

Even if it is a subject you don't really like, you can still get excited about your goal. If you have a meaningful goal then you can keep studying even when you feel like doing something else.

Just like running when you're cold and tired?

Exactly.

Finally, if you could give one piece of advice to your Year 7 self, what would it be?

The outcome does not matter much. It is more about the actual journey there. Sure, it feels good to say I got such and such time but it is knowing yourself, and what you put in to get where you are, that is a lot more rewarding than a medal.

HEAD OF COLLEGE'S REPORT



I hope you all enjoy the 'new look' Pin Oak and enjoy the many and varied articles. I would like to offer my congratulations to the team for their creativity and hard work.

In preparation for writing my article for the 100th edition of Pin Oak, I took time to read the very first issue from July 2014. It would have been hard to imagine when Mrs Calver and Ms Lanser gathered the first group of students together to pitch the idea and develop the very first edition of Pin Oak, that the students would have sustained their passion and enthusiasm to keep producing magazines each fortnight. Let alone the 100th edition of Pin Oak! A remarkable achievement and one that needs to be celebrated and applauded.

It is a credit to Mrs Calver and Ms Lanser who together with the students have brought the original philosophy to fruition of "not just being a weekly record rather an exciting interchange of reports, news and views from all parts of the School and beyond". Student voice is something we value at Oxley and the Pin Oak certainly allows our students to do this in a way which is vibrant and robust displaying a whole range of fresh and interesting perspectives on topics.

I enjoy reading Pin Oak each fortnight and this 100th edition is certainly a bumper issue full of great material. I love the reflections from former students about their involvement in Pin Oak and how their involvement helped shape who they became as people and how they still use much of what they learnt along their journey. One parent recently said, 'that they love reading the news about the Old Oxleyans and in particular the advice they would give to their 15 year old selves'. I couldn't agree more!

Our assembly last week was a fabulous demonstration of the outstanding young people we have in our school. Our student leaders presented their theme for 2020 of Unity: Gratitude, Teamwork and Kindness. I shared the story of the incredible act of kindness Nic Milner displayed when competing and winning the Australian Alpine Ascent Ultra Series in the Snowy Mountains. You too can read his story in 'The Actual Journey' in this edition of the Pin Oak.

At the assembly we were fortunate to have Mrs Mandy Walker, Mrs Prue Walker and the Feary family to witness the presentation of the Murray Walker Annual Art Prize to 2019 Year 12 student Brianna Feary for her body of work titled 'Christina'. The body of work created by Brianna was a study of her grandmother, Christina, and explores the connections between fragility and enduring strength in the aging process. Completed using Charcoal on paper which is one of the most demanding and complex materials from which to work. Bree executed this expertly and is hardly surprising she was nominated for the HSC Showcase, ARTEXPRESS. Brianna's talent also extended to her other major works in Design and Technology and Textiles where she received a nomination for DT and a selection for Textiles into their respective HSC Showcases.

The Murray Walker Art prize was established in 2018 to honour the dedication and expertise Mr Walker so generously gave to Oxley College in his role as Governor and Chairman of the Oxley College Board for 12 years. The photo below is of Mrs Mandy Walker with three of her grandchildren who currently attend Oxley, Alistair Walker (Year 10), Toby Walker-Levy (Year 10) and Anouk Walker-Levy (Year 8). Two of Mandy's other grandchildren also attended Oxley - Hugh and Victoria Walker. As part of this award, the College will frame Brianna's art work and it will be displayed in the Elvo building for everyone's enjoyment. You can see Brianna's art work on page 13 of this issue of Pin Oak.

*"Not just a
Weekly Record
rather an exciting
interchange of
reports, news and
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beyond"*



The strength and generosity of our community continues to shine through and I hope that everyone will come together to 'capture' a bit of the missed summer by joining the P&F at The Oxley Family Picnic on Sunday, March 8 between 10.00am -2.00pm on the Oxley Founders Oval. You can read more from Megan Moore in the P&F column on page 15.

JUNIOR GALLERY





Weekly Awards

Students of the Week Learning Journey

K: April Sneddon
Yr 1: Xander Fisher
Yr 2C: Hugh Pratten
Yr 3B: Oscar Le Guay
Yr 3L: Oscar Choo
Yr 4: Grace Kean
Yr 5B: Aiden D'Iorio
Yr 5N: Matilda Lambie
Yr 6A: Mimi Legge
Yr 6W: Chris Mansour

Oxley Values

K: Finn Kean
Yr 1: Angus Kean
Yr 2C: Ian Phillips
Yr 3B: Lexi Mendes da Costa,
Yr 3L: Eli Winn
Yr 4: Thomas Adamson
Yr 5B: Miri Kerr
Yr 5N: Olivia Hill
Yr 6A: Sam Harwood
Yr 6W: Madeline Gordon

SRP Reps

1S: Zoe Choo,
Stella Bacon
2C: Leo Le Guay,
Zara Finlayson
3B: Oscar Le Guay,
Ava Snowden
3L: Ava Gomes,
Will Carioti
4L: Molly Harwood,
Piper O'Sullivan
5B: James Blanche,
Madeline Kirsch
5N: Matilda Lambie,
Alexander Psarakis
6A: Peter Kearney,
Camille Vild
6W: Estelle Fragar, Tiffany Matar

Students of the Week

Learning Journey

K: Jordan Pope
Yr 1: Harry Berry
Yr 2C: Zara Finlayson
Yr 3B: Hamish Aston
Yr 3L: Teddy Blom
Yr 4: Sam Cottle
Yr 5B: Leila Palmer
Yr 5N: Emilie Henderson
Yr 6A: Fraser Wilkinson
Yr 6W: Oliver Bryant

Oxley Values

K: Charlotte Bullick
Yr 1: Amelia Gordon
Yr 2C: Charlotte Byrne
Yr 3B: Charlotte Holmes
Yr 3L: Mariella Vlahakis
Yr 4: Xavier Druery
Yr 5B: Asher Braham
Yr 5N: Oxford Feller
Yr 6A: Ruby Pettaras
Yr 6W: Liam Halloran



JUNIOR SCHOOL NEWS

A Welcoming School

This week I have had the opportunity to speak with young Oxleyans in the Junior School on their views about our welcoming school. Many have created artworks and videos to express a range of thoughts. At this week's Assembly, Leila Palmer, Molly Edwards and Piper Winn will share that it is the playground where they feel at home. Both by the manner in which children share, play together, and invite others to join their groups, and the way in which teachers are supportive and friendly. Fred Hamblin, a wordsmith in Year 6, shared his thoughts with some word art. He expressed that Oxley is full of courageous, imaginative, resourceful and generous people who are at the heart. Noah Byrne shared that even when you feel shy and new, Oxley people go out of their way to make it a great place for everyone. Thanks everyone for your insights to help me understand what makes Oxley so welcoming.

At Assembly last week, I shared that being welcoming is also a mindset that we can continue to cultivate. Like a garden that needs to be watered and tended to, there are things we can do that help maintain our welcoming way of viewing the world. When I looked into the kinds of things you might expect to see in any welcoming school or institution, I learned that they are most often 'inclusive', that they 'value diversity', and that they are 'open' and 'sharing'. The teachers at Oxley help us develop this mindset every time they teach us about the world and other cultures, when they teach a new language. A good author of a wonderful book helps us to develop this mindset too as they welcome us into other experiences and ways of viewing the world. Let's encourage one another to cultivate open-minded, courageous ways of being so that we continue to grow ever more welcoming!

Swimming Carnival

The Swimming Carnival was a fun day for everyone and will be a firm highlight of the term. In the lead-up to the carnival, I've been so impressed by the team and community spirit. Clearly everyone has a strong connection to their House and there was some very passionate cheering. Well done to everyone for their enthusiastic participation. Thank you to Mrs Mc Naught, and all the Sports and Junior Staff who organised and ran events to make the day a seamless and enjoyable one.

Out and About

Many students will be off-campus at various events over the next couple of weeks. I will head to the Blue Mountains with Years 3 and 4 on Tuesday, on the same day that the HICES Year 6 Debating team encounter their first opponents in competition. Good luck to these talented young speakers. The Year 6 students will also attend the National Young Leaders' Day in Sydney, an exciting event attended by thousands of primary school students each year where they have the opportunity to be inspired by leading lights in the sporting, business, entertainment and not-for-profit sectors.

Keep the Dates

The term starts to get busier from here on in. Please keep dates free especially in Weeks 7 and 8, with Open Classrooms and Parent/Teacher Interviews. Look out for a letter from your child's class teacher in the coming week which will ask you to book in for a parent-teacher interview. One week ahead of these interviews, The Learning Journeys Open Classrooms provides a special glimpse into the learning experiences of your child/ren, and provides context for your conversations with teachers to follow.

By Katherine Halcrow, Head of Junior School



DEPUTY HEAD OF LEARNING



Year 12 Study and Supper

We are delighted with the way that our 2020 Year 12 cohort has returned to their studies. This week they are engaging in 1:1 Academic Check-

ins with our Year 12 Academic Master, Mrs Molly Simpson. We have also introduced a personal Study Tracker that will enable the students to plan and manage their Academic Prep time in the Study Centre. We are also excited to commence Year 12 Supper Club which will run each Wednesday evening from 5.00pm – 8.00pm. This is another opportunity for Year 12 students to be supported in their study habits and to learn how to make the most effective use of their time.

Parent Information Sessions

We have spent time this week with parents at our annual Parent Information sessions, touching on some of our key themes for the year. As always at Oxley, our intention is to constantly evolve as a learning organisation, consciously building the partnership with students, teachers and parents as we all work toward our vision of preparing your children for their futures.

Fundamental to the Oxley mindset is the use of our shared language of learning. We consistently focus on:

- The narrative of growth and progression for each learner
- The development of a growth mind set
- The importance of explicitly developing understanding through the model of surface to deep learning.

Our Distinctive Curriculum

We talk often at Oxley about our desire to be distinctive – not just as a school that offers the usual suite of curriculum courses, but a school that makes explicit choices about strategies that will make the most difference. Part of that is our continuing celebration of Cornerstone, the embedding of IGSCE Global Perspectives and our evolving PIPs initiative in Year 9 and 10. As flagged last issue, we want to provide the opportunity for students to choose, to dream, to dare when given the chance to investigate an area of interest, curiosity or passion. We are currently compiling the list of projects and are excited to see the incredible range of topics. Some further information about proposed student projects are on page 16.

By Kate Cunich, Deputy Head Learning

DEPUTY HEAD OF PASTORAL

Student Leaders 2020 Theme – “Unity: Gratitude, Teamwork & Kindness”

One of our Strategic Goals for 2020 is to develop further Student Voice and part of this involves empowering our Student Leadership Team, who have been working on their theme for 2020 since Term 4 last year. In Assembly last week, they launched their theme. Having originally worked on the idea of “2020 Vision”, the bushfires over the summer, Coronavirus and extreme weather events led them to rethink their original plan of “2020 Vision” – as it became clear to them that nothing in 2020 would be clear at all. Instead, they have developed the theme of Unity: Gratitude, Teamwork and Kindness.

In their own words, here are some extracts from presentations at last week’s Senior School Assembly:

Connor Taylor-Helme, Head Boy:

We can see it as a redirection of focus, from our own long-term future to a keen focus on each other. Knowing how people around you are feeling is a big tick in Oxley’s learning intention for 2020. On social media acts of kindness and teamwork regarding the fires reflects the True-Blue Aussie Spirit. We too feel like Oxley has so much of its spirit to give in so many ways. So, under 2020’s broad theme of unity- gratitude, teamwork and kindness are characteristics we want to focus on. Oxley is spreading its spirit in versatile ways and providing genuine support that is sustainable in a way that constant fundraising is not Student leaders are willing accept ideas from you about how we can contribute to the Southern Highlands community in practical ways... As Winston Churchill said, “we make a living by what we get, but we make life by what we give”.

Clancy Aboud, Head Girl:

So in order to engage with this big idea of unity, we are collectively going to focus on three values, three strengths that will allow us to be more connected to within the school and with the wider community. Kindness, gratitude and teamwork.... And it’s in times like the present when unprecedented events occur and leave communities in need of help, that institutions like Oxley must step up and do what we can. In our case, the donation of time is richer than any donation of money, whether this is through the sewing of woollen pouches for fire-affected wildlife, or actively providing aid to those in need, like Mawson House is currently doing by serving food to the homeless at Bowral Uniting Church.

Week 4: Gratitude Week

The Leaders launched their theme for 2020 with “Gratitude Week”, which is also in-line with the Year 7-11 Student Diary. In the words of Josh Bramley (Deputy Head Boy) and Mya Bertolini (Deputy Head Girl), from the Week 3 Assembly:

Tutors and seniors will be encouraging everyone in their Tutor Group to think about and share three things they’re grateful for.... Secondly, something as small as writing a letter to someone who has impacted your life in a particular way, first acknowledging this then thanking them is an easy way to express your gratitude.

It doesn’t have to be long – even a post-it note size. Something so small can absolutely make someone’s day. So these are all acts that lend itself to our big idea: unity, togetherness. You’ve heard the saying “the whole is greater than the sum of its parts”. Unified as a collective community, we are more powerful than we could ever be alone. By Mark Case, Deputy Head Pastoral



KINDNESS
GRATITUDE
UNITY
TEAMWORK

OLD OXLEYAN

TREVOR ARNOLD Class of 1997

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

Since graduating Oxley I have had all kinds of fun. Among other things I've been a raft guide, a vegan baker, I've researched roadkill and wind patterns in San Francisco, I've started a family and a business and I've spent a LOT more time in school. I left Oxley in 1997 and moved to the states in 98' to attend UC Berkeley in California where I studied Conservation and Resource Studies with a minor in Forestry. Following this I went to veterinary school at UC Davis. After vet school I focused on specializing by completing an internship, followed by a residency at Colorado State University in Veterinary Ophthalmology (animal eyes), finishing that program in 2012. I then spent 6 years working as a veterinary ophthalmologist in a private practice before opening a multispecialty and 24-hour emergency veterinary hospital (Boulder Road Veterinary Specialists) in Colorado with my business partner and veterinary neurologist Liran Tzipory.

What is your biggest achievement since high school?

Being able to maintain a long lasting and loving relationship with a wonderful woman for over 21 years. We met shortly after I left Oxley and are now married with two kids. Completing over 12 years of post-secondary education takes a lot of attention, balancing of priorities and moving locations. It's easy to become selfish about what you want and need in this world, and it can be hard to keep friendships, let alone maintain a committed relationship with another person that has their own wants and needs. Anything worth having in this world takes work, and relationships are no different, but if you can find the right person and grow together it is well worth the effort.

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

Not really. In my day, the HSC would rank students, and the rumour was, only the top 2-3% would end up in medicine or a similar "high profile" career. I was a smart kid but all of my report cards since the 2nd grade were emblazoned with "Does not apply himself", just ask Peter Craig. I just wasn't motivated to do more than I had to, so I didn't think I would get the grades necessary for a professional career. I also think it is crazy to expect a 17 year old to know what they want to do for the rest of their life. When I was 17 I had no idea of the thousands of career paths a veterinary degree could lead to, some of which don't even involve animals. When I started university, I didn't even have a major. I knew I wanted to work in the environment, or with animals, but I had no clue what I wanted to be. Thankfully my girlfriend (now my wife) encouraged me to take the prerequisite classes necessary to attend veterinary school. After university I was working for California State Parks and was presented with a random opportunity to steer myself towards vet school. Thankfully I had already taken the pre-requisite classes, and so I was able to take advantage of that opportunity. This experience was a great lesson for me; you don't necessarily need a rigid plan to succeed, but putting in a little work every now and then can pay off huge dividends in the future, after all "luck favours the prepared mind".

How did Oxley prepare you for your future?

The academic rigors of Oxley and the hours I spent studying for the HSC are one of the reasons I was able to take the veterinary pre-requisite classes without having to work too hard ("does not apply himself"). High school chemistry at Oxley was harder than some of the chemistry classes I took



at UC Berkeley ("the prepared mind"). Oxley's philosophy of teaching students how to learn for themselves is central to my achievements. I think there is very little value in learning how to take a standardized test, which is how many schools are designed. Doing well on a multiple choice exam does not necessarily lead to future success. However, there is enormous value in learning how to teach yourself new things; how to independently analyse an event or an object and understand why it is and how it works. With this ability you can anticipate problems, fix things or build things and you can innovate. Being able to learn without being taught is an invaluable skill. Much of what we don't like in the world is rooted in what we don't know or understand. Once you figure out how to learn independently, fear of the unknown is no longer an impediment to progress and the world becomes much less scary.

What would you say to your fifteen year old self?

I have to start this answer with an acknowledgment that I was lucky to grow up without social media. I got away with being a little aimless, because I didn't have a device designed to show the world my every move. I could learn from my mistakes without public judgement. I think it's great that these devices can bring people closer, but at the same time my friendships didn't depend on me liking a post within 5 minutes of it being up. It is an impossible standard and I would not have enjoyed that pressure.

That being said, my advice is to change the way you think about the goals you set for yourself. I have seen so many people be so dedicated to a particular goal, eg to become a veterinarian, that it closes them off to new opportunities and it gets them in trouble once they achieve it. For some personalities this dedication works out just fine, but for others it can be dangerous. All through high school these people are focused on what they need to do to get into university, and then on getting into vet school, and then on graduating. Then they graduate after years of hard work, and they have no idea what to do. Their ultimate goal was to become a vet, and now that they have accomplished that goal, they become lost, and some even start to hate their job. The very thing they worked so hard for. This experience can be devastating, but it can be avoided. Time is precious, and in life the journey is meant to be enjoyed more than the destination. Instead of setting your sights on a finite goal (like getting a degree or winning an award) I would recommend thinking about your goals a little differently. For example: I want to be happy when I grow up, and being a vet would make me happy, so that is what I will do with my time, and I am going to enjoy the process, and once I graduate I will use the degree to continue on my goal towards happiness.



OUR 100th ISSUE!

This is Pin Oak's 100th issue and it calls for a celebration of the power and importance of youth voice. I feel so lucky to be a part of a school community which encourages us to embrace our voice and has done for over six years with the presence of Pin Oak. Seeing this, I have set out and interviewed the founding students of the newspaper as well as recently graduated and present members of the team to explore the place Pin Oak holds in Oxley's heart.

Interviews by Peggy Holmwood (Year 10)

How did being part of the Pin Oak team shape who and where you are today?

Being part of the founding Pin Oak team was an integral part of my Oxley experience and I enjoyed working as a team to create a space for student voices to be heard. The lessons I took from my time at Pin Oak centre around the importance of collaboration and the power of sharing stories as a way to strengthen bonds in a community. I use these skills all time in my writing for university and work. Having recently returned from six months' exchange in Lebanon whilst the country was enduring extreme turmoil, I was reminded how powerful it is to listen to marginalised voices and sharing those stories on a wider scale - something that Pin Oak planted as a seed for me.

Evangeline Larsen (Year 12, 2015)

It turned me into the designer I am today. I currently study and work in Architecture - design is in every part of my life. The Pin Oak was the start of that passion. Working with the team to turn the empty pages into a magazine was like nurturing a baby. It became a labour of love and a whole lot of fun with the people we did it with.

Emma Croker (Year 12, 2016)

Pin Oak kept my passion for research and writing alive at a time where the pressure of HSC English and History made writing seem like a chore. The team provided a supportive environment where we could share ideas, pitch content and get feedback. Plenty of the tips that I picked up from Pin Oak strengthened my writing for university, and continue to help me in my job in Canberra today.

Ruben Seaton (Year 12, 2015)

What do you believe is the importance of having a newspaper like Pin Oak in a school community?

I believe it is incredibly important to have a platform for students to voice their ideas, dreams and debates within a school. Pin Oak from its inception was based on cooperation and creativity. It remains an outlet for expression when students are just beginning to articulate who they are as people with their own set of values. It is also an amazing way to meet people you would otherwise not talk to, practice your writing and design skills which can all help you with other projects in the future.

Evangeline Larsen

The newspaper lets you make fun of your friends when they pop up in the gallery space. But also, is there to gain a better perspective on the world from people who you can actually understand (unlike the political newspapers). I remember putting in this article on war in the Middle East written by a student; and it actually allowed me to wrap my head around what was happening at the time.

Emma Croker

In the most basic sense, Pin Oak provides the latest school news to Oxley's network of students and families. But in the internet age, much of this is available via social media anyway. Instead, I think Pin Oak's biggest asset is contributing to the intangible sense of family that comes with being part of the unique Oxley community. You can see this in the stream of impressive creative writing, opinion columns and visual art scattered through the Pin Oak annals.

Ruben Seaton

I think it allows people to find a community in other years which was really valuable to me when I joined in Year 7. I looked up to lots of the older writers and they inspired me (shoutout to Year 12 of 2015), even as far as encouraging me to take my writing and passion outside of school and make a career out of it. I also think it gives students a voice and allows them to have discussions about issues that matter to them with other like-minded people. Something that is really needed in high school I think.

Izzy Moore (Year 12, 2019)



Going through high school, we seem to have opinions on everything - from the school diary, to the logistics of communism. A school newspaper gives us the opportunity to air some of those opinions in a safe environment, teaching us how to express ourselves in a constructive and articulate way. There's a lot of terrible, un-constructive journalism out there and it's important that we learn how to counter this. We often have all these opinions, but throughout high school we're really just desperately trying to figure out who we are. Writing down our thoughts helps us make sense of that. So much of who we are is reflected in the words we write, no matter how obscure the subject matter or the distance we write from. I like to think this magazine offers a grounding throughout turbulent years of self-discovery.

Jemima Taylor (Year 12, 2019)

What advice would you give your teenage self in regards to embracing your voice and beliefs?

I would tell my teenage self a lot of things! But mainly I would say that it is worth embracing who you are and your voice even if it is hard at times. There were lots of occasions when I felt like it would be easier to be quiet or to be a sheep in the crowd. However, ultimately you will feel better if you are your true self and if expressing that in Pin Oak appeals then you should go for it!

Evangeline Larsen

Be bold and hungry to learn. Respect your peers. Pick your battles and be patient – no matter how much you think you know, you always have more to learn. But, to be honest, I doubt my teenage self would've listened to me!

Ruben Seaton

How did the Pin Oak shape your high school self?

Whilst my time in the Pin Oak was rather short lived to be honest, it was a valuable experience nonetheless. Involving yourself in the many opportunities the school has to offer is the best thing you can do really, Pin Oak being just one of these opportunities.

Jade Gillis (Year 12, 2019)

Pin Oak helped me discover, or rather shaped who I was and my sense of self throughout high school. I joined pretty much as soon as it begun and always looked forward to the Thursday lunch time meetings that used to be held up in Elvo. Secluded in the rolling hills of the Burradoo Bubble, I often felt helpless or really just uneducated towards the world Outside. Pin Oak gave me an outlet for my frustration, allowed me to feel like I was doing something-keeping me sane, while also reminding me of how much there is Out There. I found a lot of hope and comfort in the people I worked with, but they also challenged me with their curiosity and knowledge. I'm about to start a Communications degree at UTS and am so excited to build on the skills I learnt through Pin Oak.

Jemima Taylor

It was by far the most valuable thing I did in high school. I loved writing the articles (even when I was on a time crunch). It helped me beyond belief in every single one of my other subjects, not just in writing but in critical thinking and creativity. It gave me a community within the teachers and the students that was invaluable and I will never forget. Also, having such amazing leaders like Ms Lanser and Mrs Calver who genuinely wanted to hear everything we had to say was so formative for me because,

at the time, I was an angsty teen who felt she was never listened to and was just generally overly passionate.

Izzy Moore

What is the one thing you personally value the most in being part of the Pin Oak team? Why?

Anyone who walks past room 5A on a Wednesday lunchtime will immediately attest to the warmth of spirit, peals of laughter and endearing support that emanate from the people inside - the Pin Oak editorial team. Although we may be small in number, the writers possess the talent, originality and passion of a team far greater in magnitude. Pin Oak allows me to not only forge new and lasting connections

with the Oxley community through interviews and articles, but has also enabled me to spend time with a group of like-minded, encouraging and brave individuals whose dedication to the magazine is exemplified by their willingness to always contribute, both to their own and others articles.

Ava Lambie (Year 11)

It's pretty neat being able to write about (almost) whatever you feel like; Spice girls? Done. Rural Dentistry? Sure. When I first joined Pin Oak (sometime in mid-late 2018) I really tried to write "Cookie Cutter Southern Highlands private school newsletter"-Esque articles (There was an article about Tulip Time... that we don't talk about). But I really started to enjoy contributing to the Pin Oak when I began writing about things I found interesting. Ahaha, I feel like I'm not answering these right - I'm not very articulate without my ghostwriter.

Pearl Bendle (Year 11)

What encouraged you to be a part of the design team?

It started off looking good on my resume, and then turned into a tight knit group of friends who would get together every week to have some fun and produce something with our own hands from scratch. That's what kept me going back. The feeling of making something that's produced, printed and read by many. It's not often that happens when you're 16.

Emma Croker

If you were to write a slogan to encourage new writers into joining Pin Oak, what would it be?

I think it'd have to be based on something Amy from Little Women said in the recent movie... something along the lines of not writing to reflect importance, but to create importance. Writing as a means of drawing people in and making them feel comfortable, while simultaneously challenging them and pushing the boundaries of what they know.

Jemima Taylor

Nike, please don't sue me I can't afford it but, at the risk of sounding corny, it would probably be "just do it". We all get in our heads about what others will think of us. We ask "is it even a valuable use of my time"? "Am I even good at writing"? But just get in there, stick with it and give it ago. It was one of the best things about my high school experience. In fact, I would be an entirely different person without it. I miss it heaps.

Izzy Moore

"This magazine offers a grounding throughout turbulent years of self-discovery"

"Be bold and hungry to learn"

INSPIRATION



FILM

A Beautiful Day in the Neighbourhood

When going into A Beautiful Day in the Neighbourhood, my cynical mind was already ticking. I was wondering what sort of evil, Hollywood-esque twist the director would spring into this 'biography' of American children's show host, Mr Rogers. Maybe they would make the character, portrayed by two-time Oscar winner Tom Hanks, turn out to be an axe murderer, or secretly run a cartel or some other nefarious revelation. Instead, I was deeply relieved when, upon watching the film, I was greeted with a refreshing tale of kindness, morality and redemption.

The film centres around investigative journalist Lloyd Vogel (Matthew Rhys), a man jaded with the increasing negativity of the print media business and the stress of managing a newborn child with his partner (Susan Kelechi Watson), as well as tension between himself and his estranged father (Chris Cooper). He is assigned to write a piece on the beloved host, initially regarding it with contempt due to its insignificance, however as the film goes on, he takes more and more advice from Rogers, and realises that there is always a way to look on the bright side of life.

At the end of the credits, I left with a hopeful optimism; a rarity in, well, any media these days. While in no way the best movie of the year, as some of the scenes can feel a bit sluggish and stretched out, A Beautiful Day in the Neighbourhood can surely be put down as an altogether pleasant watch and a film with a hopeful outlook on how, if we focus on it, we can all become better people.

By Liam Verity (Year 10)



ALBUM

Dune Rats Hurry Up and Wait

Becoming the first Australian act of 2020 to top the ARIA album charts, the Australian band, Dune Rats are making history with their latest album "Hurry Up and Wait". The Three-piece band are known for their pub-rock, immature, punk tunes, with comedic lyrics and messy guitar riffs. The first musical track off the album, "Bobby D" is a fun short track that kicks the album off with its catchy lyrics and upbeat guitar riffs. "No Plans" is another example of the true musical talents of Dune Rats with soaring guitars and high vocals, the band pairs the instrumentals with lyrics about living a life with "No Plans", the perfect anthem for every procrastinating teenager!

Although the band have a reputation for being careless with their work, they manage to create entertaining and uplifting songs. "Rock Bottom" is an example of their comedic and musical talents, a song about feeling sad somehow feels inspirational and uplifting.

The album concluded with a Dune Rats signature piece "Mountains come and go but Aussie pub-rock lives on (forever)", a classic Dune Rats piece that sums up the album and their "pub-rock" inspiration behind their music.

By India O'Brien (Year 10)



FENCING

With Alister Hill

How long have you been Fencing for?

Two years

What's your favorite part of Fencing?

There are many things I enjoy about fencing, though my favorite part would have to be throughout the bout you gradually get to understand the opponent whether they are calm, aggressive, defensive, mechanical or easily taunted. When I can compete as an individual I have complete control of my actions and this places the fate of winning or losing upon my shoulders which I find exhilarating.

How do you prepare for a Fencing competition? There are various ways you can prepare for a competition. The way I prepare for a comp is through a few exercises I learned at Oxley and at UHC Melbourne. These exercises get my blood flowing I also do various stretches in preparation for a bout.

What does a Fencing competition involve? The Fencing comp consisted of a pool then on to direct eliminations. The pool is where you Fence every one once and then you are put into the direct eliminations where the top player would verse the weakest player, the second-worst would vs the 2nd top player and so on. A standard direct elimination bout last for three periods of three minutes each, or a maximum of 15 points.

How did you feel when you found out you were going to the Fencing state comp? This wasn't the State comp it was an Epee Prep challenge. It was in preparation for the 2020 Australian Junior (U20) National Championships held in Melbourne.

What was the atmosphere like?

The atmosphere was certainly different from other competitions I had been apart of in the past, this was mainly due to the difference when bouting, as I was an individual and not in a team

How were your results?

Overall I scored 7th out of 10 other Fencers.

How did Oxley go overall?

Since this was an individual event not a team event, the outcome was not reflected in the Oxley team but certainly, the Oxley spirit and core values were with me both on the piste and off.

By Lily Magill (Year 11)



A Country In Crisis

Australia's Rural Doctor Shortage

Australia has one of the best healthcare systems in the world, however, for those living in rural and remote areas, healthcare is often inaccessible.

This growing national issue is mainly attributed to a lack of GP's in rural areas throughout Australia, with just NSW alone being short a combined total of 227 doctors in rural and regional areas. Yet given that Australia has an average of 3.7 practising doctors for every 1,000 people (which is considered appreciable), our problem is not one of supply, but distribution.

Australia trains a significant number of medical students (approximately 3500-3700 a year), which on paper, should be enough to meet the needs of our health services. However the problem appears when medical students stay in metropolitan areas after graduating.

Seemingly, it is medical students and doctors lack of interest in remote areas acting as the primary contributor to this crisis. However, many believe that the root of the problem, in reality, stems from a flawed vocational training and application system when it comes to training rurally.

At the University of Notre Dame, out of 60 students who applied for positions at rural clinical schools, only 30 made the cut, and according to Imogen Hines, a medical student at the university; "those who missed out shared a common feature – metropolitan origin. "Not only does this indicate a supreme interest in rural health (as rural training offers a more hands on, practical experience for aspiring doctors), but also a slight post-code based bias when selecting students to train rurally, which was described by Hines as a "significant bottleneck" for medical students who dream of going bush. For the lucky students who are able to study and intern in rural areas, "it becomes much harder to stay in the bush beyond that point because the vast majority of vocational training spots are based in metropolitan areas... So even if a junior doctor has come from a rural background, spent time in rural areas as a medical student and secured a rural internship, they still have to return to the city in order to specialise. And that's when we're losing them" says Alex Farrell, President of the Australian Medical Students' Association.

The crisis is causing immense stress for citizens living in remote areas, and hospitals nearby, as it is estimated that one million people in Australia put off doctor visits due to lack of access, which is why it comes as no surprise that in the last financial year, there were three million avoidable hospital visits that could have been dealt with by a GP. A majority of these avoidable visits were from members of rural and remote towns who simply did not have access to a GP, which either allowed their condition to spiral out of control without being dealt with early, or they had a minor illness, with the only option being the emergency department, given the extensive waiting times

and obstacles to accessing a GP when living rurally.

In serious incidents, this severe lack of doctors can be life threatening, as was demonstrated when a six year old girl living in the South Australian town of Kimba, had a severe allergic reaction to a wasp sting and had to wait for over an hour for a doctor to arrive and administer life-saving medication just in the nick of time. With a council-owned building set up as a fully stocked and functional doctors office, it is not the facilities that Kimba lacks, but evidently, the doctors. Port Augusta is the closest regional centre to Kimba, (150km away), and with a ratio of one doctor to every 700 people, healthcare still remains inaccessible even after extensive travel. This is not an isolated situation, with a hospital in the NSW rural town of Hillston not being able to operate the local hospital for 18 months simply due to the fact that there was no doctor to treat patients.

With similar situations to those above plaguing our country, simple tasks such as accessing everyday medication (eg. asthma medication) turn into a burdensome and ambitious ordeal for those living in rural areas.

So how is Australia addressing the issue? In the past, we have relied on overseas doctors to fill gaps in remote areas, and as of 2018, it was reported that 3000 foreign doctors were practicing in rural 'areas of need'. Yet after the Medical Board of Australia was forced to deregister about 80% of international doctors who failed a clinical exam designed to prove they meet national standards, the crisis has worsened. It seems that the most efficient way of tackling the crisis is by simply taking steps to ensure more medical students can be properly trained rurally (including vocational training).

Country Health SA executive director of medical services, Dr Hendrika Meyer aims to "double rural medical intern positions and offer more training opportunities" and the Rural Doctors Association of Australia is adamant about introducing a training programme called the National Rural Generalist Pathway that will offer specialist training for rural GPs, also holding the opinion that in order to obtain a fellowship, it must be compulsory for doctors to rotate through remote areas. It is also a case of making living in rural towns desirable for doctors, which, according to rural professional, Dr Khorshid, includes; "making sure a town can support a young doctor's family, making sure the doctor has connections with the community and that they have enough support for their practice that they can get away and have a holiday and are not the only doctor in town." While this is an issue that cannot be fixed overnight, at least we at Oxley can be thankful to have access to medical professionals – something we may take for granted.

By Lucy Cavanough Quince (Year 11)

SENIOR GALLERY



VIRTUAL GALLERY



Artists! Showcase your works of art in our brand new Pin Oak Visual Arts Gallery Page. Any medium or subject matter can be submitted. We are keen to share your works with our community. Please see Mr Hetherington if you would like to be considered. We will publish a new work each issue (non-art students may also apply - all welcome- any year group). We look forward to your exciting works coming to life in print.

This issue: Sienna Soster Year 8 (Untitled, 2020, Ink and water colour on paper)

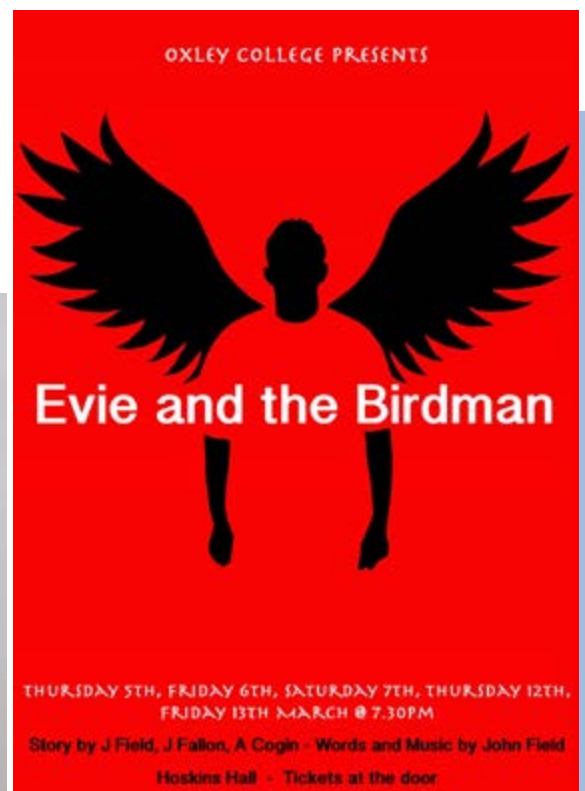
This drawing was inspired by a discussion during Cornerstone about the plight of animals during the recent bush fires and the ways in which humans came to their aid. Sienna has beautifully captured the darkness of the blackened forest, the smoke and haze and the relationship forged between the helpless fauna and our emergency services. It is a raw and honest drawing full of feeling and empathy.



***MURRAY
WALKER
ART
PRIZE***



SENIOR PRODUCTION



GOOD & OTHER NEWS



Australia's Bushfire Crisis: Heroes and Clowns

For anyone and everyone reading this, it will have been impossible for you not to have heard about, if not directly impacted by, the worst bushfire season Australia has ever experienced.

After a prolonged drought lasting more than a year to create plenty of dry fuel, a number of small fires began in NSW in mid-August which, alongside the below average fuel moisture, record-breaking temperatures, drought, accompanied by severe fire weather, attributed to the devastating fires which swept through the state as well as much of Victoria, South Australia, Tasmania and the ACT. Ultimately, the results of this fire season have culminated to over 18,500,000 hectares of fire ravaged land across the country, over 6,500 destroyed homes and 34 tragic fatalities.

After all the terror and turmoil subsided, we began to ask ourselves: who is to blame for all this? Some people blamed the arsonists, others blamed the Greenies (naturally). Personally, I blamed politics as a whole, but particularly any politicians who have denied and continue to deny climate change and its impact on our environment.

Of course, our resident neo-conservatives like Pauline Hanson, Cory Bernardi and Tony Abbott will of course label this as irrelevant. I mean, we've had plenty of bushfires in the past right? Well, yes, you ignorant right-wing despots, but never on this scale before. To reiterate my previous observation, this is the WORST bushfire season in Australian history, period.

This is no-coincidence, climate experts have been warning us of the dangers of human-induced climate change since the 90s, and still, to a large extent, Australia has disregarded this completely. According to the Guardian, Australia's response to climate change so far is among the worst in the G20: "Australia's progress to meeting its already "unambitious" Paris climate targets was third worst, fossil fuel energy was on the rise and policies to tackle high transport emissions and deforestation were also among the worst across the G20 countries."

This is mainly due to the negligence of the Government on climate change. Of course, we know that Scotty will certainly pretend to care about such an issue. Yet, even after the all the properties and livelihoods lost, he still refused to alter the Coalition's climate policy.

Then there are the true heroes, the fire fighters and emergency services, many of whom worked tirelessly around the clock to ensure public safety and attempt to control the hundreds of blazes burning across the country. In the words of Kevin Rudd: "They're our new Anzacs. In the line of fire, literally, before the nation's eyes."

It is to these unsung men and women, I believe, that we should really show our gratitude to. For your commitment, courage and sacrifice, we thank you from the bottom of our hearts. As for the unruly, ultra- conservative politicians out there, with particular note to the Hon. Angus Taylor, I have but one message: get your act together or get out! By Hugh Corbett (Year 10)

Novel Coronavirus

We have all heard of the Novel coronavirus, but do we really know if we're at risk? The first case was diagnosed on 31st December 2019 in Wuhan a province of Hubei in China with more than 7100 cases. It was found that the outbreak most likely started from The Huanan Wholesale Seafood market that was closed on 1st of January.

170 people with this virus have so far died in China. Health officials are unsure how the virus has spread OR how easily, but health officials have stated that the virus is increasing rapidly by at least 30% per day. Seven people in Australia have already been diagnosed with Novel coronavirus so far. Some people think that the virus was from an animal in China and spread it across China, then as we know we all LOVE traveling, some of them traveled and didn't know they had it so it had spread to other people and then it has come here. Some of the animals we think could have spread it are camels, cattle, bats and maybe even snakes. The virus is mostly safe except for the recent strain in 2019 according to the European Centre for Disease Prevention and Control. Each victim is estimated to infect two to three people at the least almost every single day. Some symptoms are shortness of breath, coughing and fever. These symptoms can appear between two and 14 days that is why it has spread so fast because people are going to places and don't know they have it. Novel coronavirus has been diagnosed in most major in Asian countries.

By Sienna Wimborne (Year 6)



What happened to the kid who did not get stuck in a balloon?

It was Spring day in Fort Collins, Colorado when Richard and Mayumi Heene released their homemade helium-filled gas balloon shaped to resemble a silver flying saucer into the sky above their home. Little did they know; Their six-year-old son Falcon was trapped inside! Millions of people were glued to their tv screens as they watched the plight of emergency service personnel attempt to save the afloat boy, only to discover after opening the "Saucer" 80 kilometres away from his home, Falcon was nowhere to be found. A manhunt started immediately as it was clear the boy must have fallen out, however there looked to be no hope.

That was until Falcon wandered into his family's living room two hours later; to the shock of the public on October 15 2009, Falcon in actuality had fallen asleep whilst playing hide and seek in the attic.

This begged the question; was this just a simple mistake or a hoax that cost over two million dollars. The most incriminating evidence is the family's prior appearance on "Wife Swap" and an interview four days after the incident in which they asked why he chose to ignore his parent's pleas for his presence, he mumbles with a yawn, eyes droopy with exhaustion "Because you guys said; we did this for the show."

Yeah Falcon, maybe next time don't incriminate your parents on national television?

To save you the tale of a legal battle filled with false pretenses, wrongful investigation and defamation; The Heeneys pleaded guilty (After threats of Federal charges and deportation) and had to pay a \$36,000 fine and serve minimal jail time.

But this begs the question where is the boy who did not get caught in the balloon now? Well, I don't really know; the American ABC news published an update last October but all that can be really deducted is that man-bun afflicted Falcon wore his finest jorts and sleeveless shirt for the interview. What is most telling is a song released in 2014 by Falcon and his brothers Ryo and Bradford under their metal band "HEENE BOYZ" entitled "BALLOON BOY NO HOAX" in which the chorus states "baaAALOOOOOOOOoooooo booooOooooOOOOOOYYYYYYYY- noooOooooOOO hoooOOOAX" (I spent a ridiculously long time deciding how to capitalise that, to spare you; dear reader from having to listen to this monstrosity).

And to be frank, if that isn't confirmation of the Heene Family being innocent I don't know what is!

By Pearl Bendle (Year 11)

CALENDAR

February/March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				21 Senior school Swimming carnival	22 ISA Sport Round 10	23
24 -Y12 Student Parent Teacher Night	25 -EXC: Y3/4 Blue Mountains	26	27	28 EXC: Library Monitor excursion	29 ISA Summer Semi- Finals	01
02 -EXC:Y6 National Young Leaders Day -EXC: Y12 DT - Powerhouse Museum -EXC:Y5 Science Space - Wollongong	03 Senior School School photo's	04 -Y11/12 ArtExpress	05 Senior School Production- Evie and the Birdman,7.30pm	06 -Senior School Production- Evie and the Birdman,7.30pm	07 Senior School Production- Evie and the Birdman,7.30pm ISA Summer Finals	08 Whole School P&F Picnic - Oxley College,10.00am - 2.00pm
09 -EXC:Y11 DT Powerhouse museum -HICES Swimming	10	11 ISA Swimming Carnival	12 -JS Learnign Journeys Open Classrooms -Senior School Production- Evie and the Birdman,7.30pm	13 -JS Learnign Journeys Open Classrooms -INC: Y8 Medieval Feast -EXC: Y4-8 G&T Kids Lit Quiz -DoE Bronze Hike -Senior School Production- Evie and the Birdman,7.30pm	14 -DoE Bronze Hike -Scholarship Interviews	15 DoE Bronze Hike

P & F

It was great to see so many old and new families at Welcome Drinks on such a wet evening in the Highlands. Hopefully those of you who attended may have met your Parent Representatives, who are the volunteers responsible for coordinating social functions for your year group. A list of Year Reps and P&F Executive members is now updated on the College website for your information.

The first P&F meeting for the year will be held next Tuesday 25 February at 5.30pm in the Library. All are welcome to attend. At this first meeting we will outline our planned activities for the year and discuss fundraising targets.

After a relatively stressful summer for many of us, the P&F are planning an Oxley Family Picnic Day on Sunday 8 March from 10.00am – 2.00pm on the College grounds. This day will provide an opportunity for families to meet, mingle and have some good 'old fashioned fun' with a jumping castle and games including three legged races, sack races and an egg and spoon event. BYO picnic, drinks and rug or a sausage sizzle will be operating on the day if you feel like buying a sausage in a roll!

The Oxley Equestrian Day will be held on Sunday 3 May and plans are already well underway for this annual event on the Oxley calendar. A raffle will be held in conjunction with this event with the proceeds going to local wildlife groups. If you wish to donate goods or services for this raffle, please contact Veronica Kennedy-Good who is coordinating the raffle at veronica@mindsharevents.com.au.

Kind regards,

Megan Moore, P & F President



oxley college
Family Picnic Day

A day of fun for our school community
Sunday 8 March
10am – 2pm

Jumping castles, face painting, storytelling, games and music in the school grounds at Oxley College

BYO picnic and picnic rug

Sausage sizzle will be available

Oxley COLLEGE

NEWSFLASH

MATHS

Maths Help is available for all students from Year 7 - 12 on Tuesdays at 8.00am in Room 6. Please bring any work that you would like some help with.

Week A with Mr Baird

Week B with Ms Dobner

OXLEY SHOP

SHOP HOURS TERM 1
Tuesday, Wednesday, Thursday
and Friday (T1 only)
8.30am-4.00pm.



ANDREW CAMPBELL (Year 7)

At what age did you first become involved in the sport of skiing, and who introduced you to it?

I started skiing when I was around six years old. Mum and Dad were the driving force behind me starting as they both enjoyed skiing and it was something we did together as a family.

What competition did you recently compete at, and how did you go?

I competed in the International Welsh Cup in Switzerland in January this year. I won a medal for the most improved, kindest team supporter of my Australian team and support of others.

Do you find it difficult balancing your sport commitments with school/leisure time?

Yes – you have to do schoolwork and homework when you should be out on the slopes training – but it is manageable.

What advice would you give to people just starting out with the sport?

Try your hardest and never give up.

WEEKEND SPORT

Unfortunately, two weekends ago sport was cancelled due to the grounds being wet. Many teams are now looking forward to the last week of ISA rounds before the Finals. Last weekend, the 1sts Girls Softball team, played against Central Coast at home, unfortunately resulting in a 14-7 loss. The Junior As Softball brought out a win also against Central Coast, 5-2. The Basketball also some positive results, two out of the three girl's teams came away with a win against Redlands. 1sts boys defeated St Pius, 33-21 and the 14As came away with a win also against St Pius, 48-32.

We have our last week of ISA rounds coming up this weekend, some teams are already going through to the finals, while other teams must play hard this weekend to secure a spot. We have a couple of teams playing home this weekend, so come down and support. Good luck to all teams, play hard and make Oxley proud! By Liv Bow (Year 10)



WHAT IS A PERSONAL INTEREST PROJECT?

The Personal Interest Projects (PIP) that Year 9 and 10 are currently undertaking have become a source of great interest and excitement to students both participating, and observing the realisation of each idea. Molly Knowles and Frankie Lobban (Year 10) have answered some of our burning curiosities, and illustrated their own intentions, in the following interview.

1. What were your initial thoughts about the PIP programme?

F: Initially, I had doubts about starting our PIPs. It seemed like a very broad task, with little to no boundaries, which I think appeared intimidating to the lot of us. After moulding to strict deadlines, and limited content that we as students applied to ourselves, it seemed strange to have total reign of our school tasks - leaving us to question the logistics of it all. However, it was evident that even in the few weeks following, it was apparent that the limitless, multi-dimensional mindset could slowly kick in, and I thoroughly look forward to presenting my PIP, and reflecting on the work that I'm most passionate about.

M: I was fairly overwhelmed by the endless pathways I could take with the project.

2. What have you decided to make/investigate/pursue, and why?

F: After a briefing of what this project consists of, one main piece of advice stuck to me. My teacher said, "Whether you enjoy school or not. Make this the one subject that you look forward to going to everyday." One thing I felt really passionate is Generations Z's perspective on beauty and body image. So I decided to make a documentary/film investigating and interviewing the girls from Year 2 - Year 12 and how they define beauty. So many women and girls are affected by the way society defines a 'beautiful body/person', so my aim is to hopefully broaden our perspectives by introducing the women of our future and their perspectives. Furthermore, I aim to dismantle our 'default definition' of beauty in the modern society, by having young voices speak their mind, which I believe will make my film all the more influential.

M: For my PIP project I am making safe and easily portable horse jumps from scratch. As well as physically making the jumps I will also be doing a video on the process and my findings. I chose this particular project because the idea excited me and the jumps will be something I can use in my own life if they are successfully completed.

3. Which aspects of the program have you enjoyed so far, and what have you found difficult?

F: The process so far has been very consistent and successful, personally. We were given enough guidance that allowed us to progress with the project (through use of timelines and regular progress check ups). Furthermore, we have mind maps to help us circulate our ideas. Additionally, we have books which are at hand so that we can express an idea, the moment we feel necessary. As we are still in the early stages of this 10-week process, I can definitely say that the hardest part was initially finding an idea. There are so many endless possibilities, as a passionate person, that you could endeavour upon, so finding one specific idea had been difficult to locate, and yet now so rewarding. I look forward to the final result!

M: I have loved how creative we have been able to be so far and how supportive my teacher has been of our ideas. I have found it difficult to go through each individual step without jumping to the 'fun part' of designing and making the jumps but I know in the long run these steps will result in my most developed and creative idea being produced. By Ava Lambie (Year 11)