

# PIN OAK



*YEAR 7  
TECHNOLOGY*

—  
**TECHNOLOGY**  
Year 7

—  
**BIG ISSUE**  
Misconceptions

—  
**ART**  
Down by the River



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# HEAD OF COLLEGE'S REPORT



I know when I had my first child, I was very excited about becoming a parent! Unfortunately no one gave me a manual or rule book and there have been many times along the journey when yet another new situation or challenge has come up that has made me wonder whether I really do know what I am doing! I am sure

many of you have felt the same way, even if we don't want to admit it. Even now with our youngest child being nearly 28 years old these moments still occur! Parenting is a real journey and one that can be both incredibly rewarding but also frustrating and challenging. I know I have made plenty of mistakes along the way and have many embarrassing parenting moments where I have wished I could turn back the clock and done things differently. One thing I have learnt is that it is important to seek help from others and to talk about the challenges with other parents. The saying 'it takes a village to raise a child' is so true, particularly through the tricky path of adolescence. Oh! And never assume any two journeys are going to be the same with your children - as from experience, each one can be vastly different.

As a strong learning community, Oxley values the partnership we have with parents in the education of our young people. We take our job seriously especially when it comes to working with our parents and helping our students learn about life, their health and wellbeing and potential effects of risk-taking behaviours.

Over recent months there has been significant media coverage about the sweeping craze of risk taking by young people in the use of 'Vapes', or e- cigarettes and 'Nangs' (Nitrous Oxide capsules). If you were like me when I first heard about these issues, I was actually unsure what they were all about? What effect did they have? What were the risks? Were they legal? I certainly had to do my research.

At the Senior School Assembly on Friday, I spoke to students about 'Vapes' and 'Nangs' and many were surprised to hear that they are illegal and didn't realise they had such serious health effects. I also talked about the Oxley Drug Policy and explained the College's stance on the use of drugs. Deputy Head Pastoral, Mr Case, has written about the College Drug Policy in his section of Pin Oak and has included some information and resources on both Vapes and Nangs. I encourage you to do your homework and have a discussion with your children about these issues and the matters spoken about at the Assembly.

Parenting of adolescents can be tricky and one of the most common discussions I have had with parents is how to navigate the complexities of parties and alcohol. I certainly don't have all the answers, but I encourage parents to talk to their children and their children's friends and parents, so that as parents you can come up with a common agreement of what children may be allowed to do in their social lives.

I know it certainly made it easier for me to parent when we were all on the same page regarding boundaries.

It is also important that you know what the law is with regards to alcohol and young people. While we all know it is illegal for young people to purchase and consume alcohol under the age of 18 years in a licensed premise, there are other laws parents need to be aware of especially about the supply of alcohol to minors at parties and in their home.

For your information the NSW Law states:

Under Section 117 of the Liquor Act 2007(NSW), it is illegal to supply alcohol to people aged under 18 years in a private home unless it is supplied by:

- The child's parent or guardian, or
- An adult who has the approval of the child's parent or guardian.

A person convicted of secondary supply in NSW can be fined up to \$11,000 for each underage drinker involved.

Next week our Year 10,11 &12 students will have a presentation about Safe Partying. These presentations will in gender groups and will be presented by the very experienced communicator and former police officer, Brent Sanders. He will talk to our young people about the importance of understanding the potential legal ramifications and other consequences of making poor choices while under the influence of drugs and alcohol. He will provide information about the law around sexual assault, indecent assault and consent, as well as providing advice and strategies to help young people take responsibility for their

actions, resist peer pressure with an emphasis on respect and self-discipline.

Brent travels throughout Australia talking to audiences in schools, corporate clients and universities on a range of topics including personal safety in schools, bullying, discrimination and conflict resolution. Should parents want to find out more about Brent here is his website: <https://www.brentsandersconsulting.com.au/>

I actively encourage parents to discuss these presentations with their children as keeping the lines of communication open and having discussions around these matters help to set up an environment of trust and also a clear understanding of your family values and expectations.

Remember, we are also here to support you along your journey, and I encourage you to reach out if you need support. Our School Counsellor, Rani Ritchie and our Heads of House can help to provide wise counsel with any tricky times we all face.

By Jenny Ethell

*"I actively encourage parents to discuss these presentations with their children as keeping the lines of communication open and having discussions around these matters help to set up an environment of trust and also a clear understanding of your family values and expectations."*



## DEPUTY HEAD, PASTORAL



### Oxley College Drug Policy

It is important that all members of the College community, including parents, are clear on the College's position on drugs. This is especially important in areas where attitudes towards the use of particular drugs in some parts of the community may differ. The policy was reviewed earlier this year and Mrs Ethell spoke about aspects of it at last week's Senior School Assembly.

For the purposes of our policy, a drug is considered to be:

*a substance that produces a psychoactive effect (alters mental processes including mood, cognition, thinking or behaviour). The term 'drug' is used generically to include tobacco, herbal and e-cigarettes ('vapes'), alcohol, pharmaceutical (prescription) drugs, nitrous oxide capsules ('nangs'), illicit drugs, image and performance enhancing drugs or supplements, inhalants and kava.*

The policy covers illicit (or illegal) drugs, as well as unsanctioned drugs (use of which are restricted by law, such as alcohol) and also drug paraphernalia. In particular, the policy states that while on College property or at any school related activity, including travel to or from a College activity or venue, students are not permitted to:

- Buy, possess, supply, use or be under the influence of:
  - tobacco products including e-cigarettes ('vapes')
  - alcohol
  - nitrous oxide capsules ('nangs')
  - illicit drugs
- Use or distribute prescription medication or supplements in a manner not consistent with current instructions from a medical practitioner or prescribed for another person.
- Use legal supplements without permission of their parents.
- Distribute any legal supplements to other students.
- Be in possession of any drug paraphernalia.

The College will notify NSW Police if we have reason to believe a crime may have been committed. In such circumstances, we will act in accordance with police instructions regarding the matter. Consequences imposed by the College are designed to be supportive of the student and family where possible, as well as to encourage truthfulness and the acceptance of consequences of actions for students. All cases will be treated separately - as a result, precedents do not apply. Consequences may include, and not limited to, one or more of the following:

*Saturday Detention, Community service, Suspension from the College or College activities, Referral to an outside agency, Regular counselling, Referral to the NSW Police, Withdrawal, Termination of enrolment.*

*The College seeks to provide a safe and secure environment for all students. In order to exercise this duty of care, the Head of College will take immediate action to protect students from those who would seek to bring "unsanctioned" drugs into the College, or in to the lives of other students at the College. In such circumstances, the student's enrolment will be reviewed by the Head of College.*

Our policy also states that we reserve the right to contact parents on the basis of rumour/hearsay about the use of drugs by their children outside College hours/events. This is in the spirit of seeking prevention and to maintain our strong wellbeing philosophy for each student and that we believe parents have a right to know.

At Oxley, we educate students to prevent substance abuse in a variety of ways, such as through an emphasis on values, taking responsibility for choices and understanding consequences. We also address this issue explicitly through the PDHPE curriculum, student/parent sessions from experts and school assemblies.

It is also important for parents to be aware of the legal and health implications for young people regarding the use of unsanctioned drugs such as vapes, nangs and alcohol. Under Australian law, it is illegal to buy, possess or use liquid nicotine for vaping without a medical prescription. In NSW, it is also illegal to sell vaporisers (without nicotine) to people under the age of 18. Disposable vapes resemble USB cartridges and come in different flavours/colours, so they are easy to conceal and their appearance belies the dangers of their use.

For current health advice regarding e-cigarettes, go to the NSW Health website: <https://www.health.nsw.gov.au/tobacco/Pages/e-cigarettes.aspx>

More information on the legal status of e-cigarettes can be found at the Australian Tobacco Harm Reduction Association website: <https://www.athra.org.au/vaping/the-law/>

In NSW it is illegal to sell nitrous oxide canisters, which are used in whipped cream, if there is reason to believe the purchaser will misuse them. There is increasing awareness of the health dangers associated with nangs. For more information: <https://yourroom.health.nsw.gov.au/whats-new/Pages/the-nang-effect.aspx> By Mark Case, Deputy Head Pastoral

## DEPUTY HEAD, LEARNING



This term, I wanted my Pin Oak articles to celebrate the wonderful learning and teaching at Oxley – to provide a snapshot of the engaging and inspiring things that happen everyday in our classrooms. Last issue, we looked at what happened when we “lifted the lid” on what Year 10 students could imagine, design and create in their PIPs. This week we shift to the core curriculum area of Science and Technology & Design.

I asked Ms Schaefer, Head of Science to share what was happening:

## Scintillating Science!

As our Year 12 Science students prepare for their HSC exams, we are proud of the thinking skills they have refined since Year 7. Apart from the amazing knowledge they have gained about our natural world, skills in investigation design and data analysis will serve them for life, regardless of their pursuits after school.

This year our second group of Year 12 students are completing the 1 unit Science Extension course, researching an area of interest, designing an investigation, and reporting on their findings. Their questions included ‘What is the pattern and nature of inheritance of congenital aphantasia (the inability to visualise)?’, ‘Does the ability of algae to remove heavy metals from water differ with concentration?’ and ‘What are the effects of sunscreen components on the skin microbiome?’ What they have found most enlightening is that any pursuit in science invariably leads to more questions, and as a means of preparation for university studies in Science, this subject should not be underestimated.

These skills are developed in science lessons from Year 7 onwards, and below is a snapshot of student experiences in just a few science classrooms recently.

### YEAR 10 PROJECTILE MOTION CHALLENGE with Ms Norton

*The projectile motion prac was really fun, even though difficult. Trying to control everything was extremely hard. The elastic bands had to go at the same distance from the cork, hit the cork in the same spot at the same angle etc. I think our group should have got the award for ‘hitting the bucket the most times without getting it in’, but it was fun. It’s pracs like these that make physics engaging, interesting and makes you want to learn more! Liam O’Connell*

### YEAR 9 PROPERTIES OF LIGHT with Mr Bevan

*We were learning about Total Internal Reflection and how one beam of light can travel into a prism and bounce around inside the prism before coming out again. The practical helped me because I didn’t understand how light could bounce, but this helped show how the angle (of entry) affected how the light moved. Since we could move the prism angle I could see how the angle affected the TIR. Sienna Hagan*

*The first practical of this unit was using a slinky to model transverse and compression waves. It was very helpful as it allowed us to understand what was happening to the particles in each wave. It was challenging and required us to think hard because the direction of particle movement is not (necessarily) the same as the direction of the energy in the wave. Lara Fischer*

**11 BIOLOGY:** Investigating the effect of temperature on enzyme activity- Toby O’Sullivan and Thomas Jennings



Year 9 SCIENCE: Exploring the behaviour of light through different mediums (refraction, Total internal reflection and dispersion) – Alexander Jurgs



## DEPUTY HEAD, LEARNING

I also asked Miss Lanser what was happening in the Technology and Design classrooms.

### Designers get Creative!

In **Year 7 Food Technology** students have begun weeding and preparing their garden beds for planting, also reaping the rewards of last semester's hard work. Check out the super-sized carrot on the front page of this week's Pin Oak! Last week they cooked San Choy Bow...delicious!

Can't buy masks in the supermarket? This is not an issue for **Year 8 Textiles Technology** students who are learning to use the sewing machine by making a re-useable fabric mask.

The tech savvy students in **Year 9 Design and Technology** are stretching their creative muscles by coding a microprocessor and using CAD and CAM technologies to design and make a nightlight.

Sustainable architecture considers energy, resources, costs and social aspects. **Year 10 Design and Technology** students are applying these principles and realising their own designs of sustainable shelters.

**Year 7 Graphic Technology** in preparation for 3D modelling and engineering systems, participated in a marshmallow challenge where they were given:

- 20 sticks of dry spaghetti
- 1000mm of string
- 1000mm of tape
- one marshmallow

Working in groups, they had 25 minutes to build the tallest tower possible, there were some very creative attempts which produced very mixed results. The winning tower was able to support the marshmallow at a height of 540mm.

By Kate Cunich, Deputy Head, Learning





## Weekly Awards

### Learning Journey

K: Joshua Lawrence  
Emily Joy Hunt  
Yr 1: Harry Berry  
Yr 2C: William Palmer  
Yr 3B: Raphaela Abreu  
Yr 3L: Evelyn Hammond  
Yr 4: Will Kennedy  
Yr 5B: Ginger Elias  
Yr 5N: Tristan McCroary  
Yr 6A: Sam Plummer  
Yr 6W: Gemma Fraser

### Oxley Values

K: Frankie Ventura  
Yr 1: Angus Sheer  
Yr 2C: Charlotte Byrne  
Yr 3B: Anna Sutherland  
Yr 3L: Rhodes Feller  
Yr 4: Charlotte Bissett  
Yr 5B: Saxon Mellish  
Yr 5N: Molly Edwards  
Yr 6A: Imogen Gair  
Yr 6W: Aislinn Kenny

### Oxley Records

James Blanche: 11yrs Boys 50M backstroke – 49.83 secs  
Madeline Kirsch: Junior Girls 50M Breaststroke – 58.68 secs  
Oscar Le Guay: 9yrs Boys 100m – 15.45 secs  
Flynn - Molly Harwood, Coco Sewell, Cecilia Vild, Madeleine Wright: Junior Girls Relay – 1:08.21 secs  
Fred Hamblin: 13yrs Boys 800m – 2:40.51 secs  
Junior Boys Relay – Flynn – 1:08.21 secs  
Leo Le Guay, Oscar Le Guay, Clancy O'Mahoney, Rory Sheddin

### Students of the Week

### Learning Journey

K: Emily Kathleen Hunt  
Yr 1: Hannah Cochran  
Yr 2C: Sophia Bagnall  
Yr 3B: Pollyanna Landrigan  
Yr 3L: Oscar Johnson  
Yr 4: Cecilia Vild  
Yr 5B: Tilda Pope  
Yr 5N: Ingrid Lawson  
Yr 6A: Fred Jurgs  
Yr 6W: Madeline Gordon

### Oxley Values

K: Lucy McIntosh  
Yr 1: George Abreu  
Yr 2C: Harper Anstee  
Yr 3B: Zoe Sneddon  
Yr 3L: Eli Winn  
Yr 4: Freddy Florida  
Yr 5B: Hayden Zupp  
Yr 5N: Fraser Findlay  
Yr 6A: Sabine Garton  
Yr 6W: Summer Hagan



# JUNIOR SCHOOL NEWS



Junior School students are at the centre of Oxley Junior School, and I am always delighted to speak and interact with them every day in classrooms to celebrate birthdays, and to share in their learning in class and co-curricular time. As I mentioned at Assembly last week, the students here are exceptionally kind and welcoming which makes our school environment feel like a home away from home and one in which, there is a sense of true belonging. I know I am certainly grateful for the magical place in which we get to work and play each day.

## Term 3 Projects

The teachers and students at Oxley Junior School have been busy at work this term, preparing for a number of upcoming projects: Canvas Online Portfolios; Ignite! Performances and Open Classrooms; Student-Led Conferences and the Year 6 Market Day.

## Week 6: CANVAS Online Portfolios (Friday 28 August)

CANVAS has become a hub for student learning this year through learning@home, and children Kindergarten to Year 6 are growing more confident with its use. In former years, it has been a tradition at Oxley Junior School to send home a folder of work from each semester. CANVAS has presented an opportunity to move toward an updated version of 'portfolio' that celebrates student achievements in a more ongoing manner, and which can also capture a greater range of student work formats including images, videos, online work and paper submissions, all while preserving the environment.

The purpose of the online portfolio is to celebrate student achievements, make visible the work of the classroom, and to capture the 'conversation' of feedback and reflection between teachers and students. You will see examples of Writing, Mathematics problem-solving, and photos and videos of student work in Core and Specialist subjects. Moving toward a continuous portfolio model allows students, teachers and families to share learning and progress all the time rather than twice a year. A paper portfolio of Art Works from the year and Creative Writing will go home in Term 4.

Student portfolios will be launched on Friday 28 August. An announcement alert will arrive in your inbox to let you know it is ready. If you have not yet signed in to CANVAS as a parent, reminder explanations about this process are attached to this week's Junior School Weekly Announcements or via this link: <https://www.oxley.nsw.edu.au/wp-content/uploads/2020/04/OxleyCanvasFAQs.pdf>

## Week 7: Ignite! (September 1, 2, 3)

Ignite! is a week-long event. It celebrates the academic, Science and arts learning of students in the Junior School and will be held during National Science Week. In a normal year, we would hold a Drama Showcase evening in Term 3 as well as Open Classrooms. However, with large-scale events unable to go ahead, we will facilitate a more intimate and relaxed version, combining these events into what will be a magical experience nevertheless.

Parents will attend class drama and music performances in the PCC with the added opportunity to view student work in classrooms and a 'night garden' display created by the students. Unfortunately, parent numbers onsite will be limited to one parent per child, class sessions will be strictly-timed and adults will need to wear a mask. The event flyer and permission notes will be sent this week.

## Week 8: Student-led conferences (September 7-11)

Student-led conferences will be via Zoom this year. Students will be prepared to talk from home with their parents and teacher (who will join in via Zoom at school) about the work, images and videos shared through their CANVAS portfolios and in class. It will be a particularly meaningful conversation following on from the Ignite! Week showcase and open classrooms. Look out soon for invitations to book a time.

## Year 6 Market Day

As if all of that wasn't enough, Year 6 Market Day will end a busy and exciting term. Year 6 students will sell a range of 'hand-crafted' goods to be sold at Market Day to the rest of the Junior School students.

I have already invested several hundreds of dollars I think as I've viewed the work being done by the students and have been roped in to many pre-sale orders! The students do this as part of a Mathematics unit, which also raises money for a Year 6 gift to the Junior School at the end of the year.

By Katherine Halcrow, Head of Junior School



# THE ORDER OF THE HOUR

My specialty is pickpocketing. All I need is a rich mark, a moon-lit sky and I'm in my element.

The strangely stippled constellations would have otherwise grasped my curiosity if it weren't for the icy water biting my naked body.

Opportunity had smiled on us. From an afternoon spent observing the black caravans make their way to the spires of the secluded Keep of Bloodlet to the silent gushing as both Gwilin and I waded our way through the moat of the Keep.

Hidden within the shadow of the Keep was our sack. An array of flamboyant costumes and outfits awaited us – simple pleasures taken from previous heists.

As we finally reached the shore, Gwilin and I emerged from the water. He walked towards the sack, his slender body purchased some muscles in his arms and biceps. His ebony skin was enthralling beneath the fresh coat of water; his joints feathering as he leaned down to grab the sack. His hazel cropped hair was already dry, quite the opposite to my scorched and tangled mass.

It was wrong to look at Gwilin the way I did; lingerie was also in our sack, and should something present too valuable to dismiss, we vowed we'd obtain it by whatever means necessary.

We were ready. A tight garb gripped my body. We always stuck to a system that never failed. I would find a way into the castle and collect as much loot as possible, while Gwilin provided the distraction.

"Elenwen." He said, my name thick with accent. I knew what he was going to say, it was always the same.

"Stick to the rules, and we'll end up rich. Break them, and we're on our arse. Simple, right?"

I subsequently nodded and watched as his figure scampered off towards the Bloodlet Keep's entrance.

Like a wisp of dust, I too, was soon gone.

After scaling the Keep's wall, I found myself resting upon an outside sill of a window. After a few swift thuds, the window jolted inwards, my body falling along with it. Surely whatever awaited me must be of insufficient value to merit such "protection".



And yet, I soon found myself gazing in glory as all my avaricious dreams paled to reality. Mountains of gold treasure, ancient artefacts glimmering with untapped mystery, gemstones the size of gourds and weaponry of matchless quality. The hoard was entrancing. I walked over to a rack full of

dresses; stiff with embroidery, encrusted with gemstones and strewn with pearls. I unhooked a chocolate velvet gown – one to mirror my skin tone – and pressed it against my body, its green lacing complimenting my eyes. Beguiled by its elegance, I twirled around.

"Lady Tressed."

A sharp, male voice cut across the otherwise silent room. Gasping, I spun around to meet a tall, brooding man; his face hidden beneath a cowl. I immediately recognised him as one of the many cloaked figures that entered the Keep earlier. For a moment, I could not speak. These were the sort of encounters Gwilin loved, but without his confidence, all I could do was nod with what I hoped looked certainty.

"I fear I'm a little lost." I stammered.

The man laughed, "I can see that. This is the Treasury; I'll escort you to the Dining Hall. We were afraid you weren't going to arrive; the feast is nearly over."

Following along a shadowed hallway, we soon came to a door. On the wall beside it was a hook; a robe identical to his hung on it, and he handed it to me with a knowing smile. Unsurely, I slipped it on. Mimicking him with the cowl now lowered over my head, I entered the hall.



Tonight, he wore a loose, refined tunic; it's rough stitching revealing his soft torso. Within his hand, he held a Lute. It was always his favourite disguise.

I tried not to think about all the ladies he'd flirt with, it was an all too familiar sight, my least favourite thing about his acts.



Lining a large table, were dozens of other figures - each wearing the same robe - and by the look of things, the feast was over. Empty plates, platters and goblets covered every inch of the wooden table, with only littered dribbles of food amongst it. For a moment, I stopped to think about the poor, lost Lady Tressed who had missed her opportunity for gluttony.

The only curious item on the table was it's centrepiece; a vast, bronze hourglass with rivulets of a red liquid indicating it was down to it's last minute of the hour.

Interwoven amongst the hum of chatter were snores, laughter and a Lute's melody. Following the tune, I saw a figure holding the instrument. Gwilin's lute, I soon realised; the figure's gloved fingers stroking its strings.

I was certain it was him. Suddenly grateful for the anonymity of the cowl, I hoped Gwilin would not recognise me, and see that I had indeed blundered.

"Tressed!" said my escort to the masses, who turned as one and applauded.

The conscious members of the assemblage arose to kiss my hand and introduce themselves.

"Enoleba."

"Iccidnev."

"Ettebab."

The names got stranger.

"Anares."

"Sabrab."



A laugh escaped me. "I understand. It's all backwards. Your real names are Abelone, Vendicci, Babette, Serana, Barbas."

"Of course!" spoke Babette, her voice young, and sweetly feminine. "Won't you take a seat?"

"Erus!" I giggled, taking a seat; getting into the spirit of the masque. "I assume once the hourglass runs out, we reoccupy our normal names?"

"Correct, Tressed!" replied Serana. "A small amusement of our Order. We found the Keep, 'ironically appropriate' as a venue, given its' past as a refuge for plague victims, despite their reputation to society as 'the Walking Dead'.

"Plus- "Barbas added, "the name Bloodlet Keep was too ominous to dismiss."

Beginning to feel light-headed from heat of the cloak and Gwilin's repetitive tune on the lute, I bumped into the sleeping man beside me. He fell face forward onto the

table.

"Poor Esruoc Tsrif." Drawled a neighbouring man, propping the unconscious body back up. "He's given us so much."

I stumbled to my feet and began walking uncertainly to the front gate.

"Where are you going, Tressed?" called one of the figures, her voice taking on an unpleasant mocking quality.

"My name isn't Tressed." I mumbled, gripping Gwilin's arm. "We need to go, partner. Now."

As the last scarlet droplet fell, Gwilin pulled back his hood. Only it was not him. It was not even human, but a horrific creature with a wide, open mouth of crimson-stained fangs; his eyes a mingling of gold and garnet.

I tripped backwards and fell into the figure of the one they called Esruoc Tsrif. His cowl fell open, revealing the pallid, bloodless face of Gwilin. As I began to scream, they fell on me.

In my last moment, I finally spelled "Tressed" backwards.

A tale by Breanna Billett, (Year 9)



# OLD OXLEYAN

## Alexandra Viles class of 2003

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

I left Oxley completing Year 12 in 2003, enrolling in a Bachelor of Applied Science at Western Sydney University (WSU) in 2004.

I graduated from WSU as a Podiatrist in 2007 and was awarded the WSU and Australian Podiatry Association (NSW/ACT) 2008 Award for Clinical Excellence.

I accepted my role as the youngest elected Director of the Board of the Australian Podiatry Association in 2010. In 2011 I was awarded the NSW New-graduate Podiatry Award for private practice.

Since graduating, I have practiced in the Southern Highlands and the outer Sydney areas, starting my own business when I first graduated and working as a contractor. My first position began one month out of Uni, solo-manhandling a prior university Clinician's clinic while they were overseas for nine months, I literally jumped into the deep end and swam like mad; needless to say it was a rewarding and very educational experience, which certainly benefited me for the years to come.

In 2011, I became the Coordinator of Podiatry Clinic Services at the Matthew Talbot Hostel for homeless men in Woolloomooloo, a position I still hold.

In 2016, I opened and am the principal podiatrist of SoHi Podiatry in Bowral.

The Southern Highlands is my home town. I knew, even before opening SoHi Podiatry that I wanted to be a part of my community and give back however I could. We are the proud sponsor of the local Highlands Triathlon Club and the local collection point for Shoes for Planet Earth, working together with local & international communities to provide recycled running shoes to those in need around the world.

Prior to running my own business and the arrival of my almost three year old daughter I had the opportunity to travel Australia and overseas to compete in Triathlon and Road running races, purely for fun.

I started running at the ripe age of 27, from scratch, zero running experience (I do recall stopping each Cross Country checkpoint at school purely to chat to whichever teacher was seated there hah!)... I entered my first 10k road race that year and came second in my age group. I then entered the SMH Half Marathon, followed closely by the Gold Coast Marathon.



In November that year I flew to New York City to run the NYC Marathon with 50,000 other athletes, all experiences that I will never forget.

### **How did Oxley prepare you for your future?**

I was proud to be a student at Oxley. And perhaps at the time I didn't appreciate just how lucky I was to be able to attend a school such as it was. I look back now and I see how hard my parents worked so that my sister and I could receive a good education and be surrounded by a caring and nurturing environment, one which encouraged us to be the best version of ourselves.

Oxley was kind to me.

As a shy, non-athletic, quiet achiever with a tight friendship group I felt safe and at home at Oxley. It nurtured me, it fed my curiosity and it allowed me to be me.

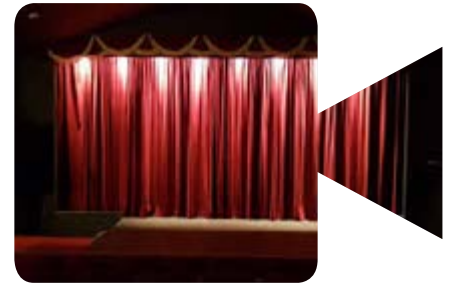
### **What would you say to your fifteen year old self?**

At 15 I remember being a happy, possibly slightly self-conscious girl, I had a nice group of friends. Surely back then I probably wanted to be like the "popular" girls, whatever that meant then and perhaps I wanted a boyfriend like all the other girls and to be like the girls I saw in the movies but I never really got caught up too much with any of that. I knew who I was and I knew that none of those things really mattered in the great scheme of things. Life isn't done and dusted at 15 years of age, it is shaping us yes, but we are still finding our way and we have our whole lives to change and find what makes us happy.

I do know that 20 years on as I type this in-between patients and briefly take a moment to absorb my surroundings that I am happy.



# INSPIRATION



## JAWS

At the EMPIRE CINEMA

The Empire Theatre didn't have any new movies to release, due to the virus going around right now, so their solution was to release 3 old movies on the big screen for a nostalgic viewing for adults, and a cool first viewing for younger people. The three movies were Back to the Future, Babe, and Jaws. Now, I, like a lot of other people, have already seen back to the future, so seeing it again, but on the big screen this time, wouldn't be the best use of my time. And Babe, well, it just looks boring, sandwiched between two movie icons. So, I went with Jaws, got my food, headed into the cinema, and it was practically empty. It seems like not a lot of people knew that Empire was open again, or they just didn't want to risk being in a crowd of people for two hours straight. So, on to the actual movie. Jaws, for the maybe one or two people who don't know, is about a shark terrorising the tourist paradise Amity Island, that prides itself on its wonderful beach scene and summer fun. Naturally, the shark prevents that. But before that, came the opening. The movie's very first scene sets the tone of the movie perfectly, two teenagers go for a late night swim, drunk out of their minds, and one of them is too tired to get in, so naturally the other goes in and gets killed by the shark. This scene is where the most iconic piece of film music is played, besides maybe the Star Wars theme and maybe Harry Potter theme, the Jaws theme song. It plays whenever the movie is trying to get you on edge, get you to notice the shark is coming, and it does a fantastic job. Cut to the next morning, and our main character, Martin Brody, police chief, is called to investigate the washed-up body of Chrissie (The teenager) with help from our second main character, Matt Hooper. With guidance from Hooper, he classifies it as a shark attack. The mayor of the Island, who I believe signifies the tone of the movie as a whole, consults Brody and tells him not to tell anyone about the shark attack, and if they ask him about Chrissie, say it was a boating accident. So, the town welcomes in tourists from all over the world to have a fun beach day with their families. Oh, that is not how it went down. All seems well, until a little boy out in the water suddenly gets pulled under the waves, and soon the ocean is stained red. People rush out of the water, horrified, and the mayor finally must accept the reality that if they do not kill the shark, the island will never recover. This is where the movie stops using music unless it is to trick you. During the beach scene, fun summer music is playing, cutting in and out, interspersed with shots of a quiet ocean, but as soon as the shark attacks, it ends. No more music unless it is the Jaws theme. The shark has

taken complete control over the movie and your focus. The mayor becomes quiet, calculating, distant, almost as if he changed with the movie. He calls a meeting where residents of the town can inquire about how the shark attack is being handled. It's here that we meet our final main character, Captain Sam Quint, who offers his shark hunting services for \$10,000, or else he won't help. The mayor initially declines, but his thoughts change later in the movie. An amateur shark hunting party goes on the hunt for the shark, and one hunter mistakenly drops a depth charge and kills the shark. So, what? Movie over now? Well, Hooper asks Brody if he can take the shark corpse and measure its bite radius, and only Brody can clear that action as police chief. So they take the shark corpse, and, turns out, the bite radius doesn't match the corpse of Chrissie! So, they rush to the mayor and try and convince him that they have the wrong shark, frantic, because the beach still isn't safe. They tell the mayor he needs to pay off Quint, saying he is the only one who could kill a shark that big, because he clearly has before. The mayor, with his new found clarity on the situation, accepts, telling the men he hopes they know what they are doing. This was only the first hour of the movie, and it is exceptional at telling a story through subtle background detail and minimalist action until the tone is flipped in the second half. And that wasn't even everything that happened, I left out at least another two hundred words of detail, but I can't keep writing forever

The second half of the movie redefined the action thriller genre forever. It is entirely set on one boat, the Orca, which you will become entirely familiar with over the course of the next hour. For the movie to work, you need to focus, you need to get lost, and you do, because that is all you will want to do. I am going to leave out a lot of detail here, so this is turning into more of a gush about how good Jaws is essay than a coherent review. Our three leads set out on the boat, going into deep waters, the hunting ground of the shark. What follows are excellent character building scenes where city boy Hooper is being taught the way of the ocean by Quint, how to attach harpoons to barrels to slow down the shark, how to steer the ship, and what this does is convince you that Hooper has the motivation to do what he does later in the movie. While Brody is laying a chum line behind the boat, the shark, the real one this time, rears its head, putting you on edge for the coming scene, a frantic action packed five minute marvel, where the men have to clash personalities and work together

to spear the shark with the aforementioned harpoons attached to barrels to bring the shark to the surface. They attach a barrel, and the shark submerges once again. It will be a while till we see the shark again, and the movie knows that the audience may get bored, so it uses this time to expand upon the lead character we have spent the least time with, Quint. It is late at night, the boys are drunk, telling stories about their past, when Quint takes the conversation in a completely different direction. He tells the story of how he survived the USS Indianapolis sinking, and how he was trapped in a sinking, flooding warship, with sharks all around, the screams of men echoing through the submerged corridors. The acting here is phenomenal, and probably should have (or did, I don't want to fact check it) won Robert Shaw an award for his acting in his role. It is a bit quiet, but that is probably the point. Nothing jumps at you, even though it has you completely enraptured with the writing, and it probably wouldn't have been a full scare, just a quick movement, making you jump in a light-hearted way, unlike the shark and then it shows up. Now, this is where I am going to end this 1400 word review/word dump/ too much work to put into a Pin Oak article when I have modules to do, because if I went any further, it would spoil the best climax in a movie I have ever seen. Granted, I have not seen every movie, but this one just does everything so right with its conclusion. Its satisfying and intense all at once and gives a satisfying conclusion to what could have been the one and only fantastic movie, but money does strange things to art, so three more Jaws movies were made, each declining in quality.

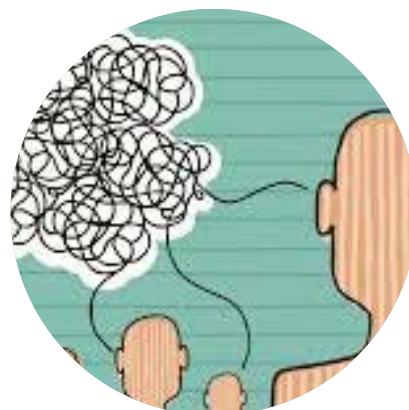
All I can say is, watch this movie, it is so much better than most movies I have seen, and I would almost say it doesn't have any flaws. Now, I am not saying it is the perfect movie, but I don't see a single thing it does wrong. It just does everything right.

**5/5 Just, amazing, really!**

By Oscar Currie ( Year 9 )

EMPIRE CINEMA is currently showing a range of Classic Films check out the line up here:

<https://empirecinema.com.au/>



## *Debunking Common Misconceptions*

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### **Social movements**

**MYTH: "Depriving LGBTI people of their human rights can be justified on grounds of religion, culture or tradition"**

Discrimination cannot be justified by any means. Though States may vary in culture, economic and political networks, they all have a legal responsibility to protect the human rights of LGBTI people. Yet, here in Australia, the very legislation that aims to protect LGBTIQ+ evidently contradicts itself through the incorporation of exemptions founded upon a religious basis. The Sex Discrimination Act 1984 allows for "faith-based educational institutions to lawfully discriminate against students in education, and against teachers and staff," (Human Rights Law Centre). This misconception is wrongfully driven into the very core of Australia's legal system and has immense consequences on the LGBTIQ+ community.

**MYTH: "Feminism has made women equal now, and there is no need for feminists or the current women's movement."**

Firstly, feminism stems from the drive for equality for people of all genders, races, social class and sexual orientation. In regards to this myth, it is evident that women's rights have improved from the beginning of the 19th century suffragette movement. In Australia we can now vote freely and have been further included into public life. Though, the fight for equality for all genders is not over and is far from finished. As of the beginning of this year, the gender pay gap in Australia was at 13.9% and in late 2019, "women's average weekly ordinary fulltime earnings across all industries and occupations was \$1,508.50 compared to men's average weekly ordinary full-time earnings of \$1,751.40." (Australian Government WGEA). A misconception such as this one shows ignorance towards issues outside of one's personal bubble. Our world is far from perfect and probably never will be 'perfect' but that should never discourage driving for societal change in the face of equality.

### **MYTH: "Body positivity doesn't care about health"**

"Body positivity refers to the assertion that all people deserve to have a positive body image, regardless of how society and popular culture view ideal shape, size, and appearance." (very well minded online: what is body positivity). Bringing 'health' into the conversation of body positivity is foolish in a sense because one's health is determined by a multitude of factors opposed to just initial appearance. The popular social media, I Weigh movement, aims 'for us to feel valuable and see how amazing we are, and look past the flesh on our bones.' (Jameela Jamil). This 'online crusade' of body positivity aims to break down the common harmful social attitudes towards appearance. On the whole, counteracting body positivity with such misconceptions is harmful to the movement which is based on inclusivity and self-love.

Overall, myths, misconceptions or whatever you call them are really just examples of people's lack of education and understating on specific topic areas. This is dangerous. Our society is shaped by the knowledge we share and when that knowledge is derived from such hate fuelled fiction, it creates segregation and mistrust amongst us. Though, it also is a helpful tool in grasping a more holistic view of the world, through standing in the shoes of others.

By Peggy Holmwood (Year 10)



# VIRTUAL GALLERY

## YEAR 9 ART

For this week's Pin Oak artwork of the week page, we are featuring a valuable experience for our artists instead of a singular artwork. The Year 9 Visual Art classes are beginning to develop compositions based on the landscape. They have had several pleasurable and important drawing sessions at the river, working on capturing the environment in large charcoal drawings en plein air. The students have made some excellent works. However, the experience of working in and directly from nature, has perhaps formed the most valuable experience. Look out for the paintings, prints and drawings as they evolve over the term.

By Mark Hetherington



## PORTRAIT

This wonderful self-portrait by Year 11 artist Alex Reichenfeld is part of a series of works that feature an exploration of identity and act as a significant record of the artist's time and place. Like many artistic expressions, this work was painted after a period of contemplation and reflection. The intensity of both the gaze and also the environment created by the furtive, sensitive brushwork and intuitive choice of colours leaves us the audience both drawn into the work and also moved by the depth of feeling. All brought together in the expression by the thoughtful application of paint on canvas. As Frida Kahlo said; "I leave you my portrait so that you will have my presence all the days and nights that I am away from you". Alex is to be commended on leaving us a fantastic record of this time in history as experienced with so much feeling by a young artist.

By Mark Hetherington



## SCREEN ACTING IN PIPS

On Wednesday 3 June, Year 10 Screen Acting Personal Interest Project (PIP) and Year 9 Drama students were involved in audio recording for the upcoming Australian feature film, 'Streamline'.

'Streamline', starring Levi Miller (A Wrinkle in Time, Jasper Jones, Pan), is a film about a young swimming prodigy who struggles to cope with the return of his absent father.

Oxley students were invited to participate in the film by Nigel Christensen, an Academy Award winning sound designer (Mad Max: Fury Road) and Oxley College Film Festival judge.

As part of this process, students provided the vocal recordings for a range of scenes including swimming competitions, student discussions and outside fights. In addition to the group scenes, several individual students including Frankie Lobban, Hal Canute, Victor Van Der Shalk, William Gray, Molly Knowles, Benedict Reagan and Leo Berry were also selected to record key featured scenes.

The students were very committed to their performances and enjoyed being part of their first feature film. Mr Christensen was very impressed with the professionalism and commitment of the Oxley students, commenting, "the students did a fantastic job".

This opportunity was facilitated by the Screen Acting Personal Interest Project (PIP), where selected students in Years 9 and 10 are taught the skills for acting in film and television. At the end of this process, students will have their own individual screen acting showreel and headshot.

### PIP Screen acting Experience:

As we reached the end of Term 2, students were offered to partake in a new course called 'Screen Acting' for their Personal Interest Project. This new course meant that students could acquire first-hand knowledge about the film industry, as well as professionalism and an overall feel of the film dynamic. Already, students have passionately engaged in learning about the importance of our consciousness regarding vocal, screen and stage presence – all skills which we continually apply in other areas of our lives.

In these mere eight weeks, we've already appeared in our first feature film! We had the privilege of meeting Sound Designer/ Sound Editor, Nigel Christensen. For his brief time here, we learnt the dynamics and protocols required when working on a real movie set. We were involved in the background sounds in critical scenes of the movie, leaving us with a slighter sense of expertise and familiarity.

From starting with passive voices, students have learnt to project with confidence and self-certainty. I can confidently recommend Screen Acting to all those interested in expanding their horizons in the creative arts industry.

By Frankie Lobban (Year 10)

### PIP Screen Acting Experience:

For part of semester 1 and the majority of Semester 2, eight of the Year 10 PIP students chose to take part in a screen acting unit. We were fortunate enough to have within the first or second month, on Wednesday 3 June, to be given the opportunity of contributing to the sound of the upcoming Australian feature film 'Streamline'! Groups of the Year 9 and 10 screen actors were given the privilege to work with the accomplished sound designer and sound effects editor, Nigel Christensen, who recorded several different sound scenes with different groups of students, teaching us about the process of how he creates the sound behind the scenes in movies.

This is just a snippet of what the screen actors in Year 9 and 10 are doing in pip in this unit. Myself and my peers are also in the process of creating show reels utilising several different scripts to show our different dynamics as screen actors. As students who is passionate and interested in the creative arts and acting we are enjoying the process of learning and exploring the realms of screen acting and expanding our skill sets.

# GOOD & OTHER NEWS



## The Beirut Explosion

**A malevolent conspiracy, or a simple human accident?**

Tuesday 4 August 2020. Around 6.00pm. Beirut, Lebanon.

A small explosion is seen happening in Warehouse 12 in the city's port district, causing the roof to catch fire and smoke to billow from the site.

Then, 30 seconds later, a much larger explosion, one that completely destroyed the dockside surrounding it in a 140-metre radius, and sending shockwaves that blew out windows 9km away, and heard 200km away in Cyprus.

Lebanon, as well as the world, were shocked. On top of the current issues in 2020, we now have to deal with a massive explosion that killed at least 137 people and injured about 5,000 others. A massive explosion that will cause around \$12-20bn of damage. A massive explosion that no one expected to happen.

However, one of the most interesting things about this catastrophe has been the response. Donald Trump, much-maligned president of the USA, immediately was quoted as saying that it "looked like a terrible attack" and felt it was "a bomb of some kind". This immediately contradicted the response of the Lebanese Prime Minister Hassan Diab, who said that the explosion was instead caused by the ignition of 2,750 metric tons of ammonium nitrate by fireworks, which, apart from the negligence of the Lebanese government to keep 2,570 metric tons of ammonium nitrate with little to no safety measures, was a complete accident.

Now, while this response could be put down to another outburst by the US President, it in fact belays a deeper factor caused by the growing paranoia and mistrust around the world. Ever since the 9/11 bombings, and in fact before that in the Cold War and World Wars, there has been a growth in mistrust in governments (both domestic and foreign) as well as companies, unions and other groups.

Much of this has been well founded, with the beforementioned bombings, the WikiLeaks debacle, as well as countless other events and violations of human rights, causing much of society to blame horrific events on humanity's malevolence. In most cases, this has been correct, and has led to the protection of our rights and additional vigilance which can lead to the stopping of additional atrocities.

However, I believe this has moved to an unhealthy level recently. There is an ever-growing community of 'conspiracy theorists', who will believe anything from the ridiculous (the government are snake people) to the seriously damaging (vaccines cause autism). As seen in the Beirut explosion, as well as with COVID-19, people will be increasingly believing that simple accidents and natural disasters are instead purposeful incidents by an increasingly manipulative 'other'.

In these (do mind the cliché) trying times we need to remember that everybody is human, and while there may be shocking and disastrous incidents, that does not necessarily mean that there is an ulterior threat causing it. Sometimes, even though they might have been made worse by human negligence and mismanagement, accidents are just that. Accidents.

By Liam Verity (Year 10)



## #freebritney

A file entitled "What is #freebritney?" has been sitting in the dark recesses of my Pin Oak drafts folder on my laptop, since when I first tried to write this article eight months ago. I opened the word document to be greeted with a single sentence "Instagram users suspect Britney Spears is being exploited against her will". However, upon my suggestion this idea was not congregated with rapturous declarations of genius journalism as I had hoped; instead my Free Britney article was met with a murmured "That would be right". However, what was eight months ago murmurings in a corner of Instagram has exploded on all social media in the past few weeks. So here I am eight months older, with a slightly more elaborate skin care routine and admittedly less shame; Ladies and gentlemen may I present to you; What is #freebritney, and why we NEED to take notice.

Following singer Britney Spears' highly publicised deterioration of mental wellbeing throughout the duration of 2007, she was placed in a legal arrangement called a "Conservatorship" in 2008. The conservatorship, commonly referred to as a legal guardianship gave control of Britney's estate, financial and personal assets (Valued at over \$59 million) to her father and a lawyer. Under the conservatorship, Spears is legally unable to make her own personal and financial decisions. Britney Spears as a 37-year old woman is unable to have her own phone, engage in a romantic relationship, vote, drive a car, chose where to live or consent to medical treatment.

Conservatorships are generally used when a person is unable to make decisions for themselves as a result of a severe mental disability or a medical condition such as dementia. This begs the question; If Britney Spears is considered mentally unable to make decisions for herself, why is she well enough to complete such a large volume of high-intensity work. The most recent court documents assert that in 2018 Britney Spears had a net worth \$59 million USD. Spending \$400,000 USD on living expenses and an additional \$66,000 USD on household supplies. What is most staggering is that she also spent \$1.1 million USD, on legal and conservatorship fees; her father taking home \$128,000 USD of that. Spear's finances would allow her to easily retire from the spotlight; However, this has not been the case. In the 12 years since the enactment of her conservatorship, Britney Spears has released a new album every 2-3 years, had a four year Las Vegas Residency (her final performance boasting the highest ever profit for a Las Vegas Residency show, at \$1.1 million USD), gone on numerous world tours (The "Piece of Me Tour" in 2018 grossing an estimated \$54.6 million USD), released perfume and fashion lines and been a judge on the X-factor. It is blaringly obvious, that Britney's conservators, legal team and management are profiting off her as a result of this agreement, and it is in their best interest for the conservatorship to continue for perpetuity.

The terms of Britney Spears' conservatorship need to be urgently reviewed by a group with no commercial affiliation to the star make sure it is the Singer's best interest. Because, as the agreement stands Britney is being exploited.

The #freebritney movement says a great deal about the destructive nature of celebrity. Because we, the audience watched as an eleven-year-old Britney Spears first graced our screens on the Disney channel in 1992. We, the audience watched the gross sexualisation of 16 year old Britney in "... Baby one more time". We, the audience watched in 2007 as Britney sat in her car, with her hands over her eyes- Blinded, by the bright lights of the paparazzi's cameras. And we, the audience see her now; a 37-year-old woman who has in actuality never had autonomy over her own life, even prior to the enactment of her conservatorship... and we the audience are still watching; and it's about time we did something.

By Pearl Bendle (Year 11)



# GALLERY





# NEWSFLASH

## REVEGETATE THE RIVERBANK



The Oxley Environment Group is thrilled to be embarking upon another ambitious yet rewarding project. Following the installation of the Bray fields, recent flooding and general 'wear and tear', the river bank alongside the Wingecarribee River is becoming increasingly degraded and native vegetation is suffering. In conjunction with community not-for-profit Landcare Australia, we are planning to revegetate a strip of the riverbank in the coming weeks, utilising appropriate native flora to encourage the return of local species - such as the platypus - who have been faced with habitat degradation. We are still in the planning process for his event, and so if you are interested we warmly invite you to attend our Tuesday lunchtime meetings in the Library to help us prepare for this exciting initiative. It doesn't matter if you are a seasoned green-thumb, passionate environmentalist or simply looking for something to do - anyone is welcome and many hands will make for light work! A huge thanks must be extended to Mrs Shedden for the continued enthusiasm and dedication she commits to organising events such as this collaboration with Landcare. Watch this space for more updates in the coming weeks!

By Ava Lambie (Year 11)

## WEEKEND SPORT

Last weekend, was the second week (01/08/2020) back at sport for all sports, except rugby who only started this week. Unlike the last weekend, this weekend counted towards the point-score and it was an extremely successful week. 1sts Rugby defeated Redlands, 22-0, 16s Rugby also defeated Redlands 35-0, and the 15s Rugby had a much closer match against Redlands, however just beating them 27-25. Well done boys!

The 1sts Hockey lost in a very close to Central Coast 3-2, however the 2nds Hockey defeated Central Coast with the same score 3-2. The 4ths Hockey played an excellent game against Central Coast and defeated them 4-0. GO HOCKEY!

The 1sts Netball defeated Oakhill 52-22, 2nds Netball lost in a good game also against Oakhill, 27-17. The Junior A's had a close match against Central Coast going down by only 6 in the end, 46-40, and the Junior C's came away with a win against Central Coast, 25-13.

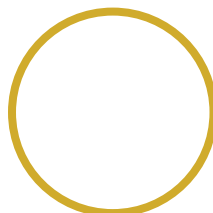
Both the 1sts Football won, the boys played against Redfield winning 3-2 and the girls against Redlands 4-3, both very close games but Oxley coming away with the win.

Most of the sport was rained out and cancelled for Round 3 (08/08/2020), however we had some Netball with the majority of the teams coming away with a win. And we had some Rugby play, however the firsts ran on, and then had their game cancelled due to thunder.

However, well played all Oxley teams for Round 2.

By Olivia Bow (Year 10)

## SUNCORP SUPER NETBALL



The Suncorp Super Netball Season started with a bang on Saturday 1 August. However, not only is this season shortened due to COVID-19, there have also been some new rules put into place to make the matches more entertaining and spectator-friendly.

One new rule that many may be familiar with is the Suncorp 'Super Shot'. This is a two-point, taken from a 1.9m designated section within the goal circle. This 'Super Shot' is only active in the final five minutes of every quarter. This makes the game more enjoyable when it is much closer. Teams have more of a chance of catching up when the 'Super Shot' can be taken.

Being a Goal-Attack myself, I love this idea, as many Goal-Attacks take longer shots, and by getting two point for those shots in the final five minutes of each quarter makes the game more intense and competitive.

Other new rules which have been implemented are the rolling substitutions and extra time. Rolling substitutions allow coaches to make changes to their team on court at any time throughout the quarter. It allows for team tactics and gives more people time on court. With this season of netball being shortened, more people are getting court time, making it more enjoyable for everyone.

With six of the matches played last year ending in a draw, the element of extra time throughout the season means all games will end in a result in favour of one team. Extra time is five minutes played at the remainder of the game, and the 'Super Shot' is used in that time as well.

Suncorp Super Netball CEO Chris Symington said: "We want to encourage this spectacular element of our game, and when combined with the introduction of rolling substitutions this year, we believe the Super Shot will spark new tactics, further showcase the world-class skills of our athletes and add another level of hype and excitement to our matches."

## TIM HARRIS VISITS OXLEY!



Tim Harris - the bestselling author of many amazing children's books - zoomed the Oxley College Junior School twice throughout the last two weeks to speak to us about his experiences of being an author, and to teach us some awesome tips for our writing, too! He shared a few videos with us from his YouTube channel - 'Primary Writers,' a platform that supports primary students in their writing. Throughout his hilarious stories, tips and tricks, Tim Harris helped everyone in the Junior School with vocabulary, generating ideas, story structures and using pictures. Everybody enjoyed zooming Tim Harris!

By Matilda Lambie (Year 5)