

PIN OAK



*OXLEY
ARCHIES*

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DOE
in Isolation

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OXLEY ARCHIES
Entries

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THANKYOU
Medical Staff

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MR FRANK CONROY AM



HEAD OF COLLEGE'S REPORT



"A community grows great when people plant trees whose shade they know they shall never sit in"

-Greek proverb.

Oxley College is now in its 37th year and while still relatively young has a rich and dynamic history. Last week we saw history being made with the handover of the role of Chairman of the Board of Governors from Mr Frank Conroy AM to Dr Stephen Barnett. Historical for two reasons! Firstly Dr Barnett is the first Oxley graduate to become Chairman and secondly, Mr Conroy has been our longest serving Chairman in the history of the College, leading and serving the Board of Governors for the maximum term of 12 years. Nearly a third of our life as a College!

A Governor since 2008 and Chairman since 2009, Mr Conroy has given his time and expertise generously to the College bringing his business acumen, abundant energy and commitment. Oxley has been extremely fortunate to have his oversight and leadership especially given he did not have a pre-existing connection with the College. He and his wife, Jan have always been active supporters of College events attending nearly every function over the years, supporting staff and getting to know parents. Their combined dedication and support to Oxley College has been outstanding and will always be remembered with admiration and affection.

Mr Conroy has supported three successive Heads of College during his 12 years and has seen the College survive the GFC, moving from a small Secondary School to the flourishing K-12 College it is today. During his leadership of the Oxley College Board of Governors he has seen the Junior School built and started, the academic reputation grow whilst maintaining the focus on the whole child and significant facilities built and refurbished. His leadership has been truly outstanding and we will be forever grateful.

In talking to previous Heads of College, Mr Grant Williamson (2008-2014) and Mr Michael Parker (2014-2018) they have both spoken extremely highly of his leadership of the Board, and like me, also of the professional relationship, trust, support and guidance he has provided each of us. We have all been touched by his leadership and like my predecessors, I have valued his intelligence, wisdom, grace and integrity. Frank has all in great abundance and has been an extraordinary Chairman by any measure and Oxley College will be forever in his debt.

I know both Frank and Jan will continue to be friends of Oxley College and we look forward to hearing from Frank as our special guest and speaker at this year's

Foundation Night on Thursday 25 June.

"We have all been touched by his leadership and like my predecessors, I have valued his intelligence, wisdom, grace and integrity."



As Grant Williamson wrote, the etymology of governance is the Latin word for steersman or captain of a ship. The Oxley College community should be grateful for Frank Conroy's steering of a truly wonderful ship.

Foundation Day

As part of the Oxley College Foundation day rituals, yesterday marked the first of the traditions to celebrate and acknowledge our 2020 Year 12 students. While we are in uncertain times there is something reassuring in maintaining important rituals and traditions and the Year 12 tree planting ceremony provided this important opportunity. The Year 12 students were joined by two of our youngest Kindergarten students, staff members and Dr Stephen Barnett, Chairman of the Oxley Board of Governors, as we gathered at Bray Fields and the new avenue of trees commenced last year for a short but moving ceremony. Following Dr Barnett's short address on the reasons why we plant trees and how they symbolise the ongoing growth of students during and beyond their time at Oxley, the School Captains, Clancy Aboud and Connor Taylor-Helme were joined by Kindergarten students, Lachlan and Lucy to plant a new Claret Ash tree. The ceremony finished with each Year 12 student helping to complete the planting process.

While our normal Foundation Day event did not occur last night as scheduled, we are looking forward to celebrating this occasion by sharing a live Foundation Day Virtual event on Thursday 25 June at 6.00pm. It will be streamed live from Oxley College to all of our community in their homes. I hope you will join us in this celebration of Oxley students and life at the College.

Oxley College continues to grow its reputation as an outstanding school with staff members being invited to present at various events. Mr Phil Turnock together with 2019 Oxleyan, Sienna Knowles presented to the English Teachers Association Conference about the HSC English Extension 1 course. Having scored 48/50 for HSC English Extension 1 in 2019, Sienna spoke highly of the Extension 1 course, outlining the benefits it brought to her writing not only in English but across a range of her subject areas. She urged future English Extension 1 students not to hesitate to follow their instincts as readers and writers and to embrace the opportunities that writing presents for creative and intellectual development.

As Mr Turnock said to me, 'Sienna's presence at the conference serves as an outstanding tribute to not only both herself and her family but also to Oxley College as a centre of learning. It was a pleasure to be involved in this event with such an impressive Oxley alumni.'

By Jenny Ethell, Head of College

OXLEY ARCHIES





The Covid-19 lockdown and period of isolation encouraged many to fill their lives with creative pursuits, try new activities or learn a new skill. Art making or just making in general became a positive force in coping with this challenging time. In this spirit, Oxley College initiated the inaugural "Oxley Archies" Competition. The brief was to create a portrait of someone you were sharing isolation with. The competition generated great interest and some excellent entries from both students, parents and staff; a real community event - in isolation! Acclaimed local artist Ben Quilty has kindly agreed to judge the winner; to be announced in the next issue of Pin Oak. Stay tuned! A big congratulations to all entrants. So now; start thinking about your portrait for next year's Oxley portrait competition! By Mark Hetherington

DEPUTY HEAD LEARNING



Student Voice

It has been so great to start each day with the sound of students laughing and chatting – we have never so appreciated that! As teachers we chose this profession because we love children and want to share our days in a learning community full of questions, discussion and learning.

We have also never been prouder of the way our students have responded when we have asked them questions to help us plan our next steps as a school. This week Year 7 – 12 students were invited to let us know how the transition has been for them back to campus – what was working best, the challenges, how it compared to learning@home, the continued use of the Weekly Learning Cycle and any other comments that would help them more. The hundreds of responses were mature, positive and filled with gems of advice that we have taken seriously as we excitedly plan to welcome all our students back on Monday 25 May. We can't wait!

Year 10

The return to campus is at an excellent time for our Year 10 students and families. This is the season when we traditionally begin to focus on the road to the HSC and the future beyond. There are a number of sign-posts, events, interviews and consultations that will start this term as we guide students through their Year 11 course selections in particular.

The following events will shape those decisions:

- 2021 Year 11 Course Selection Information Presentation (emailed to students and parents Monday 1 June 2020)
- Year 10 Half Yearly Examinations (commencing Wednesday 10 June)
- HSC Minimum Standards Testing (Friday 12 June)
- Year 10 Half Yearly Report and Year 11 Indication of Interest (first week of holidays)
- Year 10 Student-Parent-Teacher (Term 3)
- Year 10 Consultations with Head of House and Careers Coordinator (Term 3)

We look forward to the important discussions ahead as we support our Year 10 students toward their future.

Term 2 Reporting and Academic Conversations

Year 11 and Year 12 students and parents will be emailed their Half Yearly Reports on Wednesday 3 June. These will be followed up with one to one consultations with Mrs Cunich. Year 7 – 10 students and parents will receive their Half Yearly Report in the first week of the July break.

By Kate Cunich, Deputy Head Learning

DEPUTY HEAD PASTORAL



Please see the Covid-Safe Senior School Student Protocols – Phase 3 document about measures we are taking next week, as we return to normal routines and full attendance. Tutors will have shared this with groups on Friday, and I highlighted some important aspects in Wednesday's Assembly Webinar.

<https://www.oxley.nsw.edu.au/wp-content/uploads/2020/05/COVID-Safe-Student-Protocols-Phase-3-final.pdf>

Senior School: Pick Up / Drop off

The perennial conundrum that is the Senior School Pick Up & Drop Off arrangements continues to be a challenge and is especially so at the moment, with fewer students using buses and with no after school sport on Tuesdays and Thursdays. We have introduced stopping zones for parents to improve safety and efficiency at these times. It is especially important that parents pull-over in the frontmost available zone at pick up time to reduce congestion.

In Mrs Ethell's letter to parents on Wednesday this week, she asked Senior School parents not to arrive before 3.30pm to enable buses to leave promptly and to ease traffic on Railway Road. I also ask parents to keep the road clear parallel to the bus bay on Railway Road as far as possible, to allow the buses to pull in and out safely and efficiently. Again, in the interests of safety, I ask parents not to pick up children on Railway Road, but to use the pick up zone.

With thanks, as ever, for your assistance.

Senior School ISA Winter Sport 2020

Sport is an integral part of an Oxley education and I have written previously both about the importance of sport at Oxley for the physical, psychological, emotional and social wellbeing of young people, as well as our obligations as a member of the Independent Sporting Association (ISA).

The Australian Institute of Sport and the sporting governing bodies are preparing guidelines and protocols for the reintroduction of community level sport, featuring risk mitigation measures to ensure health and safety guidelines are met.

As of today, we are awaiting further direction from the State Government, the ISA and local associations as to when and under what circumstances training can commence, and when, under what circumstances and in what sports competition games will begin.

We will keep you informed when we have further information and remain optimistic about the commencement of winter sport at some stage in 2020. In the meantime, should you have any further questions, please contact the Sports Department at sport.admin@oxley.nsw.edu.au.

Finally, whilst we know it can be difficult in the current circumstances, we request your support in maintaining uniform and appearance standards and rules for students when they come on to campus.

By Mark Case, Deputy Head Pastoral



Weekly Awards

Learning Journey

K: Thomas Apostolatos
Yr 1: Rose Hurst
Yr 2C: Leo Le Guay
Yr 3B: Ava Snowden
Yr 3L: Thomas Berry
Yr 4: Orson Francis
Yr 5B: Miranda Hunter
Yr 5N: Heidi Malouf
Yr 6A: Charlie Ryan
Yr 6W: Fred Hamblin

Oxley Values

K: Beth Plain
Yr 1: Luella Sewell
Yr 2C: Tatenda Jamba
Yr 3B: Andy Clothier
Yr 3L: Evelyn Hammond
Yr 4: Piper O'Sullivan
Yr 5B: Aiden D'Iorio
Yr 5N: Madeleine Wright
Yr 6A: Imogen Hiscocks
Yr 6W: Tina Farhan



Students of the Week

Learning Journey

K: Piper Winn
Yr 1: Clementine Stirling
Yr 2C: Violet Mineeff
Yr 3B: Anna Sutherland
Yr 3L: Sapphire Sparke
Yr 4: Jett Loiterton
Yr 5B: Miri Kerr
Yr 5N: Bronte Morgan
Yr 6A: Amber McGlynn
Yr 6W: Georgie Marks

Oxley Values

K: Edison Feller
Yr 1: Angus Sheer
Yr 2C: Tessa Hunter
Yr 3B: Charlotte Holmes
Yr 3L: Mariella Vlahakis
Yr 4: Rory Shedden
Yr 5B: Leila Palmer
Yr 5N: Matilda Lambie
Yr 6A: Hamish Murray
Yr 6W: Charlotte Strang Iori



JUNIOR SCHOOL NEWS

Junior School staff and students are enjoying a sense of normality returning to the school, our 'new normal', with students and teachers, considering what has been learned in these last couple of months. We are beginning to look ahead to think how we can continue to incorporate and build upon the technology skills that have been acquired. We are also looking to quickly build the richer depth of learning that is only possible in face-to-face teaching and learning in the classroom.



Assessment and Reporting in the Junior School, for Semester 1

We use assessment to identify each student's achievement, in order to support the design of future learning. Assessment is more than testing students, and should be about using a range of ways to properly understand where a student's strengths and needs lie. It is about creating signposts along the pathway of growth.

Assessment can be gathered through snapshots of daily learning in multiple ways: documenting class discussion; visible thinking tasks; a child's own self-reflections; observations of engagement in a project learning task; or 'exit pass' slips. Done well, assessment is also a clear and transparent process, between teachers, students and families.



The Learning Engagement team have met this week with every teaching team to ascertain the needs of each student in their class, and a plan for their development. I am impressed by the degree to which our teachers know their students, and the seamless way the Learning Engagement team works with them in a respectful partnership, with the shared interest of serving our students.

From the students with areas of need, to those with unrealised potential and seeking further challenge and growth, we are re-engaging each student at their point of need.

Weeks 6 and 7 will be a fortnight of formal and informal assessment for each of the Junior School classes, which in addition to Term 1 learning will form the basis for reports at the end of this semester.



Mathematics at Oxley Junior School

Jonathan Hunt, our Years 3-6 Coordinator has been engaging tirelessly with teachers and students in rich Mathematics learning at home, and at school. He reflected on the revitalised approach to learning Mathematics at Oxley Junior School.

I wonder how you would respond to the question "How do you feel about Mathematics?" It is so interesting to talk to students and their parents about their feelings and experiences in Mathematics. So often our students speak about an adult who may have shared, or inflicted perhaps even indoctrinated, their own, often negative, experiences with Mathematics. However, so many students also talk about their love of this subject. Students often exclaim 'I'm good with numbers.' Maths should be an enjoyable experience for our students and while there is certainly challenge, there is great reward in developing understanding and growth. A part of our staff discussions this year has been exploring some of Jo Boaler's work. A particular point of discussion is Boaler's insistence that students are developing 'number sense' rather than mastering an isolated understanding of rote learned number skills.



In the Junior School our students are constantly applying their developing skills into real world situations. Our teachers work hard to support their students in developing their core skills. Our students then apply their understanding of new content into rich investigations such as finding a numerically hidden key in Pascal's triangle to unlock a pirate's chest or use their understanding of chance to investigate a carnival game. Mathematics is a wonderful subject and we hope that you may enjoy a discussion with your child about their feelings and continued progress with their learning.

By Katherine Halcrow, Head of Junior School

DUKE OF ED.

IN ISOLATION

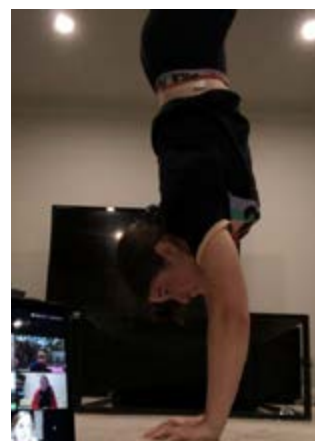
While ISA Sport and other co-curricular activities remain on hold, many students have continued with their Duke of Edinburgh's Awards at home. Much initiative and some imagination have been required to find appropriate and worthwhile activities to pursue. Examples for Physical Recreation include long distance running and cycling, homemade fitness circuits and online gymnastics! Skills have included learning languages and musical instruments online, cooking, creative writing and garden maintenance. Service activities have involved delivering goods and services to older people in the community, dog walking, mapping global outbreaks of disease and tracking wildlife online and following online RFS courses. Even Award Leader Ms Jenni Rees has been preparing for the Adventurous Journeys by setting up camp in her front room!

"Isolation has been a game changer. For some of us it has meant boredom, and some of us opportunity. I have found isolation a successful way to gain my Duke of Ed hours. I have been running three times a week into Bowral. It is about six km each way. Isolation may have brought with it some restrictions but there have still been interesting ways to work towards our Duke of Ed awards!" (Beth Zupp Year 9)

"During isolation, I have continued to work through my activities for the Duke of Edinburgh's International Award. Some activities I have had to replace with new ones which took a while to find. For the award, I have continued with ballet for the recreational component. I have managed to do this via zoom with my dance teachers whilst using home resources as a ballet barre and a space large enough for ballet. I have also continued my piano lessons on zoom for the skill component. For the service component, I have started voluntary dog walking with Jeremy, walking two black Labradors and still managing to maintain social distancing with the dog owners. Overall, despite the current pandemic, I have managed to continue with the award at home without any difficulties and am very much enjoying it." (Meg Gordon Year 9)

"For Duke of Ed during COVID, I've had to adapt my activities a fair bit. For piano, I've needed to move my lessons over facetime, using an egg carton on a stool as an improvised phone holder. Since I can't get to RFS meetings anymore, to continue with my training and keeping my hours up I've been working through the online courses on Fuel (the RFS training platform). Sport has been a toughie, and I was originally stuck for hours because what can I do by myself for a sport? I found the answer by joining in on my mum's online group training sessions and the instructor has agreed to be an assessor for me." (Liam O'Connell Year 10)

By Tim Dibdin.





Embracing the femineity?

Women have been objectified and systematically oppressed since the garden of Eden. Blame the woman. Blame Eve. She ate the apple; she is the cause of sin. Adam, the woeful onlooking is the victim of Eve's feminine, delusional, selfish, and ultimately unforgivable action. Women are the gateway to Hell. The concept of femineity, and its association with pastel colours, pop music, giggles, and flicks of the wrist, has been shunned by our male counterparts and the internalised misogyny of the afflicted female, since the holy beginning. Religion is not the cause of sexism, but it is the backbone and basis of western society, therefore contributing somewhat to the past 2000 years to the oppression of women. This is not Gods fault, this is simply the misinterpretation of the Bible, or other holy scriptures by its readers. Therefore, when traditional religion fails, we turn to the stars.

The embracing of femineity and 'The Devine Feminine' is essential to the progression of the feminist movement. Associated with astrology, The Devine Feminine refers to "the connection to the part of your consciousness responsible for nurture, intuition, and empathy, regardless of your gender." As well as, "Creation, intuition, community, sensuality (felt sense rather than thinking sense), and collaboration." (Essertier, 2017), the wholistic acceptance of this concept may not appeal to some women, as is their taste or choice, however, for those whom this appeals to, the acknowledgment of traditionally feminine attributes can be essential and central to self-love and self-acceptance. The fundamentals of the concept; sense rather than think, create rather

than deconstruct, compliment rather than criticise, cooperate rather than compete.

"Comradery in the modern world is essential to the survival of beliefs and genuine relationships."

Women are used to being objectified, to being catcalled, to being manipulated into thinking males are the superior sex simply because traditionally we are the carriers and caregivers while they are the providers and workers. By embracing femininity and The Devine Feminine, by being in touch with ourselves and our souls or spirituality, we, therefore, allow ourselves to become one with each other. Comradery in the modern world is essential to the survival of beliefs and genuine relationships. By disregarding our femininity, or being ashamed of it, women, therefore, are allowing men to dictate how we live or what we believe from the core of our existence. While being a woman is not a personality trait, The Devine Feminine is something that, when acknowledged, can be central to one's existence.



If there is a time when women can exist simply as they are, without social pressure or the shadowy cloud of the patriarchy looming over our heads, I would like to see it. But I doubt we will come remotely close to this utopian society in my lifetime. Women are powerful, without women, without uterus', the Earth would be human-less. The fact that there are people that exist that truly believe men are the superior sex, despite being born from a woman, despite being given life by a woman, is equally astounding and disgusting. Self-superiority is the cause of all conflict, humans do not have the right to place themselves above one another, to look down on others because of gender, sex, race, socio-economic circumstance or appearance. Perhaps some of these things are because we live in a capitalist society.

“...a time when woman
can exist simply as they
are...”

An issue I have with the concept of The Divine Feminine is 'sense rather than think'. The gut, or the brain, cannot always be trusted or relied upon to make sound or right decisions. Knowledge is the most valuable tool in our modern society, and the acquiring of such is essential for young minds. Therefore, the concept of trusting your instincts, although in some or most cases may be rational, realistically, the consideration of circumstance, or

the act you are about to partake in is an obvious logical thing to do.

Femininity does not have to be outwardly embraced. Appearance is not essential to the concept. Rather, getting to know your soul, mind, and body, accepting and loving her for her nature, flaws and strengths. Self-acceptance is hard. As a young woman, I am told by mainstream society that the way I look dictates whether I will succeed or not if I'm ugly or fat no one will hire me. As a teenager, the way I look bothers me, I doubt myself, however, by embracing all things woman, I have found that the way I see myself and perceive others to see me, has changed. Not necessarily for better or for worse, but there has been a shift in the comings and goings of my frontal lobe; my brain has convinced me that I am connected to Cleopatra, Joan of Arc, and Aphrodite simply because we share the same anatomy.

By Ella Jackson (Year 11)

INSPIRATION



TELEVISION

Killing Eve

Until I watched Killing Eve, I never thought it possible to feel empathy for a psychopath. 'Killing Eve' follows the story of a British Intelligence officer, Eve Polastri (played by Sandra Oh), as she hunts for a flamboyant and psychopathic female assassin, Villanelle (played by Jodie Comer). The two chase each other in a game of cat and mouse, slowly becoming obsessed with each other, as the script hits the audience with the perfect concoction of comedy, excitement and sheer devastation.

Based on the books by Luke Jennings, and written by renowned comedy writer and actress, Phoebe Waller-Bridge, the show is able to present a side of the character's life that at times, seems absurd, yet in reality, could very conceivably be playing out alongside us 'normal' people. This underlying plausibility of most scenes, juxtaposed with the hilariously ostentatious (and, I'll admit, a little gruesome) displays of Villanelle, along with the stark, dry humour of members of the British Intelligence, gives a delightfully fresh perspective on the world around us.

By twisting the classic 'spy genre' in a plethora of ways, including having two female leads and a script overflowing with dark comedy (not to mention the amazing fashion!), 'Killing Eve' lights a fire in all of us, giving the message that it's fun to do whatever the heck you want!

By Lucy Cavanagh Quince (Year 11)



MOVIES

Things to Watch

During quarantine, it's important to find a nice TV show or movie to watch to pass time! But what to watch? Here are some great movies that are on Netflix at the moment that I've watched during isolation! Hopefully you like just as much as I have.

If you're into medieval type movies, then 'The King' featuring Timothée Chalamet is a really great recent that you should definitely check out. It follows the journey of young Henry V as he becomes King of England in the 15th century and faces challenges such as war and keeping his throne.

A good drama/comedy trending on Netflix currently is 'Marriage Story' starring Scarlett Johansson and Adam Driver, a movie that shadows a family struggling through a divorce that pushes both partners to their personal extremes.

Some great classics on at the moment is Indiana Jones and the Raiders of the lost Ark, Ferris Bueller's day off, the Labyrinth, Matrix and many more. Make sure you have look at some of those new releases on Netflix or re-watch some of your favourites at home - because all we've got is time!

Daisy Macdonald (Year 8)



NETFLIX

Don't ... With Cats

Who knew such a childish-sounding name would label a disturbing documentary of the murder of Lin Jun. "Don't With Cats" is a documentary about a disturbing and graphic viral video of animals being abused (no footage of the animal cruelty is shown) that catches the eye of a group of animal-loving internet-nerds. The group pulls apart this video with very little evidence and starts to hunt down the abuser behind the camera. The documentary has been very well crafted, in which drops information at certain points throughout the episodes making a suspenseful and wild series escalate into the discovery of murder, from animals to humans!

Within the first 10 minutes of watching the show, I assumed it was a mockumentary. Why would someone watch such a sad and gruesome crime show? After watching clips of news reports from CNN and a brief interview with Justin Trudeau talking about the disturbing footage that was released on the internet, I quickly realised this wasn't fake.

The show isn't made to scare you on how cruel the world can be, but informs the audience on how easy it is to track ones' personal information simply just from a video and has an interesting philosophical question at the end on the lengths people will go to on social media just to receive attention. The documentary never failed to hold my attention with its continuous plot twists up until the very last minutes of the show. I would highly recommend this series to a mature audience who loves crime and thriller.

India O'Brien (Year 10)



NO POVERTY

Towards the end of last term, which now strangely feels like last year, I handed in my geography report focussing on the United Nations Sustainable Development Goals. These 17 SDGs were set into place in 2015 and the UN aspires to fulfil them by 2030. The goals range from; Zero Hunger, Affordability and Clean Energy, Reduced Inequalities and to what I specifically studied; No Poverty. In the individual action plan section, I had realised that through my years of writing for Pin Oak, I've never really touched on the topic of 'poverty'. Perhaps I have unknowingly been stuck in this Burradoo bubble, not acknowledging my privilege. This report woke me up to the harsh realities others are constantly facing.

Period poverty is a major global issue, a result of a lack of access to feminine products as well as cultural stigmas and taboos that are placed on women. The United Nations reported that 63 million girls, globally, are missing school because of period poverty. Alongside with the loss of education every month, 33% of Women in New Zealand have chosen food over feminine hygiene products. These statistics are shocking. Why is such a natural occurrence being placed under such shameful social and economic scrutiny? As part of the report, we had to find what governments are doing about this issue, my findings providing a definite sigh of relief. Scotland has become the first country in the world to provide free period products to all students at schools, colleges and universities across the country. Aileen Campbell, National Party Politician and supporter of the scheme stated, "Our £5.2m investment will mean these essential products will be available to those who need them in a sensitive and dignified way, which will make it easier for students to full focus on their studies." This shows, I believe, that there is hope for governments across the world to

recognise the heavy grip period poverty possess and for countries like Scotland to influence others as to ultimately reverse the previously stated statistics.

Another arm of poverty I explored was energy poverty; the lack of access to modern energy services and technologies. It is recorded that globally, over one billion people do not have access to electricity, and those that do are spending over 40% of their annual income on it. The NGO I chose, relating to the cause of eradicating poverty is Solar Buddy, whom year 10 students and parents will remember contributing to through the assembling of their solar lights last term. The NGOs goal is to "unite a global community to gift six million solar lights to children living in energy poverty by 2030, to help them to study after dusk and improve their education outcomes." I think this is such a strong initiative of educating the privileged, as to aid the learning of those whom are not as well off. I believe education is the cornerstone of all global issues and so once we become more knowledgeable on global inequalities and poverty, we will have the adequate tools to fight and demolish them.

By Peggy Holmwood (Year 10)

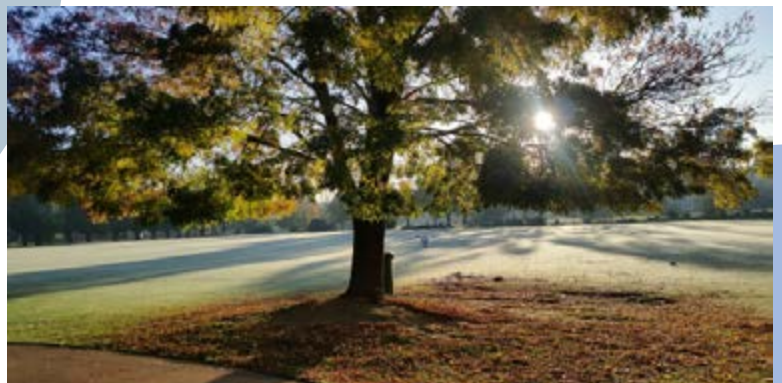
VIRTUAL GALLERY



The work is by Amelia Carpenter Year 9.

"This year in my Personal Interest project class, I have created an Aboriginal inspired painting using pastel acrylic paints. The painting is based on the landscape surrounding my house."

COMMUNITY PHOTOS



Rainbow over Oxley by Emily Byrne (Year 6) and Autumn and Early Morning at Oxley by Michael Austin Oxley Maintenance Team.

GOOD & OTHER NEWS



HOW TO RE-ENTER SOCIAL INTERACTION

With social distancing guidelines beginning to be gradually lifted; it is time to re-enter the deep mysterious ocean (or cesspool... you decide) of social interaction. Whilst Psychology today recommends coming up with an agenda, maintaining eye contact and listening to the other person... I have some additional ideas to help improve your post-quarantine conversations.

Have a number prepared

I would highly recommend always having a song and choreography prepared for times in which conversation is too daunting. Oh, your car got towed? Nobody cares, Hit the music. The key to this is song choice; for a more sombre occasion I'd go with anything from the "A star is born" soundtrack and for a more mature crowd I would recommend "I will survive" by Gloria Gaynor (Bonus points because it is frighteningly relevant to 2020)and always remember; you can't go wrong with a song by Robin or Britney Spears (#FreeBritney). I mean picture this: somebody asks you the oh so rudimentary "how you have been finding isolation?" and you break into a perfect rendition of Kelly Clarkson's "Since U Been Gone".

Talk about the logistics of a lava lamp

Okay, okay... how do lava lamps work? This question has plagued me since 2009; google says something about liquid density- what even is that? Discuss and report back to me.

Talk about Year 7 Food Technology

Hear me out on this one, everyone (and I mean EVERYONE) has that one story about year seven food tech. "Like that one time; where that one kid, did that one thing and ...". It could even lead to a more thrilling conversation about the sinister reality that in Year 7 Food Technology your culinary prowess peaked too young and now you have to ask your mum to turn on the oven because it has multiple settings and they all seem kind of daunting and unnecessary.

Pearl Bendle (Year 11)

YOUNG LAWYERS



Several of Oxley's budding legal eagles have been participating in the NSW Law Society's Future Young Lawyers Programme. After the mock trial season was suspended, the NSW Law Society extended an invitation to participants to complete a short course which would inform them on processes of the law, as well as mock trial strategies and techniques. Hugh Corbett and Molly O'Meagher (Year 10) tell us more.

1. What is the Future Young Lawyers programme and who is it run by?

[HUGH]The Future Young Lawyers programme is an online initiative run by the the NSW Law Society designed for young people to learn about legal concepts and practices. From the safety and comfort of one's own home, of course.

[MOLLY]It is a programme made to teach students who were doing mock trial different details about how to be a good lawyer and how proceedings in the court room work. The programme is run by the NSW Law Society.

2. What does participation include?

[HUGH]Participation in the programme includes online seminars run by legal professionals whom, quite generously, are willing to impart their knowledge onto us aspiring young people. There are also weekly quizzes where students can display their newfound knowledge and understanding of the Australian legal system.

[MOLLY]We have to join a zoom meeting on different days once a week and once that webinar is finished we are sent a quiz to see how much we have learned.

3. What have you found interesting/challenging so far?

[HUGH]I think the topic of Law Reform has been the most interesting for me. It is a very fascinating area; how laws develop over time due to changing social attitudes.

[MOLLY]I have found it really interesting learning about what is involved in advocacy for instance and what is involved in making a strong case in court. It was also interesting to learn about the importance of ethics in the courtroom and what that involves.

4. Given the challenging nature of the topics you are covering, what strategies are you using to learn all the information?

[HUGH]Well, since it certainly is difficult to take in everything, I just take notes on the key concepts and ideas and leave the rest to Mr Simpson and Legal Studies to consolidate my understanding.

[MOLLY] Some of the questions in the quiz can be challenging but, it is interesting to discover how much I actually know and what I need to go over.

During the webinars I find it helpful to take detailed notes that I then look over a few times before attempting the quiz.

5. Has this programme helped you realise an interest in the law? Are you now inspired to consider law as a career?

[HUGH]I think my interest and passion for the law has stemmed from a number of different things, but yes, this program has somewhat made me realise the actual possibilities of a career in law.

[MOLLY]It has increased my interest in pursuing studies in law and the Australian legal system and it has definitely contributed to my passion to hopefully become a lawyer in the future.

By Ava Lambie (Year 11)

GALLERY



NEWSFLASH

THANKYOU ALL OUR BOWRAL MEDICAL WORKERS



WHEN WILL SPORT BE BACK TO NORMAL?

Due to the Coronavirus pandemic, the sports we once loved to watch on the television were all postponed. This meant there was no new sports games to watch on a Saturday or Sunday and not only was the sport for all of us cancelled, but for the people who play professionally they had to experience the same.

Sports seasons such as the NRL and AFL started their seasons in the hope that the situation we face today would not get too out of hand. The athletes trained hard and were ready to start the season, despite the executive organisations of both leagues deciding to have the players play in front of no crowd. This would be a very different experience for all the athletes as the crowd is one of the main aspects of these sporting games.

Before starting the first round, many officials began to see the dangers of letting the athletes play, however let the first round of both leagues go ahead.

For myself, I watch a lot of the AFL, and not much NRL, however I assume the situation for NRL was much the same, the games were much quieter, and you could even hear little comments the players were making to each other. It made me realise how much the crowd brings to a game of sport, especially a sport where the crowd is so involved.

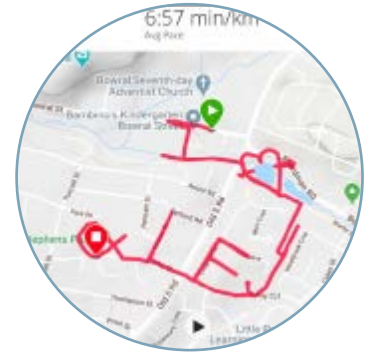
However, before starting Round 2, AFL executives made the tough decision to suspend the AFL season until what was hoping to be on Sunday 31 May, with the AFLW tournament being cancelled, not crowning a premier for the 2020 season. This left many athletes with mixed emotions.

The NRL on the other hand continued into Round 2, however decided to postpone the season after that round.

With no new sport to watch on the weekend, things were starting to get boring at home, however as everyone has been sticking to the restrictions, many things are starting to see the light, including the NRL and AFL sporting seasons. NRL executives announced the return of the season to be Thursday 28 May, with the AFL season not starting too far after on Thursday 11 June.

The commencement of the sporting seasons will still be in front of no crowd, however it will bring back some normality to society, and hopefully we will see everything starting to go back to normal.

By Liv Bow (Year 10)



CREATIVITY DURING COVID!

The lockdown has encouraged us to think more imaginatively, and in response to the cancellation of a major event at Easter, Orienteering Australia set orienteers around the country the challenge to get creative with 'Strava Art'. The idea is simple; go for a run, walk or bike ride and use your phone/watch to 'draw' a route. The results were impressive with everything from the Easter bunny to a world map!

Those who know me will appreciate how much I love maps, so feeling inspired I set to work to create my own 'picture'. It turned into a bit of a family competition and while the 'dinosaur' was a fun family bike ride, the prize for the best route had to go to Rory Shedden who wrote his message by running seven km. Given this beautiful weather we have had in recent weeks, why not get out there and give it a go? I would love to see your creative ideas.

By Ruth Shedden

