

PIN OAK



FEATURE

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BIG ISSUE

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Pin Oak Team

Student Editorial Team

Lily Magill, Ava Lambie, Peggy Holmwood,
Liam Verity, Pearl Bendle, Evie Crowley, India
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Cavanough Quince, India O'Brien, Esther
Rough, Hugh Corbett, Emily Byrne, Olivia Bow,
Ruby Zupp, Charlotte Florida, Daisy MacDonald,
Peter Kearney

Designers

Soph Moore, Lara Fischer, Aiofe Barrett-
Lennard

Head of Marketing and PR
Emma Calver

Staff Editor
Beattie Lanser

Oxley College
Railway Road, Burradoo, NSW, 2576.
Ph: 4861 1366
office@oxley.nsw.edu.au

Photography: AJ Moran



OXLEY'S CORNERSTONE

Esther Rough (Year 10) interviewed Kate Cunich, Deputy Head Learning, about our distinctive Oxley Year 7 - 10 programme - Cornerstone.

How would you describe Cornerstone to someone who has never heard about it before?

Cornerstone is a course where there is more thinking and discussion than writing – you often sit in a circle for most of a lesson listening and talking to each other.

What are some skills that Cornerstone focuses on and develops in a students' learning over the four year course?

The main skills that develop are critical thinking skills around Big Ideas. The focus is on considering things from multiple perspectives in order to find one's own stance.

Why do you think Cornerstone is important?

I think the world needs Cornerstone more than ever! 2020 alone has taught us already how important it is to have a view and a voice! I think our own unique ethics and philosophy course also provides us the opportunity to reflect as well as find hope.

What is your favourite Cornerstone lesson/theory that you've taught?

I love the "Who am I?" unit and its exploration of cloning and what make us us, as well as the Year 10 course which goes deep into ethical theories at the same time as applying them to the puzzling everyday issues that we face daily.

How long have you been teaching Cornerstone? How has it changed since then?

I have been teaching Cornerstone since we started it in 2016. I think the celebration is that I can see that Oxley students do now have critical thinking skills and that they are able to participate in deep, tricky discussions with respect and awareness of each other. We continue to evolve our units and I am particularly excited about our introduction of the PEP (the Personal Ethical Project) this year.

What do you learn about your students, yourself and the world you live in through Cornerstone?

I find joy in every Cornerstone lesson as I learn something from my students each lesson! I love the fact that this course values student voice at its core – whatever viewpoint, everyone has something to say or think. It is the best way to collaborate and problem solve as a team.

In what ways would you like to see this subject develop in the future?

I am excited that Cornerstone has already led to us writing our own Year 11 Philosophy course. I would love to see the course continue to influence the way learning happens in all our classes – Socratic questioning, dipping in and out of history, pondering the biggest ideas, sitting in a circle and discussing as a norm, student voice as integral.

What do you wish to impart on your students in the long term? (Overarching themes and skills etc)

What an important question! I think, from my perspective, a chance to see that learning for all time involves the opportunity to ponder, reflect, collaborate and respect. I am so proud that at Oxley we have been bold enough to give curriculum time to the most worthwhile of things through Cornerstone – helping students build their ability to think, digest, listen to and refine their ideas. For after all, you are the future – hopefully that is what Cornerstone is preparing you for!

By Esther Rough, Year 10

HEAD OF COLLEGE'S REPORT

As the sun begins to shine and the winds of August come to a close, I am beginning to see more light and in doing so have taken some quiet time to reflect on the past six months and look to the future.

While we may be feeling exhausted and it is tempting to put on hold long term thinking, it is important to reflect on the lessons of 2020 and how we can apply these to the future



not only as individuals but also as a College. After all Winston Churchill did say 'Never waste a good crisis'. While on the surface his words may seem quite mercenary, however, witnessing some of the rapid and innovative responses to deal with the crisis, his words may carry much truth today.

Here are a few things we have been thinking about.

Time

Do we miss the sport, music, drama, excursions, camps and tours? Absolutely. But having some more time in our lives has been glorious. I am sure I am not the only one to wonder how we fitted everything in and how we are going to manage when everything does reboot fully? I know that many families have enjoyed the slightly slower pace of life and having more quality family time. Many of our students have learnt new hobbies or in my case re-ignited old ones which have brought a different richness.

As a family, a school and a community we need to ask the question of how we balance the richness of life that activities bring with a personal richness of being less frenetic and calmer? As a College we may need to think deeply about our time structures and the rhythms of the year, to provide a better balance and to manage individual wellbeing.

We are also seeing individual families relish the reduced travel time for parents with so many working from home. The unexpected consequence for Oxley, is the increase in interest for enrolments from families wishing to move to the Southern Highlands and have a different lifestyle.

Teaching

Teachers, like most other professionals, have had to re-think almost every aspect of their work. The past six months have provided a compressed period of Professional learning and our teachers have certainly emerged with new capabilities. Not only in the use of technology but also the ability to adopt new and innovative ways to teach. Teachers are using a wider range of methods of delivery and understand the importance of the right mode for the right situation, using both synchronous and asynchronous lessons in the right context to provide more effective learning for the students. Some teachers have learnt that flipping the classroom and providing instructional videos can allow students to learn at their own pace and also to revisit concepts in their own time. This has also freed up class time for rich discussions and collaborative learning which is so essential.

Does this then provide us with options to do things differently, use different models within age appropriate settings and offer flexibility in the arrangement of the day for students and teachers?

Students

All of our students were very happy to come back to school and to be with their friends, but for some, they relished the ability to work at their own pace with learning@home. Teachers and parents saw our students' independence, organisation and responsibility grow and have all been working hard to ensure that this continues to be developed in our students.

Teachers also saw that some students were more confident to contribute through 'chat' mechanisms than in a normal class. Many teachers have been thinking about how we can harness these valuable contributions and use a range of methods to ensure every voice is heard.

Students at Oxley have generally really appreciated their teachers and the support they provide but I think the pandemic and the uncertainty that have come as a result, has also brought a greater appreciation of the 'normal' routines and life of school.

These uncertain times have also brought great anxiety and concerns for some of our students and highlights the importance of wellbeing being central to all we do. It amplifies our belief that learning and well-being are intrinsically linked. This has led us to think even more deeply about our pastoral and learning structures within the College so we always keep the whole student at the centre of everything we do.

Relationships

The past six months have made us reflect on what 'community' actually is and the value of our relationships with each other. Firstly, as humans we are all social creatures and that we learn best as a community. We have learnt that strong relationships are the key to a learning community and whilst they are ideally face to face we can still nurture those connections and relationships online and through technology.

There have been some unexpected advantages to building relationships remotely and no more so than our parent/student/teacher interviews where our parents and staff reported that they felt it was more personal and organised online without the need to find the teacher within the room. Teachers reported that the interviews were more relaxed and focussed, and despite our fears actually ran on time.

Looking forward

While we are thinking deeply about these few things, we are also looking forward and taking the lessons learnt and building them into the future plans for the College. We want our students to have the abilities and skills to take their place confidently in the world. We are preparing for an unknown future, but our values will remain the same and help us develop young people of character with the skills and abilities to adapt to what ever happens in the future. The future does look exciting at Oxley. I have been so impressed with our students and their ability to become independent, resilient and adaptive as they learn and grow.

"As a family, a school and a community we need to ask the question of how we balance the richness of life that activities bring, with a personal richness of being less frenetic and calmer?"

DEPUTY HEAD LEARNING



Year 12 – nearly there!

We are very very proud of each of our Year 12 students as they complete their final stages of their learning@Oxley before the HSC Examinations. They have sat their Trial HSC Examination with grit and determination and have received their results with acceptance and a willingness to embrace the “where to next”.

The next few weeks will fly by as we truly start the sprint to the end. Next week, in Week 7, students will receive their final Year 12 report, full of comments, data and advice to move students forward. On Thursday, Mrs Ethell and myself will hold the final 1:1 consultations, where we will share final growth data, approximate ATAR ranges and set the direction for the final push to maximise individual success.

In the meantime, students have begun their HSC submissions and performances for project and practical courses with English Extension 2, Drama Projects and French Continuers Oral examinations already complete. There are still a number of important academic dates ahead this term:

Wednesday 2 September	Year 12 Reports Emailed
Thursday 3 September	Y12 1:1 Consultations
Friday 4 September	HSC Drama Performance Marking - External
Monday 7 September	HSC Music Projects Hand-in
Thursday 10 September	HSC DT Projects Hand-in
Monday 14 September	HSC Visual Arts Bodies of Work completion & hand-in due
Wednesday 16 September	HSC Music Performance Music 2 and Extension Marking -- External
Friday 18 September	HSC Music Performance Music 1 Marking- External

Cornerstone

My theme for this term has been to turn our eyes to the thriving learning that happens in our classes. You will see that in this issue we have a lens on our distinctive course, Cornerstone. It is a curriculum that we continue to evolve, a course that continues to both challenge, perplex and sometimes confuse our students as they grapple, often uncomfortably with both the content and pedagogy.

For me, it is a personal highlight each week as I get to learn alongside my Year 10 students, being open to feedback, guiding precious young minds as they strive to understand what is sometimes almost impossible. I will share in another issue more about the driving questions of PEPs and you will also see Esther Rough’s interview about Cornerstone in this issue on page 2.

A constant part is the time taken for reflection: here is a recent gem:

How school is actually beneficial!

For a while I viewed coming to school as a draining, boring and repetitive process that I had to carry out because I had no other choice. Recently I have been thinking about how privileged we actually are to be able to receive an education and how interesting and fun that school actually is. After my time spent doing at home learning, I began to appreciate how physically being at school and learning is such a motivating thing. The feeling you get from gaining understanding/grasping a new concept is far superior to the small hits of serotonin gained from scrolling through social media. The things you learn stay with you forever and are much more valuable than memories about what happened on The Bachelor last week. I have realised a love of learning after quarantine and have decided that as I grow older, I never want to stop learning and gaining skills because these are the things that make me feel good. By Jillian O’Connell Year 10

By Kate Cunich, Deputy Head Learning

DEPUTY HEAD PASTORAL

MORE SCINTILLATING SCIENCE NEWS

Year 10/11 CHEMISTRY Depth Studies into factors affecting reaction rate

I investigated the question 'What is the effect of the concentration of hydrochloric acid on its reaction time with magnesium?' originally I had planned to use nitric acid, however I discovered that it takes a long time to react, so I adjusted the acid used. This is an important thing I learned about investigations in science; it is sometimes necessary to modify a plan. I also learned how essential a thorough plan is, as I then need to adjust the amount of magnesium used as well! Mack Kane

I investigated how using a catalyst can impact the rate of a reaction; by determining how much oxygen gas was produced measured by the height of detergent bubbles in the test tube. I learnt about the trial and error process when working with biological reagents. I also enjoyed driving my own investigation with limited outside guidance. This investigation related to my Biology learning as well so helped me understand new content in both subjects. Eliza Holloway

My question was 'How does the amount of enzyme affect the rate of reaction in the decomposition of hydrogen peroxide to oxygen gas. I learnt never to expect everything to go to plan as you will be under-prepared! Instead, have a back-up plan in place. Seeing the effect of enzymes first-hand benefited my understanding of reaction rates. I realised I learn better when I am in control of my own learning, and am able to adjust as I go. Hal Canute

COMING UP... YEAR 8 students will soon be working in groups to develop a question about Energy, design and conduct a valid investigation, and analyse their collected data. These investigations will provide the scope to learn more about motion, heat, light and various potential energies stored chemically or elastically, as well as develop skills in experimental design.

Safe Partying: Brent Sanders

Brent Sanders, a former police officer who now delivers presentations to schools, universities and corporate groups led workshops with our Year 10, 11 and 12 students in gender groups last week on the subject of 'Safe Partying'. He shared real stories about the potentially devastating legal and wellbeing consequences of decisions that can be made in social situations, framed accordingly to age group and gender.

Student feedback from Brent's talk has been incredibly positive and we intend to bring him back to Oxley in 2021.

Some examples of the feedback we received:

"Brent was a very down-to-earth sort of bloke, who somehow managed to be both engaging and meaningful about a very serious topic, whilst still keeping the mood light with his humour. I feel like "Safe partying" can't be used to describe the many ways in which Brent impacted my thinking process as a whole, not only on the risk factors surrounding partying but the choices I might make as a young male. I was very fond of his use of the phrase "heartbeat decision" – a Senior boy

"It was very, very good. The speaker was exceptional and actually talked to us like real people which a lot of other speakers don't. He put into perspective the actual consequences of dumb decisions we make so quickly as young men. He was an engaging speaker and I hope he comes again" – a Senior boy

"The presenter was very friendly, funny and explained the topics discussed with such grace and understanding. He made sure everyone felt comfortable whilst also informing us of the facts and risks involved with party situations. Really valuable talk." – a Senior girl

"I think it was a fantastic presentation for many girls who might not have been aware of the implications of sexual assault. It was extremely valuable to have an experienced sex crimes officer here to answer difficult questions for us." – a Senior girl

NSW Rugby and Batyr: Mental Wellbeing for Senior Students

Rugby Australia have teamed up with mental health organisation Batyr to deliver a free online workshop for Year 11 and 12 students for whom sport is a significant part of their lives, and who have experienced considerable disruption in 2020.

Sharni Williams, Olympic gold Medalist and Captain of the Australian Womens 7s Team and NSW Waratah Shaun Bokenham will lead the presentation and Q&A. Students will need to register in advance for a link to the webinar. Students will receive the flyer below via email today.

By Mark Case, Deputy Head Pastoral



batyr x NSW Positive Rugby online event

SENIOR MENTAL HEALTH PROGRAM

2020 has been tough. With sport being cancelled, things constantly changing and not knowing when we'll get back to 'normal', it's more important than ever to band together and have some open conversations.

A 90min webinar hosted by batyr to chat about all things sport, mental health and looking out for each other with Olympic Gold Medalist, Sharni Williams & Waratah Lock, Hugh Bokenham.

Wednesday 9th September | 5.30pm
Register now so you don't miss out
[CLICK HERE TO REGISTER](https://forms.gle/2P8icAeIvqnU4nL)
or via this link <https://forms.gle/2P8icAeIvqnU4nL>



Weekly Awards

Learning Journey

K: Lachlan Sutherland
Yr 1: Angus Kean
Yr 2C: Tatenda Jamba
Yr 3B: Hamish Aston
Yr 3L: Mariella Vlahakis
Yr 4: Grace Kean
Yr 5B: Asher Smith
Yr 5N: Holly Bentham
Yr 6A: Isaac Halcrow
Yr 6W: Bryce Rodger

Oxley Values

K: Archie Taggart
Yr 1: Zoe Choo
Yr 2C: Greta Lawson
Yr 3B: Andy Clothier
Yr 3L: Rhodes Feller
Yr 4: Brayden Anstee
Yr 5B: Phoebe Mooney
Yr 5N: Louisa Hogan-Baldo
Yr 6A: Hamish Murray
Yr 6W: Ollie Reader



Students of the Week

Learning Journey

K: Naomi Robertson
Yr 1: Amelia Gordon
Yr 2C: Chase Holmes
Yr 3B: Remy McIntosh
Yr 3L: Hadley Morgan
Yr 4: Ollie Johnson
Yr 5B: Matthew Morschel
Yr 5N: Ivy Halstead
Yr 6A: Emily Byrne
Yr 6W: Estelle Fragar

Oxley Values

K: Beth Plain
Yr 1: Stella Bacon
Yr 2C: Leo Le Guay
Yr 3B: Ava Snowden
Yr 3L: Ivy Bacon
Yr 4: Piper O'Sullivan
Yr 5B: Caelan Granger
Yr 5N: Ewan Andrews
Yr 6A: Max MacLachlan
Yr 6W: Georgie Marks



HEAD OF JUNIOR SCHOOL



Student Portfolios: celebrating a rich and exciting season of learning

Today, families will have received an email notification announcing the release of online Student Canvas Portfolios. The benefits of an online portfolio include the capacity to share student work, teacher feedback and student reflections through a range of multimedia including video, powerpoint, online design applications, film and photographs as well as uploaded written samples. Examples this term include students filmed reciting their times tables or participating in reading groups, photographed with reading with their stated goal and a variety of other class and specialist activities across the grades. Moving forward, portfolios will emerge over each term with regular release of student work in a continuous manner.

Students have shared their learning through reflections, goal setting and video.



Ignite! Festival of Bright Ideas

It is a big disappointment for us that Ignite will not be able to run with parents on site due to tightened requirements for schools announced over the last two weeks. However, in the absence of Drama Showcase and Open Classrooms, Ignite! will be a pivotal part of student learning and celebration. Please note that as students have key roles in Drama and Music performances presenting work to peers, the Ignite! events next week are compulsory. Key members of the School Board and Executive will be present across the evenings to view the student work, but equally important is the opportunity for students to be given the opportunity to appreciate and provide feedback on one another's work and is an invaluable part of the learning process.

The evening will be filmed by Luminous Entertainment and will be packaged to share with all families as a lasting keepsake though families cannot be physically present.

Students met with me to excitedly report all that they have learned through the process of preparing for next week's Ignite! Festival of Bright Ideas.

Madeleine Gordon Year 6

What have you been working on for your Legends and Legacies Open Classrooms presentation?

I have been learning about Beatrix Potter. She is admirable because of her persistence and resilience. She was able to handle numerous rejections from publishers before finally publishing her books, and she also lived through a world war. She overcame discrimination too. Being a scientist and expert scientist in fungi, she overcame discrimination from fellow male scientists.

HEAD OF JUNIOR SCHOOL

What has been the biggest challenge?

It has been challenging to research and to understand which web sites are trustworthy and give dependable information. I have tried to write in a way that is not biased and to write without too much personal opinion, for my biography.

Camille Vild Year 6

What have you been working on for your Legends and Legacies Open Classrooms presentation?

I have been learning about Katherine Johnson, Mathematician for NASA. She worked on several NASA expeditions, including the moon landing and the first orbit around the Earth. She also overcame discrimination because of the way people treated her for her gender and her race. I learned that it doesn't matter what race or gender you are. You can still make a difference.

I wrote the biography in a different way, taking on the voice of my legend, and therefore needed to write with a lot of empathy and understanding about how the character may have felt at different moments. I realised that empathising with the character added extra depth to the information. Through this process I learned how to make my writing more interesting by using particular vocabulary.

Alexander Psarakis and Cartier Dobler Year 5

How are you preparing for the Ignite! Festival performance evening?

We're preparing a performance of a poem, The Tyger by William Blake linked to our English studies. We have also been exploring natural disasters in our Integrated Units of Inquiry, and as a part of this we used Tinkercad, an online design tool, to create a bunker that you could use to keep yourself safe in a disaster. Through this experience, we used 3D shapes to explore our design ideas. We have also created films centred on the concept of Survival.

What has been challenging?

It was hard to really imagine being in a situation that required us to try to survive.

We were also challenged to improve our designs, especially if we thought we had already created something quite good. We had to think, 'Are the shapes we've used the best ones?' It was difficult to work on improvements but then we realised we could enlarge them.

For the first task, we had to work independently. For the film-making, we had to work in groups.

Our grade have found it a new but enjoyable experience to work in teams. With many brains working on a project, you are more likely to come up with something good.

Oscar Le Guay, Gabi von Sperl and Remy McIntosh

Year 3

What have you learned from your research project?

We've learnt about a lot of different countries. We have learnt about South Africa, including that the country has a high crime rate and a population of about 59 million. We also learned about Japan which has a population of 126 million people.

What has been challenging?

Finding all the information has been tricky. A website called Scholastic has been helpful as well as a book from the library. It can be challenging working in a team too. Though it can be good to share the work, and you don't feel as rushed, sometimes it can be a challenge to share ideas and workload fairly.

What have you learned about yourself as a learner?

I've learned that I love to learn new facts. I have learned to be a better researcher. The trick I have learned is to always check facts by looking at a number of websites, in case one website is not correct. Mr Bacon always tells us to look at other websites to check for false information.

By Katherine Halcrow, Head of Junior School



A 6x3 grid of 18 photographs showing children in various costumes for a school event. The costumes include a girl with a red cape and face paint, a boy in a blue suit, a girl with a bunny headband, a girl in a pink dress, a boy in a purple suit, a boy in an orange jacket, a girl with a white wig, a boy in a shark costume, a group of children in various costumes, a boy in a red fox costume, a girl in a black and white checkered costume, a boy in a black costume, a large group of children in a gymnasium, a girl in a white costume, a boy in a black costume, and a girl in a blue costume.



Chinese 'Cancer Villages'

Economic growth at what cost?

Within China, there are 459 communities that are known as "cancer villages". The main cause of this tragedy is attributed to contamination from industrialisation and China's rapid economic growth. After years of public speculation, in 2013, China finally acknowledged the existence of these villages after a report from the Environment Ministry was released, titled; "Guard against and control risks presented by chemicals to the environment during the 12th Five-year period." According to the BBC, the report says "that the widespread production and consumption of harmful chemicals forbidden in many developed nations are still found in China," also stating; "there are even some serious cases of health and social problems like the emergence of cancer villages in individual regions."

These cases of severe cancer in concentrated regions started to emerge in 2011 -2013. In 2013, it was reported, that in a small village, Yanglingang, which was home to a few hundred citizens, 11 people had recently died of various cancers of the oesophagus, stomach and breast. Unfortunately, this is a small yet un-isolated example, in which national severity is on a much larger scale. Cancer was, and still is currently, the leading cause of death in China, with mortality cancer rates increasing by 80% from the 1980's, when China's rapid economic development and industrialisation started. Yet despite this, health and environmental dignitaries from China, while they acknowledged the afore mentioned Environment Ministry's report, sent missives to regional officials, in a bureaucratic attempt to remove the term "cancer villages" from the media, saying "the statement was not correct."

Yet as time has progressed, it has become harder to deny the ever-rising issue of these 'cancer villages' and their correlation to water pollution. The statistics are now impossible to ignore, along with the statements of those who have been affected. In 2017, it was revealed that 190 million people in China drink contaminated water, and in the most concerning region, along the Huai river, cancer

rates are 50% higher than the rest of the country. In reference to a road along the river, Ecologist Huo Daishan pointed out; "this street is called 'cancer alley', because each house holds at least one victim."

A similar village in Liuchong, in Hubei Province have petitioned against China's government that they have been poisoned by Dasheng chemical company. A doctor who was assigned to treat the patients in the village, stated in 2017; "All this pollution is illegal, but what can we do? We're just ordinary people, and we're stuck here [...] living here is a death sentence."

Governments of individual provinces, as well as China's ministry of environmental protection have done nothing visible to address or offer support surrounding this travesty. While water pollution takes millions of lives via cancer, China suppresses concern, raising the question; what has been the price of China's rapid economic and industrial growth over the past decades? Was it worth killing their population?

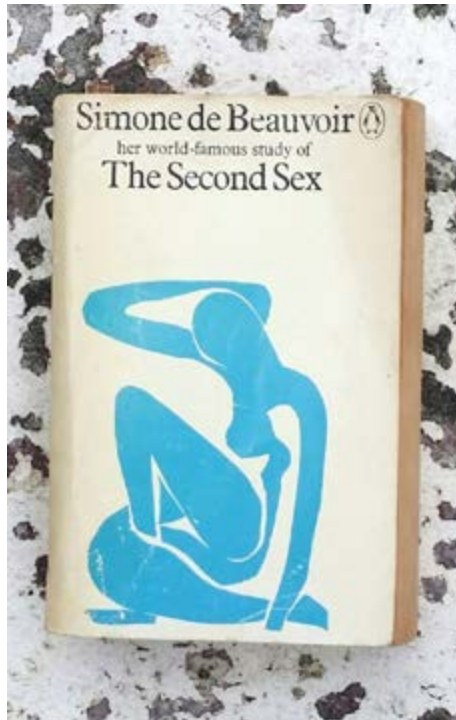
By Lucy Cavanough Quince, Year 11

feminist protest

Since the first official feminist movement in 1850, gender equality has been the subject of social and political discussion. Ideally, society claims to value the two sexes equally, however, this is contested in Simone de Beauvoir's 1949 novel 'The Second Sex' and attacked by the 1989 Guerrilla Girls poster 'Do women have to be naked to get into the MET. Museum?' Central to the debate is the role of women in society. 'The Second Sex' argues that women, or in de Beauvoir terms, the 'Other', is "a woman, and ovary; she is female, and the word is sufficient to define her". Contextually, 'The Second Sex' was written in Post-World War Two France, a time where; after proving women could work and be mothers – gender-based discrimination bore the new face of gender discrimination in the workplace. 'Do women have to be naked to get into the MET. Museum?' addresses the sexualisation of women's bodies in highly regarded paintings and artwork, and how ironically, "85% of the nudes are female" in The Metropolitan Museum of Art while "less than 5% of the artists in the modern art section are female". The Guerrilla Girls aimed to hold the MET. accountable for the misogyny displayed through lack of diverse gender representation in exhibitions throughout the 1980s and 1990s, a time of comparatively more progressive efforts than De Beauvoir's 1940s France. French philosopher Luce Irigaray articulates in her theories the inevitable collapse of the patriarchy; allowing for the aggrandise of women. Patriarchal society claims that by embracing gender roles, a woman can be fulfilled. However, despite maternity being a woman's biological destiny, both de Beauvoir and Irigaray argue that women can be both mothers and women, therefore dismissing the societal ideal of compulsory maternity.

'The Second Sex' reasons that while motherhood is the "fulfilment of a

woman's biological identity" if the pregnancy is unwanted "she puts herself in her mother's hands; her newborn child will seem to her like a brother or sister rather than her own offspring". This emancipation from the maternal role suggests that while maternity may be ideally women's natural calling, the circumstance of the



pregnancy is central to the maternal role that the mother does or does not take on. This ideal of maternal destiny is mirrored by Irigaray, who claims that "since ancient times, mothers have been associated with nature and unthinking matter." Irigaray believes that all women have historically been associated with the role of "mother" such that, whether or not a woman is a mother, her identity is always defined according to that role. Professionally, women are more defined by their gender than their male counterparts; therefore, is limited by her capacity to reproduce. Irigaray argues that "one must separate the materiality of woman from the ideal that she is often taken to represent." De Beauvoir

also argues that "the body is our grasp upon the world"; both philosophers value maternity as a human necessity rather than the woman's primary role: rejecting societal ideals of all women feeling strong maternal instincts.

'Do women have to be naked to get into the MET. Museum?' reflects these ideas of women's value in society. The Guerrilla Girls lecture the aesthetic value of women in art being valued over female artists. This is also seen in their work "Advantages of being a woman artist" where they state "Having the opportunity to choose between career and motherhood", a sarcastic commentary on the gender roles within art; "Advantages of being a woman artist" is a part of the same collection as 'Do women have to be naked to get into the MET. Museum'. The Guerrilla Girls aimed to subject art consciousness to gender inequality and pose the question 'Do women have to be naked to get into the Met. Museum?' to New Yorkers and major American galleries to start essential conversations on gender equality, and directly target the collapse of the idyllically equal art world. Like the Guerrilla Girls, Irigaray argues that real social change will occur only if society challenges its perception of women as an unthinking matter to be dominated and controlled. The Guerrilla Girls and Irigaray both argue that women's value is based upon societal values placed on her aesthetic and maternal value. The Guerrilla Girls articulate the defining of women by their gender rather than their ability, therefore collapsing the societal ideal of women being valued equally to men in areas that claim to be based solely off skill, such as art.

Like this, 'The Second Sex' discusses society deeming women to be 'The Other' and men to be 'The Default'.



De Beauvoir states that women are defined by society in relation to men, rather than separately. This idea of nominalism, which De Beauvoir contests, is one of 'The Second Sex's' key explanations for the treatment of women in the 1940s. De Beauvoir argues that by acknowledging the very real difference between men and women does not require conceding that women are less than men. Rather, by acknowledging that, as a matter of historical development, it could have been women who were deemed 'The Default' and men 'The Other', De Beauvoir claims that these nominal labels that relate the genders to each other rather than defining them separately would not only result in gender equality but also allow for both men and women to understand the opposite sex more due to the acknowledgment of more definite differences. This acknowledgment of both emotional, biological, and mental difference and the idea of women being 'The Other' is reflected in Irigaray's idea that men are subjects (for example, self-conscious, self-same entities) and women are 'The Other' of these subjects (for example, the non-subjective, supporting matter). While women can become subjects if they assimilate to male subjectivity, a separate subject position for women does not exist. In "Report on Citizenship of the Union" Irigaray argues for rights based on sexual difference. Both De Beauvoir and Irigaray believe that while equality is essential, the genders should be defined and treated differently by law due to biological differences.

'Do women have to be naked to get into the MET. museum?' uses satire as a political performance with feminist purpose. The Guerrilla Girls

depiction of Jean-Auguste-Dominique Ingres 1814 reclining nude La Grande Odalisque with the head of a Gorilla poses the direct political question of what society values in women. By using this image of a women with the head, and by extension, the mind of a non-coherent mammal, The Guerrilla Girls critique The Male Gaze, and societies expectations of women to be no more than aesthetic and sexual, placing no value on the mind, soul, or artistic talent of a woman.

"Although women's rights have progressed greatly in the past century, social and political attitudes to women are not expected to change in the near future due to the prevalence of sexism and misogynistic views held by men (and women) in positions of power worldwide"

The Guerrilla Girls try to avoid ideological and personal grandstanding and opt for more rational and objective factors such as statistics and data. This reliance on fact rather than utopian feminist ideals means that regardless of political opinion or any bias that a viewer may hold to the subject; fact; for example "85% of the nudes are female" while "less than 5% of the artists in the modern art section are female" – cannot be contested by political bias. Irigaray argues that while women are not considered full subjects, society itself could not function without their contributions; this idea is mirrored in the Guerrilla Girls' use of influential female artists names (for example, Frida Kharlo, Käthe Kollwitz) which aims to highlight the impact women have had on modern art despite gender-based discrimination. Irigaray ultimately

states that "Western culture itself is founded upon a primary sacrifice of the mother, and all women through her".

Simone De Beauvoir's The Second Sex and the Guerrilla Girls Do women have to be naked to get into the met. Museum? discuss the ideal of gender equality through feminist protest as a means of the advocacy of women's rights on the grounds of equality of sexes. This has emerged from gender-based crisis since the first wave of feminism in the 19th century. Despite western societies claims to equally value the two genders, both texts articulate the very real discrimination women face based on their gender, and the distinct roles they are expected to play in society. This discovery in both texts causes the collapse of the ideal. This idea is supported by Luce Irigaray theory of gender inequality which states that while women can become subjects if they assimilate to male subjectivity, a separate subject position for women does not exist.

Although women's rights have progressed greatly in the past century, social and political attitudes to women are not expected to change in the near future due to the prevalence of sexism and misogynistic views held by men (and women) in positions of power worldwide. Real, meaningful change must occur in legislation and social attitudes in order to ensure the next generation is the one to 'end sexism'. Simone De Beauvoir, the Guerrilla Girls and Luce Irigaray simply articulate the backbone of one of the most prevalent issues in society today. Meaningful conversations must be had about feminist attitudes in order to spark meaningful social change.

By Ella Jackson Year 11

INSPIRATION



FILM

Babyteeth

Set in Sydney's suburbs, director Shannon Murphy's debut film "Babyteeth" subverts all expectation; and genre itself. Many point to "Babyteeth" being a teen romcom, another love story between a terminally ill teen and the bad boy from down the street who "teaches her what it means to truly be alive" (Please hold the applause) following a trend of several films in the past six years, most notably "The Fault In Our Stars" (2014), "Everything, Everything" (2017) and "Five Feet Apart" (2019). However, the story of protagonist Mila's (Portrayed by Little Women's Eliza Scanlen) story of falling for lowly drug dealer Moses (Toby Wallace) basks in the subtlety and consequent realism that the afore mentioned films lacks. "Babyteeth" outright rejects the "Dying girl" trope as Mila is very much alive in every sense of the word, her illness being peripheral to her identity. However, the people around Mila do not share this vivaciousness. Most notably Mila's parents who are stuck in an unhappy relationship but are still seeking comfort in one another and the use of prescription medication to deal with their miserable circumstances.

"Babyteeth" uses the conventions of genre in order to lull viewers into a false sense of predictability in order to tell a much darker tale of addiction, infatuation and ultimately tragedy. For these reasons, perhaps the best descriptor of "Babyteeth" is that of a psychological horror; the realism Murphy depicts startling to the viewers as it forces us to analyse how we view ourselves and the subtle complexities that arise in times of crisis.

By Pearl Bendle, Year 11



FILM

The Road to El Dorado

This is a weird movie for me to write about. It has a large cult following, but barely anyone has seen it. It was made by DreamWorks, and immediately got overshadowed by their other smash-hit movies, so it never really got the reception it needed. The story follows no conventional trends, it goes all over the place, exploring new themes and ideas all the time. It is loosely based around its forefather "Road To" films, but it never relies on them to tell a good story. Our main characters Tulio and Miguel are con men by trade, and they start the movie rigging a game of dice to win a map to the ancient city of El Dorado. They get found out, obviously, there needs to be some conflict, and what follows is a bombastic action sequence where both pretend that they did not know the other one rigged the dice. They sword fight, jump on merchant stands, spewing one liners all the while. They escape, but not before being forced onto a ship of conquistadors, coincidentally, heading to the lost city of gold, El Dorado. As an aside, the music in the movie is all amazing, not a single song feels out of place. I need to cut this review short, and although I probably did not convince a single person to watch the movie, I urge you to at least give it a chance. It is a fantastic adventure story with the right amount of tension and levity. It's just... good

By Oscar Currie, Year 9



FILM

Call Me by Your Name

Call Me by Your Name is one picturesque, romantic coming-of-age movie set in the summer of 1983 Italy. The film follows a blossoming romantic relationship between 17-year-old local Elio and visiting doctoral student Oliver, who together discover the beauty of first love amid the sun-drenched fields and scenic environment of northern Italy.

What I personally love about this movie is the strong feelings of nostalgia and familiarity with the environment portrayed throughout it as well as the beautifully appealing atmosphere and setting. The significant depictions of emotion and theme of determining who you are as a person through meaningful relationships is so powerful yet heart-wrenching during the film and really leaves a mark on your heart. Starring Timothée Chalamet and Armie Hammer it's definitely a great movie to take a look at if you're looking for something new to watch or searching for something to re-watch at home.

By Daisy Macdonald, Year 8

VIRTUAL GALLERY



Nyssa Bridge Dan Murray, Year 9.

Dry-Point Etching

This stunning dry-point etching by Year 9 student Dan Murray is part of his Body of Work exploring the landscape. "Nyssa Bridge" is an example of expressive line yet containing an economic approach to image making. Dan succinctly captures the complexity of the natural world; a country scene, punctuated by one of humankind's most ambitious structures; a bridge. The print has a skilled use of one-point linear perspective to create the illusion of space and depth while leading the eye to a noble tree, standing timelessly in front of a vast and imposing mountain range. An excellent composition.

WHY SOCIETY VALUES READING

Our society values reading as it is a method of storytelling. Reading can be entertainment, a way to convey information, a way to draw attention to an issue, or to help someone get through a personal struggle. One person could tell a story that connects and relates to countless people. It can make people feel like someone, anyone, understands what they're going through, or how happy and excited they are, or how they feel about a certain topic. Reading and storytelling have a significant impact on the people we turn out to be.

The sharing of stories has been around since the dawn of humanity. For cultures such as indigenous Australians, storytelling is a founding part of instilling values and morals, as well as teaching the new generation skills such as how to hunt a certain animal. Stories were their faith and brought the whole mob together. They were passed down through generations, countless hours were spent telling and retelling these narratives. To them, reading was someone interpreting the paintings on the side of a rock and this commanded great power and respect. As a country, we've been valuing storytelling and reading for generations.

We are always consuming stories, through social media posts, YouTube, news stories, movies, music and much more. Reading is valuable because it can communicate without having to know or meet the person you're communicating with. Reading is an intergenerational and permanent way to share ideas. Books are able to create stories in a way that can survive years after the writer has long passed without being warped or worn by time.

Reading can be moving, eye-opening, hilarious

and persuading. It can teach us about art, religion, values, philosophy, maths, fame, environments, organisations... reading can show us how humanity might react to a situation, and whether you would react differently. "Those who do not learn history are doomed to repeat it" really highlights that without storytelling, without reading, we would never grow or develop into a better society, doomed to forever repeat our mistakes. This is true with fiction as well. By creating dystopian futures, we are exploring whether these can happen based on today's values and attitudes, possibly by eliciting awareness and consideration of these possibilities. Utopian futures also give us an idea of what the world could be like if we build on or introduce certain values or attitudes to our society. I think we value reading as it's such a diverse thing to enjoy, traditionally so many genres and authors and now new ways to read emerging every day. The purpose and means of how we read and consume media are constantly adapting and diversifying, which is a powerful factor of reading's influence on today's society. Reading and sharing stories can be a personal experience or can be experienced collectively. Discussing novels, you've read or stories you've heard can make you read into and discover a whole new plot line or clever metaphor you may have completely missed.

It can create hypothetical worlds, escapes for people to delve into, hiding away in Hogwarts or Sam Smith to avoid harsh realities, entertain yourself or further our understanding of the human psyche. Readers develop empathy, as they spend hours in someone else's head, someone else's world and sympathise with someone else's experience. It can mature

a reader, making them Reading is a form of storytelling that can give us answers as well as questions, sparking curiosity in our minds.

Reading is changing and evolving, as we are as a society. Books are not disappearing, the line is simply diverging, creating alternate possibilities in audiobooks, e-books and videos, media is being consumed in a way never seen before. Yet, we still value reading, whether it be newspapers, apps, Tumblr posts or even the old-fashioned paperback. People read and re-read their favourite books, discovering new concepts and linking together points they haven't previously connected. We still buy millions of books today as more and more people write and read them, and more people are capable of writing and publishing their work than ever before. Self-published novels, online blogs, news articles... they're all stories being told, and making humanity unite in their many tales, now told from countless perspectives never before seen. Voices are now being appreciated that historically were not allowed to be heard.

Whether fiction or non-fiction, reading can teach us countless lessons about moral values and the complexity of human nature, as well as information about the world we live in, the people in it and the unfathomable number of realms and characters they create.

By Esther Rough, Year 10

WHAT'S HAPPENING IN OUR LOCAL ENVIRONMENT



Are You Water Wise?

Earlier this month, as part of a unit of work on Water in the World, Year 8 Geographers had the opportunity to hear about water in our shire from three representatives of Wingecarribee Council; Marnee Harlor, Sustainability Officer, Patrick Tegart, Biodiversity Officer and Carolyn Webb, Environmental Monitoring Officer. Here are the reflections of Year 8 students Xavier Gray and Isabella Leahy.

Moving to the Southern Highlands has made me realise how precious water is... every single drop. Having lived in Sydney for the first eight years of my life, I had never considered where the water comes from, how much I used or when I used it. But this all changed in 2017 when my family and I moved to acreage in the Southern Highlands. Our property has no town water and although we have a bore, it's full of iron so it's not ideal for drinking so we rely on the sky or, if we're really desperate, we truck water in. The first few years on our new property was a big change because it was the first time without town water and worse still, we were in a devastating drought. During this time my parents really stressed to us how important it was to save water, have short showers, make sure the gutters were clear for water to flow to the tank etc. We have run out of water a few times and it had just forced us to really think about where the water is coming from and what we are using it for. So, what have I learned living without town water? I've learned that water is so precious - so much more than I ever realised living in the city. I understand that we need to try and capture every single drop of rain as we never know when the next rain will fall.

By Xavier Gray

It has been a long day at school, you have participated in sports training, have just gone out for dinner and you are looking forward to a nice long shower. After hopping in, you realise two minutes turns into ten, and then fifteen and soon enough, you have been in the shower for 30 minutes. This happens to a lot of us. We are aiming to take a brief five minute shower but end up taking more than double that. The average shower time for Australia is eight minutes and although that doesn't seem like a lot, that "brief shower" essentially ends up being worth ten litres per minute, that's eighty litres of water! In the Southern Highlands, if your water isn't from your own tank or dam, it's typically sourced from the Wingecarribee Reservoir, which is the major water source in the Southern Highlands. The name "Wingecarribee" is the original Aboriginal name for "flight of birds" or "a water-bed to rest by".

But why is water so precious? Well, as you have seen over the past year, Australia's crippling drought was an example of the impacts water shortage can have on people, let alone an entire continent. This impacted farmers, leaving them with no crops, nourishment for animals and immense financial stress. Throughout these difficult times, water was restricted as many dams and rivers reached very low levels and the Wingecarribee was no exception. Not only were farms and farmlands effected, but the typical resident wasn't able to hose their garden, they had to restrict their showers to TWO minutes and not being able to flush the toilet multiple times within a day. All of these scenarios exhibit the value of water, and why we need it immensely.

According to the World Health Organisation, the average person only needs fifteen to twenty litres of water per day – for basic hygiene and drinking, but we use up to two hundred and fifty litres per day, SIXTEEN times the needed amount. So here are some easy ways to save water:

- Take two minute - five minute showers per day, aim to keep it to that time limit.
- Don't flush the toilet every time – if you need to, use the half flush.
- Don't leave the sink running when you wash your face, brush your teeth or shave.
- Wash your veggies in a running sink with a plug in it.
- Wait for your washing machine or dishwasher to be fully loaded before turning on.

By Isabella Leahy

OLD OXLEYAN

Beth Fitzpatrick Year 12 2007



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

After a gap year in England, I moved to Sydney for university, and studied a Bachelor of Arts. I didn't know what I wanted to do so an Arts degree gave me the chance to experience university and study interesting subjects while I worked out a career direction. It also paved the way for post graduate study, and I went on to complete a Master of Management at UTS. From here, I went into Event Management, working for the City of Parramatta as an Events Producer.

Here I was responsible for delivering major public events for the City with audiences of anywhere between 5000 – 80,000 people. I organised many different events celebrating culture, food, arts, music and big celebrations like New Year's Eve.

I moved from Parramatta to a charity called OzHarvest, which is a food-rescue organisation. We rescue quality surplus food and redistribute it to vulnerable communities, as well as run important education and engagement programmes. I originally came to OzHarvest as the National Events Manager, looking after our key fundraising event, the CEO Cookoff. When Covid-19 hit in March this year, we were just two weeks away from delivering the 2020 event we had been working on for six months! Of course, we had to postpone the event. With events on hold, I had the opportunity to move into an operations role, managing the roll out of a new programme delivering emergency food relief throughout Sydney. I have now taken on another new role, as National Operations Lead, working with our operations teams nationally to deliver impact through food rescue and food relief programmes. I'm also currently studying a Graduate Certificate in Social Impact, through the Centre for Social Impact with UNSW.

What is your biggest achievement since high school?

I'm fortunate as an Events Producer I get to work on many different projects, but I'm extremely proud of the work I did in Parramatta to build the Parramatta Lanes Festival into a huge event on the City's calendar. I worked with artists, designers, musicians, chefs, and many other talented creatives to build an event that really showcased the City. I like to think the work I did there delivered a lot of positive impacts for the community.

I'm also very proud of the work we do at OzHarvest every day, so I count my job here as one of my big achievements too! Providing food relief to those who need it most as well as fighting food waste and the environmental effects that come with it, means that the work we do each day has a real impact.

Were these things that during high school you expected you would end up doing?

No! Not at all! I really didn't know what direction I wanted to go in when I left school. I could never have predicted where I would be right now.

How did Oxley prepare you for your future?

I was involved in pretty much every extra-curricular activity that was on offer at Oxley. Looking back, I was so lucky to have been able to enjoy such a variety of activities that stretched me, expanded my thinking and built a really strong sense of community for me. I think this sense of being involved and of the importance of community has carried through into my life now.

Is there anybody from the Oxley community who inspired you throughout high school?

There were many teachers, and students, who made an impact along the way, but overall, there was a really positive culture of showcasing and celebrating many different talents and strengths, which I think provided a lot of encouragement for students to really get involved in a lot of different things.

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

All the activities. Hours spent with friends at sport or in the music school, and the fun of performances. And the ease of having all your friends in the same place every day.

What would you say to your fifteen-year-old self?

If you can see the value in something, go for it and own it. Take it on, and work hard at it. Don't worry so much about what everyone else is doing.

ENVIRONMENT

Oxley has a relatively-unknown yet sustained history of stewardship of the Wingecarribee River, recently uncovered as the Environment Group has embarked on restoration of the section surrounding the Bray Fields. In the late 1990s, a group of science students – capably led by former teacher Mr Ian Royds – employed dedication and brute force to remove the pestilent willow trees plaguing the area, and planted large trees that comprise the canopy layer observed today.

Oxley has partnered with Greening Australia to undertake surveillance, restoration and monitoring of the river area as part of the 'Wall to Wollondilly' project, with an aim to restore the critical river corridor through rectification of prior degradation, land clearing and weed invasions. On Tuesday 25 August, we ventured down to the river to complete preliminary surveying of the area and hear anecdotal memories from Mr Royds. This was an excellent opportunity to establish the pragmatic details that must be addressed, as well as recreate several photos discovered in school archives of the environment programme in the late 1990s.

We have resolved to continue our partnership with Greening Australia and hopefully establish and supplement a much-needed understorey layer behind the Bray fields on the river bank, amongst other reasons to encourage the return of species such as platypus and yellow-bellied gliders to the area. We have also just received confirmation that a generous nearby landowner has agreed to allow Oxley access to their property to complete river restoration. We are keen to commence practical work (such as fauna planting) by October.

There are certainly exciting times ahead and we are looking forward to seeing what this collaboration will generate in upcoming months!

By Ava Lambie, Year 11



YEAR 10, 11 AND 12 TALK ABOUT SAFE PARTYING

It is not often that a bunch of restless teenagers will sit and listen intently for almost two hours. Furthermore, it is not often that such a demographic will be truly sobered by the information being presented to them, and resolve to integrate the lessons they learned in a practical application.

This was the case in Week 5, when all students in Years 10 -12 attended a Safe Partying workshop run by former police officer and criminal profiler Brent Sanders. In the past five years, Brent has educated more than 50,000 women and girls on how to avoid exploitation and unwanted predatory behaviour in vulnerable situations. His expertise was immediately evident, as he engagingly yet sensitively explored taboo topics that are all too often 'swept under the rug' – the psyche of criminals, how to handle unsafe situations and how to be assertive in situations that posed a danger to personal safety. Both boys and girls – who participated in three separate sessions throughout the day, divided by gender and age – left the PCC with a renewed sense of readiness to act appropriately and cope with risks associated with gatherings or unwanted intimate attention.

His message, interwoven with meaningful anecdotes from his time in the police force and as a criminal profiler, was one that will not be forgotten prematurely by anyone in his audience, and on behalf of all students an enormous thank-you must be extended to both Mr Sanders and Mr Case, who organised the seminar. It was truly worthwhile.

By Ava Lambie, Year 11

SPORT

Unfortunately, due to the spike in COVID-19 cases in NSW, Oxley had to pull out of the ISA competition. This was not the news anyone wanted to hear, especially since the season was already off to a fantastic start for the majority of the teams. However, luckily Chevalier also pulled out, meaning we have been able to organise a Southern Highlands competition between Chevalier and Oxley, the local rivals going head to head!

Saturday 22 August was the first of three rounds against Chevalier. Everyone was really looking forward to the weekend, turning up with great sportsmanship and enthusiasm.

The 1sts Rugby played at Chev and were defeated 31-17, the 1sts boys Football were defeated in a very close match of 1-0, the 1sts girls Football were defeated also in a close match, 3-2, the 1sts Hockey defeated Chev 1-0 and the 1sts Netball defeated Chev 47-46. All matches being relatively close and extremely intense.

Good luck to all the teams for the next couple of weeks, and hopefully Oxley can walk away with a couple more wins this weekend. Keep up the team spirit and make Oxley proud!

By Olivia Bow, Year 10