

PIN OAK



*OLE WEEK
2020*

DOE

Summits and plummets

BIG ISSUE

Clothes Are Not Consent

CORNERSTONE

Year 10 PEPS

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HEAD OF COLLEGE'S REPORT

World Teachers' Day- 30 October 2020

Small gestures make big differences! A smile, a simple thank you or a heartfelt email like the one I received this week from a Year 12 parent can make all the difference to how members of staff feel about their dedication and commitment to their jobs. With the celebration of World Teachers' Day today, I am very grateful and appreciative of the acts of gratitude shown by our Year 12 students and the Parents & Friends. Messages of gratitude and appreciation from the senior students were received by every member of staff at Oxley and I can tell you the card I received certainly brought a smile to my face, warmth in my heart and gave me a lift for the day ahead! We should never underestimate the impact that small gestures of gratitude can have on others. The staff also enjoyed a morning tea which was provided by members of the Parents & Friends and I am truly grateful for their generosity and care of our fabulous staff. As Head of College, I feel very blessed and fortunate to be surrounded by passionate and inspiring staff who genuinely care for each student and always strive to do their best as teachers, mentors, coaches and role models to our students.

Women in Leadership Education Conference

In my role as Head of College and more broadly as an educator, I believe strongly that my role is to grow future leaders amongst our staff and more generally across education. As part of this passion, I recently presented at a virtual conference to young women leaders across Australia to share my leadership lessons and journey. While a different experience to speaking to a live audience, the programme was made richer by having educators from right across the nation. It is always a privilege to present to other educators and to share experiences, knowledge and learnings. It was a wonderful opportunity for two of our young leaders, Catherine Dobner and Lara Sheils, to also be delegates at this conference.

2021

As many of you are aware there is a strong shift of population out of cities into regional areas like the Southern Highlands. Coupled with Oxley's growing reputation as an outstanding school, we are attracting strong interest from families moving into the area. As a result, most year levels will be full across the school in 2021 with many of them having waiting lists, especially in the Junior School. Due to the demand in the Junior School, we have made a decision to continue with two Year 3 & 4 classes in 2021. The Senior School will remain at four classes in each year level. There are no further plans to increase the size of the College beyond these numbers as the Board of Governors and I are committed to ensuring we maintain the magic and sense of community which comes from a smaller school like Oxley.

The Board of Governors and Executive are currently working hard to finalise the Masterplan for the College to ensure we have the facilities necessary for our students to learn, play and grow. Oxley has an exciting future ahead and I look forward to being able to share the plans when they are finalised.

To meet our Vision of providing a broad and liberal education to our students which embraces Enlightened Academic Rigour and focusses on the care of the whole child within the cultural richness in a Southern Highlands setting, it is important that our structures, processes and courses support and reflect this vision.

Enlightened Academic Rigour

In 2021, Mrs Kate Cunich will be in a slightly different role as Head of Academics & Innovation. Kate will continue to lead learning and teaching across the College K-12 and heighten our focus on innovation and support of staff in Professional Learning and growth. Kate will also act in the role of Head of College should I need to be off campus and unavailable at any time as her role is also K-12.

As a result of our heightened focus on innovation and staff growth, Kate will be supported by Mrs Catherine Dobner in the role as Director of Curriculum (Teaching & Learning). She will work with the students and staff in all matters relating to the management of the courses.

As part of our commitment to innovation and being at the leading edge of education, we are excited to announce that Oxley will be offering several new courses in 2021.

HEAD OF COLLEGE'S REPORT *continued*

STEM in the Junior School

STEM (Science, Technology, Engineering and Mathematics) will become a stronger focus in the Junior School as it is imperative that we give our youngest students the opportunity to develop their critical and creative thinking, problem solving and to understand the design thinking process. The areas of STEM and Art will be taught by a new staff member, Mrs Louisa De Haas who is currently teaching Science at Bowral Primary School. Expert staff across the College will co-design this exciting programme in the Junior School to include a range of science and technology themes including sustainability, regenerative agriculture, coding and robotics as well as exploring the design thinking process to solve real life problems.



Cultivate - a new elective for Year 9

Cultivate is a unique course which has been designed to develop deep understandings of concepts that are key to successful regional industries including sustainability, agriculture, enterprise and innovation. Cultivate will provide students with opportunities to analyse sustainable farming practices and emerging trends and technologies in the agricultural industry. It will involve investigation of innovation, traditional and emerging technologies and resource management, which leads to an understanding of the need to create sustainability for the long-term welfare of our planet. Students will engage in project-based learning and create products, systems and environments to solve problems. Students will understand how their school curriculum relates to industry practices and the future of innovation and enterprise.

"Cultivate is a unique course which has been designed to develop deep understandings of concepts that are key to successful regional industries including sustainability, agriculture and innovation."

HSC subject Environmental & Earth Science

A new HSC course in Environmental & Earth Science will commence in 2021 in Year 11. This course explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. This course provides the foundation knowledge and skills required to study a range of courses after completing school including Regenerative Agriculture, Environmental Science, Geology and Sustainability. Environmental & Earth Science will be taught by a new specialist staff member, Mrs Melissa Sievert who is currently Assistant Head of Science at Newington College.

Care of the whole Child

Senior School

To strengthen our focus on the care of the whole child Mr Mark Case will move into the role of Head of Senior School. He will lead the culture and day to day operations with overall responsibility for the learning and wellbeing of students. In his role Mr Case will also have oversight of the school's co-curricular programmes.

He will be supported by new staff member Ms Genevieve Whiteley in the new position of Director of Students (Wellbeing & Learning). Genevieve will commence in 2021 and has most recently held a similar position at Cranbrook School. Genevieve will be responsible for the management and care of students in

the Senior School and leadership of the Learning and Wellbeing leadership team (Heads of House & School Psychologist).

As part of our strategy to strengthen the focus on the care of the whole child we have made the decision to change the name of our Tutor Groups to Mentor groups to better reflect the nature of these roles.

As our students in each year level reach capacity, it is important that every child is known and understood by their Mentors. In 2021, with an increased number of staff we will introduce a sixth Mentor Group to each House. This will mean that we can significantly reduce the size of Mentor groups. Further information about the process for change is on page 5 in the Deputy Head Pastoral report.

Junior School

In 2021, the Junior School Mrs Halcrow and Mr Ayling will both continue in their respective roles as Head and Deputy of the Junior School. To support them in their leadership there will be three Stage Co-ordinators who in addition to being classroom teachers will oversee the teaching, learning and wellbeing of students within their stage. These three Stage Coordinators will be Mrs Lara Sheils (Stage 1), Mrs Alison Rasheed (Stage 2) and new staff member, Mr Jason Smith (Stage 3). Jason is an experienced educator and will join Oxley College in 2021 from Sydney Grammar where he has held the role as Director of Studies in their Edgecliff Preparatory School for the past nine years. Jason is looking forward to joining us and will lead and teach in Stage 3.

PDHPE & Sport 2021

As previously mentioned in an earlier edition of Pin Oak. I have appointed Mr Tom Kindred to the new role of Head of PDHPE and Sport (K-12). He will lead PDHPE and Sport to ensure we are taking a whole child focus in both the learning and wellbeing of our students. Mr Kindred will be supported in the teaching of PDHPE by a specialist PDHPE team of Mr Keiran Staples, Mrs Jodie Wostencroft (parental leave), Mrs Liane Bull and Mr Dan Collins who joined us this term from the International Grammar School. Another new staff member, Mr Nathan Sievert, will join the PDHPE team in 2021. Currently Mr Sievert is teaching PDHPE at Newington College.

The aim is to gain more alignment between what is being taught in PDHPE and our sports programme. Sport is very important to the wellbeing of students and so strengthening our sport area is a priority for the College. Mr Kindred will work with the sports administrators, Mrs Kim McNaught and Mrs Louise Pike to develop the strategy to strengthen our sports programme and develop our level of excellence. Currently we have more than 50 teams of students playing sport in the Summer season of the ISA and local sporting competitions and so it is imperative that we focus on how we can cater for students at all levels and develop programmes of excellence.

2021 is shaping up to be an exciting and busy year at Oxley.



DEPUTY HEAD LEARNING

Welcome back to all our students, teachers and families. Term 4 is always almost over before it starts (so much to do in such a short time), so at this busy time it is important to take the time to reflect on where we are up to in our Oxley learning journey.

2020 HSC

The HSC examinations are already underway, and with fourteen sittings complete, we are delighted to say that our students continue to emerge from their examination venue with confidence and smiles! Our indicator of success is exactly that – not the mark itself, but that students feel well-prepared and ready before they enter and emerge with a sense that they have done a personal best as they leave the venue. We are also very grateful for the work of our Year 12 teachers who continue to provide support and inspiration throughout the examination period. The 2020 HSC Examinations conclude on Wednesday 11 November, 2020.

2021 Year 12 Transition

We began the term with a variety of experiences to support our new HSC cohort. One of my highlights was the opportunity to have an individual consultation with each student, sitting around the table with Ms Dobner, Director of Curriculum and Mrs Simpson, Year 12 Academic Mentor. We asked the students about their future plans, whether they need a particular ATAR range, how their Year 12 programme of study was looking and most importantly, how they felt about their writing skills. Students then received their course 'dna' - their rainbow of colours at this point of the Stage 6 journey.

Of particular note was the sophisticated language of learning used by students. They were articulate in expression, reflecting on strengths and challenges, analysing feedback as they focus on where they need to go in order to improve. Many have already set goals after their Year 11 End of Preliminary Report. A few comments that were shared:

"To frequently revise the new content after learning it and create study/revision notes as I go."

"Establish a routine of constant revision so I'm more easily able to recall details when needed."

"I need to continue the good work I'm doing but use my time and resources at Oxley effectively to maximise my potential. I also need to practise writing under timed conditions and make my ideas coherent and succinct."

"The key messages are that I am on the right track but need to refine my skills and practise more to further improve."

"My work ethic is good in that I apply myself and put in the effort but I need to focus more on the skills now eg. essays as my approach to learning content is not a problem and probably my best asset."

"Going into Year 12 there are two key areas to help me improve in my courses; maintaining my desire to achieve high results and fill and revise any gaps in content. I feel these two points are clear goals that I can strive for."

"Based on my reports I need to further develop a proactive approach to learning. This includes asking for teacher feedback and asking questions whenever I don't understand something."

"I need to contribute more in class discussions and to revise content more often. Doing more practice questions and practising writing will also help, and start preparing/studying earlier!"

"I need to engage more in dedicated and deliberate practice. Revision of class work every day will help to boost my academic results."

2021 Year 9 Elective Course Briefing and Selection Process

In Year 9, students have the opportunity to choose 2 elective courses to include in their programme of study. A short information session about the 2021 courses on offer and the selection process will occur on Monday 2 November at 5pm via ZOOM. The session will be recorded for those not available at that time. Year 8 parents and students have also been emailed the 2021 Year 9 Elective Course Information Booklet which provides an overview of the subjects. We are also very excited to announce the introduction of two additional electives in 2021 – Cultivate and Japanese. We look forward to continuing conversations as students have more choice in their studies.

Why do we have Yearly Examinations?

At this time of year, we are often asked by students (and parents) about examinations and their place in a programme of study.

I always return to purpose – the key elements of skill development and feedback. If we take the former first – I have for many years dreamed that the final test of 13 years of schooling in NSW would look different. Despite my optimism, it remains unchanged – a series of three hour, handwritten examinations, based on content, sat at single desks in the Hoskins Hall. Students cannot speak, are sat in order by NESA numbers and are required to show all that they have learnt in this manner.

Thus, at Oxley we walk the fine line of rigour and enlightenment, knowing that while we are focused on developing life-learners, the final testing remains archaic and static. For that reason, we need to build the skills of revision and writing under timed conditions that will enable our students to succeed.

At the same time, with our junior students, we talk about evidence of learning and feedback. One of the goals of sitting an examination is that students are able to reflect on their preparation, what they could do better and the key things that will move them forward to the next testing period. Our current HSC students have recently reflected on how valuable the Trial was to them - not in any way fun, but so important to test out what they knew and what they still had to do.

I would encourage students to approach the upcoming exams with that in mind - not a test for a test's sake, but as an important building block in the life of a learner. The evidence of learning is a chance to show what they know and understand on a piece of paper - not because that's the best way, but because it is a necessary skill for life beyond Oxley's gates

By Kate Cunich, Deputy Head Learning





DEPUTY HEAD PASTORAL

Mentor Groups 2021

From 2021, Tutors will instead be called 'Mentors'. Whilst this change of name does not represent a shift in what this important role entails, it better encapsulates the nature of the Mentor-student relationship. Whilst the word 'tutor' has a primarily academic connotation, the word 'mentor' is more holistic and personal – it includes supporting the wellbeing of each student in the Mentor Group, developing partnership.

The role of the Mentor is to:

- know, care and be an advocate for each student in the Mentor Group
- establish a safe, nurturing and inclusive environment for all students in the Mentor Group
- be a central point of contact for parents and the College

One of the major benefits of our 'vertical' House structure is the connections across year groups, especially the opportunity for more senior students to mentor younger students; thus the term 'Mentor Group' is especially appropriate. At Oxley we aim to care for the whole child and to ensure that every child in known and cared for. As a growing school, we are now in a position to increase our number of Mentor Groups from five per House to six per House. This means that, instead of the average size of each group being 18 students in 2021, the average Mentor Group size will be 15 students. With this change, we anticipate that average numbers will remain at approximately this level for the years ahead. We feel that retaining Mentor Groups of below 18 students is important to ensure we know and care for each student. We will begin the process of transitioning to six groups next week, when we will survey students in the Senior School about whether they would be happy to move to the new group or prefer to remain in their current group. Current Year 12 students will remain in their current group unless they nominate themselves to move.

'Meet the Mentor' Afternoon: Wednesday 27 January 2021 (Day 1, Term 1)

In order to ensure that Mentors know each student in their care, we will be arranging a special 'Meet the Mentor' afternoon on the first day of Term 1, 2021 – Wednesday 27 January - for all students and parents in Year 7-11. Students and parents will attend a special interview with the Mentor. This is an opportunity to reflect on the Term 4 2020 report, discuss goals for 2021 and for Mentors to gain a greater insight into each student in their care. We will be providing more information about this later this term.

Social Media – Latest Developments

1. The Social Dilemma – Netflix documentary

Many parents will be familiar with the recent Netflix documentary, The Social Dilemma. The programme highlights how largely unregulated social media companies are able to harvest personal data and target users to maintain promote clicks and hold their attention. Whilst this documentary will be shown in Year 9 and 10 Cornerstone classes in the coming weeks, this programme is as essential viewing for parents of teenagers, as it is for teenagers themselves. However, the issues here are complex and it would not be appropriate for all students below Year 9; I encourage parents to view the programme and decide for themselves whether they should watch this with their child. A helpful review of the programme can be found at <https://theconversation.com/netflixs-the-social-dilemma-highlights-the-problem-with-social-media-but-whats-the-solution-147351>

2. eSafety Commissioner: Important Information about Games, Apps & Social Media

I have written regularly about the eSafety Commissioner website ([esafety.gov.au](https://www.esafety.gov.au)) as a source of important information for parents to promote safe and enjoyable online experiences for their children. I would like to draw parents' attention to an area of the website that deals with key issues around particular apps and social media platforms. It is important for parents to stay up to date with the latest information and are aware of the platforms used by their children; some of these sites, especially those facilitating anonymous online communication are unregulated and are inappropriate for young people.

For more information, go to <https://www.esafety.gov.au/key-issues/esafety-guide> and use the filters to view relevant information.

Paul Dillon – Drug and Alcohol Presentations

On Wednesday this week, we were delighted to welcome Paul Dillon to Oxley. Paul Dillon is one of the leaders of drug education in Australia and has been working in this area for more than 25 years. Through his own business, Drug and Alcohol Research and Training Australia (DARTA) he has been contracted by many agencies and organisations across the country to give regular updates on current drug trends within the community.

Paul ran workshops with current Year 10 and Year 11 (Year 12, 2021) students and conducted a parent presentation via Zoom on Wednesday evening, focusing on teenage socialising post-COVID and with a view to the upcoming summer period. We have received outstanding feedback about each of these workshops from students, staff and parents – we hope that this will be the beginning of a relationship between Paul and the College and look forward to welcoming him back in 2021. A hardcopy of his presentation is available on request from Student Services.

Further information about the College's Drugs Policy, including advice to parents about the latest issues in this area as well as useful websites, can be found in Pin Oak Issue 109 (14 August, 2020).

"I believe Paul Dillon provided invaluable wisdom regarding how to act, when to act, and cleared up common misconceptions. Combined these will help keep us and those around us safe".

James Blissett Year 11

"There are few people I have come across who can enthrall an audience of headstrong teens in a compelling presentation like Paul Dillon. As he navigated provocative and highly-relevant subjects, he managed to gently inform his audience of how to stay safe and self-aware. His pragmatic tips and anecdotes were an invaluable experience, and his message will be undoubtedly recalled by all in attendance." Ava Lambie Year 11

Christmas Hampers – Donations Please!

The Salvation Army

Along with the Southern Highlands Christian School, we are collaborating with BDCU Alliance Bank to provide Christmas hampers for those in need. Specifically, we are collecting bon-bons and ginger bread houses. Students can deliver their donations to Senior School Student Services.

Wingecarribee Family Services

As in previous years, we are collecting both hamper items and children's toys for the Wingecarribee Family Services. Due to health and safety regulations, only new, unused toys can be accepted. Please do not wrap any toy donations. Students should bring donations to their Head of House's office. Some examples of possible donations: Christmas pudding, long life custard, tinned fruit, bon bons, milo, soft drink, christmas cake, cereal, chocolate, fruit mince pies, biscuits, candy canes, jelly, jams, christmas napkins, napkins.

JUNIOR GALLERY





Weekly Awards

Learning Journey

K: Jordan Pope
Yr 1: Lilly Mansour
Yr 2C: Darcy Jones
Yr 3B: Gabi Von Sperl
Yr 3L: Elsie Hopkinson
Yr 4: Brayden Anstee
Yr 5B: Polly Hopkinson
Yr 5N: Olivia Hill
Yr 6A: Finlay Houghton
Yr 6W: Tina Farhan

Oxley Values

K: Tom Pierce
Yr 1: Heidi Sinclair-Hill
Yr 2C: Hugh Pratten
Yr 3B: Levi Olsen
Yr 3L: Madison Chamley
Yr 4: Sophia Denington
Yr 5B: Tilda Pope
Yr 5N: Emma Barnett
Yr 6A: Molly Davis
Yr 6W: Matthias Willis

Junior School Debating Participation

Emily Byrne
Gemma Fraser
Isaac Halcrow
Emilie Henderson
Louisa Hogan Baldo
Eddie Hunt
Peter Kearney
Matilda Lambie
Saxon Mellish
Bronte Morgan
Flynn O'Brien

Students of the Week

Learning Journey

K: Archie Taggart
Yr 1: Cameron Bailey
Yr 2C: Fergus Talman
Yr 3B: Samsara Pout
Yr 3L: Evelyn Hammond
Yr 4: Hailey Law
Yr 5B: Saxon Mellish
Yr 5N: Bronte Morgan
Yr 6A: Noah Byrne
Yr 6W: Tom Bladen

Oxley Values

K: Piper Winn
Yr 1: Felix Chamley
Yr 2C: Phoebe Burton
Yr 3B: Lisa Mussett
Yr 3L: Eli Winn
Yr 4: William Coram
Yr 5B: Estelle Beckett
Yr 5N: Ingrid Lawson
Yr 6A: Fraser Wilkinson
Yr 6W: Chris Mansour

ICAS Distinction Awards:

Year 4: William Kennedy – Mathematics
Year 5: Louisa Hogan Baldo – English
Year 6: Emily Byrne – Science



HEAD OF JUNIOR SCHOOL NEWS



Spotlight on: Leadership

In the last Pin Oak, I wrote about how we can build our character strengths, highlighting the work of Professor Lea Waters. As we near elections for next year's Junior School leaders, and farewell and thank our Year 6 students for their leadership this year, I want to spotlight the values that come under the category of Justice. In particular, leadership. Leadership is grouped with the values of teamwork, fairness and service, and it is impossible to separate leadership from these.

I hope that our students come to see that at its heart, leadership is about making a difference and to make the world better than we find it. This often means advocating for others, seeking to right wrongs and taking concrete action. To this end, I hope each of our students graduate from the Junior School feeling that they are leaders in their own way and that they can in fact make a difference. We hope that we grow our Junior School students as excellent communicators, being able to influence, encourage and persuade others to help them bring about the changes they want to see in the world.

Language is important in leadership. We see the way language can be used destructively, through online platforms such as twitter, where some leaders cause harm and propagate ignorance. However, language, including an ability to connect and empathise with others, is also a powerful way to facilitate change and to illuminate the way for others.

As part of Anti-Poverty Week every year, I oversee a writing competition, Pens Against Poverty. Beginning with my own Year 3 primary school class 6 years ago, and a few local school contacts, and with the help of then Children's Laureate Jackie French, the competition grew quickly and now includes hundreds of students across Australia who through the quiet but powerful act of writing, raise awareness of inequality and disadvantage in Australia. We wanted people to know that more than 700,000 children are homeless in Australia each year. Over the years, the competition has attracted attention from the media, from politicians and from authors, and I think is because when children speak, it carries powerful sway in the adult world. Children are excellent truth-tellers. They can communicate with disarming simplicity and laser focus, the truth that adults over-complicate, gloss over or distort.

I would like to congratulate and acknowledge Ollie Johnson in Year 4 who participated this year, and hope more students at Oxley will get involved in future years.

Shaun Tan wrote in support of the work of our young student writers this year and I hope provides a way for our Junior School students to think about leadership:

Writing can seem such an unassuming, gentle and quiet achievement, seemingly weak against so many violent and overwhelmingly negative forces in the world. But so it is, and has always been, with any lasting fight for compassion and justice- a quiet voice that grows, small act of imagination that spreads, inspires. Moreover, a functional, compassionate society can barely exist without good writing. We should never take it for granted or overlook its power to sustain balance. Every time a young person writes with honesty and passion, even about very dark things, it is a flash of light. In fact, especially when they write about dark things, this can be a great act of illumination.

Our world needs good leaders for the future, who are kind, who are brave and who will advocate for others. I hope Oxley will produce many such leaders, and that their journey through the Junior School provides a solid foundation for this.

By Katherine Halcrow, Head of Junior School



OLD OXLEYAN

Maggie Cambell-Jones Class of 2013



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

After leaving Oxley I worked in England for a year with the tutors worldwide program – thanks to the persistent encouragement to apply from Mr Craig. It was a great year and I made some lifelong friends and even spent a good portion of my summer holiday volunteering for a dolphin research crew in Greece. The year helped me decide that I wanted to continue studying and working with animals.

When I returned to Australia, I packed my bags and headed to Melbourne to study a Bachelor of Biological Science, majoring in Ecology at La Trobe University. While studying I worked as a waitress and volunteered for a bunch of different places, including Melbourne Zoo, I jumped on any opportunity to study overseas and managed to travel to Peru and South Korea through various study programs. I really enjoyed my time at University and decided to stay for an extra year completing honours research on how large bushfires effect our arboreal (or tree dwelling) mammals.

I was fortunate to jump straight into an internship with the Conservation Ecology Centre in Cape Otway after leaving University. I spent the next few months along the Great Ocean Road, often pulling out weeds and looking for fox poo – working in conservation isn't always as glamorous as it may seem- but I learnt a lot and really enjoyed spending time in such a beautiful place. That internship helped me land my current position at the Kalahari Research Centre in South Africa, where I currently work on the meerkat project as a research assistant. It is a very isolated place, but I am really enjoying working with meerkats every day. I am still not 100% sure where the future will take me, but I plan to continue working with plants and animals.

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

I have always been fascinated with the natural world and have been fortunate enough to have the opportunity to pursue those passions. I don't think I would have expected to end up in the Kalahari Desert following meerkats around, but I'm glad that I am.

How did Oxley prepare you for your future?

Oxley helped me develop resilience and gave me an excellent group of friends who always supported me.

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

Mrs Hanrahan's Biology classes were always something I looked forward to, I definitely think she helped me make the decision to continue studying Biology after High School.

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

Getting to see my friends everyday without having to organise it is something I miss! I always enjoyed the outdoor education weeks as well, even when it rained.

What would you say to your fifteen year old self?

I think I would say always be willing to learn or try something new! Also do not let people disregard your opinions or knowledge just because you are young. It may not always seem like it, but often adults don't know everything, and they should be willing to learn from you too.

YEAR 10 PEPS

Currently in Cornerstone Year 10 are working on their own Personal Ethical Projects, where we can research any ethical question we choose. Throughout the year group everyone has chosen interesting questions that create great discussions, and challenge our philosophical beliefs. Below are some of the questions people have come up with.

QUESTION: Astrophysics - where to next?

For my PEP I decided to pursue the interrelationship between Astrophysics and ethics. With such, I endeavoured to establish a link between right, wrong and fact. My project surrounds the idea that for how can we distinguish between right and wrong if we ourselves cannot differentiate between reality and imagination within our very universe.

Josh Culleton Year 10



QUESTION: WHY IS HOMOPHOBIA NORMALIZED IN MODERN SOCIETY?

Homophobia can be described as the simple dislike or prejudice against people who identify as homosexual people. However, homophobia expresses itself in a diversity of cultural, religious and emotional mediums. Whether it be oppressive laws or discriminatory beliefs, homosexuals endure severe discrimination for a biological attraction to the same sex. For example, in the modernized year of 2020, 2.9 billion people still live under laws which criminalise same-sex relationships; that's nearly half of the world's population and five countries inflict the death penalty for homosexual activity. The stigma surrounding homosexual behaviour around the world is frightening, as even in the 7th most liveable country, Australia has gone as far to question the humanitarian privilege to expect equality regardless of sexuality; as per the Marriage Amendment (Definition and Religious Freedoms) Bill 2017. However, I decided to test this manifestation of homophobia within the boundaries of the 'Burradoo Bubble' and the discoveries were shocking. Over 56% of my class mates have actively participated in engaging the 'f slur' in a derogatory manner (20% above the national average) and over 13% of my peers disapproved of homosexuality. Although everyone is valid and entitled to their own opinion dependent upon their own personal, religious and cultural upbringings, I was shocked by the lack of understanding and support behind the LGBTQ+ community within such a nurturing and protected community and am scared to face the true reality of prejudice within the expanse of the unfiltered world. For example, in the Universal Declaration Of Human Rights; one of the most revolutionary and unifying documents in the last century excludes LGBTQ members from Article 17 ie the right to marry a person of interest regardless of social repression: "Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family". Arguably, many academia's contend that homosexuality was not relevant at the time of creating Article 17, however same-sex relationships are not a new phenomenon and has existed prior to the formation of the United Nations. This political ignorance embedded for near to a century only reflects society's inability to adapt to new conceptions of freedom of choice and the inflexibility of realisation within the rigidity of conservative religions.

Emilie-Rose Westlake Year 10





QUESTION: What are truths we choose to ignore and why?

For my PEP project I have been exploring the question; What are truths we choose to ignore and why? I have surveyed many people and a common theme that runs through all people is that we choose to ignore truths we don't like or that we cannot comprehend to maximize our own individual happiness. When I interviewed people, I asked them 4 questions; What do you define truth as? What is the truth that means a lot to you? What is the truth you choose to ignore? Why do you choose to ignore this?

There were multiple responses but a common answer to the third question was usually to do with people's opinions of them and how they are viewed by others. This poses the question as to how much other people's opinions weigh on us, and why do we choose to ignore negative opinions? If we look at both questions you will find that people's opinions although we don't show it has a massive impact on us and therefore is the main truth, we choose to ignore to make ourselves feel better. Contrastingly when people were saying a truth that means a lot to them it was massively positive and motivating, one of the responses being "Every day is a new day, make it a good one". Us as humans fundamentally tend to focus on truths that leave us feeling good and convince ourselves negative things do not apply to us.

One pressing truth is that our planet is dying due to our industrialization in the form of climate change. When questioned about why they do not think about this issue or instigate change many people said, "What can I do, I am only one person". This exact attitude is exactly what is going wrong. By refusing the truth that each one of us is responsible for the position our earth is in and we can all do our bit it is only making our situation worse. Why do many people say this? It is because people cannot accept the fact that they are in a way responsible for such a horrible thing and do not want to feel bad.

"We focus on truths that maximise our happiness and ignore the ones that don't"

This then comes back to the fact that we focus on truths that maximize our happiness and ignore the ones that don't. Humans focus on truths that make them feel good and ignore the ones that do not.

Jillian O'Connell Year 10

INSPIRATION



FILM
Mulan



FILM
The Social Dilemma



BOOK
heading

2020 has been a very busy year for most and there definitely hasn't been any movies being released at the cinemas or streaming platforms. When Disney announced the live adaptation of the classic 1988 film, many people were excited to see results as previous remakes of everyone's favourite movies years before were great. Originally, Mulan was supposed to be a worldwide theatre release, but to no surprise corona prevented that from taking place and forced Disney to premier the movie on Disney+ across several countries for a limited time. Unlike the animated version, it's much more serious and intense, with fewer songs and characters such as Mushu the dragon and Li Shang removed. It is also a bit more violent than the original and the plot goes on for a while. However, the special effects were cool and some of the action scenes were also good. Overall, it's an alright movie, but I wouldn't call it the best live-action film that Disney has released. Many aspects removed from the original do make it less interesting and entertaining, but it could be a good watch to check out if you're looking for something new.

Daisy MacDonald Year 8

Year 9 Comments

I think the social dilemma is talking about serious and real problems. I think the decision to show it will make a lot of people reconsider what they do on their devices. Alex Jurgs

The social dilemma has made me rethink how I use social media, a simple buzz thought to be harmless but instead the start of an addictive phase without your knowledge, this level of precision amazes me and I am shocked by the fact that they can do this with a "turn of the Dial". **Cody Mooney**

It highlights the complex structures that lies behind the social media that we see on our phones daily as well as raises awareness of how we need to be conscious of how our personal data is kept secure. The effect of social media can give us short-term dopamine rush like sugar, but the long-term effects are far worse. **Hannah Zupp**

My biggest thought/takeaway was that the social media companies refer to their customers as users and is only one of two industries that do so; the other being illegal drugs. **Luca Shannon**

What we learn in this movie is that our brains are being manipulated and even rewired by algorithms that are designed to get our attention and make us buy things, including buying into distorted ideas about the world, ourselves, and each other. This documentary is an eye opener, and I believe this is a crucial documentary to watch. **Bridget Scherek**

I think that this documentary opens our eyes to the addiction of social media and the dangers that come with it. **Georgie Morton**

This documentary brings light to the division the entire world is facing and makes us question just how many are profiting (\$) from the simple double-tap of a finger. For us to be steered like cattle into unfamiliar web-links or exposed to unwanted content is frightening, to say the least, and this document explores social media's harsh underbelly. **Breanna Billett**

Between Us by Clare Atkins is an extremely intriguing novel, telling a story from three distinct but different perspective. You explore the nature of a Detention Centre for asylum seekers, where it is Ana first time going to school. You follow her on her journey, discovering the life of an Australian, while getting to know Jono. Jono's father is the reason for their intended meeting, however their friendship becomes so strong, yet with many secrets underneath.

Atkins explores the cultural politics in Australia by using personal stories.

This novel made me turn the page, one after that other, staying up very late at night as I lost track of how long I had been reading, which is always what we love in books.

Between Us is a novel for everyone to read, it opens your eyes to the wider world, and shows how cultural diversity, as well as closed gates, cannot hold back a friendship that was meant to happen. It is a must read for everyone eventually.

Olivia Bow Year 10



Clothes are Not Consent

The definition of clothes is as follows, 'Things such as dresses and trousers that you wear to cover, protect, or decorate your body'. The definition of consent is as follows, 'To freely agree to do something, or allow someone to do something'. As you can observe from the previously presented definitions, there is a clear lack of common ground, connection or relationship between them. It would be fair to say that no Venn diagram would be satisfied with this pairing. This would be due to the blatant fact, that the fabric we drape over our bodies is in no way indicative of the exterior reactions we receive. Though, it would be naïve to ignore the common view stemming from the principles of 'victim blaming' which aims to beg the wrongful question, 'were you asking for it?'. The sting of this phrase never ceases to disappoint. The world in which we live continually calls upon victims to tell their stories but when it comes to listening our ears seem to be blocked; filled with the poison of prejudice.

During my research, I stumbled upon a brilliant quote from a Guardian article called 'Rape is about power, not sex' written by Jill Filipovic. The following quite eloquently sums up sexual assault in regards to its undoubtedly evil foundations: "Rapists don't rape because they can't 'get' sex elsewhere. Rapists don't rape because they're uncontrollably turned on by the sight of some cleavage, or a midriff, or red lipstick, or an ankle. They rape because they're misogynist sadists, and they flourish in places where misogyny is justified as tradition and maleness comes with a presumption of violence." This notion of misogyny not only highlights our society's fundamental failing in shaping such a toxic environment, yet also underlines the undesired building blocks for both present and future

generations. An interesting part of this quote I think regards the fact that rape does not derive from the sight of a 'midriff, or red lipstick, or an ankle'. Yet, educational organisations across the world show their ignorance for they continue to control what girls wear due to our 'provocative nature', for an inch of my collar bone is too 'distracting' for a XY chromosome to endure.

It has been said before and it will continue to be said, we need to foster an environment of 'don't rape' opposed to 'don't be raped'. If you take anything away from this, know that you have the power to change this dynamic and global storyline. Don't shame your teenage daughters for wearing their favourite yoga pants, teach your sons to not objectify their peers' bodies. But most importantly, teach respect through the importance of boundaries and privacy within your home. Overall, "Almost two million Australian adults have experienced at least one sexual assault since the age of 15" (AIHW). This number will continue to rapidly rise unless we step up and have those much-needed conversations however uncomfortable we may perceive them; they are indeed essential.

By Peggy Holmwood Year 10

OLE WEEK

OLE! Week in 2020 provided the opportunity to reimagine and rediscover what was possible in our beautiful Southern Highlands setting. Planning for the week involved exploring the talents of our amazing teaching staff, incorporating the beauty of the Oxley campus and engaging our students in fun and energising ways. OLE! stands for Other Learning Experiences and it was universally agreed that this aim was achieved.

The week began in the Junior School with a focus on Service Learning. Students in K-4 made beautiful craft and written messages for the residents at Harbison Care. The emphasis for Year 5 & 6 was on decorating and producing beautiful pots for Meals on Wheels to add joy to the food packages being delivered to the local community. In the Senior School the House Festival brought an enormous amount of energy and creative spark to each of the House Projects: Dance, Drama, Lego, Band and Art. Students were asked to create representations of their House namesake inspired by the theme: 'Brave, Strong and True'. The showcase at the end of Tuesday was truly mind-blowing. The students had worked across each project with such focus and collaboration, ably guided by the newly minted Year 12 leaders, that every House project was a celebration of expression, creativity and skill. The inaugural House Festival Cup was presented to Florey House.

From Wednesday onwards, the focus of the week shifted to programmes designed specifically for each year and stage group. K-4 embarked on a journey centred on Discovery Learning with activities including; bush craft, circus school, dance, Lego engineering challenges and garden planter boxes, amongst many others. Students were captivated by the chance to have fun and learn so many different skills. Year 5 and 6 began their Survivor Challenge which pitted groups against one another in an array of activities including: obstacle courses, Minute to Win It and Shark

Tank competitions. The week was celebrated with an Oxley's Got Talent competition to help determine the winning teams from this incredibly fun and engaging programme. In the Senior School all students in Year 7 to 10 set out into the local outdoors and explored the Box Vale and Mount Alexandria trails or paddled on the Wingecaribbee River or Hoskins Reserve. This was followed by mountain biking, adventure races and initiative challenges to keep students outdoors and appreciating their local environment. Year 8 completed a day of Service Learning with students completing everything from a 21km Run For Life fundraiser for Ronald McDonald House to nature regeneration with Greening Australia and cleaning the trucks at the Exeter Rural Fire Service. There were eight service-learning projects and each one was a shining example of genuine service to our local community. For students in Year 9 and 10 the focus shifted toward projects inspired by the arts, practical skills and life-long learning. This was another chance for our incredible Staff to showcase their passions and personal interests.

Our Seniors undertook a similar journey and made the transition into Year 12 with Well-being Wednesday, Transition Thursday and Future Friday. These days engaged the incredible talents of a wide variety of local providers and our academic staff. OLE! Week in 2020 allowed every student to undertake their own journey of personal growth and was a testament to what can be achieved if every person gives their best to contribute in these uniquely challenging times. Thanks, must go to all the Staff involved in making this week possible, with recognition to the students who were incredibly engaged and well-behaved from Kindergarten through to Year 12.

By Christophe Gauchat



Junior School

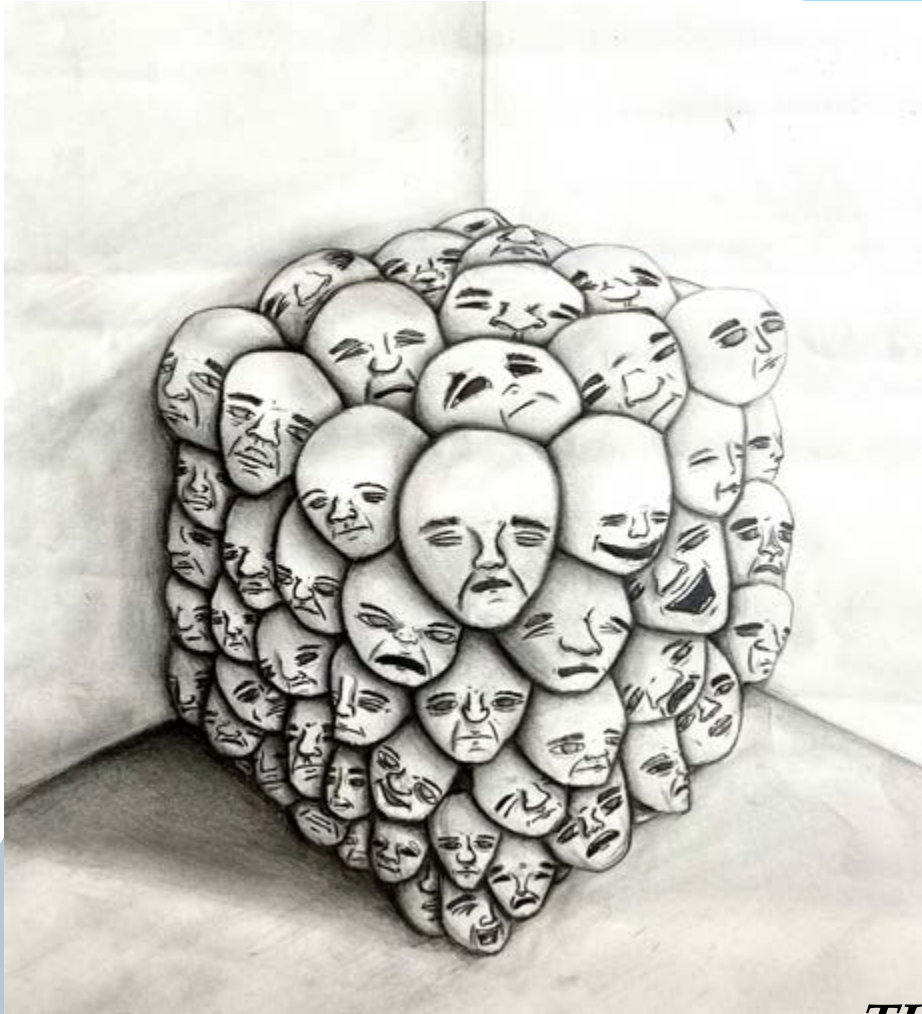


Senior School





VIRTUAL GALLERY



Untitled

Alister Hill, Year 10 2020.

Graphite on paper

This dynamic graphite drawing by Alister Hill of Year 10 is a complex and beguiling work that portrays an array of emotional states. By taking that which is so familiar to viewers; the human face and repeating it, claustrophobically bunched together in a corner, with an array of facial expressions, Alister holds and moves us around the huddled mass leaving us searching for a friendly face. Once we alight on one, we are quickly jolted away by the grimace, smirk or cry of the next in uncomfortable close, Covid unsafe proximity. The uniformity of the heads is used cleverly as a vehicle in which Alister houses the multiple expressions, each relatable and yet many repulsive. In this, there is a game of pull and push between artwork and audience ultimately leaving us stuck in the corner confronting all of which makes us human.

By Mark Hetherington

THE U.S.A ELECTION



The big question on everyone's lips: who will be elected the next President of the United States?

However, this question bears far more meaning than simply "Who is America's next golden boy?". The result of this election could have lasting impacts on the future of the American economy, ecology and sociology. On one hand, we have Donald Trump who, despite needing no introduction, was a former businessman (yet not a very good one, considering his businesses have declared bankruptcy no less than 6 times) and media show host. On the other, we have Joe Biden, nicknamed "Sleepy Joe" among others. Mr Biden was the 47th US Vice

President, accompanying Barack Obama in the White House.

What makes these two Presidential candidates different? After all, they're both old, white men pushing serious political agendas with strong backing behind each of them. What separates these two is not so much a difference in the quality of individual, but rather in ideology. Trump's Republican Party values the observing of social order, law and order and a 'free' market economy, with a particular focus on economic growth by the development and continuation of personally-run businesses operated by citizens of the country involving little to no government regulation. This model frequently fails to accommodate people on the fringes of society, especially lower-working-class people and racial/other minority groups. The irony is that many of these people actually believe that Republicanism will be their saving grace, for no other reason than that it supports the multi-billion dollar corporations which employ them. Meanwhile, they are still living in poverty working seven days a week for a company that cares not for their welfare, but for profit.

That's where the Joe's Democrats come in. The Democratic Party generally holds far more libertarian values (hence the term "stupid Liberals") and supports ideals such as equality in economic opportunity including the implementation of more progressive tax structures and social benefits schemes like state-funded health care, social security, decent public education and public housing. Democrats also tend to endorse action on important social issues such as marriage equality, environmental protection and racial equality, to name a few. This strongly clashes with Republican ideologies and policies, creating a huge divide between the voting demographic as many of you have probably noticed most recently with the Black Lives Matter protests.

Ultimately, the choice of future leadership is up to the American people. It will be interesting to see the outcome in less than a week's time. By Hugh Corbett Year 10

GOOD & OTHER NEWS



Legends and Legacies: Ben Quilty

About two months ago, I had the good luck of being able to interview Ben Quilty. He picked me up from school and took me to Bernie's for afternoon tea!! After a while there, he took me to his studio where I got to catch up with his two children, Joe and Olivia. Eventually, Ben and I took a seat and I got to interview him. Later on, after the interview, he asked if he could paint me. He used ink on paper and was done after 10 minutes. The painting is being donated to the Junior School.

Our term three Unit Of Inquiry subject was Legends And Legacies. We had to choose a Legend who we thought had a legacy. We looked all over the world for the right legend for us, but I didn't need to look any further than Robertson with Ben Quilty a local legend we are lucky enough to know.

Ben was a standout to me. I had previously known him personally, but I had never realised how much he really does for the world. Just researching him I learnt so many things that he does that anyone could do but doesn't think to do. The legacy of Ben's life, and which became clear from interviewing and researching Ben, is that through his paintings, he shows all the struggles in the world and through his fame, is able to present them to the world. He is a great person to look up to.

In my in-depth study of Ben Quilty, I learnt that everything that occurs in your life has a reason and you should always use it as a life lesson. Ben Quilty showed me that becoming a legend doesn't come from sport or being on TV, but by being a good person in the world and changing the world for the better. What I can take with me from this experience is that you don't need to be a millionaire or the most famous person in the world to be happy but to be happy, you should do what you love, even if everyone else thinks it is stupid. It is following what you love that will take you far.

Sam Harwood Year 6



Greening Australia

On Wednesday of OLE week, a group of Year 8 students embarked on a tree planting project along the Wingecarribee River. The original idea came from the Oxley Environment Group who had planned a project to coincide with World Environment Day back in June on the theme of 'Time for Nature'. It had been on hold due to COVID but with 25 willing volunteers, it seemed like a great opportunity to harness their energy and enthusiasm.

With the help of Greening Australia, we planted 400 trees at the Bray Fields and on private property that borders the Wingecarribee River. Greening Australia is an Australian environmental organisation, founded in 1982 to protect, restore and conserve Australia's native vegetation. One of Greening Australia's current initiatives is the Wall to Wollondilly project. This project is working with the local community to protect and restore critical habitat and improve the health of the Wingecarribee River. Wall to Wollondilly is engaging the local community, farmers and other private landholders, government agencies, and not-for-profit organisations. The project forms part of the Great Eastern Ranges Initiative which is bringing people and organisations together to protect, link and restore healthy habitats across 3,600 kilometres of eastern Australia. During the day we planted ten species of trees including Acacia Melanoxylon, Lomandra Longifolia, Eucalyptus Pauciflora, Banksia Marginata, Acacia decurrens, Callistemon citrinus, Eucalyptus amplifolia, Eucalyptus macarthurii, Leptospermum polygalifolium and Bursaria spinosa.

A special thanks must go to those people who helped make the project happen. Liam O'Connell (Year 10) provided the initial inspiration for the project, Ian Rayner from Greening Australia provided the expertise in the preparation phase and all the shrubs and tools on the day. Ian Royds, a former science teacher at Oxley and Landcare Coordinator provided his time and energy to guide us in our preparation and on the day. We are very grateful to Leslie Pongrass who granted us access to his property to allow planting and to Martin Butcher who helped prepare the planting sites by giving his time to clear vegetation and auger holes to make the planting more straightforward while the Oxley Maintenance Team helped to prepare the planting sites adjacent to the Bray Fields. Finally, Levi Reeves from All Scale Trees donated mulch which we used for the planting. In the coming weeks the Oxley Environment Group is looking at ways we can sustain these links and wider aims of the project in the longer term.

By Luke Suttie (Year 8)



GARDEN INSTALLATION

OLE Week Project

In addition to the many exciting projects that took place during OLE week, Junior School students began a garden installation project. 8 large planter boxes have been added to playground and every class K-4, have planted their own perennial flowering plant as well as making some curious creatures from clay and wire to decorate in and around the garden beds. Our busy maintenance staff have been supporting the students to tend the garden and we look forward to them being in full bloom with art installation creatures in place, in the coming weeks. Please see the progress being made so far in the images included here.

Back in the Pack

Silver Duke of Edinburgh's Award Adventurous Journey October 2020

Last weekend two hikes took place as the Year 9s embarked on their qualifying Bronze hike and the Year 10s and a few Year 9 girls including myself undertook the Silver practice hike. Finally, we were all able to get our hiking gear out and hit the trails again after a long hiatus.

Luckily, the weather was better than expected as we canoed down Minnamurra River under the clear sky on Saturday morning, leading into the afternoon with slight rain. Canoeing was very fun, and the company was entertaining and pleasurable which made 8km go by very fast.

We stayed at the Girl Guides campsite on Mt Kiera, which was very nice, but we got a somewhat humorous shock when we set up our tents and hopped inside to discover that bindies were coming straight through the tent. Before dinner we adventured around the campsite. A highlight of the trip was when we were cooking our meals and talking and just relaxing.

We got up bright and early the next day ready for the long hike along the coastal track of the Royal National Park. The weather was a bit more unpredictable on Sunday and it was very windy making it hard to walk along the track in open areas. We walked through forest which sheltered us from the wind and we also challenged ourselves by walking up Hell Hole which was extremely steep. Overall, we hiked 13km which all had us exhausted and relieved at the end but also satisfied.

By Lara Fisher Year 9



Summits and Plummetts

Bronze Duke of Edinburgh's Award Adventurous Journey October 2020

Summits and plummetts, sun and rain, relaxed evenings and rushed mornings, the Duke of Ed Bronze hike was certainly full of variety. Setting off from Kiama on Saturday morning, we were quick to climb steep ascents and drop down swiftly into beach-dominated valleys, repeating all throughout our journey south through Kiama Heights. One break and a change of leadership later, we began our journey over the Saddleback Ridge. Dominated by steep cliffs and sharp rises and descents, with breaks at the top of the hills becoming regular occurrences, looking over the vast, tree-less, hill-dominated landscape. One such break was our lunch stop, brought forward to eat before the storm, which never came. This interval was the highlight of many people's day. From there, we set off again over many headlands, moving up and down until reaching Werri Beach at Gerringong. From there, we travelled through the town along roads and footpaths, providing some reprieve from the previous topography. Then travelling along a main road, we descended into Gerroa for the evening.

After a night watching the AFL final and torrential rain, the journey continued southward. We entered the dense, forest-covered Seven Mile Beach National Park, which would dominate the rest of the day. Stopping occasionally at various picnic spots and clearings, the weather began to worsen, making the environment seem like somewhere out of Southeast Asia. Moving through the bush, the group eventually reached Shoalhaven Heads, our final destination. After a damp walk through the town, we finally reached the boat ramp. Even though there were many changes of mood (both natural and human!) on the journey, one thing for sure, it will certainly be a hike to be remembered.

Oscar Greenfield Year 9

NEWSFLASH

AFL

Gary Ablett Jr; Greatest of All Time/ AFL Grand Final

Gary Ablett Jr has well and truly earned the title as the greatest footballer of the modern era of AFL. After debuting in 2002, Gary Ablett Jr has played over 357 games of AFL in 19 seasons. His accolades further support his "G.O.A.T." status; as the first Gold Coast Suns captain, dual premiership player, dual Brownlow Medallist, five-time Leigh Matthews Trophy winner, three-time AFLCA champion player of the year award winner and eight-time All-Australian. There is no doubt Gary Ablett Jr played up to his name, his father Gary Ablett Sr also known as one of footy's greats for his brave style of game and impeccable marking ability. Gary Ablett Jr, cited wanting to spend more time with his family as the primary reason for his retirement; his son Levi Ablett being diagnosed with a severe degenerative disease earlier this year. Ablett played his last game on Saturday, his prolific career mounting in the Grand Final where the Geelong Cats faced Richmond in a fiery clash; a potential win cementing Ablett's legacy. However, within the first five minutes of the games opening term Ablett was brought to the ground as a result of the opposition's Trent Cotchin's tackle and clutched at his left arm in pain as he was lead off the ground. Despite this, Ablett later returned to the field to rapturous applause helping Geelong to achieve a lead at half time. The Fairytale quickly drew to a close, as Richmond increased their pressure against Geelong and ultimately took home the premiership in a heartbreaking win against the cats.

By Pearl Bendle Year 11

NRL

The result of Sunday's NRL Grand Final has been subject to many different perspectives and indeed directions of scrutiny. For some, it was just another fraud of a match to add to the impressive tally of Melbourne Storm "victories". For others, it was a well-deserved win orchestrated by arguably the best coach and captain duo of all time. For me, I think a number of ingredients combined to make the perfect Storm (excuse the pun) win.

First of all, I think that the Storm came out of the blocks fast. Now, I will note that what must be expected from both these teams in such a prolific match is an extremely powerful performance from the forward packs. I believe this was certainly met, and then some, with the Storm and Panthers forwards combining for 388 post-contact metres in the 1st half alone. Now, the thing is, the Panthers looked the stronger side in this area, and I don't believe the scoreboard showing 22-0 Storm's way accurately reflected this effort whatsoever.

What I believe what it came down to ultimately was an insane amount of luck on the part of the Melbourne Storm. Yes, there was certainly some individual flair from backline powerhouses such as Ryan Papenhuyzen with his miraculous try in the opening minutes of the second half. However, let's be realistic, Storm's first score came off a questionable penalty try at the three minute mark, they then recorded a penalty goal after an equally suspicious call for "offside" against Viliame Kikau, which is not logically possible because he did not receive the ball from his own player but rather from a loose carry by Brandon Smith. Nevertheless, Melbourne then scored off a pass intercept finished off by the Flying Fijian, Suliasi Vunivalu (which could have easily resulted in a Panthers try at the other end had the pass been properly executed). Finally, to effectively finish the Panthers' hopes of a comeback was the dropped-ball try by none other than Cameron "Referee" Smith. Although it was a legitimate score, when reviewed by the TMO, it too could have had a very different result.

The Panthers bravely attempted to mount a comeback, snatching 4 tries in the final 30 minutes. However, the score line in addition to a number of silly errors and the ravaging Melbourne defence proved too much, bringing the final score to 26-20. By Hugh Corbett Year 10



WEEKEND SPORT

This weekend was the start of the summer season. Due to COVID-19, we have not started a normal ISA season, however, we still have commenced the start of a summer season. Our teams will be playing in another local competition against Chev and Blue Mountains, and the boys cricket and touch will also be playing against St Gregory's. The first weekend back for our girls basketball was a bit tough, with the Firsts losing to Chev 65-10, and the Inters losing to Blue Mountains 36-18. However, all the girls kept their heads up high, showing the Oxley spirit until the end. The Firsts boys basketball defeated Chev in a great win, 85-47! Great start to the season boys! First cricket started off well against Chev, however 17 overs into the game, it was cancelled by rain. Good luck next weekend boys!

Senior boys touch played two games, against Chev As and Bs, they lost to the As (12-3), however finished with a win against the Bs (10-8). Unfortunately, Will Dowe did not get to play both games, or even much of the first game due to dislocating his finger in the first 2 minutes of the first game. Get better soon Dowe!

For the girls touch, each division of teams played each other. Junior B white was defeated by junior B blue (8-3), and junior A blue was defeated by junior A white (6-3). Due to many of the girls in the senior teams being away on Duke of Ed over the weekend, they played on Tuesday, senior A white defeated, senior A blue, 8-3, however the game was much tighter than the score showed, both teams playing some excellent touch footy!

Well done to all the teams this weekend! It's great to have some sort of season for us all the look forward to. Train hard this week, and good luck for the next game!

By Liv Bow Year 10



AUSTRALIAN GEOGRAPHY COMPETITION

Earlier this year our Year 7, Year 10 and Year 11 students tested their geographical skills and knowledge against students from around Australia in the 2020 Australian Geography Competition. Despite COVID, over 65 800 students sat the competition and we have a significant number of students who performed to a very high level with 18 students being awarded a high distinction and 14 awarded a distinction. In Year 7 Abigail Hunt's result placed her in the top 6% of students across Australia in her year level while Mackenzie Kane's result placed him in the top 2% of students across Australia in his year level. Geography is an important subject because it develops in students a holistic understanding of the world around them and their place in it and we congratulate all students who took part. By Ruth Shedden