

# PIN OAK

*OKLAHOMA!*



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## NEW STAFF

Get to know them...

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## SPORT

Softball, Tennis and  
more

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## ART

drawing

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# CANVAS

## CANVAS PARENT SIGN UP

This year we have moved to a new system where parent observer accounts have been created for all parents to observe their children's learning on Canvas. This system makes it easier for parents to start accessing Canvas which allows you to keep abreast of what your child is learning and in the Senior School, know key assessment dates or when academic prep is due.

### What does this mean for existing users?

If you already have a Canvas parent account, nothing has changed. You still login with the same credentials. For parents who have been observing one or more children, and now have an additional child starting at Oxley, you will automatically be observing their classes and no longer have to 'pair' with your child's Canvas account.

### I'm a new user, how do I get started?

If you have never had a Canvas account, you will have received an email in early February with details of your login, password and the link to the parent login page. Unfortunately, some email servers deemed this 'junk' so please check your spam folder. Included in the email were instructions for downloading the mobile app and logging in.

### Where do I get more information?

Information on how to log in and how to use the Mobile apps can be found on our E-Learning page on the College's website <https://www.oxley.nsw.edu.au/learning/e-learning/>

We will also be running a parent canvas information session for Year 7 and new parents in the coming weeks, please email [natacha.brochard@oxley.nsw.edu.au](mailto:natacha.brochard@oxley.nsw.edu.au) if you are interested in attending.

## Visitor to Oxley - Mia Healey

A few weeks ago, we received an unexpected visitor at Oxley. Mia Healey, Class of 2016, returned to pick up her letter to herself written in Year 7. Mia is now a well known actor starring in the popular series The Wilds. There was great excitement when she arrived out of the blue in the Year 12 Drama class. She was clearly delighted to see her Drama teacher Mr Cunich and also our then Deputy Head,, Mr Ayling!



## Winter Uniform - Term 2

A reminder that it is compulsory for all students to change to Winter Uniform for the start of Term 2.

The Oxley Shop is open Tuesday-Friday 8.30am-4.00pm. It will also be open during the upcoming holiday. No appointments necessary. Trousers for girls in Year 7 - 12 are now available.





## HEAD OF COLLEGE'S REPORT

Since last Friday when I wrote to parents, it has been hard to miss the ongoing discussions around teenage interactions, and specifically consent, that have been dominating the news cycles. What has been equally as concerning is the parallel story line of this same theme which has been playing out in Parliament involving both staffers and politicians. The prevalence of this problem highlights the societal issues we face and the importance of addressing respectful relationships at all ages and more specifically consent, and that a single discussion is not enough. Just this morning, I joined a webinar with Police, all education sectors and Government officials to discuss how we can develop strategy for significant cultural change. There is a strong commitment between all groups to come around the table to acknowledge the seriousness of the situation and to take decisive action for the benefit of our society. The Association of Independent Schools of NSW have also set up a special unit to provide support to all schools so we can make a strategic evidence-based response. This conversation will be ongoing, and I am committed to partnering with parents to make our community a safe and equal place for everyone.

The google doc compiled by Chanel Contos makes for harrowing and distressing reading and should shock and concern all of us as a society. While the initial stories were confined to the single sex schools in the Eastern Suburbs of Sydney, as others joined the petition it showed that this is a wider spread issue which straddles all school sectors: single sex, coeducational, independent, and public, city and regional, making it something that we need to both acknowledge and question to whether we are doing enough with and for our young people. As I have said previously, having moved from a single gender environment to a co-educational school and seeing much more natural interactions and healthier relationships between our boys and girls, it would be easy to think our community is unaffected, but this would be naïve at best and ignorant at worst. From the events of the past fortnight, we all have a responsibility to do more!

At Oxley College we currently educate our young people about respectful relationships including consent in PDHPE from Year 7-10. Topics include #Respect- Healthy relationships in Year 7, Heads Up!- focus on mental health and Drug Use in Year 8, Teen Talk (relationships, social media etc) and Year 10 Safe Choices and Risky behaviours. Cornerstone also provides important opportunities for discussions around ethical and moral issues and these open discussions help our young people shape their character and moral compass. In 2021, we are initiating Friendology, a new programme in our Junior School based on healthy friendships from UR Strong to provide our students with the explicit skills and language to navigate their friendships and relationships in a respectful and positive manner.

As a school, we also bring in a range of leading speakers on many of these topics including Brent Sanders who speaks to older students and parents about issues of harassment, respect, and self-discipline. Next week, we have ySafe coming into talk to parents and students about Internet Safety and keeping our young people safe in an online environment. I encourage parents to read the Head of Senior School's article in this week's Pin Oak on ySafe. We are also investigating getting Maree Crabbe to come and speak to our parents and students about pornography and young people.

However, we cannot do this alone and we must work together with parents and families to educate our young people. Each child is different, and as parents know their child the best they can then determine when and how soon these conversations should take place.

Conversations between parents and their children are vital in helping young people to learn and grow but it can often be daunting as no one gave us a rule book on how to approach them. The advantage is that if it is just you and them, they have the opportunity to ask any questions and also to hold a

minimum of 50% of the conversation.

While these conversations can be difficult to navigate and you may have found that as your young person hits their teens, it is almost like there is a language barrier between you - at the time when you most need to be having conversations. It is important that you don't let your (or their) sudden lack of vernacular fluency thwart you from trying to have these important conversations.

To help you here are some tips; Rather than diving directly into your stance or beliefs on a topic, start with your curiosity around it, and ask their opinion about some aspect of it. Ask open, non-judgemental questions and build up from there. Signal to them in advance that you would like to discuss something with them and give them a couple of time slots to choose from, but with a finite time. Try to then have these conversations when you are facing in the same direction: in the car, walking the dog, doing the washing up. This makes it less confronting for all of you.

Making the conversation relevant and age appropriate is key to having a meaningful exchange. It may be that you are talking about respectful friendships and what it is acceptable to do and say with peers, as a starting point. Older children will need to be addressing peer pressure and expectations as a launching place. Discussions surrounding drugs and alcohol will need

to be included, along with how these can change an individual's behaviour and attitudes in certain settings. Pornography is also another topic which is so important to have conversations about especially given the statistics around the fact that our young people are often exposed (not always intentionally) from a young age and how this can set unrealistic expectations around sexual relationships. Embarking upon any of these conversations it becomes obvious that consent is woven throughout them, and highlights that it is rarely a stand-alone topic.

Protective behaviours and consent can be spoken in an age-appropriate manner from a very young age. The simple lesson of not touching other people or

their things, without getting their clear permission, can pave the way for future more challenging conversations about sexual consent.

To help parents, I have included a series of resources which may be useful in a range of conversations around respectful relationships that will suit different age groups. I encourage you to have a look at all of these.

Resources:

<https://www.women.nsw.gov.au/makenodoubt- good clear descriptions around sexual consent>

<http://www.consentiseverything.com/ - a tea analogy of consent suitable for parents with younger students>

<https://itstimewetalked.com/parents/ Pornography and young peoples exposure>

<https://youtu.be/q64hTNEj6KQ Porn sex v real sex: The differences Explained with food>

<https://parents.au.reachout.com/common-concerns/everyday-issues/ things-to-try-talking-about-sex>

<http://doingdrugs-darta.blogspot.com/ Paul Dillon's Blog>

Oxley College is committed to doing more and as such we will be active participants in the ongoing dialogue and will be looking closely at our programmes to see how we can strengthen our commitment to ensuring our young people are equipped and understand how to build respectful relationships. I look forward to sharing more work in this area over coming months.

By Jenny Ethell, Head of College



## HEAD OF ACADEMIC AND INNOVATION



### Creativity

At Oxley, we speak often about being life-long learners. We talk much about thinking skills and deepening our understanding of concepts. Increasingly we focus on the interplay of effort and achievement. This week though I have been prompted to think about creativity, original thoughts and how we organize ourselves as we produce an important piece of work, an assessment task or a project. We have seen evidence of this during our latest production, in the submission of Year 12 Assessment tasks in the myriad of projects and inquiries already underway in classrooms across the College.

I reflected on one of my favourite TEDTalks as a “must see” for all those in the pit of wondering just where to start, whether they can ever come up with an idea, and those who feel they just aren’t “creative”. The link below will take to the talk by Professor Adam Grant, an organizational psychologist on “The surprising habits of Original Thinkers”:

[https://www.ted.com/talks/adam\\_grant\\_the\\_surprising\\_habits\\_of\\_original\\_thinkers?language=en](https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers?language=en)

In his talk, Professor Grant tackles the idea of an original thinker, and introduces us to the characteristics of those he calls pre-crastinators and pro-crastinators. I was intrigued to hear about this as I have often had conversations with parents and students about the different approaches we all have to the things that have to be done. Some of like us to race into tasks, while others put it off until the last moment (like me writing this article). Grant’s research seems to indicate that “original thinkers” are somewhere in the middle. They start a task, put it aside for a while to let the ideas consciously and sub-consciously permeate their thinking, all the while (even though it doesn’t look like it) creatively solving the issue.

My take-away learning, amongst many, would be that perhaps an idea for all of us might be to support an

approach which starts a task, an assignment, a project, but when we get stuck, to let it rest for a while and then come back to it with fresh eyes and hopefully a more original way to approach the issue.

Grant also argues that research indicates original and creative thinkers have doubts and fears. This too is a useful notion to ponder for learning. Doubts and fears in students about learning often comes from not understanding what needs to be done and not having the knowledge to make an informed decision. It is normal to have doubts and fears and still be an original thinker and creative. Our role as teachers and parents is to recognise these doubts and fears and help students through with strategies to manage these feelings so learning can be maximised.

Finally, Grant’s research suggests we can never have too many ideas to be creative and original. The more ideas you generate, the more options you have. In the context of learning though there comes a time when it is best to suspend ideas, to pick a couple of good ones and act on them in the context of the task or issue at hand, to place a mark on that still blank page.

With these ideas in the background of our minds, I encourage families to talk about the “crastinators” and original thinking. Let’s work together to help young people become confident and bold in using their own ideas, generating original and creative responses to issues which will enhance understanding and most importantly, their learning for the future.

By Kate Cunich, Head of Academic and Innovation



## HEAD OF SENIOR SCHOOL



# ySafe

### ySafe Internet Safety Presentations: Monday 8 March

Internet safety is the responsibility of all members of the community – students, schools and parents - so I am pleased that Australia's leading education provider in cyber safety is coming to Oxley on Monday 8 March to deliver a series of tailored workshops to all students in the Senior School, as well as staff and parents.

On Safer Internet Day this year (Tuesday 9 February), the eSafety Commissioner published The Digital Lives of Teens, a report based on a survey of over 600 12-17 year olds in September 2020. I shared some of the findings of this report with the Senior School at the assembly in that week. Here are some of the key findings from that report:

#### Online lives:

- Teens spent an average of 14.4 hours a week online
- 8 in 10 played games online with others

#### Social Media:

- Teens used an average of four different social media services – YouTube, Instagram, Facebook and Snapchat remain the most popular app/platforms
- TikTok has shown the greatest growth, from 12% of teens in 2017, up to 38% in 2020
- 44% of teens had a negative online experience in the six months to September 2020

#### Online experiences:

- 44% of teens had a negative online experience in the six months to September 2020
- The top three were being contacted by a stranger or someone they didn't know (30%), receiving inappropriate or unwanted content (20%) and being deliberately excluded from events/social groups (16%)
- More than 80% teens took some form of action after a negative online experience

- 9 in 10 teens had engaged in at least one type of positive online behaviour

- Nearly all teens who had a negative experience online engaged in positive online behaviour afterwards

- 75% of teens want more online safety information from trusted sources

Source: <https://www.esafety.gov.au/about-us/research/digital-lives-aussie-teens>

Those of us born before 1980 are considered 'digital immigrants' to the internet age, whereas our children are digital natives; they are growing up in a society saturated by digital technologies<sup>1</sup>. However, growing up in this world does not mean that they acquire the skills or insight in managing their online lives without the education or wisdom of the adults in their lives. The screen can create a false sense of security such that young people may say or do things online that they might never do or say in 'real life'.

Keeping informed and up to date in this ever changing online world, understanding its immense benefits and risks for young people, effectively managing their online behaviour whilst also equipping them with the skills they need as adults, is arguably the greatest challenge of parenting in the 2020s. The difference between the childhoods of digital natives and their digital immigrant parents means that no previous generation has faced a challenge quite like this. Indeed, those parents with multiple teenagers may have experienced the significant difference between, say, the online world of their 15 year old child in 2017 and their 15 year old child in 2021. Last year a Year 12 student told me, wide-eyed and incredulous, how 'Year 7s today' were using platforms and social media they had not even heard of, and how different it all was from when they were in Year 7!

The ySafe presentation to parents will include the most up to date information for parents to promote safe internet use, including social media, cyberbullying, managing screen time and maintaining a cyber-safe home and comes highly recommended.

The parent presentation will be held at 5.00pm on Monday 8 March in the Orchestra Room. Please RSVP to [college.services@oxley.nsw.au](mailto:college.services@oxley.nsw.au) if you would like to attend and sign in using the QR code on arrival. Please note that this presentation is face-to-face only.

For more information:

ySafe: <https://www.ysafe.com.au/aboutus.html>

eSafety Commissioner parent portal: <https://www.esafety.gov.au/parents>

1 M. Prensky, 'Digital Immigrant, Digital Natives', On the Horizon (MCB University Press, Vol. 9 No. 5, Oct 2001)

By Mark Case, Head of Senior School



# JUNIOR GALLERY







## Weekly Awards

### Learning Journey

K: Ronnie Fragar  
Yr 1: Jordan Pope  
Yr 2: Max Curr  
Yr 3B: Luca Sicari  
Yr 3R: Sophia Bagnall  
Yr 4A: Eloise Richards  
Yr 4W: Mariella Vlahakis  
Yr 5C: Lily Moore  
Yr 5N: Anna Clark  
Yr 6H: Tilda Pope  
Yr 6S: Oliver Henderson

### Oxley Values

K: Alessia Sicari  
Yr 1: Esther Saviana  
Yr 2: Emily Wright  
Yr 3B: Clementine Paterson  
Yr 3R: Bianca Bode  
Yr 4A: Jemima Anson  
Yr 4W: Levi Olsen  
Yr 5C: Rory Shedden  
Yr 5N: Freddy Florida  
Yr 6H: Henry O'Riordan  
Yr 6S: Joel Ramear

### Excellence in:

#### Art

Sterling Bryant  
Amelia Gordon  
Sapphire Sparke

#### Japanese

Edward Boot  
Archie Adams

#### PE

Claudia Carpenter  
Oscar Le Guay  
Magnus Rasheed

#### STEM

Harrison Peebles  
Thomas Berry



## HEAD OF JUNIOR SCHOOL

"When the uncapped potential of a student meets the liberating art of a great teacher, a miracle unfolds."

Mary Hatwood Futrell

### Spotlight on: Building Student Potential

Core to our philosophy of teaching at Oxley College, is a belief in the capacity of every child. An OECD 2018 report showed that students thrive in schools where there is a fundamental belief in the capacity of children and where there are high expectations of all students.

At Oxley, these are articulated through the Visible Learning model. Learning intentions and success criteria allow our students to know what they are learning and where they are heading, and to understand the depth to which skills and concepts can be mastered. Success criteria allow different 'entry points' into new learning, giving children who need it, more time to master surface skills, while providing others who are ready for challenge, opportunities to synthesise concepts at a deeper level. Please see examples from Stage 2 this week, as they explored levels of mastery within addition and subtraction.

Differentiation, which underpins all teaching and learning, and which has been an area of keen interest for staff at Oxley for many years, is a 'framework or philosophy' that enables, 'students of all levels to attain their full potential' (Munro as cited in Taylor, 2017). For teachers, it means actively, 'providing multiple learning pathways so that students can have access to the most appropriate learning opportunities commensurate with their capacity to learn' (Munro, 2012). Informed by latest research in this area, and as student needs come to light at Oxley, we continue to refine our approach.

In 2020, some Junior School staff investigated our assessment data to bring to light broad areas of academic need. Mathematics and Spelling emerged as areas for our attention. I outlined last month, how we intend to spotlight Spelling in 2021 through a research collaboration with Dr Tessa Daffern from The University of Wollongong, and in Mathematics, we will provide an evolved approach to differentiation and extension for all Junior School students.

To build a love for, and engagement with Mathematics and Science from the early years, STEM lessons have been introduced in 2021. In Mathematics lessons, the strengths of our expert teachers are maximised through a co-teaching model, where teachers work with students across the stage cohort to enable them to grasp, master and deepen their understanding in stage and beyond-stage curriculum outcomes. Macro lessons, followed by fluid clustered groupings or 'mini master classes', allow students to engage at various levels of readiness. Staff teams meet on a weekly basis to review regular pre- and post- assessment data available, to inform teaching and that allow us to respond to student needs and capacity, in a nuanced manner.

### Enrichment Opportunities

Some students who learn content quickly in class and who may need to be extended further in an area of special interest, may be identified by class teachers and gifted and talented specialists within the College through assessment and class observations. We offer a range of opportunities in enrichment and extension programmes that allow children to dive deeper into areas across the curriculum. In addition, children working beyond grade or stage level, may be invited to work on specialised in-school and inter-school projects in History, Science, Mathematics, Philosophy, Debating, Writing and more. A letter of offer to take part in a variety of these opportunities are sent to families throughout the year.

OECD. (2020). PISA 2018 Results (Volume V): Effective Policies, Successful Schools. PISA: OECD Publishing, Paris.

Munro, J., (2012). Effective strategies for implementing differentiated instruction.

Accessed at: [http://research.acer.edu.au/cgi/viewcontent.cgi?article=1144&context=research\\_conference](http://research.acer.edu.au/cgi/viewcontent.cgi?article=1144&context=research_conference)

Taylor, S. (2017). Contested Knowledge: A Critical Review of the Concept of Differentiation in Teaching and Learning. Warwick Journal of Education-Transforming Teaching, 55.

By Katherine Halcrow, Head of Junior School



## 2021 NEW FACES

WE ASKED A FEW OF OUR NEW STAFF SOME QUESTIONS TO GET TO KNOW THEM...MORE TO COME IN THE COMING ISSUES.

### MR NATHAN SIEVERT TEACHER OF PDHPE



**What have been your initial perceptions of Oxley?**  
Exceptionally friendly and respectful community. Great leadership from the senior students. There's always something happening for either students, staff, or parents within the community.

**When and how did you first become involved in education?**  
I had a very physical childhood growing up in the country and always had to be physically doing something. I was also pretty quiet and was never really an extrovert, meaning I didn't quite fit the mould of a typical sportsman. I knew that I could use something such as coaching and teaching to connect me more to the things I loved doing ie. health and sport. For a lot of my sporting career I was injured so I wanted to use my experiences, knowledge and skills to help other people.

**Which aspects of education have changed the most since you became involved in teaching?** We live in the age of technology and media. As such, students have access to every bit of information in the world. Unfortunately, not all information is reliable and valid and we must educate young people on how to gain information and use it appropriately. There has also been a push to seek reliable information to plan, perform and reflect upon the content/concepts they are learning about. This is particularly important in PDHPE looking at things involving nutrition and fitness. This allows for a deeper understanding of concepts and allows the content to be more relevant and engaging.

**What's the most memorable aspect of your own education?** I've probably learned more from my failures than my own successes. Everyday life is an ongoing education process and apart from the experiences I had at university, learning to be accountable for my own education in an environment that is pretty unforgiving is the most memorable aspect I would say.

**What traits do you most admire in a person?** Honesty and Empathy – You always need to know where you stand and have the ability to know where someone else is standing.

**What skill would you like to master?** In golf, the bunker shot.

**Do you have any hidden talents?** I've been in a rock band for most of my life and play guitar & bass. I was also pretty good at Javelin throwing until I injured my elbow.

**What is on your bucket list for the future?** In the short term, playing every golf course in the Southern Highlands. In the long term, going for a road trip around the USA with my wife and two daughters.

By Sienna Danaher, Year 7

### SENSAI TEACHER OF LANGUAGES



**What have been your initial perceptions of Oxley?**

The school is beautiful, it welcomed me with a very friendly warm culture. I love the school.

**When and how did you first become involved in education?**

I finished uni more than 20 years ago and came to Australia in 1999. I then studied at university until 2002 and became a teacher. When I was in Japan I became a qualified primary teacher but I decided that sharing the culture of Japan in Australia was what I wanted to do. Even though I am not carrying the weight of Japan I feel as though my job is very important for I am teaching the next people that could work in jobs, and live in Japan.

**Which aspects of education have changed the most since you became involved in teaching?**

Fundamentally I feel the same teacher student relationship as when I began teaching. I was working in Victoria last year so the online learning caused a shift in how I have to teach, but I still very much believe in hand writing everything and a teacher having a pen and writing on the whiteboard. My approach to teaching has always very much been the same.

**What's the most memorable aspect of your own education?**

I felt inspired by my teachers growing up, I still keep in contact with many from primary middle and high school. I also grew up being the oldest cousin on all sides of my family so I grew up taking care of them and looking after them. When I was growing up I thought that I would do age care as my job but then someone told me that "kids are the future" and it resonated with me.

**What traits do you most admire in a person?**

I admire passionate people especially when teaching Japanese.

**What skill would you like to master?**

When I was looking at the website before I came to Oxley I saw the bagpipes and knew that was what I wanted to join, I have spoken with the bagpipe instructor but I am not sure if I have enough time to do it, for I have a young child.

**Do you have any hidden talents?**

I play piano, saxophone, pianica and recorder. I used to be a swimming teacher and I was a good high jumper when I was younger.

**What is on your bucket list for the future?**

I want to go to Mars.

By Tika Conway and Amelia Dow, Year 8



## GENEVIEVE WHITELY DIRECTOR OF STUDENTS 7-12



### What have been your Initial Perceptions of Oxley?

I think this place is fabulous. It's wonderful, the students are friendly, the staff are friendly, everybody is so kind. The gardens are beautiful. All very very positive, it is a wonderful place, and I am lucky to be here.

### When and how did you first become involved in education?

Interesting question! I actually started doing a different degree when I was at university. I did want to become a teacher but when I was in Year 12, I didn't want to tell anybody I wanted to become a teacher because it was really uncool. So, I actually started and did several years in another degree, Bachelor of Applied Science, and Textile Management at UNSW, then realised I didn't want to do this for the rest of my life. I realised I really liked education and wanted to be involved in education. That was when I decided I was going to become a teacher, and this is the story!

### What aspects of education have changed the most since you became involved in teaching?

Good Question! A much greater focus on the wellbeing of the student, which is my wheelhouse and the thing that I am most passionate and most interested about. Although I am just as passionate about maths! The way students are taught, there is not as much chalk and talk, there is more collaboration and things like that. Mostly I think the thing that has changed is a focus on the whole child verses just academics.

### What is the most memorable aspect of your own education?

Nothing I can say that should go in the Pin Oak! I guess one of the things is that I have become a significantly better student the older I have become. So, I wasn't maybe the most studious in Year 11 and 12 by any stretch of the imagination, but as I have done each of my degrees, I have actually become significantly more interested in learning and, I think I am a much better learner now than I was when I was younger. I think that is something that helps me to communicate better with students because, I get it but, I also know where else you could get to. So, it's great if you could embrace that slightly earlier in life than I did!

### What traits do you most admire in a person?

Honesty, empathy; being able to understand where someone else is coming from. A sense of humour, because I think that gets you through a load of things, and gratitude as well, if you can be grateful for what you have got you understand your place in the world and how you can also give back.

### What skill would you like to master?

Spanish. I would love to be fluent in Spanish, that is my life goal, which I am not doing a very good job at. If I could be fluent in Spanish, not for any reason except it would mean that I have accomplished something, I have been half-heartedly trying for a while. At the moment it is very poor.

### Do you have any hidden talents?

They seem to be pretty well hidden! Ummm. I mean I can write backwards! I can do mirror writing. When I was a kid, I used to send postcards and would write backwards in them so that the postman couldn't read them! So, then when my friends would receive them, they would have to hold them up to a mirror to read them. I can write backwards at the same rate I can write forwards.

### What is on your bucket list for the future?

Mostly travel to be honest! Which is you know, off the cards right now. I have travelled to a lot of countries but there is still pretty much every other country to go. I love travel. I went to North Korea, which was nice and random, certainly is a good conversation starter. North Korea is actually fascinating, as long as you play by the rules, it is just this incredible veneer of what a country should look like. I found it fascinating. A couple of years ago I went to Russia, Mongolia and China and went on the trans-Siberian railway, which was amazing, I loved Mongolia. Russia was fabulous too. I have also spent a chunk of time in South America which was what I was trying to learn Spanish for, which was kind of getting there, but I need to get back into it. So much of the world I would love to see. So, I guess my bucket list is really just on a broad base travel. I mean with COVID obviously it's been hard, I mean I took a road trip through all of regional NSW in October just to do something. I would just like to travel, anywhere really that I can get to, I have been so lucky with the travel I have done.

By Jillian O'Connell, Year 11



## MR SCOTT NASH TEACHER OF DESIGN AND TECHNOLOGY

### What have been your initial perceptions of Oxley?

Oxley strives for excellence; you are not alone and it's not all uphill. There are resources and a wide array of well experienced people (both senior and peer) to assist you.

### When and how did you first become involved in education?

After completing kindergarten.....

During my Design degree I was involved with tutoring programmes with the local highschool. I have also volunteered at my children's primary school with reading support and design projects.

### What's the most memorable aspect of your own education?

Being in the classroom with an inspired and tired musician who shared his love of the discipline and the creative potential from learning it. I can picture his head bobbing with eyes closed as he listened to a recorded piece or performance. I still have a copy of his review of an arrangement I performed with a trombone from Year 11.

### What traits do you most admire in a person?

- Empathy
- Dry humour & wit
- Loyalty

### What skill would you like to master?

- Fillet welds for bicycle design
- Upholstery – the frames last but chairs are discarded too soon

### Do you have any hidden talents?

- Shopping – I am boss of this in my house

### What is on your bucket list for the future?

- To build a rainbow bass from Australian timber
- Learn to tie my own tie...

By India O'Brien, Year 11

## LOUISA DE HAAS ART AND STEM TEACHER OF K-6



### What have been your initial perceptions of Oxley?

I left Oxley Year 12 in 1999, and I am so happy to be back now in my role as a Junior School STEM and Art teacher. If someone had told me in 1999 I'd be working here again, I'd most likely be surprised but secretly pleased. I loved school, I loved Oxley and I still do. It has a lot more facilities than when I was here but it's got the same feel. It's still full of people who are allowed to be themselves and staff who are honestly interested in who their students are, and who they are becoming.

### When and how did you first become involved in education?

Leaving school I began a Bachelor of Architecture. After baulking at the physics in the course I completed a Bachelor of Arts, majoring in Modern History and also in Film Studies. As a child I'd desperately wanted to be a teacher, but that had waned in high school, as sought new experiences. During a stint as an Account Manager for a charity fundraising company, I found myself wistfully watching the local students playing t-ball with their teacher in the inner city park. It took me a few more years, and some time in London to commit to coming back and starting my Masters of Teaching (Primary). Best decision ever.

### Which aspects of education have changed the most since you became involved in teaching?

Like most of the world, the technology has been a huge shift. The amount and scope of content available to students now, has meant an exciting shift in education. We can all 'google' or 'share' anything now, so rather than simply remembering things, students need to learn to be critical and reflective thinkers, to be creative and entrepreneurial and have a strong sense of self.

### What's the most memorable aspect of your own education?

I guess it's no surprise that I loved Art and Design and Technology, but I also put my hand up for a lot of extra curricular at Oxley and was in every House play, major production, and even went to Nationals for the Shakespeare competition. I loved senior vocal group, choir, house singing, public speaking, mock trial. I remember enjoying the later years of school particularly, when you had more choice/focus in your subjects, and when you were encouraged to have real, philosophical conversations with your teachers.

### What traits do you most admire in a person?

Anyone who is unapologetically in their own skin, open minded and successful yet always honest and humble. Someone who strives to be the best they can be, and help others along the way. What's not to love about that?

### What skill would you like to master?

Dutch! My husband is Dutch and I've given the language a red hot go over the years. He's adamant I know more than I think I do, but I'm still not too sure about that.

### Do you have any hidden talents?

It's not always so hidden, but I am a painter. I also used to make jewellery for my label Louisarose and Co. We are currently renovating and building me a studio, so I am really looking forward to getting back into more of both.

By Matilda Lambie, Year 6



## MS JODIE SWAN TEACHER OF VISUAL ARTS

### What have been your initial impressions of Oxley?

Extremely lovely grounds, really lovely well-mannered students and a very happy staff. Overall a very positive learning culture.

### When and how did you first become involved in education?

So, this is my second career; I started working in uni as a video editor and decided to retrain as a teacher after about five years in that industry because I was looking for something more meaningful. I retrained and just did a bachelor's degree because I'd already trained in art and it all went from there. I'm very happy to of had industry experience in my field, but the move to education was the right one for me.

### Which aspects of education have changed the most since you have become involved in teaching?

I haven't been teaching as long as some - but I would say there is more of a focus on the student being the centre of learning.

### What is the most memorable aspect of your own education?

Lunch time in the arts room. I had a wonderful arts teacher from Years 9-12, Mr Linch. He's

still a teacher in the Central Coast. I remember I used to love his lessons, he had an open door policy so we could come in and work on our art at lunch

### What skill would you like to master?

I really enjoy sewing, its one of my favourite past times and hobbies, but I'm self-taught so I'm no master at it. So I would like to master my dress making skills, I would love to become more refined, at the moment I'm sort of just making it up as I go.

### Do you have any hidden talents?

I guess I would go back to my previous answer and say my dress making skills. A lot of people don't know I make my own clothes. (Ms Swan also has another top-secret skill, but unfortunately, we don't have clearance to reveal it).

### What is on your bucket list for the future?

More travel once the borders open! There are so many places I want to go. I want to see more of Europe, would love to go to France and see Paris - more of a true side of France but that's all in good time.

By Violet Fitsimmons, Year 8



# OLD OXLEYAN

## LIZZIE GOODFELLOW Class of 2009

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

I am the Founder and Director of bespoke social media agency, Oakwood Digital, which empowers regional small business owners to grow their dream businesses through the power of digital media. Prior to starting my own business, I was a high-level strategic communicator, in roles including Media Advisor to the Foreign Minister and Minister for Women, and Head of Communications for the British High Commission in Australia.

**What is your biggest achievement since high school?**

I have had some amazing roles and opportunities in my career, including leading on a visit from (now British Prime Minister) Boris Johnson, running the communications for the UK team for the Invictus Games and being part of the winning team for the bid of \$35 billion worth of British-designed warships. But the biggest achievement would have to be building a successful business from scratch that supports regional businesses and their communities. Being able to use my experience and skills to have a positive impact throughout regional Australia is something I'm really proud of.

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

I never had such a clear direction at school. I was that student who tried everything, couldn't choose a clear path, and ended up having a wonderful time broadening my mind with as many different things as I could. I struggled to choose my final year subjects because I couldn't decide what was the one thing I was going to be. And as it turns out – you don't have to be one thing. You don't have to study one specific thing for one specific job. You can learn and enjoy different ideas and concepts, and be the better for it.

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

I think the encouragement to try all the things is actually really special. There was no pigeon-holing – you could be good at the academic side and perform in school plays. You could be in the first-grade sports teams and play in two different school bands too.

It felt like there were no limitations to what you could try and moreover, it was encouraged. I think that mentality really helps kids decide what kind of person they can be, outside of the standard academic excellence.

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

I was fortunate to have some really wonderful teachers and sporting coaches who encouraged us all to be the very best versions of ourselves. But (former) Headmaster Grant Williamson was a really special human who taught me so much about what a good leader looks like. He was always there – he'd be in the audience of a school



play one evening, and there to see the buses off for morning sport the next. He was visible, approachable, proactive and wasn't afraid to shake things up if it was the right thing to do. He led by example, and we were so fortunate to experience that as a role model, even if we didn't really know it at the time.

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

The freedom to enjoy life without the responsibilities that comes with adulthood. Being young and having the whole world in front of you is such a wonderful thing (although it doesn't feel like it at the time). We were all in such a hurry to get out and be the people we were going to be. But there is so much innocence, support and a surprising amount of freedom that comes from the structure of school. Also the forced physical education is actually marvellous – I wish I had Mrs A (the wonderful Barbara Alexander for those who weren't fortunate enough to have the best hockey coach there was) making me run that much now!

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

Relax, my girl – you have so much time and so many wonderful things ahead of you. Also, be kind to your mother – she really does know best!

# INSPIRATION



## CALLING ALL MARTIANS!

On Thursday 18 February 2021, NASA's own space rover 'The Perseverance' landed on Mars. After travelling 470 million kilometres, the Perseverance finally completed its journey, but to reach the surface of the Red Planet, it must survive the TORTURING final phase known as EDL. (Entry, Descent, and Landing).

It begins when the spacecraft reaches the top of Mars' atmosphere, travelling nearly 20,000 km/hr. To safely go from those incredible speeds down to nothing, requires having to SLAM on the brakes!! It ends about seven minutes later, when the Perseverance lands on the surface of Mars. (that seven-minute period is known to NASAs scientists as the seven minutes of terror!)

During this stage the space probe (the thing that carries the sky crane down to Mars) has to deploy a parachute, be separated with its heat shield, lock its radar on track and navigate around the unknown terrain.

It then has to separate from the space probe, then a sky crane carrying the rover will lower itself down to the surface and as soon as the rover senses that its wheels have touched the solid ground it will slice through the cables connecting to the sky crane. Then when the sky crane flies away and NASA has activated the rover, it will begin its treacherous journey.

Hopefully one day it will discover something truly amazing that will stay in the history books for generations to come. Now let me ask you a question, 'What do you think is out in that infinite universe?'

By Myles Magill, Year 7



## FOOD

### Flourless Chocolate and Raspberry Pots

The two perfect words for these Decadent, Dazzling Deserts would be; scrumptious and HOT.

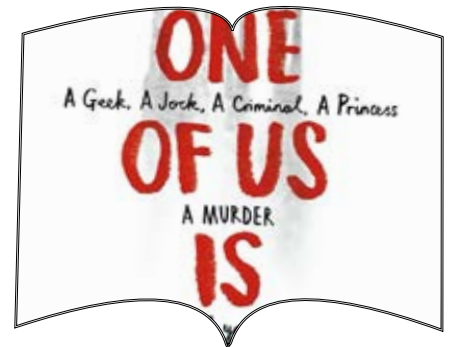
They are a perfect flourish to any meal at the end of the day, placing the Tart, Sweet, and flavorsome raspberries in the base of a smooth chocolate pudding.

To start, preheat your oven to 180-200 C! Proceed to then separate three egg whites, be careful as to not get ANY yolk in the egg white mixture. Beat the egg whites with 50g caster sugar until stiff peaks form. Beat the egg yolks with 50g caster sugar until light and smooth, then add 25g of cocoa powder, 50g of ground almond, 150g of melted (80%) dark chocolate, beat mixture well (It may end up super-thick and that's fine). Finally, add your newly created thick mess to your beaten egg whites, and fold, be patient and calm as you do not want to lose all the air in the mixture. Once the two mixtures have combined, it should create a smooth and elegant batter, ready 4-6 (or maybe 5) ramekins by popping at least 5(the more the better) raspberries in their bases. Elegantly pour the smooth batter into each ramekin, stop just below the rim for each pudding, then place the puddings in the oven for maybe 12-15 minutes. Serve immediately with more raspberries and a light dusting of cocoa powder.

Enjoy your pudding!

For a much better, informative, and approximate method go to - <https://www.gordonramsayrestaurants.com/recipes/flourless-chocolate-and-raspberry-pots/>

By Toby Mcerlane, Year 11



## BOOK

### One of Us is Lying

'One of Us is Lying' is an intriguing novel written by Karen M. McManus, which would remind a lot of readers of "The Breakfast Club" – "A Geek, A Jock, A Criminal, A Princess, A MURDER. Who would you believe?" Reading the blurb is the first thing to do when deciding to read a book, and with a blurb like: "Five students walk into detention. Only four leave alive", you can't turn away from such mystery. With all five students being given a detention for the exact same reason, they suspect they were put there for a reason, and with a series of events to distract the students... or not, an event occurs which leads the novel into a murder mystery. The students futures are changed forever with the police constantly calling them in to be questioned, but this ending could not be further from what you would suspect.

Reading this novel while at the beach, had me picking it up constantly, turning the page, trying to reach the end. McManus has written an extremely captivating novel, holding the reader in her hands, and taking full control.

I would highly recommend this novel to all high school students, it is an easy read, and not hard to follow, with a truly amazing storyline, having you constantly sitting on the edge of your seat wanting more.

"Everyone has secrets, right? What really matters is how far you'll go to protect them."

By Liv Bow, Year 11



# SENIOR GALLERY





# VIRTUAL GALLERY



## DRAWING

Very often you will find a child scribbling and sketching something onto a piece of paper, or perhaps onto something they aren't supposed to.

Drawing is an innate process which allows for the testing of ideas and for the immediate representation of a child's world.

The images presented are a small sample of drawings completed by students in Year 9 and Year 11.

For me, drawing is everything, because it informs everything. It even informs my poetry. It's the way I begin everything.

- A quote by Jim Dine (a contemporary and prolific artist)



## Women's Cricket - Tina Macpherson Cup



Tina Macpherson is a former member of the Australian Women's Cricket team. Born in the inner west of Sydney in 1949 and growing up in Robertson, she had always dreamed of playing for Australia at a young age. Her dream came true in 1972, when on her debut for Australia, she broke a world record for becoming the first woman to take five wickets on debut in a One Day International. After her successful career in the cricket industry, she is now affiliated with the Bradman Museum and is promoting women's cricket. This is why it has been appropriate to name the recently launched Southern Highlands female cricket competition, the "Tina MacPherson Cup".

After a few years of female cricketers participating in the "Whacky Wickets" fun days and being split into mixed teams, the Highlands District Cricket Association knew that it was time to create a cricket competition for just females of all ages.

On Wednesday 2 December of 2020, the advertisement for the inaugural women's T20 cricket competition in the Southern Highlands was found on all platforms of social media. The competition began as a weekly, Wednesday afternoon game with two teams of 10. All participants received an email with team lists and a team captain. The teams were Bowral, Robertson/Burrawang, Moss Vale and Wingello. There were to be four



rounds and a Grand Final. What was once a small friendly competition had now become the "Tina Macpherson Cup". We had six Oxley College girls involved in this competition; Beth Zupp (Yr 10), Emily Rodger (Yr 9), Georgie Morton (Yr 10), Chilli Sparke (Yr 8), Annalee Watson (Yr 9) and Charlotte Kent (Yr 8). Annalee and Emily were amazing, finishing among the highest batting averages in the competition. Beth, Chilli and Charlotte all finished with great bowling statistics, and Georgie took "one of the best catches in the whole competition".

The involvement was a success with the competition including around 50 women, five-time International Cricket Council (ICC) "Umpire of the Year", Simon Taufel and Rina Hore, who formerly played for NSW. In a nail-biting grand final, Robertson/Burrawang CC came out on top, with one ball to spare, to take home the trophy as the "champions of the first ever women's cricket competition in the Southern Highlands". Congratulations to Emily, Georgie and Chilli who were a part of that team.

A special thanks to 'Phil's cricket shots', for all the amazing photos and a huge thanks to H.D.C.A and Tina MacPherson for putting together such an amazing opportunity and for promoting the female cricket industry so well. The competition will hopefully go-ahead next season, and we encourage females of all ages to join!

By Beth Zupp, Year 10



# GOOD & OTHER NEWS



## Stage 2 Aboriginal Culture Incursion

On Monday 22 February, Year 3 and Year 4 were lucky enough to have Kadoo Tours visit our school to talk to us about Aboriginal culture. We heard about bush tucker, Aboriginal Dreamtime stories, Aboriginal history and Australian animals from our instructors, Grant and Kirra.

Grant told us about saltwater crocodiles and shared a story about how his Dad was nearly attacked by a 5m long crocodile when he was working in Queensland! He also showed us kangaroo claws, crocodile jaws and animal skulls. The best way to clean a skull is to leave it on a bull ants' nest because they will eat and eat until just the bone is left. Grant's story about the Yowie wasn't as scary as we thought it was going to be!

Kirra told us about how Aboriginal people used to eat emu eggs. They would use an emu-caller, which sounds like a female emu, to lure the male emu away from sitting on the nest, then steal only two of the four eggs that were left. This was so there would still be some baby emus born. Kirra also told us about how you would receive a kangaroo or possum skin cloak when you were a baby, and this would be added to over your lifetime. Totems and symbols would be burned into the cloak, like a nametag.

We were able to taste some bush tucker such as Pig Face and Bolwarra. We learned how important it is to not just go into the bush and eat something like bracken fern, because it could be poisonous. Most bush tucker plants are quite similar to other plants that are dangerous to eat.

We learned so much about Aboriginal culture from Grant and Kirra and hope that one day we might get to visit Kirra at the zoo, where she looks after the Australian marsupials.

By Eloise Richards, 4A



## Year 5: Incursion

On Monday, Week 2, Year 5 had an incursion.

The first activity was Crazy Chemicals, where we did experiments and investigated scientific objects. We talked and thought about how these objects worked. Some of the objects were big magnets, an upside down timer, suction cups and different lenses. I really enjoyed the experiments, where we set off rockets and tried to make fire in suction tube cylinders.

The second activity was Shelter Building. Here our team had to work with a budget and buy resources to build a shelter. I thought we worked really well. Our shelter was very long, yet not very tall, so we could easily lie down but not sit up. I think next time we should build a taller shelter. The shelter building required a lot of creativity, so it was lucky we had plenty of it.

Our final activity was Team Building Challenges, which required a lot of communication. The first challenge was called 'Swamp Crossing'. There were plastic logs and we had to pretend the floor was a big swamp with crocodiles in it. We had to work as a team and create a way to get across. In the second challenge, 'Moon Landers', we had mini parachutes and we had to throw and catch bean bags with them, to join up with the others. Then we had to do it with a big rainbow parachute. The last challenge was 'Crackin' and it involved us using a big rope contraption where we had to pick up a ball from one place to another. Then we had to carry a bucket full of ping pong balls to a big bucket and tip them in.

Overall, I really enjoyed the incursion and I had lots of fun. My favourite activity was the shelter building because our team collaborated and communicated very well. The company who created the incursion were great and I can't wait for them to return to Oxley again next time.

By Hailey Law, Year 5



# NEWSFLASH

## CONGRATULATIONS!

### Mountain Biking

Some Oxley students competed in the Willo mountain bike enduro event in ACT on Sunday 28 February. Phoenix Sparke put in a solid performance to finish 4th in the 25km event in the Male U17 category. Oxley teacher Meaghan Stanton won her division and set the fastest female time! Chilli Sparke competed in the 13km with Chiara Shannon and Isla Terry in the U15 females and placed a respectable 6th, 4th and 7th respectively.

### Ocean Swim

Recently, two Oxley students swam in the Murray Rose Malabar Magic fundraising ocean swim to raise money for the Rainbow Club Charity supporting swimming lessons for children with disabilities. Matthew Smith swam 2.5km and Ollie Linde swam 1km.

### Triathlon

Matthew Smith, Milly Carpenter and Amelia May recently competed in the Huskinson Triathlon. Matthew came 3rd 14-15 years 45th out of 1633 overall, Amelia May was 5th in the 14-15 years and Milly Carpenter was 1st 15 - 19 Years female overall.

## SOFTBALL

After an exciting and successful start to the 2020/2021 softball season in Term 4, the Oxley Firsts and Oxley Junior A's have continued to improve and hone our skills whilst keeping afternoon trainings fun and enjoyable, regularly incorporating new training techniques courtesy of Mr Bevan, joining the Firsts as our coach for the second half of the season.

Our first game against Barker College was a challenging yet rewarding experience, particularly for the girls who managed to make contact with the ball and declared safe at first base, coming away with a score of 5-20. Whilst we didn't win this game, it was a great starting point and we have since improved immensely, winning our most recent game against Chev with an 11-4. With only one game to go against Central Coast this weekend, the Firsts are so grateful for Mr Bevan's seemingly endless supply of energy and new games to incorporate into our training every week, and a special thank you to Mr Kindred and Mrs McNaught for your continued support for Oxley Softball! For the Year 12's playing our very last game, let's hit this one out of the park!

By Maddie Sergeant, Year 12



## Australian Open 2021

With one of the largest sporting events in the Australian calendar finishing just over a week ago, it's time to look back at the amazing tennis of the last two weeks, from upsets to the unbeatable this year's Australian open is not one that will be forgotten soon.

This year's Australian Open champions were both veterans of Rod Laver arena with the women's champion Naomi Osaka raising the trophy for her second time at Melbourne park, adding up to her 4th grand slam title and pushing her closer to the number one spot. It is also worth noting that, with only four grand slam titles under her belt, she has become the highest paid female athlete of all time, overtaking Serena Williams (who has 23 grand slam titles). The men's champion Novak Djokovic winning his record 9th AO open brings his win loss ratio at Melbourne park to 83-8, greater than any other in the grand slam's history showing that he is truly the King of Rod Laver Arena. This 9th title for Novak also pushes him one closer to the grand slam record, with Roger Federer and Rafael Nadal both with 20 titles each, Novak (being younger) is close behind with 18.

This year many upsets were seen across both the men's and women's singles as the two-week quarantine and restricted practice led to much higher numbers of injuries in players across the board. Rafael Nadal was beaten in five sets by Tsitsipas who lost the opening two sets and managed to claw back the next three sets. This makes Tsitsipas the 3rd player in history to beat Nadal at two sets down. Homegrown number 1 seed Ash Barty was disappointed to be defeated by Karolína Muchová in the quarter finals after winning the first set 6-1. Other big names from the men's draw to be knocked out early on were: Gael Monfils (1st round), R. Bautista Agut (1st round), David Goffin (1st round) and Stan Wawrinka (2nd round). More upsets in the women's draw were: defending champion Sophia Kenin (2nd round), Bianca Andreescu (2nd round) and Petra Kvitová (2nd round).

With crowds soon returning to the stands and more players and tournaments to be seen this year, 2021 will be a great year for the return of tennis.

By Will Barnett, Year 9

## WEEKEND SPORT

### Girls basketball

The Firsts Girls Basketball team could not play their third round of sport as Oakhill College (there opponent) had forfeited the game meaning that the strong Firsts side came away with the points. The girls B team knew they were in trouble as they were up against a fired up Central Coast Grammar side. While putting up an exceptional fight, the girls did not come away with the win but accepted defeat graciously and showed the strong Oxley spirit we all know throughout the whole game (13-39).

### Girls Touch Football

It was a very successful weekend in the Girls Touch Football competition as both the A's And B's teams walked away with victory against the Central Coast Grammar School. The A's earned an outstanding victory by ten points in a crushing win away from home (0-10). The B's also had to get onto the dreaded early morning bus but got their money's worth as they came away with victory in a late try thriller to end the match in style (0-2).

### Girls Softball

The Senior Girls' Softball side performed immensely well against St Andrews Cathedral School winning by a total of 5 runs (OX-10-5-SACS)

### Boys Basketball

The Oxley A's basketball side had an exceptionally good weekend by continuing their maiden win streak of three games, by defeating St Augustine's College by four points. (ST-26-OX-30)

### Firsts Cricket XI

In the cricket, Jordan Butcher's Firsts XI Oxley side were up against their crosstown rivals Chevalier College. Oxley won the coin toss electing to bowl first, this move would prove costly as chev were 168 for 9 at the innings break. Our firsts put up a admirable fight but just fell short as they were 9 for 104 at the end of the innings.

### Conclusion

For the most part Oxley College has had a rather successful weekend in sport and it is really awesome to see our young athletes enjoying their last couple weeks of Summer sport and it is going to be really exciting to see what the Winter season will bring. So remember be gracious in defeat and be humble in victory.

By Archie Maitland, Year 9