

# PIN OAK



*DRIVE  
THROUGH  
ART*

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## ECONOMICS

The Effects of Covid19

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## FEATURE

Justice?

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## PROTEST

#blacklivesmatter



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## Creative Opportunity



The Friends of Myall Creek Committee invite all school children from years K to 12 to participate in the 12th annual Thoughts 'n' Dreams student art, writing and song online competition.

Join hundreds of other school kids from across Australia to say NO to racism and YES to treating everyone with respect and understanding.

View the PDF entry form for more details.

<https://myallcreek.org/>

## Fun In Science



# HEAD OF COLLEGE'S REPORT



Student voice and agency are highly valued at Oxley and at the moment we are seeing this in all of its glory in many arenas including the Personal Interest Project presentations, Public Speaking competitions and of course through this magazine which is full of student voice. I

have been blown away with the thoughtful and challenging topics that we have seen in each arena.

During the Public Speaking competition held this week we saw students from Year 7-11 explore topics like the art of speechmaking, the importance of storytelling, determination, what true courage is and the ripple on effect of a courageous act and the 5G network just to name a few. Students had researched and expertly crafted speeches that they gave eloquently in front of their peers. They blew me away! In the Year 10 competition which I judged there was only 1.5 points between first and equal 5th!

I also managed to get to some of the Year 10 Personal Interest Project presentations that every student was giving to Mr Madden and Mrs Cunich about the first projects they had completed as part of this new initiative this year. What an array; just in what I saw the students had explored and learnt deeply about a whole range of interests including drone technology, design of a new grey water system, cartooning, animation, mental health, costume design, design of a snow ski product for a gap in the market and the architecture and ability to design in Minecraft. The student agency allowed the lid to be lifted off the learning for these students and you could witness their excitement and passion for what they had discovered with many talking about where they were going to take their new found knowledge and passion in their next projects. Later in the year we will have a gala event so that the whole community can hear about the expertise and learning of our students.

Pin Oak also provides a great avenue for student voice and agency to explore difficult issues and engage with complexity when there are no neat answers and the sides cannot be divided up into good and bad. The human spirit yearns for greater things - for justice and hope and love. It is our job as educators to help our students and give them a safe environment to bring such abstract principles to bear on complex problems. In this edition our students explore the issues of justice, racism, diversity and inclusion through their articles.

Early in my career as a Head of College I had the privilege to study at Harvard University during a summer session and complete some studies in leadership in education. My fellow students were from Brazil, UK, China, USA, Canada and India. I was one of only three Australian students in the cohort of more than 200. The diversity of these educators' cultural backgrounds, experiences of education in their own country and their perspectives of leadership added considerable richness to our learnings. Each was a leader of education in their own country and had remarkable stories to share. We

were an extremely diverse yet cohesive group, where all felt valued and heard. This experience remains one of my most valued learning experiences.

Humans show great diversity. Diversity can be defined as the entire spectrum of the differences that exist among humans across the world that include cultural background, colour, religious affiliation, age, gender, sexual orientation and ability.

At Oxley we talk about being inclusive of all. If we are going to be inclusive of the diverse characteristics in our community, we need to provide an environment that makes everyone feel respected, accepted and encouraged to participate freely and to be their authentic selves. It is important that we are a place where the voices of individuals are heard, understood and valued.

As a world, community and as an individual, we all have a part to play in inclusivity and acceptance. Inclusion is not an event but rather a journey we are all on.

*"It is not the differences that divide us, it is our inability to recognise, accept and celebrate those differences."*  
Audre Lorde

As a community we can stand together to promote diversity and greater inclusivity. So how can we do it. I remember Verna Meyers saying once that, 'Diversity is being invited to the party; inclusion is being asked to dance'.

So I encourage us all to stand together to promote diversity and greater inclusivity by acknowledging differences, valuing diverse talents, listening more, developing knowledge of the outside world, building cultural understanding, speaking out against discrimination, celebrate other cultures and most importantly demonstrate acts of kindness and generosity to every

member of the community.

As a College community of approximately 720 students, 90 staff and 1000 parents, we can each do our part and be changemakers in our world to ensure that everybody feels valued and respected.

'That they are not only invited to the party but also asked to dance'.

As Michael Jackson's song, Man in the Mirror encourages us, the journey towards greater inclusion starts with us as individuals to make a change. I encourage all members of our Oxley community to take action each and every day to promote diversity and inclusivity. Because if we all stand together on this journey of inclusion, we will make the world a better place.

In my final words of this Pin Oak article, I would like to say a huge thank you to every member of the Oxley community for their support and encouragement this term of the College and each other. Whilst it has not been without its challenges for every member, we can all be very proud of what we have accomplished and the manner with which we have undertaken our daily activities. I hope everyone can enjoy some rest and relaxation during the holidays. I look forward to communicating further about the Term 3 arrangements and the protocols required to keep everyone safe and well in our community.

By Jenny Ethell, Head of College

## DEPUTY HEAD OF LEARNING



### Future Focused

I was reminded recently of how much is being written and discussed about education this year: ten-fold more than previously, mostly in reaction to the circumstances we find ourselves in. However, it did turn my mind back to the Gonski 2.0 report, on which we have built much of our learning vision:

Australian students should receive a world-class school education, tailored to individual learning needs, and relevant to a fast-changing world. They should be challenged and supported to progress and excel in learning in every year of school, appropriate to each student's starting point and capabilities. Schooling should enrich students' lives, leaving them inspired to pursue new ideas and set ambitious goals throughout life.

In particular, the report speaks of the need to prepare more school leavers with the skills that are not easily replicated by machines, such as problem-solving, interactive and social skills, and critical and creative thinking. Most importantly, it is gratifying to see that the five key recommendations continue to shine through our twin academic strategies: Academic Rigour alongside Enriched and Enlightened Learning:

- Equipping every student to grow and succeed in a changing world
- Creating, supporting and valuing a profession of expert educators
- Deliver at least one year's growth in learning for every student every year
- Equip every student to be a creative, connected and engaged learner in a rapidly changing world
- Cultivate an adaptive, innovative and continuously improving education system

At Oxley we continue to celebrate the way that we live these daily, beating the constraints caused by inflexibility in curriculum delivery, reporting and assessment regimes. I continue to be immensely proud of our students, and the way that they are showing these skills daily as they return to life on campus. And even more so, of our inspired and passionate Oxley teachers, who themselves have had to put these skills into action in the most agile way this term!

### Year 11 and Year 12 1:1 DnA (Data into Action) Consults

This week and last I have had the privilege of meeting with each one of Stage 6 students to discuss "how they are going" and "where to next" in terms of their HSC.

I was thrilled to give each student better news than they thought –that despite the challenges of recent times, their learning is on track to take them to their personal best. At Oxley, we do this through our globally recognised use of data - evolved through our Visible Learning framework. In practice, this a personal conversation around a colour-coded system that makes it easier to set goals and to measure progression.

### How does it work?

Student A arrives for their consult. They review their previous data in colour code and state where they think they are now. Current data in colour coded and is then provided and analysed shoulder-to-shoulder. The student is asked which course do you think you can change in colour? The student sets goals – do you know how to do this? Action plan with specifics is made – off to success! For example:

Start of Academic Year DnA

Student A	Atar Range	ENA		MATA		MAX1		PHY		BIO		MHIST
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Half Yearly DnA

Student A	Atar Range	ENA		MATA		MAX1		PHY		BIO		MHIST
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### Year 7 – 10 Half Yearly Reporting

Teachers are currently preparing report comments and grades to reflect the first half of the year. Whilst we know that it has been an interrupted semester, it is still very important that students and parents have the opportunity to see where learning is currently at, and then "re-set" for the beginning of Term 3 and beyond. We have also made some small tweaks to the reporting format, mostly to our previous way for reporting on effort. Rather than a one-word descriptor, we have introduced "learning statements" for each course – a continuum that is able to also reflect the learning@home time.

	Rarely	Sometimes	Usually	Always
Displays a growth mindset				✓
Uses feedback to improve progression			✓	
Collaborates effectively with peers		✓		
Works independently when required				✓
Demonstrates persistence in learning				✓
Has a 'personal best' approach to learning			✓	

We hope that the data around these learning statements can also promote conversation and goal setting at home as each student increasingly takes responsibility for their own learning. Further information about Term 3 Student-Parent-Teacher briefings will be provided soon.

By Kate Cunich, Deputy Head Learning



### Giving a voice to the elephant in the room



A consequence of the COVID-19 has been the need to suspend or cancel some of our incursions that were scheduled this term. The pandemic has, at the same time, made elements of our wellbeing programme even more important, especially our annual Batyr workshops. These were delivered to Year 9 and 10 students live via Zoom in PDHPE or Cornerstone classes.

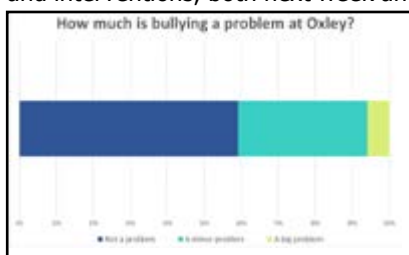
Seven out of 30 Australian students experience problems with mental health, yet only two will seek support. Created and delivered by young people, for young people, Batyr seeks to smash the stigma associated with talking about mental health. A key message that students learned about is the five tips for looking after your mates:

1. Look Out - What are some of the signs you can look out for in yourself or a mate who might be having a tough time?
2. Get Talking - Why does talking about mental health encourage others to reach out?
3. Listen Up - What does 'active listening' mean to you?
4. Reach Out - What are some ways a young person could reach out if they were going through a hard time?
5. Take Charge - What can you do to look after your own mental health and get through tough times?

Students also identify where they can get help or advice, for themselves or about others – including parents, their Tutor or Head of House, the College Counsellor, a teacher, coach or other adult they can trust.

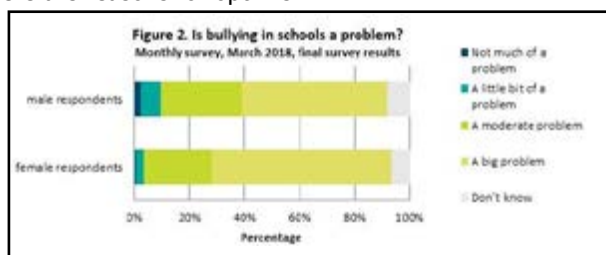
### Social Behaviour Survey

This week we conducted our annual Social Behaviour Survey in the Senior School. This is now the second consecutive year that we have conducted this anonymous survey and have found it to be helpful in gathering data about social dynamics throughout the school. Questions include when, where and how frequently students see bullying-type behaviours at school and what form they take. There are questions about online behaviour and interactions, and also about those who they believe have experienced bullying behaviour, exhibited bullying behaviour and who stand up to it. There were also questions about what strategies students believe will work to prevent bullying. This information will help to guide pastoral discussions and interventions, both next week and next term.



[Question 22, Oxley Senior School Social Behaviour Survey, June 2020]

When comparing our results with national statistics, I believe there are reasons for optimism:



Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

[definition from the College's Anti-Bullying Policy, sourced from [www.humanrights.gov.au](http://www.humanrights.gov.au)]

As reflected in the survey questions as well as our Anti-Bullying Policy, we avoid using the terms 'bully' and 'victim', as these are unhelpful labels that can reinforce negative perceptions and behaviours. A key element of our anti-bullying strategy at Oxley is to promote up-standing, rather than by-standing, behaviour. Finding ways for students to speak up, either to perpetrators themselves, teachers, parents, or peers – with the purpose of making the behaviour stop – is a key element in our anti-bullying strategy.

Bullying thrives on secrecy. The College cannot address patterns of behaviour about which it has no knowledge.

Students may fear that if they report a bullying incident they will be seen to be "dobbing".

To counter this, teachers need to articulate the difference between dobbing and reporting, dobbing having the aim of getting another student into trouble, and reporting having the aim of stopping a particular behaviour that is causing hurt to a person. Reporting, ultimately, helps the person experiencing the behaviour as well as the perpetrator.

"Dobbing": informing against someone, with the purpose of getting them in trouble

"Reporting": informing a person in authority about a behaviour, with the purpose of stopping that behaviour

This also means that students must realise that bullying behaviour does not have to be tolerated and that the only way to stop bullying behaviour is to be open and honest about it. Keeping it secret only gives perpetrators more power and legitimises their behaviour.

[extract from Oxley College Anti-Bullying Policy, 2020]

Helpful contacts and information for parents and students:

Office of the Children's Guardian: <https://www.kidsguardian.nsw.gov.au/>

Reachout.com: <https://au.reachout.com/>

BeYou: <https://beyou.edu.au/>

Beyond Blue: <https://www.beyondblue.org.au/> 1300 22 4636

Bullying No Way! <https://bullyingnoway.gov.au/>

eSafetyCommissioner (cyberbullying): <https://www.esafety.gov.au/young-people>

By Mark Case, Deputy Head Pastoral



## Weekly Awards

### Students of the Week Learning Journey

K: Harrison Peebles  
Yr 1: George Abreu  
Yr 2C: Anna-Sophia Psarakis  
Yr 3B: Raphaela Abreu  
Yr 3L: Ava Gomes  
Yr 4: Coco Sewell  
Yr 5B: Estelle Beckett  
Yr 5N: Lex Cochrane-Ryan  
Yr 6A: Max Maclachlan  
Yr 6W: Ella Loiterton

### Oxley Values

K: Eliza Galwey  
Yr 1: Amelia Gordon  
Yr 2C: Charlotte Bentham  
Yr 3B: Lexi Mendes da Costa  
Yr 3L: Eli Winn  
Yr 4: Charlotte Gordon  
Yr 5B: Matthew Morschel  
Yr 5N: Ingrid Lawson  
Yr 6A: Camille Vild



### Students of the Week Learning Journey

K: Olivia Gomes  
Yr 1: Xavier Halstead  
Yr 2C: Fergus Talman  
Yr 3B: Samsara Pout  
Yr 3L: Oscar Johnson  
Yr 4: Anna Clark  
Yr 5B: James Blanche  
Yr 5N: Joel Sheezel  
Yr 6A: Jerome McIntosh  
Yr 6W: Ollie Reader

### Oxley Values

K: Emily E Hunt  
Yr 1: Emily Wright  
Yr 2C: Zara Finlayson  
Yr 3B: Remy McIntosh  
Yr 3L: Will Carioti  
Yr 4: Livie Marks  
Yr 5B: Madeline Kirsch  
Yr 5N: Alexander Psarakis  
Yr 6A: Ruby Pettaras  
Yr 6W: Chris Mansour



# JUNIOR SCHOOL NEWS

## Music in the Junior School

One of the unique features of Oxley College that really impressed me about the school when first arriving is the outstanding music programme. The Junior School offers every student the opportunity for weekly Music classes, Stage group singing, class instrumental lessons and a suite of band, ensemble and peripatetic electives. It has been pleasing to see and hear string instrumental groups back in full swing. Listening to the Year 3 students play their double basses, cellos, violas and violins together on Wednesday, with beautiful tone and feeling, was a great treat.

It is wonderful to hear the students play again, not just because it is lovely to listen to - and not just because the students are clearly enjoying themselves - but because of what we now understand from a neuroscientific perspective.

In the past two decades, we have learned that listening to and playing music, is unique in its capacity to light up all areas of the brain, and because of this, it is also beneficial for the brain development of young children. Music also benefits many other areas of learning. Maths problem-solving, reading, and even art and dance, may 'fire' some parts of the brain, but Music fires virtually every part of the brain at once, including the visual, motor and auditory cortices.

The popular view is that Music and Mathematics are linked, but in fact, it is Music and Language that share the most compelling connection (Hansen, et al, 2014; Patel, 2014). Neuroscientific and educational researchers have explored what impact music instruction has on outcomes in literacy - including for speech, reading, phonological and morphological awareness - as well as the benefits of playing and using music directly in the literacy classroom (Dittinger et al, 2016; Fritz et al, 2013).

Australian Neuromusical educator, Dr Anita Collins talks about the undervalued inherent value of Music education:

Too often music education is devalued by other educators, leaders, and policy makers who see it as a vehicle for entertainment for the school community. The fact that the final product, the performance, is the public face of the music education program in a school can neglect the meaningful learning that occurs in the learning process leading up to a performance. The argument may now be made, using findings based in the scientific rather than artistic fields, that the learning process is far more important than the performance for the overall neurological development of a child. A paradigm shift of this kind could have significant implications for all aspects of music education.

Collins, A. 2013. Music Education and the Brain: What Does It Take to Make a Change?

You can also watch a TED-X talk by Dr Collins: <https://www.youtube.com/watch?v=R0JKCYZ8hng>

## Final week of Semester One

In the final week of Semester 1, we look forward to several important events, including Foundation Day celebrations on Thursday, and our Cross Country races on Friday.

Junior School student reports will go home with students next week too.

It has been a special, if challenging, semester in many ways. As a staff, we are very proud of the efforts of each one of the students have made throughout the semester, and we wish all families a most restful holiday ahead.

By Katherine Halcrow, Head of Junior School



# #BLACKLIVESMATTER

After hearing a few Year 11 boys had been in the protest/march a few weeks ago in Sydney for #Blacklivesmatter and the deaths of aboriginal people in custody in Australia. Miss Lanser sat down with a few of them on the oval at lunch to hear their thoughts about it all.

## **Can you tell us a little about why you wanted to go?**

Toby: Basically because I feel like apart from posting on social media and spreading awareness, there is little we can do down here in the Southern Highlands because we are disconnected and in the "Burradoo Bubble". So not doing anything is just as bad as the people being racist or discriminatory. I wanted to go and get my voice heard.

Tom: I feel like protesting is a good way of making your voice heard. Peacefully protesting – I'm not sure about the damage being done to the Captain Cook statues and some people wanting to destroy some historical evidence but peaceful protests can get politicians to listen.

## **What was it like to be there?**

Toby: It was a little bit confronting because number one we had been warned about corona virus and secondly, we had been told earlier in the day that if anymore than 500 people were there that you could get arrested. But we had been told that there would be lawyers there who would get you out of it if needed.

I was also a bit nervous about things turning violent and police getting involved, people getting hurt and safety with corona virus.

Tom: It was powerful to see that many people out there getting their voices heard.

It was evident the whole day, as we travelled on public transport and walked to get to the march and even afterwards, there were people everywhere with black clothes and signs.

## **What surprised you or made you more curious on the march?**

Toby: Well it was publicised as a #blacklivesmatter protest but there was a really powerful and strong Aboriginal voice highlighting all the problems in our own country.

Tom: Surprising and interesting how passionate people were. If you were just walking along there was a "roar" but if you listened and talked to individuals, you learnt how many people are affected by this.

## **Do you identify as a person of colour or indigenous?**

Toby: no

Tom: no

## **What does #Blacklivesmatter mean to you? As young people, young Australians?**

Toby: Uhm I think it represents the movement and I feel like history is repeating itself. Hopefully this is the last time it needs to happen.

Tom: As young people we have been born into a time of ease and society has been pretty subdued. These issues, they have all stemmed from the past, ages and ages ago, in America with colonisation and coloured slavery. Racism and discrimination is simply because they were of a different colour and culture, society saw them as lesser. This has been carried through to today with police brutality. Inbuilt racism carried



through generations. It is confusing for us to see people being treated like this because of their colour. In our area we don't experience this so I think it is really important to help spread the word for all people because for "some people it's really important".

## **What do you think about the statement "all lives matter"?**

Tom: Does all lives matter being said now mean black lives don't matter more?

Saying black lives matter doesn't mean only black lives matter. Black lives matter right now as much as all lives matter. (tells anecdote to explain his point)

Toby: it's a little bit ignorant, obviously all lives matter, but in this situation its obviously about trying build up the equality of black lives.

## **What do you think we should be doing more of to improve the lives all people, especially those that are People of Colour?**

Toby: Keep protesting until something happens. Pressuring the government, politicians, everyone. Talking to the general public.

Tom: Something that the recent riots and protest has brought to the front of our minds is not saying anything is just as bad as doing it. It doesn't matter what you do, but we need to do something, talking to friends, getting people aware, talking, thinking, writing in the Pin Oak, I think that is the most important thing.

## **Are there any books, magazines, articles, videos, music, art you would encourage your peers to read to learn more about this issue?**

Toby: Music childish Gambino "this is America" old stuff Stevie Wonder, love everyone, the peace movement of the seventies, peace love.

Tom: I think any research you can do, the Blue Eyes, Brown Eyes doco, but I would recommend a documentary on Netflix called 13th. It is based on the 13th amendment about the abolishment of slavery with the caveat that if they are being held for a crime, they can be held a slave if they have committed a crime in prison. You know, made to work in prison.

It's a really great documentary about the history of discrimination, prejudice and slavery up to today.





## JUSTICE?

I want to talk about something that has been brought to my attention recently, and frankly, should be on everybody's minds. On Tuesday, 7 April 2020, a unanimous decision made by the panel of seven High Court justices brought about the release of a previously convicted child sex offender. A highly regarded Catholic official whom, thanks to the near limitless powers of the Catholic Church, had been previously been convicted of the repeated abuse of minors in complete secrecy without fear of being exposed for nearly 50 years. I am, of course, referring to Cardinal George Pell. The fact that he has been exonerated from all his charges, initially laid in 2002 and stringing all the way to 2017 involving a Royal Commission and inquiries made by the most highly respected legal and executive officials in Australia, has deeply disturbed me and created an unshakeable feeling that corruption is embedded in our justice system all the way to the top.

Now, before I scrutinise the most recent acquittal, I'd like to take a moment to look at the trial that took place back in 2002. This began from a complainant who claimed Pell assaulted him at a Catholic youth camp in 1961. The trial took place through the church's own forum, the National Committee for Professional Standards. According to retired Victorian Supreme Court Justice Alec Southwell

(who heard the case) the complainant, despite his long criminal record, had appeared to have given the impression of "speaking honestly from actual recollection". However, the case was eventually concluded in favour of Pell due to "some valid criticism of the complainant's credibility, the lack of corroborative evidence and the sworn denial of the respondent". How I interpreted this was: 'Pell's word against theirs', and hence underscores the Church's considerable power.

Another detail brought to my attention was the questions raised over the "credibility" of the complainant, whom had a long criminal record. I had my own questions regarding this; did the presiding authority neglect the possibility (probability even) that the complainant had suffered quite profound and lasting psychological trauma due to the events that had allegedly occurred all those years ago?

In 2012, then Prime Minister Julia Gillard announced a Royal Commission into institutional child sexual abuse. In 2014, after Pell is appointed to prefect of the Secretariat of the Economy – making him effectively the Vatican's treasurer – he is required to appear before the Royal Commission for the first time.





Pell appears before the Royal Commission in Melbourne, where he likens the church's responsibility for child abuse to that of a "trucking company" whose driver had sexually assaulted a hitch-hiker.

Also around this time, In March 2013, Victorian Police launched "Operation Tethering" to investigate sexual abuse allegations against Mr Pell. Then, when the Herald Sun reported, in 2016, that Pell had been under investigation for the past year, his office issued a statement declaring the statements "utterly false" and calling for an inquiring into how the information had been leaked to the media.

Victoria Police subsequently remained silent on the matter until 29 June, 2017, when they announced they were charging Pell with a string of child sexual offences with several counts involving several victims. Pell was consequently ordered to appear in the Melbourne magistrates court for a committal hearing in March, 2018. Committal hearings are held to determine whether evidence is sufficient for a case to proceed to trial.

1 May 2018, Magistrate Belinda Wallington orders Pell to stand trial over multiple sexual offence allegations. The details and nature of the charges may not be reported at this time. Pell tells the court he will plead not guilty when the case is heard before Victoria's county court.

Pell's first trial for the allegations of misconduct in St Patrick's Cathedral began in August 2018 under Chief Judge Peter Kidd. However, it ended with the jury unable to reach a unanimous verdict. This necessitated a retrial, with another jury. A retrial was conducted, again under Chief Judge Kidd. On 11 December 2018, Pell was convicted on five counts of child sexual abuse of two boys in the 1990s.

The next part I remember quite well, I was driving with my Dad to the ISA Interschools Swimming competition in Sydney on 13 March, 2019, when I heard on the radio that Cardinal George Pell had been sentenced to six years in a Melbourne prison with a non-parole period of three years and eight month. At the time, I didn't know much about Pell or his history. All I could rely on was Chief Judge Kidd's statement, my own inner conviction and my Father's adamant position that people like Pell should never be given unchecked power over young people.

What happened the following year shocked me.

On 7 April 2020, the High Court unanimously granted "special leave" to appeal, which is unusual enough in itself, quashing Pell's convictions and determining that judgments of acquittal be entered in their place. The court found (as stated in its summary) that the jury, "acting rationally on the whole of the evidence, ought to have entertained a doubt as to the applicant's guilt with respect to each of the offences for which he was convicted". In short, the Justices found that the jury should have considered the possibility of reasonable doubt, and hence Pell's conviction was overturned on a legal technicality.

## "What happened the following year shocked me"

I find it difficult to reconcile this outcome with the fact this is exactly the conclusion the jury did make. A conclusion further supported by the Appeal Court's majority judgement and careful evaluation of the same evidence. Besides, there still remains the fact – uncovered by the Royal Commission – that Pell not only neglected to take action on other abuse cases in his parish, but he also attempted to cover them up.



Hence, I implore everyone who reads this to have an important discussion with their families and to understand the fundamental moral of this story and many others; abuse of any kind is never OK, and to combat it we must take a stance. There is no place for neutrality among this generation or any others if we are to uphold not only the law, but our own moral values.

By Hugh Corbett (Year 10)

# INSPIRATION



## FILM

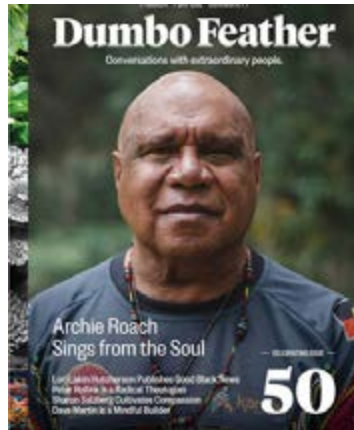
### Solo: A Star Wars Story

Star Wars. We all know it. We've either seen every movie multiple times or watch it when we have nothing else to watch when you're at home procrastinating. We know the main characters of the movies. Darth Vader, Obi-wan, Luke, Leia, Chewie and Han. When the original trio of movies came out in 1977-1983, Han Solo was introduced as a love interest for Leia and we didn't know much about his past with Chewie, as a traveller of the stars or as a person. So, when Solo: A Star Wars Story came out in 2018, people were hooked. It made heaps in the box office (\$393.2 million to be exact) and gave us an insight into the back story of one of our all-time favourite characters.

Solo, is a movie that travels with Han Solo as he journeys to find himself. He meets iconic characters such as Chewie and Lando Calrissian and shows us how he came across the famous Millennium Falcon. It tackles ideas of bounty hunters of the stars and the tough life of people who can't afford to trust anyone. The story is an iconic back story to a fantastic character.

Although it doesn't quite do the character justice. Having such a loved character as the basis for a back story can be difficult and it will never sit right with everyone as they all have a romanticised version of the favourite in their heads. As a movie, it needed more action to fit with the characters who are known to have the itch to go into battle, but I think it works well overall and adds an extra layer to the character that makes him more likeable when you see them just like you and me. We all have low points that are just the build-up to the best parts.

By Emma Sommerville (Year 11)



## MAGAZINE

### Dumbo Feather

Have you ever wanted to find your passion or find like minded people who are following theirs?

Well this is the magazine for you. Each Issue is a bunch of conversations with extraordinary people and they are all about people, passion and community.

"In 2003, Kate Bezar was stuck in a corporate job that she hated. She went to her newsagent in search of some inspiration, but walked away empty-handed. So she created the magazine she wanted to read—a magazine to inspire."

Each issue is now based on a theme, for example: Creating the Next Economy, Localising, Courage, The Future of Power. Back issues are based around different people and their own themes. I have been reading it for many years and the thing I love about it, is each interview is so interesting and inspiring. People following their curiosity and interests and having the courage to fly! I always feel that the interviews and stories don't make me have life envy or wish I was these people, it makes me want to find my dreams and do them. I think it actually helped me start my fashion business way back in the mid 2000's. The magazine has grown to include a website, podcasts, live conversations and public events. So if after this article all the issues are gone from the library download the podcast or sign up to the newsletter to get inspiring voices in your ears.

[www.dumbofeather.com](http://www.dumbofeather.com)

By Beattie Lanser



## BOOK

### The Hate You Give

By Angie Thomas.

This brilliant novel was published in February of 2017 and explores the multitude of issues surrounding race inequality in America. Starr, a teenage girl, experiences Police brutality when she witnessed her friend being shot and murdered by a police officer. The novel is confronting, raw and aims to amplify the Black Lives Matter movement which is incredibly topical in today's current climate due to the growing of global support and advocacy. As a privileged white person from a small town, I think this is a really important read or watch (was adapted as a movie recently) as to educate myself on issues that I may never truly understand yet provides me with the devices to stand up against. "What's the point of having a voice if you're gonna be silent in those moments you shouldn't be?". This quote from the novel fully encapsulates the power of the BLM movement, seeing that it is built by the voices of those whom have suffered alongside the partnership of supportive allies. On the whole, if you are asking yourself... 'How can I help? What can I do?' I think reading, listening and educating yourself on black people's stories is a solid start. Hence, use your gained knowledge to educate and inform others as to create conversation because silence subsequently takes the side of the oppressors.

By Peggy Holmwood (Year 10)





## *Human Guinea Pigs*

### *The Global Industry of Clinical Trials*

We live in an increasingly modern society where technological development is moving at an expeditious pace. We, as members of society are the benefactors of this rapid technological development, especially in relation to medicine. But this innovation comes at a cost and in order to make sure medicines and drugs are fit for purpose and safe, we, as a society are reliant on those who volunteer themselves to take part in clinical trials. This manifests itself at a domestic and, increasingly, global level.

There is an abundant history of using humans for clinical testing, yet all trials have one perturbing, yet not all surprising thing in common; they rely on the manipulation of the vulnerable.

One example can be drawn from the "Tuskegee Study of Untreated Syphilis in the Negro Male" which took place in 1932 in the USA. The 339 African American men who took part where not told of the true intentions of the trial; to monitor the progression of untreated syphilis. Instead, these men were informed they would be treated for "bad blood" – a term used in reference to a number of diseases, one of which included syphilis. Of these 339 only 8 survived, as the trial continued for 40 years, as supposed to the originally intended time of 6 months.

Other examples of this throughout history include the Holocaust twin experiments, in which young Jewish twins at Auschwitz concentration camp had medical experiments performed on them such as amputations and injections of unknown chemicals in an attempt to research illness and human endurance.

World War II also saw young, often teenage soldiers testing protective gear such as gas masks, as they were exposed to lethal chemicals – many going into cardiac arrest after being refused exit from the gas chamber.

The normative reaction when people hear of such events is the thought 'thank goodness present day is different.' Yet, the jarring reality is that not much has changed, and exploitation is as present as ever, the only difference being that some signs of it have morphed into different forms. By looking at current world events such as organ harvesting of Falun Gong members in China, it becomes painfully clear that the view of 'look how far we've come' is likely a result of an individual's privilege, with the truth being that as a society, we never stop preying on the weak, and although there are now regulations surrounding clinical trialling, the reality is that they're not all adhered to behind closed doors, especially in developing countries.

Robert Abadie, Author of *The Professional Guinea Pig: Big Pharma and the Risky World of Human Subjects*, talks about the market that has been created specifically to acquire human test subjects in the US, stating; "for some it became their strategy or main way of getting an income", also revealing that "The companies recruit at the gates of the prisons in the US, they are waiting for them outside...homeless, people with addiction problems, and just people who lost their jobs... black people, black youths for example, Latinos, that are really discriminated against in the job market, they really look at this economy as an opportunity to actually get some kind of income."

Not only this, but the world of clinical trialling has become a privatised industry, as the value of it becomes increasingly placed on monetary gains, with drug companies using contract research organisations to carry out the trials and ensure consent of individuals involved. This consent is something that can become blurry via language barriers, with the precariousness of the situation being

perpetuated by the value of monetary profit.

Professor in the Centre for Medicine, Health and Society at Vanderbilt University, Laura Stark, stated, in relation to the industry of clinical trials that "It really speaks to issues of structural inequalities, disparities in socio-economic circumstances. That is something that is beyond consent. It's something that is a broader but equally as important political issue to address and acknowledge in the clinical trials system."

This same approach is carried out on a global scale, where there has been a staggering increase of third world countries participating in mass clinical trials, using their citizens as guinea pigs. This is starting to be visible in the global effort to find a corona virus vaccine.

In April this year, a Chinese pharmaceutical firm named Sinopharm International Corp offered Pakistan's National Institute to take part in the clinical trialling of a vaccine that could potentially be used against Covid-19. Dr Aamer Ikram, general manager of the Chinese corporation, affirmed that this opportunity would be "a great thing for Pakistan", going on to say that "a successful trial in Pakistan will make it one of the first few countries for the launch of a Covid-19 vaccine." Yet, is this too idyllic? Pakistan has a poverty rate of about 29%, which is largely attributed to lack of education and illiteracy, which raises the question of whether those doing the clinical trials will be able to be easily exploited given their financial position and education level – also keeping in mind that many die when taking part in these trials, as occurred in Rennes, France when a trial with 'amide hydrolase inhibitor' left five brain damaged and one man dead.

It is of merit to keep in mind that the globalisation of clinical trialling and research has the potential to accompany numerous benefits for those developing countries involved, including tackling diseases that have long been ignored and improve medical innovation and healthcare. However the harsh reality of the matter at hand is these clinical trials are not solicitous with the wellbeing of a community, or the individual test subjects, but rather the profitability of the drugs, as has been aforementioned. By virtue of this, test subjects are often not given as much care as promised in an attempt to slash costs.

A prime example of the global exploitation of clinical trialling was seen in India, where 53 people took part in an HIV drug trial without knowing – eight of which died, with no compensation for the families. Evidence shows many of these people were illiterate and lived on the poverty line.

Sue Lloyd Roberts, who reported on this hidden drug trial, elaborated on her time in India, saying; "Time after time in Indore, I heard a depressingly familiar tale of poor, often uneducated people saying how flattered and privileged they were made to feel as they were suddenly offered the chance to receive medicines usually out of their reach. All of them claim that, contrary to Indian laws governing drugs trials, there was no informed consent." Here, the true nature of exploitation is clear.

Although there are few other ways to ensure a medicine is safe for large scale use, with the Covid-19 pandemic being at our wake for several months now, and the world striving relentlessly to find a vaccine, we must consider; at what cost? Not to us, who live a life of privilege and prosperity, but to others... who are not 'us'. Has utilitarianism gone too far, and does it discriminate...?

By Lucy Cavanough Quince (Year 11)



# GALLERY





# ***VIRTUAL GALLERY***



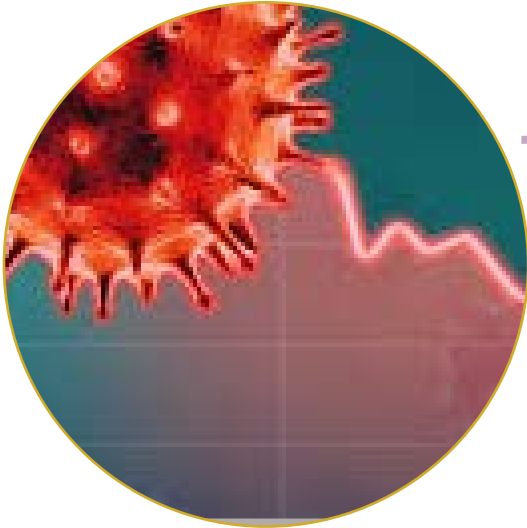
Artist - Brianna Grice  
Year 10  
Shawn Mendes, Oil on Canvas



***DRIVE  
THROUGH  
GALLERY***



# ECONOMICS AND COVID 19



## Ideas from the Year 12 Economics students

The Global Financial Crisis (GFC) nearly broke the global economy and the COVID-19 pandemic threatens to do the same. Despite the threats posed by both crises, the GFC prepared the world for the economic impacts of COVID-19. The banking system learned it had to be resilient and that deeper credit reserves were required to absorb the shock of such events. There is also a clear need for a united front in combating the economic effects of this crisis.

Luke Pierobon

It is often said that during a recession employment levels go down via the elevator and come back via the stairs. Around the globe, the issue of higher levels of unemployment is the most pressing concern of the COVID pandemic. There are unsettling effects of stand-downs, restructures and cost-cutting measures around the country. Currently, the emerging issue for workers is the increasingly higher expectations of their productivity in the workplace. In economics, this can be linked to the concept of 'Okun's law', stating that in order to achieve an increase in employment rates, economic growth levels must exceed the increases in productivity levels. Therefore, in the years following this crisis, the trend of high-pressure job expectations, from a smaller workforce, will intensify until economic growth reaches sufficient levels to support the return of employment.

Nicolas Milner

Australia's economic performance, that will ensue after the COVID-19 pandemic, is not the primary responsibility of the Australian Government. As Australian citizens we can be very quick to judge our Government's actions and question the effectiveness of decisions made. There has been much debate regarding the Federal Government support packages and the impact they will have on the Australia's long-term debt levels.

However, the Fiscal support packages; Job Keeper and Job Seeker, have been applauded by the OECD as a strong foundation for Australia's economic recovery. These policies will hopefully place Australia in a stable economic position and help to re-instil confidence in investors and businesses in the long term.

Leila O'Brien

The global supply chain is an underlying cause that triggered the current global pandemic and economic crisis. The strongly interconnected nature of global economies through; international travel, merchandise trade and transportation, created a breeding ground for the virus to spread worldwide. This in turn created an increased global demand for medical supplies and generic drugs from countries such as China, India and Pakistan. This illustrates a paradox, as both the cause and solution for reducing the devastation of COVID-19, is the global trade network. Additionally, actions such as the US's \$200 billion tariff upon Chinese medical supplies and generic drugs have created heightened trading tension in an already fragile global economy.

Claire Allan

Amongst all of this economic uncertainty, Australia has the unique opportunity to restructure industries and further prepare for the future. Whilst economies are putting policies in place to reduce the damage caused by COVID-19, it is a good time to put more money and resources into key sectors of the Australian economy. There exists a unique opportunity to increase the skill level of the workforce and redirect much needed funds into research and development. The global pandemic has highlighted the importance of food security and therefore the agriculture industry. The Government also has the opportunity to help restructure Australia's industries toward the emerging sectors of bio-tech, medi-tech, agri-tech and renewables. This would not only stimulate the economy but help secure a prosperous future for Australia.

Claudia Fair



# #BLACKLIVESMATTER

## Report from the United States of America



The Black Lives Matter movement has been at the forefront of all our minds, all forms of the media spitting out a thousand different stories and perspectives a minute. The systematic racism rooted deep into America's history is still evident today, and the protests are trying to bring about a change. I caught up with a family relative who is an American protester to find out about their experience in these times.

### **Which protest did you attend and how did you hear about it?**

June 6, a peaceful protest march from Cambridge into nearby Somerville, protesting against both President Donald Trump and police brutality. Found it through an online search but can't recall which site. I try to keep up with this kind of thing year-round. Anything that will improve society and make the world a better place. But it's not just about marches.

### **What compelled you to attend a BLM protest?**

The racism and police brutality in the U.S. is insane -- and always has been. Trump has emboldened racists and they're coming to the surface. Some of these people parade around -- legally! -- with fully automatic military weapons and are crazy enough to use them. They make that clear. (Example story and video here: <https://www.theguardian.com/us-news/2020/may/06/ahmaud-arbery-shooting-georgia> . You have to read the right history books to see that slavery ended official slavery and little else. Police are still getting away with violence against Black people and protestors on a serious scale. And we have a system that allows that. America permits freedom of speech and assembly up to the point that it begins to disrupt the corrupt system that enriches billionaires and let's one in four/five/six (sources show different numbers) kids go hungry at night in this country. I protest because we need radical institutional change and because I abhor suffering. What I've seen is sickening.

### **What happened at the protest/what was it like?**

It was low-key, which is far from always the case. Others in Downtown and greater Boston have seen police out of control. Go to this link Here's what 6 Boston.com readers say they experienced at the George Floyd protests and scroll down to "We had the horrible realization that the MBTA (subway) had been shut down."

### **What is one thing you have taken away from this experience?**

The police, as part of the state (basically state = government and its forces), have shown that they are all about keeping the people from seriously challenging the status quo and will go to extremes in doing that. At its heart this is all about money and power and a thin layer of high elitists protecting their interests.

### **Do you have any final words to say about the entire BLM movement?**

It is vital. This is an extremely racist country. I was told by a black girlfriend I had that when we were together, people would look at us with contempt. It was true. The KKK still exists. There are many far right hate groups around the country. Australia has its problems too, but as far as I can tell, it pales in comparison. Black people are treated as second-class citizens and it's an abomination. The rhetoric about freedom and liberty and this country being a "shining light on the hill" is pure propaganda. Carefully crafted and repeated often.

By Ruby Zupp (Year 11)

## SPORT IS GETTING BACK ON TRACK



Finally, restrictions are beginning to lift and that has led to the beginning of the winter season of sport. We are not yet allowed to play games, but we can train. Over the past two weeks, we have had trials for all ages in all our winter sports. Teams have started training and we are ready for sport to begin again!

Even though we are unsure about how this shortened season will operate, and whether it will be able to go ahead at all, we are all very exciting to just begin training, and start playing in a team again!

We have all waited too long for this season to start, and we are starting to see the potential of it happening. Get training everyone, and work hard, and we will be back on the court and field in no time at all.

By Liv Bow (Year 10)

## P&F NEWS

This week the P & F Executive met to discuss possible events for the remainder of the year.

Parent Year Reps are planning some fantastic get togethers for individual year groups and we look forward to a possible whole school event at some stage, when restrictions permit.

Year 7 parents kick it off next week with a coffee morning with a Covid twist - time slots!

A huge thank you to our P & F for keeping our community connected during unusual times.

## YEAR 10 ART

Year 10 have been doing a study on portraits and completed grisaille (mixture of white and another colour, we mostly used Payne's grey) paintings and charcoal sketches of celebrities. These are some examples of the both classes work. By Esther Rough (Year 10)

