

PIN OAK

*TERM
THREE!*



BIG ISSUES

Politics, Lockdowns
and Power of Words

ATHLETICS CARNIVALS

DRAMA

An Inspector Calls

CONTENTS

- 3. Head of College's Report
- 4. Deputy Head Learning and PIP
- 5. Deputy Head Learning and PIP
- 6. Deputy Head Pastoral
- 7-8 Head of Junior School
- 9. Feature Article
- 10. Feature Article
- 11. Inspiration
- 12. Big Issue
- 13. Senior Gallery
- 14. Virtual Gallery
- 15. Herd Mentality
- 16. News Flash and P + F

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AN INSPECTOR CALLS

Oxley College Year 11 Drama presents 'An Inspector Calls' written by J.B Priestley (and directed by Stephen Daldry).

When Inspector Goole arrives unexpectedly at the Birling family home, their small dinner engagement celebration is interrupted by his investigations into the death of a young woman. This news distresses each family member and soon things go from bad to worse as everyone recounts their interactions with the young woman.

Having just under two weeks to rehearse, learn lines and rehearse the Year 11 drama class performance of 'An Inspector calls' was amazing. The play was divided into three acts having different members of Year 11 Drama playing a different character for each act. For those who weren't acting there were other behind the scenes jobs such as Assistant Director, Lighting Operator, Sound Designer and Program Designer. This allowed the Year 11 Drama students to engage in different roles during performance and learn how to enhance the performance. The way that everyone had become so engaged with their characters and learnt their lines in 10 days was very impressive. A big congratulations to the whole cast. Special shout out to Ingrid Heinrich who had to step in last minute and only had a week to learn the ropes.

A HUGE thank you to Luminous Entertainment and Lucinda Dazos without which the costume, lighting and sound would not have been possible. A big thank you to Mr Cunich for allowing Year 11 drama students to have the opportunity to be apart of an amazing production.

By Lily Magill (Year 11)



HEAD OF COLLEGE'S REPORT



In the first edition of Pin Oak this term, we celebrate new beginnings and pioneering ways of working and learning with the celebration of the vast range of Personal Interest Projects. These projects have been done by our Year 9 & 10 students in Semester

1. They have embraced the opportunity for student agency and to dive deeply into their learning in a particular area of interest. The energy and excitement amongst the students has been palpable and we have been so impressed by the range of big ideas and topics explored. They are now onto their second project and we are excited about the possibilities from this new programme. Our Year 7 students are starting their first Personal Interest Project in the STEAM area as part of their Learning 2 Learn classes. This is so we can support them in the process of independent learning and research and teach them the skills necessary to be successful. I encourage you all to read about these projects in this edition of Pin Oak.

This term we welcomed seven new students across the College, and two new staff members. Ms Karlie Payne an experienced teacher will be teaching PDHPE from K-10. Always learning she is combining her part-time role with her studies for a Masters in leadership and Mrs Bentham, a well-qualified and experienced K-12 teacher will be teaching Commerce in the Senior School. As a qualified primary teacher Mrs Bentham may also be seen up in the Junior School from time to time. We welcome them both to our Oxley Community.

Last week we wrote to the Mawson House families with mixed feelings to tell them about the appointment of Mr Stuart Bollom to Director of Mission-Education at the Uniting Church. While we celebrate this achievement and Stuart's appointment to this position, we are grateful for his 17 years of outstanding service and dedication to Oxley College and the various roles he has undertaken over the years. Stuart leaves to take up this role at the end of Term 3 and so there will be important opportunities to farewell and thank Stuart.

"The energy & excitement amongst the students has been palpable and we have been so impressed by the range of big ideas and topics explored"

I don't often write about students leaving Oxley but over this term we are saying farewell to one of our much-loved students as she transitions to Tangara School for her future education. Willa Soster in Year 6 has been an integral part of Oxley College over the past seven years, teaching us as much as she has learnt over her journey. I am sure many of you will have fond memories of seeing Willa's big smile and waving on stage so proud to be a part of Junior School performances or to receive a certificate. Willa has certainly touched the hearts of many, and I am so proud of how Oxley has not only included Willa but ensured she was respected and treated with kindness.

We will miss Willa but hopefully we will continue to see her smiles and cartwheels as she returns for visits and to support her big sister at sport. Willa has taught us so much along her journey and our community has been richer for her presence. Best wishes Willa and I hope you take great pride in your special Award.

I am pleased to let parents know that despite the heavy rain, Bray Fields is draining well and we should return to using it again next week for sports training and matches. I would like to thank all parents for heeding the SMS sent asking parents not to arrive until 3.40pm on Monday during the downpour. Your consideration and support allowed the buses to get away and make the whole student pick up situation much smoother. I would encourage you all to make this your normal practice as I know none of our students suffered or were disadvantaged at having to wait another ten minutes for parents. I think they quite enjoyed the extra time to socialise with friends!



DEPUTY HEAD OF LEARNING



At Oxley we love to be future-focused, looking ahead, dreaming dreams and seeing what we can do within the boundaries of set school curriculum so that our students are best prepared for the world that awaits beyond our doors.

Those parents who have been with us in recent years, know that part of our academic growth has been through the conscious addition of courses that are distinctive in nature, serve as an intervention as a result what we know works best, and most importantly, places the child at the centre. In the last five years we have introduced Cornerstone, SWYM, Writing in Context, Rites of Passage and Duxe in a Row for example. 2020 has seen the addition of Year 7 Learning2Learn alongside Latin, and the Year 9 and Year 10 Personal Interest Project, or PIP.

As an passionate educator, I have been waiting to introduce a student PIP or Passion Project for so so long – the research tells us that motivation, engagement and achievement are inexplicably linked to choice, individual perspective and purpose. Thus it is with great excitement that I share with you, our very first glimpse of placing free choice of a project into the hands of 14, 15 and 16 year olds: if you can do/study/make anything, what will you do over the next 10 weeks?

Students are now working on their second PIP of the year, and have already learnt much about being deep in the pit of freedom. I asked Mr Richard Madden, our PIP coordinator about his observations:

What were the surprises?

I was really taken aback by the diversity of the projects, I knew that there would be a wide range of things but just the sheer range of topics really surprised and impressed me.

What did you love about it?

I loved seeing the students' passion about getting to choose their own study path and that the vast majority of the students embraced the concept and could see the inherent value in the subject and what they were studying. I especially loved the students honesty when they had probably not chosen a topic that they were fully passionate about and were very keen to rectify that for the second PIP project.

Where to next?

I am most anticipating seeing what students will produce/study in their second PIP. After learning new and very important skills from the first PIP, I am expecting the range and depth of projects to be much more diverse than the first PIP. Hopefully (COVID allowing) we can have an exhibition so that the students can demonstrate to others their passions and what they have learnt from the experience.

Part of the PIP timeline is a "pitch" or presentation to a panel of teachers. This will soon expand to hopefully include experts (hopefully parents/contacts) from within the community who will take the projects to the next level. I would have loved to share all PIPs with you, however as a taster, please find following some Year 10 examples.

By Kate Cunich, Deputy Head Learning



PIP

Millie Hescott

Our first Personal Interest Project was an unbelievably eye-opening experience to being able to express the things we were interested in, and as shown in my artworks, personal art representation is something I show an interest in. The process of this project and all the various aspects that went into it was a lot more than expected but the end result was good preparation to then apply to our second and final project.

Fear and phobia related topics were something I have been interested in for a long time and being able to represent that through my work for my first project was better than I could have imagined. The three artworks of my project all represent a different fear or phobia: Thanatophobia (fear of death), multiple personality disorder, and insomnia. The medium chosen to do these artworks was pointillism, which will also continue over to my second project, and it was a medium I was comfortable with. Using my method of pointillism, I begin to draw the outline then going over it with a small layer of dots, I then rub the sketch out and start to shade in specific areas using thicker and thinner pens depending on the shade. And with the end product, I labelled each work with its title describing which form of phobia or fear and stuck them onto a black backdrop for presentation.



Every year, more than 3000 Ukrainian children die from lack of medical attention. There has been a 200% increase in birth defects and a 250% increase in congenital birth deformities in children born in the Chernobyl fallout area since 1986.



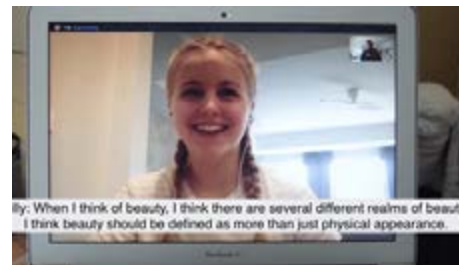
—
PIP
Yanni Psrakis

For my Term 1 Personal Interest Project, I researched The Chernobyl disaster. My main goal was to develop a greater understanding of the impacts that the disaster had on the surrounding environment and the people inhabiting the area at the time. There were two components to my research, a written information report and a photo essay. By creating a photo essay, I was able to capture the emotions of the people who had been directly affected by the disaster, which I wouldn't have been able to achieve through my information report.



—
PIP
Liam O'Connell

I was really excited about my first PIP project. From the moment I heard that there was a subject where I could do almost whatever I wanted, I was thrilled. I chose to explore a project in an area I am passionate about, Beekeeping. I wanted to make something that would make feeding the bees sugar syrup easier. After thinking about it for a while, I had an idea, a gravity fed bee-feeder. It had a 10L water container on the top and two pipes going into two separate feeders coming off it. It had a more ergonomic design and was good for storing lots of sugar syrup if you needed to feed the bees when you went away on holidays. I had lots of fun designing and making it, and every PIP lesson was really fun. I am really looking forward to completing my current PIP and want to tell the current Year 9s that it's probably going to become their favourite subject.



—
PIP
Frankie Lobban

For my Personal Interest Project (PIP), I created a video titled 'Re-establishing Beauty'. My aim was to help dismantle our 'default definition' of beauty. To do this I combined my love of videography/ portraiture, with my love of gaining perspectives from others. So, in order to include the two, I interviewed passionate volunteers (ranging in age from 11 years old to 75 years) to express their views on 'beauty'. I asked them questions. '1. How do you define beauty? 2. What are some things you find beautiful about yourself?' So many women and girls are affected by the way society defines a 'beautiful body/person', so my aim was to hopefully broaden our perspectives by introducing the women of our future and their perspectives. By having a range of young and older voices speak their mind, I believe it makes my film all the more influential.

DEPUTY HEAD OF PASTORAL



Student Diaries: Year 7-10 Academic Reflections & Goal Setting

With a return to more regular routines this term, we are resuming our pastoral programme of Tutor Group activities, which includes diary checks every Monday. It is your son/daughter's responsibility to show you their diary each week for you to sign. We hope that you have had the opportunity to discuss the Academic Reflection (p72-73) last week, and the Term 3 Learning Goals (p71). Our Senior School Assembly last week was presented by Monash House, on the theme of 'Patience', including some excellent advice about setting goals that are 'SMART' – Inspirational, Specific, Measurable, Accomplish, Realistic and Timebound. You can find more information about effective goal setting on p20 of the Diary. Whether we are preparing for examinations or taking a crucial penalty in a game of football, focusing on the process – rather than the outcome – is a key to success.

Year 11 & 12 Batyr Presentations: 'Stressed Out?'

Last week Year 11 and 12 took part in face-to-face workshops with the preventative mental health organisation Batyr, which is run by young people, for young people. This last stage of their sequential school programme focused on providing strategies for managing stress and anxiety around examinations, and highlighted support services and resources. These engaging and authentic presentations were very well received by the students and come at a particularly important time in the lead up to Preliminary HSC and Trial Examinations.

By Mark Case, Deputy Head of Pastoral Senior School

PATIENCE IN GOAL SETTING

In these unprecedented times it has been hard to stay motivated in all aspects of life, especially during our period of learning@home. At our last assembly, we got a welcome surprise seeing many familiar faces discussing their struggles navigating life out of high school during COVID-19. These former leaders of the College shared their stories and advice, reassuring us that we are not alone in this time of confusion – a fact that has the tendency to be forgotten. The key point that these talks centred around was patience in goal setting. Now more than ever goal setting is vital in maintaining a sustainable lifestyle, but with the cancellation of a myriad of co-curricular and activities, our objectives can have the ability to become too ambitious. Here are the main takeaways that I found from this presentation.

"It's good to keep the big picture in mind but it's really the baby steps ... it's the inches that get you the mile." – Cooper Barker (2019 Monash House Captain)

As high school students, I'm sure we've all found ourselves in a position where we have spent hours on end on a specific project, only to find you've completed a fraction of your ultimate goal. It is hard to remain motivated when your "big picture" goals are so far into the distance that they seem unachievable. This piece of advice really helped in reminding me that every step in the process is vital – you can't win the grand finals without training. Especially with COVID leaving us with more time on our hands, we can effectively utilise this time by focussing on our smaller goals.

"I have gone through a whole range of emotions. This has resulted in me being frustrated, major FOMO and missing all the friends I had made in Sydney, and especially facing the fact that this is actually real and it's not just a nightmare that I'll wake up from tomorrow." – Bethany Grice (2019 School Prefect)

There were many points in the lead up to learning@home where I personally was in complete denial that we would ever transfer our learning online. Being stuck at home for weeks on end was not the best for many of us socially, feeling completely disconnected from friends that we typically see on a day-to-day basis. The FOMO felt was overwhelming, and for some it was difficult to maintain communication with those we cared about. COVID has really reinforced the positive aspects of technology – enabling us to remain in contact and remove some of the stress and frustration that comes along with being self-isolated.

"I think the issue with that is that I was trying to plan and hold on to certainty." – Jemima Taylor (2019 Head Girl)

This remark really resonated with me on a number of levels. All our lives we have been conditioned to rely on certainty – from a young age we are asked of our dreams and aspirations and are expected to devote all our time and energy into achieving them. When COVID hit, there was a period of adjustment for us all, realising that there are sacrifices we had to make in order to 'accommodate' this disease. Year 12 probably had it the hardest – missing out on countless carnivals and competitions that define their final year. As a Year 11 student, I spent a lot of time at the beginning of the year setting goals to achieve by the end of the preliminary course. They continued unwavering as I began learning@home, which quickly proved to be difficult. Goals had to be modified in order to adapt to my new learning environment, and I had to accept that the things I formerly strived to achieve would take a hit. I feel COVID has definitely helped me to prepare for life outside of school, the importance of being flexible being heavily reinforced.

"It's important at a time like this to realise that although you may not be able to go exactly where you want to go or achieve exactly what you want to achieve, you don't have to put everything on hold. You can realign your goals and get a bit more realistic about your expectations and still push forwards." – Zac Moran (2015 Head Boy)

When everything began shutting down due to COVID, many of us felt our lives being put on hold. Some rely on the winter sports season to keep up morale, while others were eagerly waiting for another school production to begin. Numerous co-curricular activities depend on our ability to come into contact with one another, and within an instant these events were snatched away from us. Our future ideas of employment count on these opportunities school provides us. Those who want to be writers were unable to work with the Pin Oak team, those who want to be musicians unable to collaborate with likeminded people. However, this piece of advice really encapsulates all to do with the learning curve we have had face. The Pin Oak team began having zoom meetings in order to allow students to still write articles and express their opinions, while musicians were able to focus on their individual abilities. This need to be able to adjust goals at the flip of a coin is easily translatable into all areas of life.

"I really encourage you to find goals with this dual ability to feed the short-term but aspire to the long-term." – Evangeline Larson (2015 Head Girl)

During this pandemic, it has been highlighted that short-term goals are the easiest to maintain and can be rather rewarding in the long-term. A simple long-term goal that was seemingly removed from many students my age was the ability to get our P plates. However, the abundance of free time I found myself with meant I had the ability to gain hours towards my provisional licence, by going on a number of short (socially distanced) drives around my neighbourhood. These short drives built up over time, as I aimed to get my hours higher and higher. Now as the testing slots are opening back up, my long-term goal of obtaining my P plates is closer than ever – something that would have been unachievable if I hadn't set those short-term goals for myself.

Patience in goal setting is more important now than ever, and our previous leaders of the College really helped in pointing out the significance of short-term goals, and the ability to be flexible in all aspects of life. While COVID has brought about a copious amount of frustration and sadness, it has taught us all an incredible lesson, whether you're a Year 7 still learning the ropes of high school, or a Year 12 approaching the end – that the ability to be patient is vital.

By Ruby Zupp (Year 11)



Weekly Awards

Learning Journey

K: Edison Feller
Yr 1: Chloe Barton
Yr 2C: Chase Holmes
Yr 3B: Robbie Clothier
Yr 3L: Laura Drysdale
Yr 4: Thomas Adamson
Yr 5B: Asher Braham
Yr 5N: Julien Simonsen
Yr 6A: Peter Kearney
Yr 6W: Liam Halloran

Oxley Values

K: Jordan Pope
Yr 1: Cameron Bailey
Yr 2C: Matilda McCarthy
Yr 3B: Ayden Hosseinzadeh
Yr 3L: Teddy Blom
Yr 4: Xavier Druery
Yr 5B: Dakota Winn
Yr 5N: Henry O'Riordan
Yr 6A: Sam Harwood
Yr 6W: Zara Clancy

SRC

KL Naomi Robertson and Lachlan Sutherland
1S Amelia Gordon and Chloe Barton
2C Oscar Jones and Sophia Bagnall
3B Lisa Mussett and Victoria Feetham
3L Hadley Morgan and Ivy Bacon
4L Cecilia Vild and Grace Kean
5B Leila Palmer and Matilda Pope
5N Lex Cochrane-Ryan and Henry O'Riordan
6A Isaac Halcrow and Jerome McIntosh
6W Liam Halloran and Aislinn Kenny

Students of the Week

Learning Journey

Learning Journey
K: Finn Kean
Yr 1: Xander Fisher
Yr 2C: Ian Phillips
Yr 3B: Gabi Von Sperl
Yr 3L: Jemima Anson
Yr 4: Clancy O'Mahoney
Yr 5B: Cartier Dobler
Yr 5N: Claudia Carpenter
Yr 6A: Emily Byrne
Yr 6W: Charlotte Strang Iori

Oxley Values

K: Em Hunt
Yr 1: Heidi Sinclair-Hill
Yr 2C: Oliver Coram
Yr 3B: Flor Pereira Merlini
Yr 3L: Thomas Berry
Yr 4: Sam Cottle
Yr 5B: Oliver Henderson
Yr 5N: Emilie Henderson
Yr 6A: Sofia Perin
Yr 6W: Toby Wood



JUNIOR SCHOOL NEWS

Athletics Carnival Success

We celebrate and acknowledge all students who participated in last week's Junior School Athletics Carnival. It was wonderful to see some new students shine in a number of events including Clancy O'Mahoney in Year 4, who broke a record in high jump, and Gabriela von Sperl from Year 3 who placed in a number of sprints. However, it took courage for many children to have a go in all the events and to give their best. Many children, particularly in Year 2 were trying some Track and Field events for the very first time. Well done to all!



The way children learn: playfulness and discipline

In the primary school setting, we are very conscious that children's learning needs are distinct from those in the early and latter teenage years.

Through cognitive psychological and neuroscientific research over more than 50 years, we understand more clearly now that children need 'playful', as well as intellectually challenging, learning environments.

Up to the ages of 11 and 12, children tend to learn best in environments where they feel safe to imagine, create, and learn through social interactions, and hands-on kinaesthetic and active explorations of the world.

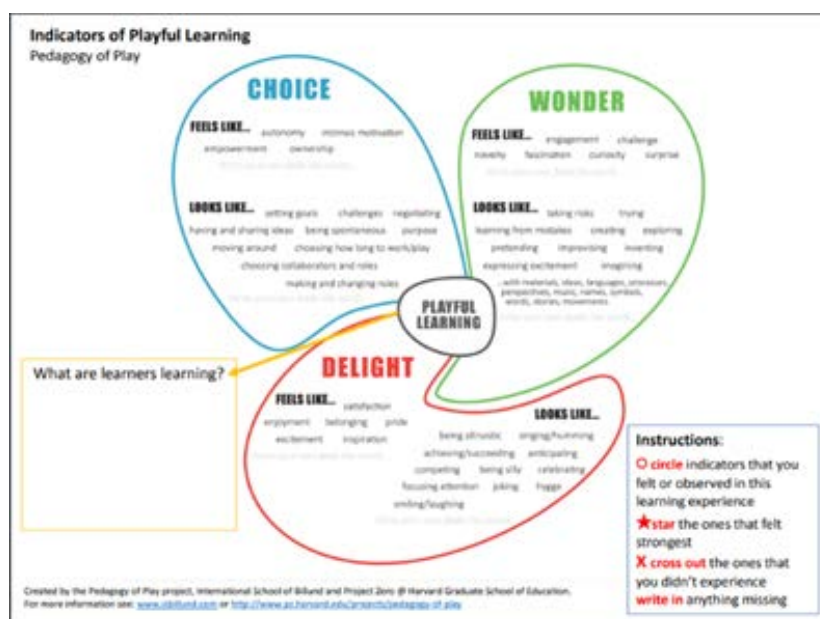


For children, intellectual challenge tends to be ignited through the imagination.

'Play has long been recognized as a central way children learn (Dewey, 1944; Froebel, 1887; Hirsh-Pasek et al., 2009; Huizinga, 1955; Piaget, 1971; Vygotsky, 1978). In playful learning, children try out ideas, test theories, experiment with symbol systems, explore social relations, take risks, and reimagine the world. Failure is an opportunity to try again. Vygotsky (1978) explains that "a child's greatest achievements are possible in play, achievements that will tomorrow become her basic level of real action" (p.100). In playful learning, children are engaged, relaxed, and challenged- states of mind highly conducive to learning (LEGO Learning Institute, 2013). Children do not stop playing when they enter grade school. While the nature of the play changes as children grow into teenagers—there may be more complex games with rules, advanced physical activity like team sports, programming with computers, and jam sessions with instruments—the active engagement and meaning-making continues (Frost, Wortham, & Reifel, 2012). Playful learning offers a pathway for intellectual, social, emotional, and physical development.' (Harvard University Project Zero paper, 2016)



Characteristics of a 'playful' child-centred learning environment



At Oxley Junior School, playfulness together with discipline undergirds Music, Art, Drama, and Creative Writing as well as throughout the Integrated Units of Inquiry. These are not timetable 'fillers' but are critical experiences for young students, tapping into their natural developmental strengths to grow and nurture a true love of learning.

Teachers in the Junior School are highly skilled practitioners, dedicated to approaches that incorporate these child-centred learning approaches that harness a sense of playfulness together with discipline in high-achieving classrooms .

Primary School Professional Learning: 4Cs Education

We spent a Monday afternoon recently listening to Professor Michael Anderson who works to transform schools across Australia using the framework of the 4Cs: Critical thinking, Creativity, Collaboration and Communication.

These four skills as fundamental but overlooked. They are critical to the future and most sought after in the workforce, but not always emphasised in schools.

Together as a Junior School staff team, we sought to put our 4C skills into action during our session to be challenged and inspired for the term, and will keep 4C framework in mind throughout the term to support classrooms that continue to be inquiring, creative places.

By Katherine Halcrow, Head of Junior School





Yeezy Running for President

We've all heard of Kanye West and how he claimed to be running for President in 2015. Now he's back again with the same plan for the 2020 election. This may sound like it's a funny joke, but could he run for President? And what does this mean for the U.S.A if Kanye gets the votes?

The first hurdle Kanye faces is getting on to the ballot in less than four months, and to be on the ballot, you need to get 5000 signatures and at least 500 of those have to be from each Congressional district (an electoral constituency that elects a single member of a congress). Without a full party backing him, Kanye would have the other option to appear as an independent candidate.

To get onto the ballot as an independent candidate, Kanye would need hiring staff or recruiting volunteers to gather thousands of signatures from all over the nation before registrations close in August and September, even after the deadlines for registering have passed in some states like New Mexico and North Carolina (an important state in terms of elections). On top of all of that, getting those signatures was made even harder when the coronavirus outbreak hit the U.S.A. Even if Kanye makes it to the ballot, predictions are saying that he won't be able to draw enough votes from the current President and Joe Biden.

In the U.S. the electoral system it is a two-horse race since Abraham Lincoln with the Democrats and the Republicans. So, if you don't belong to the Democrats or Republicans, you don't stand a chance. The only three people to get a decent number of votes as a third-party candidate was former President T. Roosevelt in 1912 (27.4%), R. M. La Follette in 1924 (16.6%) and R. Perot in 1992 (18.9%). Even with those numbers, either a Democrat or Republican won by a substantial amount.

The reason why it's so hard for the third-party candidate to get the top job is because of the U.S.A. electoral college. The electoral college means that it doesn't matter who gets the most votes overall, but who gets the most electoral votes, from winning a state. In 2016 for example, Hillary Clinton got three million more votes than Trump overall, but Trump got more states and electoral votes with those states. Plus, the electoral college has a "winner takes all" system. For example, if a Democrat wins 49.9% and a Republican wins 50.1% of the votes in the same state,

that means that all of the votes from that state go to the Republican and none go to the Democrat.

Ok, so say Kanye got the votes, this is what may happen: The foreign policy may collapse. If Kanye were to be voted in, some countries may not take him seriously and may try a few things believing that the U.S. wouldn't be organised enough to formulate a response.

One possibility is that the youth may become more interested in U.S.A. politics as Kanye has a HUGE pop culture following, and most of those followers, are young people. Kanye becoming president may lead to young adults or teens to consider voting if they already haven't and to pay more attention to what is happening in the world and politics.

U.S.A politics would remain divided. Mentioned before, the U.S.A is incredibly split between the Democrats and Republicans, and people have been hoping for something to be the compromise. Kanye may not be that compromise.

In the U.S.A, a President can only be thrown out of office if they break laws like: "treason, bribery, or other high crimes or misdemeanours", according to the American constitution.

The American electoral system would be drastically altered if Kanye became President.

Despite all this, the world is forced to keep moving, even with a famous rapper as a world leader.

By Emma Sommerville (Year 11)

Victoria back under lockdown as Covid-19 Cases rise

As we reach almost three weeks since Covid-19 restrictions were reintroduced to Melbourne and metropolitan areas in Victoria, the state recorded 627 new cases in the past 24 hours. This is the second highest single-day tally of cases since the pandemic began in Australia. So why, after the original lockdowns first imposed in mid-March seemed to successfully contain the virus, are we seeing such a sudden, drastic change?

Well, as Premier Daniel Andrews has said, the behaviour and general attitude of the public towards the virus (and lord knows all Melbournians in general) requires a "dramatic improvement". He particularly pointed the finger at people who had not self-isolated even after experiencing symptoms of Covid-19. This blatant lack of consideration for social distancing, coupled with the breach of hotel quarantine procedures led to a second wave of infection across the state.

Under current restrictions people in metropolitan Melbourne and the Mitchell Shire must stay at home. They may only leave home for one of four reasons – shopping for food and supplies, care and caregiving, exercise, and study and work (if they are unable to do it from home). People in these hotspot areas must also wear a mask when in public. The rest of the state are under lighter restrictions, but must not travel interstate or even intrastate without

necessary cause for doing so.

At the moment, the elderly and particularly those living in aged care homes are most at risk to the damaging effects of coronavirus. This is particularly evident in places like the Epping Gardens Aged Care facility in Melbourne's north, to which close to 80 infections can be linked. Throughout the state, a further 61 aged care homes have been infected with the virus, while there are still 683 active virus cases connected to aged care in Victoria. In response, many appalled family members of care patients have demanded Commonwealth action to stop the spread.

Whatever the cause, it seems clear both the Victorian government and public need to work together to flatten the curve. Better policy is required to control the integrity of everyone from public health officials to hotel security, ensuring that workplaces and businesses remain hygienic and correct protocol is followed.

By Hugh Corbett (Year 10)

Editor's Note: This article was submitted by our deadline last Monday. It is an example of how fast things are changing with COVID as already some of these facts are now slightly out of date.



INSPIRATION



FILM

The Florida Project

The Florida Project, directed by Sean Baker, shines a light on the people who live on the poverty line, right in the shadow of Disney Land – the happiest place on Earth. The name of the movie alone is riddled with irony, as the “Florida Project” was the original name of Walt Disney’s theme park - something that was supposed to create a utopia in the ‘sunshine state’ of America. Heartbreakingly, this utopia of “the happiest place on Earth” is turned inside out in the film, which follows the story of a six year old girl, Mooney (Brooklyn Prince) and her young mum, Halley (Bria Vinaite) who live on the margins of tourist heaven in an old motel room near Disney Land. The film is told from a child’s point of view, producing a simultaneous juxtaposition of light-heartedness and heartbreaking truth.

Mooney and her friends are somewhat shielded from their confronting position of risk and disadvantage, by their child-like sense of wonder and adventure, which allows them to run wild in a blissful sanguinity. The children who live in the motels con tourists into buying them ice-creams by day, as their parents work minimum wage jobs, certain parents even turning to prostitution by night. Just to survive. Told through the glistening and unfiltered lens of childhood, there is an admirable rawness in The Florida Project, which brings life on the margins to the forefront, in a perfect concoction of joy, distress and bitterness.

By Lucy Cavanough Quince (Year 11)



ALBUM

Folklore

In many ways, Folklore is a complete departure from Taylor Swift. It dropped as a complete surprise on Saturday 24 July, as opposed to a usual Swift album which has months of hype and anticipation behind it. It almost completely drops the mainstream, pop-like, insanely catchy songs that made her so famous for a slower, sadder more folk-like album that is still memorable in its own ways. The album is not dominated by several massive tracks, and instead is filled with different songs that are enjoyable and different in their own ways. However, in other ways it is the same Taylor that we know and (assumedly) love. She creates an intensely personal connection with the storyline of the song, regardless of the actual reality of the song to her. Her songs, while not in the same infectious way as previously, still find a way to worm themselves into your head during quiet moments.

The album is extremely listenable, and it is easy to get lost in the melodies and the tracks of Swift’s release. The track is one in which both fans of Taylor and people that are not too familiar with her can listen to and enjoy. In fact, Folklore is almost emblematic of 2020 overall. Surprising and different? Yes. But memorable? Almost certainly.

By Liam Verity (Year 10)



FILM

Jumanji

The movie ‘Jumanji - welcome to the Jungle’ realised a few years ago is a great movie to watch if you haven’t already taken a look at it yet or are looking for a good movie to re-watch. The adventure and comedy themed film stars, The Rock as well as Kevin Hart, Jack Black and Nick Jonas. The movie follows the action and voyage that is unravelled after four high school kids discover an old video game console and are drawn into the game’s jungle setting and become the characters they chose. What they discover is that you don’t just play Jumanji - you have to survive it. To beat the game and go back to their normal lives and selves, they have to take a dangerous quest to get through it.

I enjoyed watching this movie and would recommend it, if you liked this one too you can check out the most recent sequel if you haven’t already seen it which is equally excellent.

By Daisy Macdonald (Year 8)



THE FIERY FIST OF A PHRASE

When I was younger, I remember being constantly taught that, "Sticks and stones may break my bones but names will never hurt me." Up until recently, I entirely believed in this message, one which I used quite frequently yet now totally dissociate myself from. This is due to the phrases problematic stance in which I believe takes the side of the oppressor through its employing of complicity. This message disregards the impact and power words have on individuals, one of which they believe is wrongfully 'inferior' to the impacts of physical violence. This is incredibly harmful advice for it silences the voices of verbal abuse victims through attributing to the already potent societal stigma they face. Essentially, words do hurt, inspiring me to explore the world of linguistics in terms of its applied societal, political and individual pressures.

JK Rowling, the well-known author of Harry Potter, a magical household classic which is loved globally, has ironically shown us the negative implications our words have on the people around us. Rowling recently, in a stream of tweets, has shown to have transphobic views. The author tweeted "'People who menstruate.' I'm sure there used to be a word for those people. Someone help me out. Wumben? Wimpund? Woomud?" The mocking tone of her message doesn't fail to cringe me every time I read the words; the sheer audacity to taunt gender identity through her ignorance and joking manner received great backlash. The grounds of criticism deriving from the fact that not all women menstruate, such as trans men whom have not transitioned yet. LGBTQ+ organisation GLAAD (Gay & Lesbian Alliance Against Defamation) replied to Rowling's comments by saying, "JK Rowling continues to align herself with an ideology which wilfully distorts facts about gender identity and people who are trans. In 2020, there is no excuse for targeting trans people." Needless to say, it is disappointing to see a series which helped so many

LGBTQ+ youth with self-acceptance being tainted with the negative views of its author. The common reference I came across when researching was: "If Harry Potter taught us anything, it's that no one deserves to live in a closet."

Kanye West has also recently showcased the power of words when fuelled with passion. In a clip of Kanye's first political rally, that you have probably seen played on the news, he delivers an incredibly powerful message to the audience surrounding his anti-abortion views. He screamed into the audience when talking about how he and Kim (Kardashian West) considered aborting their daughter North, "I almost killed my daughter." I believe this representation of abortion as an act of 'murder' or 'killing' is incredibly misleading and incorrect. This connotation taints abortion in an 'evil' light where the right an individual has over their body is brought with shame and judgement. Human bodies are not a political debate or ethical issue, it is our right to have choice over our lives, future and health.

"Sticks and stones may break my bones but names will never hurt me."

The innocently appearing childhood phrase aims to push upon children unwarranted 'advice' that essentially suggests us to quiet down when we are shaken. Let us change the narrative; "Sticks and stones may break my bones, names will hurt me, I'm stronger for it and will contest to conclude it."

By Peggy Holmwood (Year 10)

GALLERY



VIRTUAL GALLERY

The Blue Dress

Lara Fischer

This is my entry for the Art Head blue square art competition where we had to incorporate blue into our art using any medium. My entry is a graphite pencil drawing of my little sister, Sasha, and for the blue element I decided to make her dress blue using chalk pastels. Pencil and other monochrome mediums like charcoal are very familiar and enjoyable for me so using chalk pastel was hard as I am not as used to drawing with colour.



UNSOLICITED TRAVEL ADVICE

If there's one thing I don't like it's unsolicited advice; even worse when it holds no relevance! I mean great, you think hot chocolate tastes better when made with just water... but this is a bank. With "normal" amounts of air travel not predicted to return until 2023, this seems like a perfect time to deal out some unsolicited travel advice!

In-flight entertainment guide

Skip the television and movie options for the lesser known feat of travel; digital sudokus. Now, I don't know your life story; but here's a secret of mine that has haunted me ever since year 7 maths. I cannot do sudokus, whatsoever. But the beauty of in-flight sudokus is that it doesn't matter. Simply pick Sudoku under the "games" heading from the in-flight entertainment menu and begin! The aim is not to win but to be appear visually celebratory or disappointed to your fellow passengers.

Or if like me, you are sudoku-ly inept, I'd recommend the inflight-movie function. In flight movies are one of travel's greatest innovations; except when your neighbouring passenger takes 37 minutes to decide whether to watch "Knocked up" or something a little less salacious... I mean calm down, Helen; There are kids sitting behind you! For peak annoyance watch the same movie as someone two rows



behind you (you may need to plan a trip to the bathroom to properly execute this plan.) except watch it two minutes ahead of them- spoiling "a bad mom's Christmas" frame, by frame.

Time travel

Hear me out; Physicists say that if a plane went fast enough the passengers could travel back in time! I personally don't understand how one could arise to this conclusion since it sounds... kind of impossible. But this feat of science allows us to take additional liberties in the time taken to get to "Gate 4". Who cares if you miss your flight? Just ask the pilot nicely to travel back in time; I'm sure they'll be happy to.

Don't recline your seat

Who cares about comfort when there is a tall guy behind me, who may or may not feel compelled to interact with me based upon the intrusion of my chair? Anyway, sleeping upright is the way of the future! Low density sleeping; am I right?

Eat the airline food

Do it. I dare you.

By Pearl Bendle (Year 11)

HERD MENTALITY AND IMPULSE BUYING



Herd mentality is defined by the Oxford dictionary as “the tendency for people’s behaviour or beliefs to conform to those of the group to which they belong”. It is frighteningly relevant because 95% of our regular decisions being potentially determined by impulsive unconscious processes such as herd mentality.

Often a subconscious effort to “fit in”, there are countless examples of herd or mob mentality seen on social media, fashion trends, the school yard (such as the ungodly Fidget Spinners), brand loyalty and recently in COVID-19 coverage in panic buying of everything from toilet paper to baking supplies.

But where you might not expect it is at the Oxley green bins. Due to the restrictions, I’m sure you’re aware that to get anything from the canteen it must be pre-ordered. The familiar situation of seeing someone else enjoying their meat pie or cheese and

biscuits and immediately wanting to buy your own is an example of herd mentality because you probably wouldn’t want it without the external push of seeing another student eating it. Without the market for impulse buying, there has been an obvious decrease in sales. This can be shown through the Environment Group green bin revenues. In Term 2 2018, we collected 1006 bottles (\$100.6), at the same time in 2019, 1562 (\$156.2) but now with canteen sales being pre-ordering only we collected a mere 298 (\$29.8), an 81% decrease from the previous year at the exact same time. Although we weren’t at school for a portion of the previous term, these numbers clearly indicate a trend.

This poses an important question: we already know if it is less convenient for us, we won’t buy the product (hence the drop in sales after pre-ordering rules came in) so do we really need a chocolate moove or is it just an impulsive decision? With impulse buying making up 40-80% of our purchases we really need to think carefully about what may and may not be impulse rather than necessity.

Herd mentality and impulse buying both mean you’re not relying on your own decision-making skills for your actions and although buying chocolate mooves may not seem like a big deal, lack of impulse control can lead to larger actions and consequences. From things such as subject selection to bigger choices such as smoking and teenage drinking, impulses and herd mentality can have a massive effect on our decision making, especially in our adolescent minds.

So how do you become more aware of impulses and herd mentality?

- 1) Be aware-by being aware of your decision-making processes and questioning why you are actually choosing a purchase or action.
- 2) Reduce decision fatigue. Make big decisions early in the day when not affected by resource depletion (the exhaustion of your willpower/decision making reserve) will mean you have greater clarity and less likely to act impulsively.
- 3) Make more of your actions being intentional rather than habitual.
- 4) Make decisions based on your own beliefs and opinions rather than just going along with the choices of your peers.

By Esther Rough (Year 10)

Source for statistics:

Harman, B. and Bosak, J. (2018). How to avoid overspending: uncover the psychology behind why people buy. [online] The Conversation. Available at: <https://theconversation.com/how-to-avoid-overspending-uncover-the-psychology-behind-why-people-buy-108680>.

NEWSFLASH

AVA LAMBIE



Earlier this year, Year 11 student, Ava Lambie, entered the Write 4 Fun writing competition. Ava received 2nd place in the Short Story section and won a prize of \$250. Congratulations on this wonderful achievement. Here is her winning story:

<https://www.write4fun.net/view-entry/397015>

ATHLETICS CARNIVAL CHAMPIONS 2020



SPORT IS BACK!

With the return to Term 3, the Winter Sports season kicked off the first weekend back. All the rugby teams did not play this weekend; however they did do some training, preparing for their first game back this weekend. All other sports played a friendly round to get back into our sport, before starting the proper ISA rounds next weekend.

Overall, we had a successful weekend. 1sts Oxley Netball beat Oakhill 3, 51-31, and the Junior A's lost 36-33 to Chevalier in a very close match, 1sts hockey had a 1 all draw with Chevalier, while the 2nds hockey also played Chevalier, beating them 3-1. The 1sts boys football team lost to Chevalier 1-0, and the boys 2nds tied with Chevalier 1-1. The 1sts girls football lost 5-1 to St Paul's Grammar, and the Junior A's lost to St Paul's Grammar as well, 2-1.

Having the first weekend being a friendly round, everyone could get back into the swing of the winter season without any pressure. Seeing as the season will be shortened due to COVID-19, there will be pressure on all the games that are played this season, as there will be no finals, it will be first past the post in the end.

Good luck everyone, and make Oxley proud!

By Olivia Bow (Year 10)



P & F

After several busy years of events, including Christmas in July, 35th Anniversary function (Made in 1983) and Eve on the Green, the P&F decided this year would be a 'quieter year' with several smaller events throughout the year but no 'big' event – little did we know how quiet it would be!

At the end of Term 2 we were excited to start organising Year group functions for this term. Alas, our plans have been foiled again as we continue to abide by NSW Health restrictions on numbers for gatherings.

For those new parents to Oxley College the main function of the P&F is to organise social events so that parents and friends of students are able to meet. Any money we raise at these events is either allocated for a specific purpose or to items on the College 'wish list', developed by the Oxley Executive. Past fundraising has contributed to the junior school playground, umbrellas in the courtyard outside the library, the electronic scoreboard on the sports fields and to supplies for faculties within the College. Traditionally we gift a proportion of the money we raise to our 'sister schools' in Botswana, Nepal and Fiji.

This year we had been planning to hold a Ceilidh (a Scottish reel dance) to raise money for our Oxley College Pipe Band (looking and sounding as good as they do doesn't come without costs!) and another fun Oxley Trivia Night this term. Earlier in the year we discussed our next fundraising project would possibly be a mobile food trailer/caravan/cart that we could use for BBQs and catering. Emblazoned with the Oxley College logo, our van could store all our supplies, saving us time setting up for events, and we would be able to 'take the van to the people', wherever catering is required. Given that we've had no fundraising opportunities this year this project may be something we aim to work towards in 2021. We are hoping that we can get together as a College community before the end of the year. Stay safe and please get in touch with your Year Reps if you have any P&F related questions. All year rep details

By Megan Moore, P & F President

