

PIN OAK



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learning@school

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BIG ISSUE
Teen Industry

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ART
Portrait Prize Winners

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During Term 1, Year 11 students have been working and studying surrealism and fantasy. Our assessment for last term was to create a drawing of a surrealist or fantasy idea. Surrealism dates back to the 1920s and 30s, and the movement included works such as "The Persistence of Memory" (1931) by Salvador Dali, (which is the one with the melting clocks by the way) and many more. We were asked to present our ideas in drawings whether that be pencil, pen, pastels and even digital art, it just had to be drawn in some way. Some of us had a lot of struggle with different things and we all pulled through and each of the works made are unique and amazing.

By Emma Sommerville (Year 11)



ACTING HEAD OF COLLEGE'S REPORT



As a school that is known for its willingness to be evidence-informed and agile, with a determined approach to providing the very best for its students, Oxley continues to follow closely the reaction to and analysis of global remote and/or online learning as a result of the pandemic.

This week, I have shared a number of articles with our Curriculum and Learning Leaders as provocations for our future planning. The first was by Professor John Hattie, someone we have looked to often for guidance in our quest for what works best in schools. Many will know our own connection with his original publication of "Visible Learning" and how we have used this framework to bring about what we currently celebrate as our academic normal at Oxley: high expectations, mastery, progression and feedback, success and personal bests.

Hattie's recent article "The New Normal of Learning: Build Back Better" resonates strongly with our shared experience already at Oxley as a result of learning@home. As a school, we have gathered such rich feedback from students about what they liked best: their love of being able to work at their own pace, their improved organisational skills, their independent work ethic and their appreciation of their teacher for clear instruction and clarification.

Hattie, speaking to a global audience of educators says:

"The strongest message is to learn from what went well during COVID, and ensure we do NOT return to the old 'grammar of schooling'. We should be collating and sharing all the excellent examples of learning away from school, and asking how we could introduce them into the regular school day – and give up some of the old 'grammar of schooling' and move to the 'new grammar'.

He also speaks of the importance of

1. Esteeming teacher expertise

"We truly now should esteem the expertise of teachers – unlike parents with one - three children in the home class, teachers have 20-30 at once, can motivate them (mostly) to engage in activities that the students initially do not know to do (you don't go to school to learn that you know), know how to make the struggle of learning joyful, can provide feedback at the right time and in the right way to each student (and not permit children to continually ask "is this right"), and teachers do not 'do' the work for the students – and

for 200+ days at least five hours every day. Teachers know where to go next for each student's learning, how to balance the breadth and depth of the ever-varied school curriculum, and invest in after school work of marking, preparing, developing resources, going to professional learning, and meetings. As parents, how exhausted were you each day!

2. Learning how to learn

Students who thrived in remote learning did so as they were learning how to self-regulate. That is, they know when to apply various strategies, they know when to hold out distractions, they know about their thinking skills, and they know how to self-evaluate. Hattie challenges us as a school to deliberately teach students these skills, while asking parents the following questions:

- What was most evident to you during the home schooling?
- Were your children over-reliant on structure, demanded crystal-clear directions, and sought lots of feedback that they were right?
- Or, could they work through messy structures, work out what the directions really meant, and strove for feedback more about where to next?

Students in schools that already teach these skills would have less hassles and indeed thrive during the COVID and recovery phases – many of our Visible Learning schools have contacted me to say that this work on teaching self-regulation is now really paying off.



I am proud to say that at Oxley we have a shared vision with Hattie – our Year 7 students in particular are currently experiencing our inaugural 2020 distinctive – Learning to Learn (L2L) – an initiative provoked by wanting our students to know what to do, when they didn't know what to do. We look forward to asking more questions, considering the research and planning for our new future that keeps the best of the past and present, with in-build solutions needed for whatever lies ahead of us all.

If you would like to read more of the article the link is: <https://corwin-connect.com/2020/05/the-new-normal-of-learning-build-back-better/>

By Kate Cunich, Acting Head of College

DEPUTY HEAD OF PASTORAL

ISA Sport: Winter Season

Following a meeting of the Independent Sporting Association (ISA) Board last week, I am pleased to report that plans are underway for a commencement of the ISA winter sport season early in Term 3.

Whilst we do not yet have any specific dates, the ISA is intending to make further decisions around timing in the coming weeks. It remains the case that plans made now for Term 3 are contingent upon government advice and will continue to be conditional on the evolving COVID-19 environment, both locally and state-wide.

In order to ensure a safe transition to inter-school sport in Term 3, the College has decided to phase-in modified ISA winter sport training. The plan follows a similar model that we adopted in pre-COVID times, involving a small number of training sessions at the end of Term 1, prior to competition starting in Term 2. No decisions have yet been made about the recommencement of additional school sports.

The College is in the process of conducting thorough risk assessments of COVID-19 exposure hazards in sports training and will be implementing controls and processes to minimise risk and the possibility of disease transmission, in accordance with guidelines from the Australian Institute of Sport (AIS) and the ISA. Amongst other measures, training will be outdoors, skills-based, non-contact, with limited handling of equipment and supported with appropriate hygiene and cleaning practices. Change rooms will remain closed. Coaches will be briefed on these protocols and controls.



An important protocol is that parents must remain in cars at pick-up and not attend training on the sidelines.

We will trial these modified training sessions and controls on Thursday 11 June with 1sts and 2nds teams. This consists of all Year 11 and 12 winter sport players, and those in younger years who would like to be considered for 1sts or 2nds teams in Netball, Hockey, Tennis, Boys Football and Girls Football. Students below Year 11 who wish to be considered for these teams will need to complete a jot form that will be sent from the Sports Department on Friday afternoon.

Following a review of the training sessions next Thursday, we intend to expand training to all ISA winter sports teams in Week 8.

Students will be permitted to wear Sports Uniform on days when they have training, as the change rooms will remain closed. Students must bring their own water bottle.

The plan for winter sport training for the remainder of this term is therefore as follows:

ISA winter sports 1st and 2nd teams: Thursday 11 June (Week 7)

All ISA winter sport teams: Tuesday 16 June, Thursday 18 June (Week 8); Tuesday 23 June (Week 9)

Pick Up Arrangements

I would like to thank parents for adjusting to the revised pick up arrangements in the Senior School and for delaying their arrival at school in the afternoons. Whilst there is a queue of traffic along Railway Road into the second driveway, this clears very quickly at around 3.40pm each day.

The length of the queue regularly extends to the first driveway at peak times. This may limit the visibility of drivers exiting the first driveway and who are turning right on to Railway Road – it is therefore especially important that the 40kmph speed limit on Railway Road is observed. With the planned return of winter sport training over the next few weeks, congestion should begin to ease on those days.

I appreciate parents continuing to follow our protocols of not picking up children on Railway Road, Osborne Road and Sullivan Road, in compliance with child-safety standards and Council requirements.

Staff Wellbeing: 'Work Fit' from APPLI

Applied Positive Psychology Institute (APPLI) is partnering with the College to offer 'Work Fit', an online platform and mobile app for staff that promotes mental and physical wellbeing. This opt-in, customisable and evidence-based programme runs for six weeks and is focused on the context of the COVID-19 pandemic. Several major organisations in NSW are also adopting the programme for their staff. It is hoped that 'Work Fit' will help in the development of future collaborative programmes for both students and parents.

By Mark Case, Deputy Head Pastoral

GALLERY





Weekly Awards

Learning Journey

K: Charlotte Bullick
Yr 1: Chloe Motycka
Yr 2C: Hugh Pratten
Yr 3B: Charlotte Stirling
Yr 3L: Will Kean
Yr 4: William Coram
Yr 5B: Caelan Granger
Yr 5N: Oxford Feller
Yr 6A: Willa Soster
Yr 6W: Tina Farhan

Oxley Values

K: Grace Byrne
Yr 1: Angus Kean
Yr 2C: Oscar Jones
Yr 3B: Lisa Mussett
Yr 3L: Jemima Anson
Yr 4: Ollie Johnson
Yr 5B: Brigitte Pietsch-Liddell
Yr 5N: Emma Barnett
Yr 6A: Finlay Houghton
Yr 6W: Gemma Fraser



Public Speaking Winners

Champion

Matilda Lambie

Stage Winners

Stage 3 – Matilda Lambie

Stage 2 – Piper O'Sullivan

Stage 1 – Leo Le Guay

Class Winners

First Place

Emily K Hunt
Lilly Mansour
Leo Le Guay
Oscar Le Guay
Hadley Morgan
Piper O'Sullivan
Asher Braham
Matilda Lambie
Sabine Garton
Poppy O'Sullivan

Second Place

Lachlan Sutherland
Hannah Cochran
Charlie Hammond
Ava Snowden
Ivy Bacon
William Coram
Matthew Morschel
Bronte Morgan
Flynn O'Brien
Ella Loiterton

Third Place

Naomi Robertson
Max Curr
Anna-Sophia Psarakis
Andy Clothier
Will Kean
Grace Kean
Aiden D'Torio
Estelle Beckett
Tristan McCroary
Emily Byrne
Chris Mansour

JUNIOR SCHOOL NEWS

Public Speaking Competition

It was a pleasure and privilege to be a part of my first Junior School Public Speaking Competition at Oxley last Friday.

The judges, Emma Calver, Lara Sheils and I were greatly impressed by the sophisticated range of subjects that were presented by even our youngest students. They were able to command the audience with their passion, insight and delicate awareness of complex themes.

Without diminishing the importance of their public speaking prowess, it was particularly heartening that in a week marking Reconciliation, and in a week of distressing events across the world, we have young people at Oxley who demonstrate the values of courage, justice, and concern for world they live in. Their sense of awareness yet optimism, shone through in the choice of topics and in their passionate and authentic delivery. Even some of our youngest speakers brought tears to our eyes with tales of fishing with a grandparent from Leo le Guay, and a passionate plea from Poppy O'Sullivan in Year 6 who spoke forcefully and convincingly on the virtues of the imagination.

Congratulations to Matilda Lambie from Year 5, who came first overall, with her speech about the power of Music, and who will go on to present to the College for our Foundation Day webinar.

Daily Junior School Tutor Time

The values that were so evident during the Public Speaking Competition, were equally on display in the classrooms during Independent Writing time this week. It was a pleasure to join a Year 5 class as they shared their personal creative writing, which was humorous but also moving, with their unique take on current events across the world. This new inbuilt daily time, traditionally known in the Senior School as 'Tutor Time', is now a regular time in the Junior School too, devoted to nurturing the children's creativity and wellbeing through daily writing, reading and mindfulness. On Mondays, Tuesdays and Thursdays, as a supplement to formal Literacy lessons, students are invited to write just for the love. For Kindergarten students, they are building the links between drawing and creative writing. For older students, they are building the stamina for writing independently. Some like Asher Braham in Year 5 are writing their own extended stories, while others like Oliver Henderson are writing humorous snapshots of life at Oxley. Brigitte Pietsch Liddell is writing a piece on the power of words and silence, tying it to the 'Black Lives Matter' movement.

We know that being confident writers underpins learning across the curriculum. We know that being a confident writer is linked to later success in school and in the workplace and is linked to positive outcomes in reading and to confidence and wellbeing. It is a uniquely human quality and skill to be able to take a blank page and communicate something from a quiet place in the soul to an audience without needing a loud voice or a big personality.

World's Biggest Shave

Still on the theme of moral courage, I commend the cause taken up by a young student at the College in Year 5, Miranda Hunter in Belinda Candelori's class. She has made it her ambition to raise \$6000 for The Leukaemia Foundation. It is a courageous action for a young girl in Year 5, and she will need us to support her. You can read more from Miranda in this edition of The Pin Oak.



By Katherine Halcrow, Head of Junior School

OLD OXLEYAN



DR STEPHEN BARNETT Class of 1990 Meet our new Chairman of the Board

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

Standing at the tree planting ceremony recently, I realised that it was exactly 30 years ago that I was a graduating Year 12 at Oxley, planting a tree. We were the fourth HSC and little projects from back then have become lovely 'traditions'..... and the quality of the trees being planted has certainly improved!! It is a cliché, but that 30 years has passed so quickly in many ways, yet has been full of adventures. In my career adventure, it has all been about one step leading to the next. The education I received at Oxley allowed me to enter Medicine at Newcastle University. This was very fortunate as I was asked in the interview 'what is your back up plan if you don't get in?' I had to admit I had no back up plan except to apply again! During medical school I developed a passion for education, and technology.....bearing in mind we didn't have any computers in the course until my fourth year! I travelled overseas on my medical elective writing computer-based education and this passion has stayed with me ever since. After graduation, I worked in general medicine in Sydney and paediatrics in Oxford, before settling on General Practice in a beautiful practice in rural England (Somerset). On return, I joined the Bowral St Medical Practice, where I have been working for the last 18 years. Alongside my clinical work, the education and technology bug developed into a PhD in online training. When the grant funding ran out, we commercialised this into Medcast, an e-learning company specialising in training for healthcare professionals. During COVID it has been particularly busy as we have been upskilling Intensive Care nurses for the pandemic. Family, however, has been my biggest adventure. I met my wife Catherine whilst still at medical school- she worked as a Speech Pathologist, and is now a 'cello teacher and performer. Our three children – Rose, Will and Emma are all at Oxley....having children and learning something from them everyday is the best adventure of all.

What feelings are you experiencing in this full circle type journey of becoming the Chairman of the Board of Governors?

I think I have talked too long in my first paragraph, so I will keep this briefer! The full circle has been a real privilege. I started as a student, returned as a new parent when the primary school first opened, was asked to join the Board of Governors, and now have the opportunity to be Chairman. Each role has shown me a different aspect of Oxley. And yet, although they have been different aspects, they have all deepened my sense of appreciation for the school and what it stands for. And rather than changing my view of Oxley, it has reinforced what a special place this is- with its gentleness, its welcome, its breadth and non-judgemental approach, its passion for finding the best in each child. I feel very lucky to be part of this community.

How did Oxley prepare you for your future?

By doing more, and by doing less. Oxley did less 'spoon-feeding' than other schools, and yet did more encouragement of thinking and problem-solving. It did less in terms of pushing in a single direction (either just academic or just sport) than some other specialised schools, but did more in terms of encouraging breadth, and depth and instilling lifelong values. It takes a pretty special school to choose a school song in which hundreds of adolescents sing about whether they are going to 'fill the world with love their whole life through'. But when you leave, and get older, you realise how important this compass is.

What would you say you miss most about being at school?

I realise that when you leave full time education in some ways you have more choices, and can earn an income and not do exams. And yet, there is no other time that you get to spend every day learning something, not having to support yourself, and the only end point is to see if you did learn something interesting. I was also at school with a great group of people- some of whom have stayed as friends through my life, and who I continue to work with and see regularly.

What does your day entail as a General Practitioner in the Southern Highlands alongside your newly appointed position?

My week is split between clinical work, education and research. I see patients in my practice in Bowral – my interest is paediatrics (child health), but I see a wide range of people of all ages. The long term connections built in a community are very rewarding. I also continue to develop and deliver educational programs through Medcast, my health education company. Our mission is to improve healthcare through education and I enjoy this challenge. Finally I do some research with University of Wollongong around online education- I like working with like-minded people who are always asking 'why'?!

What advice would you give to Oxley students whom aspire to go into the medical field in the future?

The medical field is an excellent place to work. It is so broad, with different pathways such as allied health, nursing and medicine. Within each of these fields there are also such a variety of career paths, from working in a lab or with high tech machines in radiology, to being a researcher and teaching at a university, or working with people all day, supporting, diagnosing and treating their conditions. If you are interested in this area - go for it!

QUALIFIED IMMUNITY

The world recoiled in collective horror on May 25, 2020, as details surrounding 46-year-old George Floyd's death in police custody became evident. Bystander footage proliferated social media in the aftermath of the incident, evidencing the brutal and unsolicited actions of police officer Derek Chauvin, as well as Floyd's repeated pleas for reprieve.

"I can't breathe", he gasped. "Please. Don't kill me."

March 24, 2011. 34-year-old Johnny Leija, ill with pneumonia, confusedly wandered the hospital corridors in Oklahoma. Staff requested the assistance of local police officers to administer a sedative to calm the patient.

Upon their arrival, the mentally-fragile Leija is shocked with a stun gun twice, wrestled to the floor and handcuffed. Attempts to resuscitate him are futile. Leija - another faceless victim of excessive police brutality.

An insidious culture exists in the US. It is a narrative that plays out time and time again. It may amalgamate, shift location, change characters, however the theme is recurrent. Police exploit the 'special powers' they are afforded, resulting in wrongful, irreversible injury or death. Furthermore, the culpable officials are seemingly immune from consequences. A common protestor's refrain emphasises the message that 'no justice, no peace.' In the unconscionable absence of justice for victims, there has been no peace –pertinently elucidated in the civil riots following Floyd's untimely death.

Truthfully, for every injury or death resulting from police brutality in the US, sadly hundreds remain far from reaching public consciousness. Whilst national exposure does highlight the egregious wrongdoings of officers trusted with the enforcement of the law, and often sparks vigorous protests and condemnation, a Supreme Court judicial loophole allows violent acts to be perpetrated by the police force repeatedly, with minimal repercussions.

In accordance with 42 U.S.C § 1983, plaintiffs may sue for damages in the event that a state official violates Constitutional rights. However, the establishment of the

doctrine of qualified immunity remains a highly effective shield for the accused, providing an excuse for inexcusable behaviour, and shielding officials from liability. Initially established in 1982 from the case of Harlow v Fitzgerald, where the Supreme Court held that federal government officials were entitled to immunity from liability to provide modest exceptions for bona fide mistakes, the doctrine has become a virtually unlimited protection that has been expanded in recent years, condoning institutional brutality simply by allowing perpetrators of the most appalling acts to escape retribution.

To overcome the legal principle, the victim must prove that the purportedly-violated Constitutional or civil right was 'clearly established.' It may sound innocuous; however the Supreme Court specifies that an earlier decision must be applied – which mimics the case in question contextually and factually, and found that the official's behaviour was illegal. If such a case does not exist, the official is entitled to immunity from legal proceedings.

Unfortunately, as the Supreme Court has made it increasingly difficult to bring forth allegations of police misconduct by expanding the definition





of qualified immunity, lower courts have been forced to comply with such rulings. In 2015, the Supreme Court wrote, “We have repeatedly told courts not to define clearly established law at a high level of generality,” reinforcing a ludicrously narrow standard of culpability.

This unjudicial standard can be observed practically. In 2013, officer Esteban Rivera responded to a dispatch concerning an armed man. Upon arriving at the scene, the officer observed a 14-year-old boy (N.K.) who matched the description of the suspect. Rivera, drawing his gun, demanded the boy show his hands. N.K. pulled a firearm from his waistband, tossed it aside and surrendered himself. Following N.K.’s compliance, Rivera shot him in the shoulder. N.K. and his mother sued Rivera, claiming excessive force had been used. Outrageously, the court rejected as precedent a similar case from 2011 whereby a man had been shot and killed after lowering a shotgun. The Court determined the difference between the events were ‘too great’, merely because the boy had surrendered the gun from his waistband instead of lowered the firearm. Rivera was granted qualified immunity.

This tale has replayed cyclically. The case of a Texan inmate, pepper-sprayed for no reason, was rejected as the ‘clearly established’ law provided by the plaintiff involved cases concerning Taser stuns, not pepper spray. The incident where police had forced an attack dog on a compliant, surrendered suspect, who was lying down, was deemed irrevocably divergent from a case where a dog was forced on a suspect who had surrendered by raising his hands. Injustices are rife; all one must do is lift the surface of the American legal system to come to terms with the insurmountable obstacle of qualified immunity.

The Supreme Court itself is one of the greatest perpetrators of injustice. Qualified immunity hearings are often decided without the Court even hearing arguments (a relatively

rare occurrence) – and they disproportionately reverse denials of immunity. The doctrine, formulated to prevent frivolous lawsuits and allow police latitude for the split-second decisions they must make, has in fact provided a ‘get out of jail free’ card to heinous violators of basic Constitutional rights, rendering victims utterly powerless in their quest for justice and failing to deter police officers from thoughtlessly using excessive force.

Additionally, the trend towards dubious, accelerated expansion of the protection afforded by qualified immunity is undeniably supported statistically. In 2005-2007, the courts favoured the plaintiff’s allegations of unconstitutional conduct in 56% of cases. However, in 2017-2019, this number had fallen to 43%. It highlights an entrenched bias towards government officials, and a disturbing trend towards state-supported unreasonable conduct. It reinforces a mentality of ‘shoot first, think later’, allowing cops to repeatedly evade justice. It tarnishes the name of American law enforcement and instills fear and unrest within civilians.

The next George Floyd is only one bad cop away. Until the Supreme Court revises the doctrine of qualified immunity meaningfully, there will be no incentive nor avenue to appeal the senseless, unconstitutional conduct of men like Chauvin. In the current world, government officials will continue to behave as if the law is irrelevant to their conduct. Because, due to qualified immunity, they are right.

By Ava Lambie (Year 11)

“Whereby a man
had been shot and
killed after lowering
a shotgun”

INSPIRATION



FILM

Little Women [2019]

Little Women is a story for the ages. Depending on the year you were born, you may have grown up with the book by Louisa May Alcott, or one of the two silent film adaptations. Your first introduction to these characters could have been with the first film adaption in 1933, the first colour adaption in 1949, or the Academy Award nominated 1994 adaption. They've even brought it so far as to write it for the stage. So, it's no surprise that Greta Gerwig's interpretation of Little Women has received critical acclaim.

This film, set in the 1860's, follows the lives of the four March sisters: Meg, Jo, Beth and Amy. The narrative is told in a series of flashbacks while Jo journeys from her job in New York, back to her family at home. It spans over the course of several years, following the sisters through love, dreams and death.

Little Women focuses on the familial bond between the sisters, rather than the way overdone "girl pines for boy" trope. All the feministic problems presented in this 1860's setting are easily translatable to moderns society's belief of the role that women are expected to play. Saoirse Ronan's and Florence Pugh's portrayals of Jo and Amy encapsulate the essence of two young headstrong sisters, earning them both Academy Award nominations. Greta Gerwig's interpretation of this classic is refreshing and inspiring, a perfect film to influence our generation.

By Ruby Zupp (Year 11)



ALBUM

Chromatica

Lady Gaga is a name that almost everyone can remember whether its from the movie A Star is Born (2018) or from her famous tracks such as 'Bad Romance' and 'Born This way'. She has cultivated her sound to one that resembles some of her older works from her high time in the charts back in 2009 and 2010. Her 6th album 'Chromatica' features heavy hitting collaborators such as Ariana Grande and Elton John. The overall sound of the album is very electro-pop and has elements that will coax anyone to at least bop their head. The song 'Rain On Me' (with Ariana Grande) has this great sound to it, very pop and has the iconic voice of Ariana Grande so of course it going to be played on repeat on all of the main radio stations for the next few weeks. Along with the album being released, Lady Gaga made an Enhanced album, which has all the songs of the album and short videos going into messages and the ideas behind 'Chromatica'. She speaks about the two realities that she lived in that were always in combat with each other and how she drew the ideas of her "being valued in a different way", how she was kind in this dream world and how she spread the kindness to people through sound. She explains how 'Chromatica' means and is made of love. She talks about how love is a natural element much like earth, water or fire and how "we are all love. I am love, so is everything around us". This message is one you can feel in the sounds of the album, not just hear. Honestly, this album is one that will rock the dance floor for years to come and I welcome Lady Gaga's electro-pop sounds back with open arms.

By Emma Sommerville (Year 11)



BOOK

Live and Let Die

To you, who just so happens to be reading this review, I offer much excitement in these dark ages. This is quite simply through the magnificence of books, whether they hold entertainment, horror, or facts, they are the giants shoulder in the all-too famous Issaaaaaac Newton quote, 'If I have seen further it is by standing on the shoulders of Giants.'

Live and Let Die

Let me tell you a wee tale about one of the greatest books ever written.

From the author Ian Fleming, the Ex-Naval Intelligence officer, we have the second James Bond book. This is a beautifully written spy novel, featuring the complex character of James Bond. From Harlem in New York, straight too Jacksonville Florida, and the all too brilliant climax in Jamaica.

Live and Let Die is a true classic, set during the cold war, Commander James Bond of the Secret Service is assigned the task of taking down Mr Big, an incredibly successful black gangster. This book is brilliant because of the realism of the journey, its not a black and white adventure, it is a complex story with important morals. The realism goes as far to the point that James Bond drinks a lot, is slightly racist and very sexist, and smokes nearly every 10 minutes. The book is not just about a spy slowly collapsing on the inside, it is also a vibrant and interesting story, with new and interesting characters.

I have tried not to spoil the story. This is because I think this is something everyone should give a read, so go raid the library!

Anonymous reviewer?

THE TROUBLING TROUBLED TEEN INDUSTRY

Did you know in the United States of America, parents can pay to have their children kidnapped? Children between the ages of 12-17 whisked away by burly men standing at the foot of their bed amidst the dark of the night, under their guise of being returned home four-12 months later a better version of themselves. When in actuality these children are beaten, starved and tortured into complacency?

Did you know that this is entirely legal and endorsed by the federal government?

The transformation from an undisciplined delinquent to a "Yessir" well-wisher takes place inside special facilities, often under the names of therapeutic boarding school, juvenile boot camp, behaviour modification programme and the most prolific - therapeutic wilderness programme.

In 2006 Maia Szalavitz published the book "Help at Any Cost: How the Troubled-Teen Industry Cons Parents and Hurts Kids", detailing throughout the book's 336 pages the extent to which "Tough love behaviour modification programmes" are detrimental to the children they promise to help. The treatment methods offered ranges but is generally dependent on religious indoctrination, social isolation and military-esque disciplinary training. Szalavitz suggest that these methods of addressing any behavioural or mental conditions within a child (these programmes proclaim to treat a whole host of adolescent conditions ranging from mere defiance to depression, criminal activity and substance abuse) are completely unregulated commonly allowing "treatment" to fall into abusive territory. Unfortunately, we did not learn

from Szalavitz' warnings; the troubled teen industry is still thriving having had received numerous celebrity endorsements and glossy updates to their website - children are continuing to suffer.

The U.S. Government Accountability Office, which compiled a report in 2007 on the dangers of wilderness and other teen facilities, whilst unable to get an exact total (more on the lack of governmental accountability in the troubled teen industry to follow) they predicted that the deaths at these programmes in the seven years since 2000 sat at around 86 deaths. This number neglects the deaths that occurred following the camps due to the trauma experienced by high numbers of children left reeling from the camps, dying after turning to harmful means to cope following the experience.

The lack of mandated government rules has allowed for the continued systematic abuse of children. Many report being beaten and starved amongst other unusual forms of punishment.

One survivor from a camp in New Jersey recounted his experience, following 14 days of complete isolation (unable to talk, sit, walk, make noise, spit, eat, stand up, etc. without permission). He remarks that he is still awoken by nightmares after seeing a fellow student being physically restrained for several hours. Prior to being brought upstairs with the remaining students able to hear him screaming at the top of his lungs before being returned hours later to his peers with a large rug across his face burn mark on his face and a fractured wrist.



A young girl similarly details her ongoing trauma as a result of “simulated death” therapy, commonly used throughout Wilderness programmes in which each participant in a group of 60 had one minute to defend their right to live. Followed by voting by looking in one another’s eyes whether they deserved to live or die.

After sifting through five-star reviews and positive testimonials, most websites for therapeutic wilderness therapy have a section containing a quiz. I a semi-notorious “Good Kid” took one of these online quizzes consisting of eight questions each with the possible answers “Never, Sometimes and Often” and was shocked at the result reading “High risk - would benefit from Wilderness therapy”. Surprised, I took a similar quiz again under a different programme getting another resounding yes. The questions such as “Does your teen sleep too little or too much?” or “Does your teen show less interest in things they used to?” serve little in terms of providing a clinical recommendation and are ultimately incessant reminders of the widespread popularity and misuse of this “Therapy.” Parents are further incentivised by programme referral systems, that reward parents for directing the parents of fellow “troubled teens” to their services.

This all begs the question, how is this allowed to continue without government intervention? Mel Sembler the man responsible for the first of these camps was closely associated with the former first lady Nancy Reagan (1981-1989), the former president George W Bush (2001-2009); his wife and first lady Laura Bush and the vice president Dick Cheney. As a result to () () () () held high amounts of political power advising Nancy Reagan’s “Just Say No Campaign” (a part of the “War on Drugs Movement” punctuated by the Anti-Drug Abuse Act of 1986 signed by President Reagan. Which mandated greater criminal charges for low-level drug offences, this act was wildly criticised for furthering racial and economic disparities as a result of higher incarceration rates due to racially motivated arrests made under the new government mandates; these disparities continue today), serving as

an ambassador under both George W Bush, personally imploring Dick Cheney to run for president and acting as Financial Chairman of the Republic National Committee during Bill Clinton’s presidency.

In return throughout the prime of their political notoriety, Nancy Reagan and George W Bush made a combined 41 speeches advocating parents to send their children to these programmes. Leaving the “Industry” thriving and unregulated.

Furthermore, Child Psychologist Nicki Bush suggested to the Atlantic in 2014 that the manipulation of the rhetoric surrounding the programmes (eg: wilderness therapy instead of mental health treatment centre) allow for programmes to further circumvent any form of government regulation.

Perhaps, what is most troubling about the troubled teen industry is in the name; industry. At any given time there are 10,000 to 100,000 children enrolled in these programmes (at an average cost of \$513 a day [\$769 AUD], with an additional enrolment fee of \$2500 [\$3749 AUD].) creating millions annually in profits. This is an industry thriving on the further physical and mental destruction of already vulnerable children; and given the USA’s continuous government negligence - it’s not going anywhere.

By Pearl Bendle (Year 11)

VIRTUAL GALLERY



Wings of Imagination by Bianca Gibson Brown, Year 11. Graphite on Paper.

This work is one of a series of drawings by Bianca as part of her major assessment for the Year 11 Visual Arts Course. The work is a beautifully realised example of drawing and one that perfectly addressed the brief of "Fantasy and the Surreal" as part of the task. By Mark Hetherington

Bianca's artist statement: 'This artwork was about the power of childhood imagination, and how it has the ability to let us escape to a different world. A fantasy. I chose this image of a dragon to symbolise the untamed nature, and at times, danger of the imagination. However, if nourished and cherished as it is by the boy in the drawing, it can become a truly magical thing.'

BINDI IRWIN'S WEDDING

Bindi Irwin - every little girls' idol. We all remember wanting to crimp our hair and tie it up in pig tails just like Bindi or watching the 'Bindi the Jungle girl' series for the 100th time. Wearing all the Bindi merch, reading all the Bindi 'Wildlife adventure' books. Now here we are watching the little girl grow up into the 21-year-old now married Bindi. It still feels like yesterday when we danced to the Bindi soundtrack at her concerts and now she is married! Where has the time gone!

Bindi met Chandler when he came to Australia Zoo as a tourist, he had always grown up watching Steve Irwin on TV and loved everything about wildlife. When coming to Australia Zoo he met Bindi while on a tour of the zoo. The both clicked together immediately, and they knew they were perfect for each other. Bindi and Chandler kept talking and hanging out forming a new relationship. Chandler went back to the US but they managed to keep a long distant relationship. In 2018 Chandler moved to Australia and works at Australia Zoo with Bindi right beside him. Six years later, on Bindi 21st birthday in 2019 Chandler pops the questions and asks Bindi to marry him and of course she says yes!

It's funny because Terry was the American who met Steve who was Australian. Bindi and Chandler are the exact opposite. Chandler was born in America while Bindi was born in Australia. Bindi and Chandler had organised to have their wedding in April but along came Covid-19 and plans had to be



changed. Soon the government announced the new law about weddings and that they would be in place by Wednesday 25 of March at midnight. The couple then had to make a quick decision to just get married that day, hours before the new wedding laws were enforced.

Bindi and Chandler had their wedding at Australia Zoo. They wanted the venue to be in the Africa Savanah of the zoo as it was Steve (Bindi's Dad) biggest achievement. It was her way of honoring him at her wedding. Hours before the wedding started paparazzi had found out about the wedding and helicopters had flown in low to take pictures and get news. This stressed out the animals and caused havoc for everyone. Everyone then had to move the wedding to another location where they couldn't be seen as it was safe for the animals.

With only six people at the wedding it was still a day to remember. Robert walked Bindi down the aisle to Chandler. Bindi also honoured her father Steve with a canvas photo of him looking in the direction of Bindi and Chandler as if he was watching. The couple then said their vows and became husband and wife. Together they lit a candle as a tribute to Steve to close the wedding. Our little wildlife warrior is now married!

By Lily Magill (Year 11)

What's happening in the world?



WORLD'S GREATEST SHAVE

In the last week of this term, I will be shaving my hair off, to raise money for the famous "World's Greatest Shave" charity.

This charity raises money for research into blood cancers, such as leukaemia, which are cancers that affect children more than other types of cancer. It also raises money to help families affected by blood cancers.

During isolation, Mum kept playing that song from Matilda, 'Naughty'. I remember this was the song sung at my Orientation morning when I started at Oxley. There is a line in it that goes "even though you're little, you can do a lot. You mustn't let a little thing like LITTLE stop you."

So even though I'm only eleven, I know I can do something. I don't have heaps of money to give, but I have heaps of hair!

I won't lie, I have wanted to change my hair really badly for a while. But shaving it is kind of extreme. But it got me thinking, kids who are going through cancer treatment don't really have a choice about losing their hair. I thought that if I, who is lucky enough to have this choice, could live without my hair, it might help make these other kids feel more comfortable, aybe.

Anyway, it's a really, REALLY great cause, and I hope you'll get behind me and encourage those of us who can give, to give.

My link to the World's Greatest Shave website, to sponsor me is:

<https://secure.leukaemiafoundation.org.au/registant/FundraisingPage.aspx?RegistrationID=792320>



NEWS FROM NEPAL

Swornima Devkota is a school girl in Nepal, whom I met on one of the Oxley 2019 Overseas Service Learning trips. I checked in on how COVID-19 has affected her, and she agreed to an interview to tell us about the situation on her side of the world. The interview has been edited for clarity.

1) How has COVID-19 changed your day to day life?

As you know COVID-19 is a pandemic, so it has not only changed our life in the field of education but also in working life (people are not allowed to open shops. Even we students are not able to learn anything and can't go to our own school).

2) What do you miss most about life before?

I miss a lot about the life before this pandemic. But I mostly miss my school where I used to learn many things about education and also about life, like being social with everyone.

3) How do you think COVID-19 affects Nepal differently to Australia?

As we all know Nepal is a developing country and Australia is much more developed than Nepal.

[Despite] Australia [being] known as the youngest country of the world, it is the most developed country.

In [the] context of Nepal, it is hard to control COVID-19 because there are only few hospitals who can treat the patients in correct way and Nepal is not rich economically.

In Australia there are more hospitals and the facilities needed for the treatment are also good there.

4) What new rules have come in place? How do they affect you? (For example, how many people

are you quarantined with?)

Many new rules are made.

But it hasn't affected us more because we've already bought the necessary items.

But some people living in the city areas are affected much [more]. They are not allowed to go out of their houses in any situation.

We're not in quarantine, people who came from the village areas are in quarantine but they are also quarantined for only 14 days.

5) What would be your advice to students affected by new coronavirus restrictions?

Firstly, I want to [tell] all the students to be safe.

If they have Internet then I advise them to learn the things from the social sites, like many pages of Facebook are also very useful to learn things.

We can also search the answers through the google chrome.

If they will learn now then later it will also be easy for them in the case of study.

6) What fears do you currently have about your future or the future of your country?

I'm worried about my study because it has already been two months of lockdown. And later it will be hard for us to learn everything from our course book because we have to read all the lessons in shorter period of time.

7) How has school and learning changed for you?

It has changed a lot. We are not even able to learn anything from our school.

Online classes are also not available.

8) If you could be anywhere in the world right now, where would rather you be?

I'll of course choose Australia for now.

It is because the situation of Australia is now controlled and everything is okay there. I'm choosing Australia because I think the best option for me will also be Australia. If I choose Australia I'll not only be safe but also I can be with the members of my family who have been living there.

By Esther Rough (Year 10)

REFLECTIONS ON OUR LEARNING



INDEPENDENCE AND APPRECIATION

Personally, I quite enjoyed learning at home. I got two hours extra sleep and got to spend more time for myself as well as my family. I felt as though I got quite a bit done whilst learning at home without the distraction of school however maybe that's just down to the extra sleep. Out of everything that has happened during this period I felt as though my connections with my family are the ones that exceeded my wildest expectations. As we were all stuck under one roof, we were basically forced to get along even though there were still some fights long the way and by the end we were all really losing our minds and patience, I think it truly made us closer. I kept in contact with my friends and really didn't find my life changing too extravagantly.

I feel that my two most blossoming character strengths I have gotten in learning at home were independence and appreciation. My independence came from having to work by myself and not having some one constantly reminding me to stay on track. I had to pull out a lot of motivation as well as self-control to do so. These mindsets have stuck with me and I notice every day whether it's doing my homework or not spending too much time at the TV. I gained a huge amount of appreciation after seeing all that my teachers, friends, parents and our community have all done to help with Covid- 19. Looking back now it is truly amazing. I took so very much for granted and I realise now just how lucky I am.

I have gotten so much joy out of having more time for myself to be able to do and learn new things I would have never thought of before. During the holidays I got my sister's old skateboard out and learnt how to skate. This is something I would not have thought of before but it was so much fun as well as a great time waster. I recently I got a new trampoline for my 12th birthday (in December) and I have been spending so much of my time out there. In fact, that's the one place you'll find me. I have built up the bravery to do things I never thought possible and have learnt so much through this.

My greatest challenge during this time was being away from all my friends. Although I had talked to people via text and Facetime, I was beyond desperate to see everyone again. I love the activities I do beyond words and really missed going to activities like sport and dance. I was very sad when I learnt that this would all be stopped however thanks to Zoom, I ended up being able to do all the same things I loved with just a little bit of a change. I am beyond excited for everything to be back in business as usual, however, I know that Australia will never be the same. That the whole world will never be the same. Although I don't know what our future will be like with Corona virus, I know we can get through it together.

By Eliza Bashford (Year 7)

STRONGER THAN EVER BEFORE



To put pen to paper and try and describe the events of today's world is almost unimaginable. With COVID-19 quite literally sweeping across the globe, last term was anything but normal.

At first the only thing that really effected my life was that I had to lug my schoolbooks home. Which quite honestly was disappointingly similar to carrying 20 bricks across Bowral.

After the less than enjoyable experience of attempting to replace a delivery truck, life was relatively normal. Sure, there were no more weekend outings with friends, but a Mean Girls marathon ever hurt anyone. No more road trips to the beach? A bath filled with rocks was a perfectly decent substitute.

But then, learning@home began. At first it was heavenly, clad in sweatpants and comically oversized house hoodies translating Latin paragraphs. Life was good.

However, like all good things, the relaxing days had to come to an end. And so, entered Zoom.

que lighting strike and blood curdling scream

Now if a computer programme held a vendetta, Zoom would be it. Missing meeting codes, unclear meeting times or forgetting that there was a meeting happening in the first place. It was a quick transition from Ferris Bueller to Hermione Granger.

But despite my seemingly hate-filled war with Zoom, learning at home changed me – hopefully for the better.

The thought of completing an entire school day all by myself no longer makes me want to burst into tears. I call distant family members to make sure they haven't been kidnapped and sometimes even emerge from my room to converse with my family. Overall, I would consider myself a better person because of it.

But now it seems our sweat pant days are over. School's back! Children across the nation are once again begrudgingly rolling out of bed at un-godly hours and mentally cursing their alarms. Now as I sit here, once again at a school desk and practically choking on my tie, it all seems rather surreal.

A pandemic isn't just one of those things that happens occasionally, or ever for that matter. No grandparent can come up to me and say, "when I was your age I spent eight weeks in isolation". This is new and utterly terrifying.

Stranger yet is the possibility that this is only temporary, in a few days we could easily be back home again. Despite the constant sense of fear and hesitance, this experience has shaped Oxley.

We've learnt to love the little things, whether it be the dreary walk to the bus stop or the way your almost knocked over by a senior student every time you walk by Monash. Life is too short not to laugh at our mistakes and stumble back to our feet, whether we're in a pandemic or not, Oxley College is stronger than ever before and ready to take on whatever the world throws at us

By Violet Fitzsimmons (Year 7)

WORLD ENVIRONMENT DAY



Today, June 5th, is World Environment day. The theme for 2020 is 'Biodiversity.' Whilst we are all somewhat consumed with the dominance of coronavirus in mainstream media, it is imperative we acknowledge the significance of our natural environment, and recognise our role in working towards a more sustainable future. Julia Tansey (year 10) reflects on biodiversity below.

What is the issue?

The world is currently experiencing an extinction crisis, with over 1,000,000 species faced with extinction. Biodiversity loss means that we are losing some of the most important and precious species, which will be detrimental to their respective ecosystems, and consequently the world. And this includes our most beloved wildlife, ranging from tigers, Bornean orangutans, pandas penguins and unfortunately many more.

Why is this happening?

The main reasons for the significant loss of wildlife in recent years include: deforestation due to human activities such as logging, climate change altering environments so that they are no longer suitable for species, and poaching and illegal pet trade, where animals are taken for goods such as ivory, or kept in inadequate or cruel conditions for human exploitation and entertainment.

Australia's role:

This is an issue close to home as Australia ranks second highest in biodiversity loss, just behind Indonesia, according to a 2018 report by ABC News. A WWF report from the same year also showed that vertebrate species populations had declined by 60% since 1970.

What can YOU do about it?:

We hear about these issues a lot, and due to its large scale impact it leaves an individual wondering what they can do, but it doesn't have to be a huge or difficult task. It can be as simple as switching to cleaning products that don't contain palm oil, such as orange power. Another easy method is planting native flora in your garden to increase habitat for native species. Furthermore, there are many organisations halting and preventing the degradation of the natural world and the species that inhabit it. A great example is the World Wide Fund for Nature (WWF) who work to achieve humans living in harmony with nature. To help this cause you can make a donation or even have the opportunity to adopt an animal from their website, and help to rehabilitate them. (www.wwf.org.au)

Overall, our earth is home to many beautiful species, and we must coexist with them. We all have a duty to do our bit to help solve this astounding issue, and help the species losing their habitat. By Ava Lambie (Year 11)

OXLEY PORTRAIT PRIZE (ARCHIES) WINNERS 2020

Oxley College is excited to announce the winners of the inaugural Oxley Portrait Prize. This year's judge, Mr Ben Quilty commended all of the entrants on work of such high standard. The entries this year were particularly poignant as they were all produced 'in isolation' as a result of the lockdown as part of the Covid-19 pandemic. The subjects of the portraits were all people (and dogs) that the artists were in close quarters with, eliciting a special quality otherwise not necessarily evident without social isolation.

Due to the success of this this year's prize, Oxley College will now hold the Portrait Prize on a yearly basis. So; start thinking about your entry for 2021!

The winners for 2020 are;

Oxley PORTRAIT PRIZE 2020 - Arabella Osborne

Runners up - Jennifer Allen and Lara Fischer

Oxley Junior Portrait winner; Saphire Sparke

Portrait by an Adult: Matt Bentham

The Ben Quilty Award for Excellence and for breaking the rules: Tom Milner

Family Excellence Award – The Sparke Family (Chilli, Saphire and mum Katrina)

Saphire and Arabella receive a voucher for Art supplies at Black Parrot. All other prize winners receive a certificate of merit and the Senior School student winners will have an exciting studio visit with Ben Quilty.

We congratulate all of the entrants for their fantastic works.

