

PIN OAK



FIELD TRIPS!

—
NEW FACES
of 2021

—
BIG ISSUE
Feminism

—
SPORT
MS SWIM

CONTENTS



CRICKET STARS

- 3. Head of College's Report
- 4. Head of Academic and Innovation
- 5. Head of Senior School
- 6. Junior Gallery
- 7. Junior School News
- 8-10.. Feature Article New Faces
- 11. Old Oxleyan
- 12. Take Inspiration
- 13. Big Issue
- 14. Senior Gallery
- 15. Good and other News
- 16. News Flash

Pin Oak Team

Student Editorial Team

Lily Magill, Ava Lambie, Peggy Holmwood, Pearl Bendle, Evie Crowley, India O'Brien, Tika Conway, Ella Jackson, Lucy Cavanaugh Quince, Hugh Corbett, Emily Byrne, Olivia Bow, Ruby Zupp, Daisy MacDonald, Myles Magill, Jillian O'Connell, Lily Hogan, Emilie Rose Westlake-Odwyer, Will Barnett, Tika Conway, Amelia Dowe, Sienna Danaher

Designers

Lara Fischer, Leah Halstead, Bianca Gibson-Brown

Head of Marketing and PR
Emma Calver

Staff Editor
Beattie Lanser

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

Photography: AJ Moran



- The Oxley Glory Stage 2 Cricket team has enjoyed extraordinary success this past season, defeating hometown rivals Chevalier College convincingly on Saturday 13 March to claim the title of Grand Final Winners. They have demonstrated unparalleled sportsmanship, comradery and humility over their
- 13-game season, culminating in remaining undefeated! The team is made up of: Sam Harwood., Will Torr, Fred Hamblin, Aston Macdonald, Myles Magill, Archie Cosgriff, Charlie Ryan, Hamish Murray, Tom Olofsen and Sam Plummer.
- Pin Oak met with two team members, Myles Magill and Sam Harwood, to discuss all things cricket. It is clear that both players have a very promising future due to their obvious skill, passion and humility.
- PO: Thanks for joining us Sam and Myles. How did you two get into cricket?
- Myles: I've been doing cricket since year Year 5. I'm a legspin bowler.
- Sam: I've always loved cricket. My dad brought me up with it. My first proper game of cricket was when I was in Year 2, going into Year 3, and I played for Gib Gate. I'm a batter.
- M: I reckon you're an all-rounder Sam!
- S: Yeah, I guess. You're such a good bowler though as well.
- PO: So tell us about your season. How did the team go?
- S: Last year, we did really well. We haven't lost a game. We had a draw against Bowral Scorchers towards the beginning of the season, but we've played really well all season.
- M: If it wasn't for the team, we wouldn't have done it. We all know our strengths really well.
- PO: Wow! It sounds like you were invincible. There must have been some great highlights throughout the season. What moments do you remember?
- S: Probably for me, getting Macca out in that last game. I wasn't expecting to take that catch.
- M: Yeah, it came straight at you! Lucky you caught it, otherwise your nose would have been squashed.
- S: (Chuckles) Yeah, it was really fast!
- M: For me, the highlight was probably when I caught Riley out because I'm a really bad catcher, and I caught one of their best players out! That was so good!
- PO: Tell me about the members of your team.
- S: We have two thirteen-year-olds. The rest of us are all in Year 7. We all love the game.
- PO: And what did your training schedule look like?
- M: We trained every Wednesday and Friday afternoon. Mainly we were in the nets, then for a couple of minutes at the end we were out on the field.
- S: At the end of the season, leading up to the Grand Final, we actually played a game against ourselves - setting a score and chasing it down. That was really good.
- PO: Were there any outstanding individual performances?
- S: A couple of games ago, Ashton got a hat trick. Aston McDonald got a hat trick, and five wickets - the most wickets anyone has ever got in one game in our team! My highlight was when I hit my first six. It was medium pace, and I hit it over to the leg.
- M: A couple games ago, my parents came up to me, and they were on the HDCA website looking at the cricket scores. Out of stage 1, 2 and 3 players, I was the best bowler in the school, and the second best in all of the Highlands by one wicket! That was pretty cool.
- PO: What would be your advice to new players, or those looking to get into the sport?
- S: Don't worry about stats. I know at the start of the season, I was further down the batting leaderboard and not thinking about playing better shots. But after the Christmas break, I decided to not worry about the stats, and began to bat better.
- M: Just get out there and have some fun. Just play the best you can, that's what it's about!
- PO: Thanks for your time Sam and Myles! Is there anything else you would like to add?
- M: Thanks to Jason Harwood, and Ben Ryan, who scored for us every week - without a doubt. He also helped out at training.
- S: Yeah, and thank you to all the parents for the dedication and supporting us.
- By Ava Lambie, Year 12

HEAD OF COLLEGE'S REPORT



Looking to the Future

Last week I spoke at the Moss Vale Probus Club about leading a school through Covid-19 and the lessons learned. My favourite word for 2020 became reimagination as there was so much we had to completely re-imagine for 2020 in a Covid-19 environment - everything from learning, to holding events and

how we engaged with the community. This presented both expected and unexpected outcomes - some good and some not so good. As an Executive we continue to discuss how we can take the lessons from 2020 and move forward to further strengthen what we do at Oxley. With the lessons learnt from Covid-19, I believe we will see many changes to education in the coming years.

As part of Oxley's commitment to embrace innovation, be at the leading edge of education and for the development of our new Strategic Intent, the College began the process of drawing on key stakeholder voices. This process will focus on our existing core capacities, strengths and successes to envision possible futures and identify opportunities to leverage our strengths and move forward.

On Tuesday evening, we made a memorable step forward in this process by holding our first Oxley College Think Tank 2034 session for parents. Facilitated by our Thought Leader in Residence, Dr Bek Duyckers, this session provided the opportunity for us to begin connecting diverse voices through a strengths focussed, generative approach and in doing so we created conversations that enable positive change. This process allows us to work in true partnership to be able to co-construct our future. Oxley College values the voices of many and the process towards developing our future will include voices from parents, students and staff.



I would like to thank parents for attending. We had a great take up with more than 50 parents wishing to add their voice and share their experiences. We are looking forward to the next Think Tank 2034 session in Term 2 which will be about envisioning possible futures and opportunities in the dreaming stage.

Some of you may be wondering why '2034' is the focus of this process? This will be the year our 2022 Kindergarten students will graduate and so we need to be focussed on the skills, abilities and mindsets they will require as they enter the world beyond school.

It was heart warming to hear about our existing core capacities and what parents valued about Oxley College. Themes included community and kindness, collaboration and openness, the welcoming and inclusive spirit of the school, the K-12 nature, the opportunities our students have, the Big Picture perspective of the world and the critical thinking development of our students.

Along the theme of 'imagining futures', our Year 10 students have spent their first week of the Oxley College distinctive Rites of Passage in Canberra. As part of this programme they have been undertaking a whole range of activities and beginning to imagine their own futures. During a visit to Australian National University students heard from some Oxley alumni and current university students about their experiences and fields of study. They also had the opportunity to tour the university and to see one of the Halls of Residence. I know they are also looking forward to visiting the universities in Sydney next week as part of their final week of Rites of Passage programme.

I include a short piece Dr Duyckers wrote about looking to the future and the changes we are beginning to see in the way universities are selecting their students and how this fits into what we do at Oxley College.

Over the past decade, universities in New South Wales have been quietly changing the way in which school leavers can access undergraduate degrees. Whilst the ATAR is useful for ranking students efficiently for university entry, it does not measure the full range of attributes and skills students have gained throughout their 13 years of schooling, which distorts the broader goals of senior secondary education. What is required, is a more holistic view of each student's capabilities or achievements and, as such, considers the broad range of attributes and skills which are required for life beyond school.

One of our Oxley Distinctives is our Rites of Passage programme, which will see our Year 10s head to Canberra for their first week where they will venture to the Australian National University (ANU). At the beginning of 2020, a new admissions process was introduced at ANU for all domestic undergraduate school leaver places. In conjunction to completing Year 12 with an ATAR, a compulsory condition to entrance is the ability to demonstrate involvement in activities that go beyond the classroom between Years 10 and 12. Some of these activities include community and service-learning activities, creative and performance activities, gaming, fitness and sporting activities, academic extension activities, exchange opportunities, and paid and unpaid employment. Reasoning for this change is to promote well-roundedness and community engagement; emphasizing skills that enhance employability outcomes; and providing students with the opportunity to tell ANU more about themselves and for this to be recognised. This admissions process presents a more diverse and holistic view of each student's capabilities or achievements with co-curricular and service requirements valued as much as their ATAR.

Here-in lies the value of independent schooling, where diverse co-curricular and service-learning opportunities develop the whole child through multiple avenues whilst also growing their learner profile, as they prepare for life beyond school. Further, Oxley Distinctives such as the Personal Interest Projects (PIPs) which commence in Year 9 and follow into Year 10 see students developing their skills and capabilities through a holistic lens, in areas of passion, strength and interest drawing on their Why, that can also be used towards university entrance, present and future employment opportunities and prepare students for life beyond school.

Our role at Oxley is to prepare students for life by caring for the whole child. We continue to evolve and support students in building their learner profiles as they progress through their primary and senior schooling years through a diverse range of opportunities. As university entrance criteria evolves, we too remain agile in our approach to ensure each student leaves with the skills and capabilities to be successful citizens locally, nationally and globally.

Weeks 9 & 10, Term 1

The Year 12 students finish their Half Yearly Examinations this week and next week will receive feedback and what they need to do to build on this foundation for their final six months of Year 12. In Week 10 they will head off on another Oxley Distinctive; the Outback trip which is such a memorable experience. Outback would normally happen at the end of Year 11 but unfortunately it is something we had to postpone from 2020. The experience of living together, travelling long distances and witnessing the openness and raw beauty of our country will provide opportunity for our Year 12s to come together as a group but also to take a break from their studies and enjoy this whole experience. It will help fuel them for their future.

In Week 9 & 10 this term, I will be taking some annual leave and Mrs Kate Cunich will be Acting Head of College. I will be travelling to Western Australia to celebrate our youngest daughter's wedding.

Currently Mrs Katherine Halcrow is also on personal leave as she is unwell and won't be here for the remainder of the term. Mr Peter Ayling will act as Head of Junior School in her absence.



HEAD OF ACADEMIC AND INNOVATION

Seeking Wisdom

It is hard to believe that it is exactly a year since we entered our learning@home programme. As teachers, we well remember how stressful it was to be thrown into a new way of doing things, of maintaining relationships over ZOOM and ensuring that connections were kept. As parents, I imagine that you remember too how it felt to watch over learning cycles, balance wellbeing and exercise, and most of all to encourage your children with hope and optimism.

For most of us, being at home also provided permission to return to some of the activities that we may have been previously too busy to do: gardening, board games, jigsaw puzzles and most of all, reading. At assemblies this year, I am using visual images more than ever to keep us connected with our core values, with our important themes, with the integral ideas that will keep us going when things get tough. One of my favourites is this one: a reminder of how stories and books can unlock so much for each of us, in many different ways. We know that the key to improving literacy is through constant and continued contact with narratives and readings that take us on a journey. As the weather gets colder and we return to more time indoors, can



I encourage you to have a conversation about what every one in the family is reading at the moment? A book "on the go" can be the source of much joy for young, old and in-betweens!

Students who love learning

It is always a joy to have visitors to our school. It is even more joyful when those who haven't come onto campus experience Oxley for the first time. This was our experience at our latest Open Morning, when some of the families who gathered, declared that they had only seen our website and couldn't believe what they immediately felt on our soil. It was so wonderful to explain that the students

they saw silently crossing the Oxley lawn to their next class, did this every day, often accompanied by Vivaldi while purposefully striding towards their next class. When visitors looked into classrooms, they saw children and young people engaged in a multitude of different learning activities, guided by intention and successful, lead by passionate and inspired teaching staff. We continue to celebrate the day to day learning that continues every day here, building our combined understanding of the world we live in, the one gone by and the one to come.

Student-Parent-Teacher Sessions

It was exciting to see parents back on site on Monday afternoon for our Year 7 Student-Parent-Teacher interviews. One parent asked me about why students attend these interviews and it was a prompt for me to share our focus at Oxley. As a student-centred learning environment, we believe that our students need to be an active part of any conversation that impacts their learning and progress. We celebrate that by Year 12, students can conduct their own feedback sessions, using our shared language of learning as they "own" their next steps and progression. We will continue to gather around work samples and data in order to make sure students and parents know where students are on the continuum of learning.

Year 12 Half Yearly Examinations

We are very proud of the way that our Year 12 students have approached their recent examinations. It is obvious that they have prepared well: the Study Centre has been full before and after school, on Sundays as well. Supper and Study on Tuesday and Wednesday nights has also been extremely well attended. We have encouraged students to use this set of examinations as a vital snapshot of their exam "readiness": how can they apply their study in timed conditions (often three hours of writing) when under stress. It has been an opportunity to complete drafts, receive feedback, plan the "where to next" so that the next time these skills are required, in the Trial HSC Examinations and then the HSC itself, students will be well placed to show their strengths.

By Kate Cunich, Head of Academic and Innovation



HEAD OF SENIOR SCHOOL

International Women’s Day 2021 & Suzy Balogh, Olympic Gold Medalist

We were delighted to welcome to our assembly last week Suzy Balogh, Australian Olympic Gold Medalist in Clay Target Shooting at the 2004 Athens Olympic Games and finalist at the 2012 London Olympics. Suzy is part of 'Olympics Unleashed', a programme developed by the Australian Olympic Committee and the NSW Government to inspire students ahead of the Tokyo Olympics. The aim of the programme is to encourage students to set goals and overcome challenges, in whichever field of endeavour they are engaged. In the week of International Women’s Day, it was fitting for us to celebrate Suzy’s achievement. Suzy shared her life story, from how she became a clay target shooter as a child growing up in Queanbeyan, through to the moment that she won Olympic Gold in 2004 in Athens. Picking up on the College 2021 theme of 'one focus on excellence', Suzy spoke about the important difference between excellence and perfectionism, and the satisfaction that comes from working hard to achieve a goal.

Two of our senior students, Mia Gillis (Deputy Head Girl) and Jade Neath (Prefect) attended the International Womens Day breakfast at Mittagong RSL on Monday 8 March. Mia and Jade spoke in assembly both about this event, which included three speakers on the theme 'Women in Leadership', as well as the challenges facing girls and young women in the context of recent events in Canberra.

I addressed the Senior School in assembly on the 2021 theme for International Womens Day, #ChooseToChallenge. On International Womens Day in 2020, UN Secretary General Antonio Guterres described gender inequality as "the greatest human rights challenge that we face". I prefaced my comments by acknowledging my own white male privilege and that, whilst I was fortunate enough to be in a position to advocate for challenging discrimination – whether sexist, racist or homophobic – millions of girls and women around the world are unable to challenge gender inequality, out of fear of intimidation or violence. Speaking out against discrimination can be hard for students – it takes courage to do so. However, there are strategies that can help all of us to 'choose to challenge' bigotry and not be a bystander.

For example, it can be difficult to challenge someone’s language in the presence of others out of fear of confrontation or being singled out. However, speaking privately to a friend after the event, framing it with "your comments upset me" or a similar phrase, is more likely to affect change and be met with a positive response. It is also important to talk about what we stand for – not simply what we stand against, for example, "I believe that people should be treated equally, regardless of their gender, ethnicity or sexual orientation". There are plenty of good examples of human rights successes in recent years that have resulted from positive campaigns, for example the 2017 Australian "Yes" vote for marriage equality. Perhaps most important is being conscious of the power of language to dehumanise. Bigotry and discrimination exist when we use derogatory terminology, but even collective nouns can stoke stereotyping and obscure our shared human experiences and understanding. It is through personal stories that we develop the empathy we need to motivate us to challenge injustice.

For personal stories about challenging injustice, go to: <https://www.amnesty.org.au/challenge-injustice/>

Oxley Cyber Safety Hub

ySafe, Australia’s leading education provider on cyber safety, delivered a series of presentations to students across Years 7-12, as well as staff and parents, on Monday 1 March. We have received fantastic feedback on these sessions. As announced in the parent session, we have partnered with ySafe to produce an Oxley Cyber Safety Hub.

The website has a wealth of important and practical advice for parents on all aspects of cyber safety, including setting up a cyber safe home, informative reviews on apps as well as guides to dealing with specific online issues. Parents are also able to access 'Family Zone', which enables parents to monitor online activity and provides alerts for risk behaviours.

Link: <https://www.oxley.nsw.edu.au/wellbeing/oxley-cyber-safety-hub/>

By Mark Case, Head of Senior School



Set up devices to be safe

Activate your free Family Zone Insights account to monitor your child’s online activity.



Learn more



Learn more about cyber safety topics

Advice from ySafe on important cyber safety topics



Learn more



Get help with online incidents

Find out how to resolve and report cyber safety incidents



Learn more

JUNIOR GALLERY





Weekly Awards

Learning Journey

K: Isabel York
 Yr 1: Eliza Galwey
 Yr 2: Zoe Choo
 Yr 3B: Leo Le Guay
 Yr 3R: Anna-Sophia Psarakis
 Yr 4A: Markus Simonsen
 Yr 4W: Andy Clothier
 Yr 5C: Orson Francis
 Yr 5N: Daphne Hutchison
 Yr 6H: Lex Cochrane-Ryan
 Yr 6S: Louisa Hogan Baldo

Oxley Values

K: Madeline Cochran
 Yr 1: Finn Kean
 Yr 2: James Gregory
 Yr 3B: Ruby Groom
 Yr 3R: Harvey Talbot
 Yr 4A: Robbie Clothier
 Yr 4W: Hamish Aston
 Yr 5C: Livie Marks
 Yr 5N: Henry Burton
 Yr 6H: Ginger Elias
 Yr 6S: Ingrid Lawson

Excellence in STEM

Sophia Bagnall
 Emilie Henderson

Students of the Week

Learning Journey

K: George Russell
 Yr 1: Piper Winn
 Yr 2: Hudson Ahern
 Yr 3B: Fergus Talman
 Yr 3R: Charlie Hammond
 Yr 4A: Evelyn Hammond
 Yr 4W: Will Kean
 Yr 5C: Scarlett Curr
 Yr 5N: Will Coram
 Yr 6H: Dakota Winn
 Yr 6S: Oxford Feller

Oxley Values

K: Clementine Blom
 Yr 1: Lachlan Sutherland
 Yr 2: Luella Sewell
 Yr 3B: Euan Shedden
 Yr 3R: Elsie Hopkinson
 Yr 4A: Teddy Blom
 Yr 4W: Arthur Pemberton
 Yr 5C: Louis Robertson
 Yr 5N: Coco Sewell
 Yr 6H: Tristan McCroary
 Yr 6S: Matilda Lambie

Excellence in PE

Marshall Devlin

Excellence in Art

Stella Bacon
 Angus Kean



JUNIOR SCHOOL NEWS

Junior School Service Learning

The Oxley College Service Learning vision is for our students to support local, national and international communities and make a difference to the lives of others.

Students are fortunate to attend Oxley College and we believe our students should give their time, energy and skills to build a better future. Service Learning is not only about giving money and donations, it is about investing time to help those less fortunate than themselves and to display a true sense of compassion towards others.

During their time in the Oxley Junior School our students will be involved in different Service Learning opportunities and a variety of programmes.

Current Service Learning Programmes include:

Kindergarten - Year 2 Harbison Care – Regular visits to our classroom where our Senior Citizens are part of the lesson and contribute to discussions and activities.

Year 3 Meals On Wheels - Supporting local residents to feel connected with outside communities.

Year 4 Refugees – Supporting refugees in the Southern Highlands.

Year 5 KIVA – Year 5 have each raised \$25 to loan to Micro Finance Companies around the world. These loans allow people in Third World countries to become self sufficient while also repaying the loan.

<https://www.kiva.org/>

Year 6 Honour Our Fallen - Honour Our Fallen has a mission to ensure a flag is erected each Anzac Day on graves or memorial plaques in Australia, to honour those who have served their country. Year 6 will also research a local war veteran.

<http://honourourfallen.com/>

We encourage students to invest their energy to support a cause or charity that they value and feel a true sense of connection. We aim for all our students to show compassion towards those less fortunate and to make a difference to the lives of so many.

By Peter Ayling, Acting Head of Junior School



2021 NEW FACES

WE ASKED A FEW OF OUR NEW STAFF SOME QUESTIONS TO GET TO KNOW THEM...

MRS MEL SIEVERT TEACHER OF SCIENCE



MRS DANIELLE NOONAN YEAR 5 TEACHER



What have been your initial perceptions of Oxley?

Oxley has been so welcoming. The students and staff are friendly and hardworking and enjoy having fun. It's such a wonderful place to work – I feel very lucky.

When and how did you first become involved in education?

I've always had a passion for Science and the outdoors, so I initially completed an Environmental Science degree and worked for an engineering firm for a few years, consulting on environmental management of infrastructure projects. However, I realised that it wasn't what I wanted to do for the rest of my life and decided to work and travel around Canada for a year. It was here that I realised that I wanted to go back and complete my Masters of Education in 2010 so that I could pass on my enthusiasm for Science and how it helps you to understand the world around you.

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

The main change would be the role that technology plays in the classroom and platforms like Canvas. With a year like 2020, it was pushed to the front in terms of facilitating the link between students and teachers. The other big change is the focus on the holistic approach to education, with a much greater focus on resilience and well-being. Schools are now teaching students more social and life-skills to better prepare them for life beyond school. I like the recent push toward inter-disciplinary learning too. Sometimes it can seem like subjects in high school stand on their own, but I see so many areas where art, science, design and technology etc all cross over in the real world.

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

While I mostly enjoyed school, I found that I really loved university. Being taught by professors and lecturers who were experts in their fields was inspiring, but more than that it was being surrounded by other students who also chose to be there and were interested in the same topics.

What traits do you most admire in a person?

Honesty, determination, creativity and a good sense of humour.

What skill would you like to master?

I'd love to get back into horse-riding now that I am in the Highlands. Also, I would like to run the city-to-surf in the next few years, but I've always hated long distance running.

Do you have any hidden talents?

Not sure that I'd call them hidden talents, but I enjoy skiing and snowboarding.

What is on your bucket list for the future?

I'd love to head to the Galapagos Islands and Iceland one day. In the meantime, I'd love to see Lord Howe Island, and travel around Australia with my husband and two girls.

What have been your initial perceptions of Oxley?

After graduating from Oxley in 1997 and upon returning as a teacher, it was incredible to see the same wonderful culture that I experienced as a student continuing to thrive. Oxley has always been an inspiring, caring and welcoming place. I didn't realise how much it had influenced my personal learning journey and pursuit of excellence, until returning. My education at Oxley really has influenced my approach to life and learning.

When and how did you first become involved in education?

I first became involved in Education working as a Teacher's Aide at a school in Sydney, where I supported high need students, whilst completing my Masters of Teaching (Primary). It was during this time that my passion for inclusive education and meeting individual learning needs was ignited.

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

Many aspects of education have changed since I commenced teaching. I can still remember when Interactive Whiteboards were introduced.

Other than the introduction of these whiteboards, the most significant changes I have witnessed resulted from realising the importance of preparing students for a future that looks very different to the world we currently live in.

A busy competitive world, full of uncertainty. Some careers haven't even been invented yet, a fact that always grounds my teaching and highlights the need to teach the four competencies (critical thinking, collaboration, creativity, and communication).

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

There have been a number of memorable aspects in my education, including but not limited to: graduating from Oxley; completing my Honours degree in Photomedia and having a number of works I created exhibited; completing my Masters and winning permanency at the school where I trained.

What traits do you most admire in a person?

Honesty, kindness, empathy, loyalty and a good sense of humour.

What skill would you like to master? Playing the piano.

Do you have any hidden talents?

Skiing. I raced for Perisher when I was at school.

What is on your bucket list for the future?

Writing a children's picture book. Having my own darkroom, as well as a wheel for ceramics and a kiln. Taking my son on a family holiday to Disneyland and skiing overseas.

MR JASON SMITH YEAR 6 TEACHER



What have been your initial perceptions of Oxley?

I have been overwhelmed by the warm and nurturing environment. It is clear that Oxley is a School that focusses on supporting everyone, enabling each student (and staff member) to have a positive learning experience. Initiatives in the Junior School, such as the strong buddy programme, and well-being Wednesday help to build skills of social awareness that is so important in a School.

When and how did you first become involved in education?

I was 19 and fortunate enough to be employed as a resident tutor at the Kings School. I lived on site and performed my role after school hours, assisting in a boarding house, coaching sporting teams, and running the after-school care programme. During the day, I attended Macquarie University where I completed my teaching degree.

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

The use of technology and an understanding of the importance of teachers working collaboratively. When I started my degree, it certainly wasn't an expectation that you used a computer to publish your assignments. It was only in later years of my degree that I purchased a desktop - it was a beast! How we access and present information has changed immeasurable since these days of the 1990's.

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

Completing an individual research project for Geography when I was in Year 10. I was obsessed with playing golf at the time, and so I chose to study the drainage systems of areas on my local course. There were significant levels of soil erosion and I wanted to try and find out why this was happening. I was then also able to present my research to the green keepers.

What traits do you most admire in a person?

Humility and integrity.

What skill would you like to master?

As I am new to the Highlands and have some space in the backyard, I am very keen to grow some veggies and have a few chooks.

Do you have any hidden talents?

I can now shave my head without looking in the mirror! (Though it didn't look pretty the first time I tried it!)

What is on your bucket list for the future?

Plenty more travel adventures with the family. Having been around New Zealand's South Island in a campervan, I would love to do the same on the North Island or around Tasmania.

MR DAVID HOUGHTON HEAD OF MATHEMATICS



What have been your initial perceptions of Oxley?

I'm sure all the new teachers will say the same thing: everyone is so lovely and welcoming. The campus is charming and restful while still being stimulating.

The last few years I have been working 3 days a week so I could spend time with my young daughter, so I am finding Thursdays and Fridays more of a challenge than any adult should!

When and how did you first become involved in education?

When I started high school I had a long commute on a train, and I spent the hour to and from school helping my friends with their homework in Latin, French, Maths and Science. I realised over time that I understood any content I had "taught" to my friends better and better. A teacher of mine suggested that I consider becoming a teacher and pretty quickly I decided I should be a teacher. I was 13 years old! After high school I had some misadventures in life, as many do, but eventually worked in a tutoring college for a few years before getting my teaching degree.

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

The focus on technology has ebbed and flowed over time. What has served me well is a focus on teaching my subject using whatever tools and technology are helpful, rather than teaching specific technology in my subject.

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

Passionate teachers. Not always the most caring or nurturing, but definitely passionate. The funniest aspect of my own education was my report comment for Year 7 Woodwork (a subject something like DT): "I am sure David is good at something else." This is not the kindest report comment, but it had the virtue of being both truthful and memorable.

What traits do you most admire in a person?

Kindness, good humour, generosity of spirit, an ability to take things seriously without taking oneself too seriously, an ability to sincerely admit wrongdoing and earnestly attempt to make amends.

What skill would you like to master?

Fixing things around the house; I remain pretty hopeless despite lots of effort. (I have improved a lot since Year 7, but am still probably less competent than anyone else you know.)

Do you have any hidden talents?

I can talk for hours and hours about Harry Potter. I have lots of opinions about it, not all of them are complimentary.

What is on your bucket list for the future?

I would love to sing in a choir again, and take piano lessons.

MS JADE MCLAUGHLIN ENGLISH TEACHER



What have your initial perceptions of Oxley been so far?

My initial perceptions of Oxley are that this school works like a community where everybody is deeply invested in everyone's learning.

When and how did you first become involved in education?

I was always very interested in learning and I always liked to read and did so all throughout school when I finished my HSC I started a degree in economics which turns out I don't really like because it involves a lot of numbers but I think that whole time I was running away from my true calling which was to become a teacher.

Which aspects of education have changed you the most since you have become a teacher?

That being said I haven't been involved in education for a very long time the thing that has changed the most has been the technology students being able to express themselves in new way that is best suited to them.

What as the most memorable aspect of your education?

The individual teachers that have left a impression on me most of those educators have been highly relatable for example they are more interested in building relationships with their students and sharing their passion and that is something that I try to achieve.

What traits do you most admire in a person?

I like someone who is empathetic and open someone who is willing to give anything a try are inspirational to me and who are not afraid to be themselves.

What skill would you like to master?

Being able to store languages in my brain and being able to communicate with people in their own first language

Do you have any special hidden talents?

I have mastered getting rid of sub vocalisation which is when you are reading usually you can only read as fast as you can talk but if you no longer have to sub vocalize then you can read as fast as your eyes can move.



MS NICOLE PHIPPS LANGUAGE TEACHER

What have been your initial perceptions of Oxley? Lovely students and friendly staff in a beautiful setting, feeling welcomed and valued on staff.

When and how did you first become involved in education? I used to play "school" as a little girl and always wanted to be a teacher for as long as I can remember. I started teaching piano lessons when I was twelve years old, and have been teaching music and languages ever since. I have really enjoyed working with prac teachers and helping people to become great language teachers in my career. I love teaching piano, French and Japanese the most.

Which aspects of education have changed the most since you became involved in teaching? People are becoming more and more aware of how much a student's English literacy improves by learning a second language. They also realise how valuable it is to learn foreign languages and about the people who speak them, especially in a world that is getting more connected all the time.

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

*realising in Year 7 French class that I loved learning about the language and that saying things in a foreign language was really neat

*also some of the mistakes that I have made when speaking another language stand out in my memory, as they were really embarrassing and funny at the time and they still make me laugh!

What traits do you most admire in a person? The ability to bring out the best in others and make them feel valued and special.

What skill would you like to master? Basket-weaving (seriously!! hand-made baskets are beautiful).

Do you have any hidden talents? I make jewellery and birthday cards. I cook beautiful French foods and delicious Indian foods. I successfully grow a variety of foods and flowers in my raised garden beds.

MS ELOISE ROCCA TEACHER INTERN



What have been your initial perceptions of Oxley? Being an "Old Oxleyan" it's lovely to come back to the school and it still has the same community feel it had when I was here. It's such a nurturing and encouraging environment. I was sceptical of it feeling right after having the addition of the Junior School, but now I am here, and teaching in the Junior School, it absolutely feels as though it always belonged.

When and how did you first become involved in education? I enrolled at university as a mature aged student and am completing my final year this year. I am at Oxley in a Teacher Intern role, and it has been an amazing opportunity as a first step into my teaching career. I'm very grateful to be learning from so many skilled practitioners.

What traits do you most admire in a person? Resilience. Their ability to get on with the job (whatever that may be) around whatever is going on in their own life whilst making it look like a breeze. And openness.

What skill would you like to master? I really want to get my truck license – that will take some skill, and a whole lot of mastering...

Do you have any hidden talents? Not really a hidden talent, but I have ridden horses since I was 3 and represented NSW at a National level for both Dressage and Showing. I have competed in interschool and open competitions right through the levels.

OLD OXLEYAN

AMY GERARD Class of 1999



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

I've done lots of different things in the 21 years since finishing high school, including travel, university, more university and having a family. I live in Brisbane with my husband and three young kids aged 6, 3 and 1. I moved to Brisbane in 2006 to study medicine and I've been a doctor since 2010. I have almost finished my specialty training in psychiatry. It has been a long road but it has been worth all the hard work.

What is your biggest achievement since high school?

My biggest professional achievement has definitely been completing medical school and becoming a psychiatrist. I took some time to figure out my career path, and there have been lots of exams and study. But I feel privileged to be able to help people when they most need it, particularly as our mental health can impact every aspect of our lives, and we need to look after it just like our physical health. It's such an interesting area and there's so much we only barely understand!

In my personal life, I am most proud of my family. It is not easy having kids and a career, and I am still learning to compromise and prioritise. I love being able to spend time with my kids, especially while they are still little. Being their mum is my biggest joy, and also my hardest job!

How did Oxley prepare you for your future?

At Oxley I had the benefit of motivated, supportive, generous teachers who helped me succeed academically, but also showed me how to be a kind, thoughtful and broad minded person. I came to Oxley in Year 9 and felt included and valued right from the start. I learned to give everything

a try (even if I thought I would be bad at it) and enjoy the experience rather than focusing on the end result. I think it's a good approach to life in general.

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

I miss being able to see my friends every day, and the beautiful sunny spring days when we would sit on the oval at lunch time and laugh about silly things. I am still close with many of my Oxley friends, and even though we don't see each other very often, when we get together it feels like no time has passed at all. I also really enjoyed being in the choir and orchestra, plus the odd play, and I miss being able to do those creative things.

What would you say to your fifteen year old self?

Try not to compare yourself to others or worry what people might think of you. Listen to your feelings and trust your gut; no one knows you better than you know yourself. Don't worry if you don't know what you want to do with your life yet, it will happen in time, enjoy the process and be open to opportunities. Have the confidence to speak up and go after what you want; your voice and opinions are as valuable as anyone else's. Ask for and accept help when you need it, we all do. And learn to embrace failure; it will often lead you down a path to something even better than the plan you had made in the first place.

INSPIRATION



FOOD

Slippery, smooth, and sumptuous... Itis... Spaghetti Meatballs!

To start give yourself a good 3 hours before supper time, your gonna need it. Prep yourself with some '00' flour, 4 eggs and plenty of extra virgin olive oil.

The pasta is where our adventure shall begin. Clear a space on a table and place a mound of 00 flour (400g), make a crater in the center and snap your eggs in half releasing the yolks and whites into the crater with a proper splosh of olive oil. Now you can either mix the entire thing together, or you can mix the oil and egg to get an unholy mess and slowly bring in the flour. Fold the floury egggy thing with your hands and then push, you need to do this for 10-20 minutes and a rate of 1-fold and push for 3 seconds... that is 300-400 push and folds. Remember to moisten your hands with warm water if the dough is too floury and add flour if it's liquid. Also, the dough will not take form if you do not put some style into your folding. Place the finished product into the fridge for an hour.

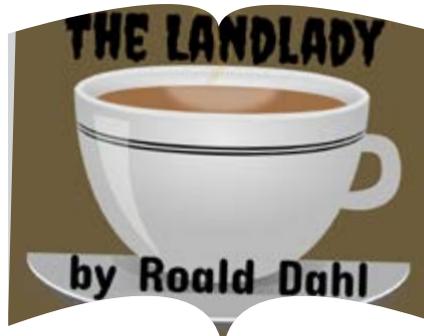
The tomato sauce is simple; fry up diced onions in plenty of olive oil and then add some tomato puree and passata. Allow to cook on low for 40 minutes to thicken.

The meatballs. Fry up more onions with garlic and butter. Then when they are soft, add ground cloves, cumin, nutmeg, chilli flakes. Add this mixture to some meaty meat, some cream, diced rosemary and mint and parsley, 3 eggs, and then mix it all really well with your hands! Shape into medium sized balls. Cook in a fry pan with MORE olive oil, then when cooked on all sides, throw(not literally) into the oven and cook at 200degrees for 10-20 minutes, or until cooked through.

Serve with your freshly cooked pasta, and tomato and meatballs. It's divine!

10/10

By Toby McErlane, Year 11



BOOK

The Landlady

The Landlady (1959) by Roald Dahl is a tale of deception, and cautions audiences against being too naive. The story opens as 17-year-old Billy Weaver who has travelled alone from London to Bath on an afternoon train. It's getting cold and late as Billy receives a suggestion from someone working at the train station about a nearby pub he could stay at, 'Try the Bell and Dragon. They might take you in'. On his way Billy encounters his first and last bed and breakfast that he decides to stay at. He knocks and is almost immediately welcomed by a middle-aged woman with a 'warm welcoming smile' and a 'round pink face and gentle eyes'. After showing Billy to his room, the two come back downstairs and sit in front of the fire. Billy is then confronted with multiple stuffed animals at his feet that his landlady stuffed herself, at this point Weaver's starting to get concerned. As we continue through the story the audience discovers that no one has stayed at this bed and breakfast place for over 2 years and that the two very similar men before him never left.

Actual Story - http://www.lemauff.fr/short_stories/The%20Landlady.pdf

By Samuel Johnston, Year 9



BOOK

Bill Gates

Bill Gates is a complex character. He began his adult life by dropping out of Harvard and starting a small company that he named Microsoft. This company is now among the largest in the world and has contributed more to the world of personal computers than any other company. This made Bill the richest man in the world at that time, and despite him and his wife Melinda donating over 45 billion dollars to charitable causes, mainly through the Bill and Melinda foundation, he is still the 5th richest man in the world. So when I heard he was releasing a book I knew it was going to be a good read, especially about a topic that needs more attention at the moment.

In this book, Bill walks through the current technology we have available to us at the moment, the technology that we will need in the future and how people around the world can help, from the level of an everyday citizen to the people in the white house. This is an incredible book that is extremely readable as the book has the science and thought of dozens of world class scientists put into the words of your everyday person. I highly recommend this book for anyone that is interested in climate change or some of the cool tech that people are creating in response to this crisis.

By Will Barnett, Year 9



The F Word...Feminism

The stigma surrounding the feminist movement is certainly more potent than ever, spanning globally from the 'big wide web' to the safety of our school playground. The international Women's Development Agency defines feminism as the following, "Quite simply, feminism is about all genders having equal rights and opportunities."

The tainting of feminism as having a 'man hating' agender is purely a failed attempt to silence the issues women face globally, at the hands of the patriarchy. The patriarchy is the social system predominately run by men; the root and arguably the cause of female subordination. This concept is further explored through the lens of sexuality in a study by April Koren Dye, 'Why Does Everyone Think I Hate Men? The Stigma Of Feminism And Developing A Feminist Identity'. The writer outlines the stigmatized movement as a group of radical manhaters and lesbians; "Lesbians are also stigmatized in society for their practicing of sexuality that is not compliant with the idea that one should be solely attracted to members of the opposite sex, and as a result of lesbians' association with feminism, feminism is often not looked upon favourably." Hence, the said 'negative connotations' of feminisms purpose have gravely impacted societal attitudes and values of such drive for gender equality.

I believe it is crucial to address the roots of said stigma, alongside the efforts to grow a more tolerant and understanding world though it will most certainly be a hefty task. Inspiring activist, Jameela Jamil shared a powerful essay on masculinity, called 'Tell Him'. She explores the detrimental impact of the patriarchy on men, "it's as if men are recruited young and brainwashed, in order to be indoctrinated and manipulated into an oppressive patriarchal institution."

She then continues to address women who have boys in their households, "Tell him to cry when he is sad, tell him how important it is to talk about his feelings...Never let anyone tell him to "stop being a girl" when he is showing sensitivity. By narrowing our ridiculous prescribed gender roles, we will come closer together, and no longer be such a mystery to one another." Jameela then goes on to effectively pinpoint that, "We may have to fight our generation of men, (and the one before that,) for our rights, our safety and for our voices to be heard, which is sad and frustrating. But we have a golden window of opportunity to completely shape the future of our entire society from our living rooms." To further echo Jameela's poignant words, it is absolutely crucial we work together to achieve gender equality for it is not an issue of isolation.

In a classic bookend type manner, I would like to revert back to my initial statement where I addressed that the stigma surrounding feminism is far greater than ever and even resides within school and home life. This is very real issue. The mockery and taunting of feminist views and identities in our very community is startling. So, just like Jameela Jamil, I urge all parents to teach and talk with their children as to help shape a person whom both understands the reality of our society and does not back away from attributing to and creating a better one. In efforts to combat the stigma I recommend remembering the oh-so-witty words of actor Emma Watson, " If you stand for equality, then you're a feminist. Sorry to tell you."

By Peggy Holmwood, Year 11

SENIOR GALLERY



GOOD & OTHER NEWS

WHAT YOUR "STUDY ALL NIGHTER" BEVERAGE OF CHOICE SAYS ABOUT YOU

Well, it's that time of the term again folks! As assessments pile up and the canvas clock ticks down, we have officially again entered "All-Nighter Season". Based upon my very valid scientific, peer-reviewed research I have determined that one's all-nighter beverage of choice is highly indicative of their personality.

Tea

- Will end friendships over Mario kart losses.
- Forgets about not having a working printer and maniacally prints all of their work in the library the day it's due.

Black Coffee

- Quiet but chaotic.
- Helps everybody else with their assignments first.
- Master procrastinator.
- You type all of your notes in google docs.
- You submit everything at 11:59.

A glass of milk

- You're probably 12
- Go play outside or something.

Herbal Tea

- Who are we kidding, you are so organised you have probably never pulled a study-all-nighter before.
- You only use pastel highlighters
- Pinterest is your social media of choice.
- You maintain an indoor succulent garden.

Water

- You have all of your subjects in one binder.
- You spend more time making new spotify playlists than actually studying.
- Wears eyeliner.

Mineral water

- The same as normal water, but fancy.
- Probably does English extension 1.

Energy drink

- YOU TYPE IN ALL CAPS. ALL THE TIME.
- You email your teachers with drafts 2 am night before your assessment is due.
- "hi miss, could you take a look at this before tomorrow? thanks."
- Get some self respect.

By Pearl Bendle ,Year 12



MS 24 HOUR SWIM

On Saturday 13 March Harry Moore, Zane Todorcevski, Joseph Cipolla, Isla Terry along with myself participated in the 24-hour MS mega swim.

The MS Mega Swim is a fun team relay event where teams have a swimmer in the water for the entire 24 hours and compete for laps swum and money raised in support for people living with MS. 1 point for every \$10 raised and 1 point for every 500 metres swum.

MS stands for Multiple sclerosis, which is a chronic and often debilitating disease which attacks the central nervous system (the brain, spinal cord and optic nerves). It is the most common neurological disease in young adults. MS affects over 25,600 Australians.

At the end of 24-hour swim, Oxley completed over 66 km of swimming with each of us swimming for 5 hours and swam between 11 and 16 kms each. In total we raised 1,864 dollars, with 28 dollars per kilometre and burnt the equivalent of 12 big macs each. With not enough sleep, we accomplished this long 24-hour journey and were proud to represent Oxley, swimming for a cause we support with only 5 swimmers. We were so fortunate to have Zlatko Todorchevski, who was with us from start to finish managing our mental and physical wellbeing whilst being a huge supporter towards us. I would like to mention Sienna Todorchevski who was meant to be in our team but was unfortunately not able to join us in this swim due to a sports injury that day. We are all entirely grateful to have accomplished this journey and hope to attend this event again next year with more participants to raise money for Multiple Sclerosis.

By Ava Gillis, Year 8



EARTH AND ENVIRONMENTAL SCIENCE HEADS OUT!

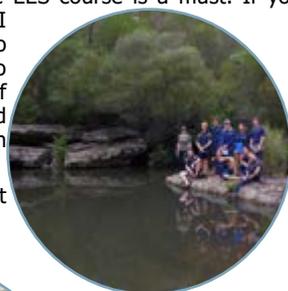
A few weeks ago, Year 11 Earth and Environmental Science – accompanied by our very own Ms Sievert and Year 11 Geography (yuck) – embarked on a field study to Sydney's Waterfall district. It is, by far, the highlight of my year so far.

After a rather early wake-up we began a rather long bus trip enamoured by the gorgeous, heavenly sounds of Crab Rave on repeat (among classics). It was worth it, however. Once we arrived at a little embankment off the freeway, we took a short trek through the wilderness to an old, hidden scout camp; how quaint. The surprises, it seemed, were only just beginning! Meeting us there was Matt, a biological scientist who was glad to teach us budding young science enthusiasts a few tricks of the trade.

While there, we had the opportunity to analyse soil samples, test water quality and observe and record aquatic and terrestrial plants and animals. We spoke about the geological composition of the surrounding landscape and how it impacted on soil profiles. Additionally, we discussed the human impacts on the local environment such as waterway pollution caused by stormwater runoff from the local communities and the effects of introduced/exotic plant species on the environment. We even got to hold some monster yabbies! Not to mention that Matt very kindly allowed us to experience his fossil collection; some of which were up to 3.5 billion years old. How blessed we were!

For those younger students who are captivated by the natural world and the processes that shape it, partaking in the EES course is a must. If you are interested, I suggest talking to Ms Sievert who is a wealth of knowledge and will be more than happy to assist.

By Hugh Corbett
Year 11



SPORT - FINALS



Congratulations to all our students who played in the Finals last weekend.

Basketball

1sts Boys Basketball - Div 4 Premiers

13A Boys Basketball - Div 4 Premiers

1sts Girls Basketball - Div 3 Runners-up

Junior B Girls Basketball - Junior D Premiers

Cricket

Stage 2 Glory Cricket – HDCA Stage 2A Premiers

1sts Cricket – Div 3 Premiers

Softball

Junior Softball – Semi Finalists

1sts Softball – Semi Finalists

Touch Football

Oxley 1 Touch Football - Div 2 Premiers

Oxley 2 Touch Football - Div 4 Runners-up

Oxley 5 Touch Football - Junior B Premiers

SPORT NEWS - Semi Finals

Girls Basketball

On Saturday 6 March our Firsts Girls Basketball team went up against Barker College. Even though they were far away from home, the ball was in Oxley's court as they won comfortably by 22 points. It was a similar story in the Junior Bs Basketball as they won in a close match by six points also against Barker college.

Girls Touch Football

In the Girls Touch Football our Firsts played at home against Barker College winning in a very tight game by two points. The Touch Football 2 also won in their game through an early try which proved costly to Barker College.

Girls Softball

Our Girls Senior Softball team were up against their crosstown rivals Chevalier College even though Chev started off really well with early runs, our girls managed to power through and pull off the win by seven runs.

Senior Boys Basketball

Our Firsts Boys Basketball played St Spyridon College at home. Our boys played a very practical game of exceptional quality Basketball coming away with the win by 12 points.

Cricket

The First X1 Cricket were once again playing Chevalier College at home. Jordan Butcher won the toss and chose to bowl. At the innings break, chev were 9 for 115. Oxley ended up winning by seven wickets in the 36th over of play.

By Archie Maitland, Year 9



MEDIEVAL FEAST

Once again Oxley College was transported to the medieval world, through the time machine that is the talent and sheer determination of our history teachers (only the strong can say

'no, you can't bring donuts from Coles' that many times). There was an amazing turn out this year in terms of costumes; nuns, peasants and kings were present at the festival, though special mention must go to the year 8 boys who somehow managed to all buy the same monk costume from spotlight.

We had the pleasure of watching a real life knight teach us about his equipment and jousting. Norman and Viking helmets were passed around the room and miraculously no-one's head got stuck (it was a close call -believe me). We learnt the tricks of the trade about jousting and were yet again re-assured that running at great speed towards a point spear is never a good idea in terms of safety. At the end of the seminar students were even allowed to ride 'Nessy' (our fabulously fake steed) holding a spear, as the travelling knight pushed us towards a swinging target.

The feast itself was quite the event, meals of bread with cheese and KFC popcorn chicken were shared albeit begrudgingly amongst the year. Special mention to the girls who actually killed a pig to eat for the feast, that level of commitment is to be commended. Overall it was an amazing day and I wish the best of luck to the next year (hot tip: make sure you get only the KFC chicken, the chips do not heat up well in the school microwaves. You're welcome.)

By Violet FitzSimons (Year 8)



SUZY BALOGH - GOLD OLYMPIAN

Last week we had Suzy speak to us in our International Women's Day Assembly. She was inspirational and I asked her a few questions to share with you all.

Q1 What is it like to win a Olympic gold medal?

Its amazing it is a lifelong dream and it is satisfying knowing that the goals you have set you have managed to achieve.

Q2 Would you have any advice for young athletes who aspire to become a Olympian?

Set a goal find out all that you can get the best coaches and managers set yourself a timetable and work through it

Q3 What influenced you to get into shooting?

I tried shooting because my dad and brother did it I love shooting because of the adrenaline rush that you get your heart rate skyrockets and you get the most amazing feeling actually seeing the clay target break.

By Archer Maitland (Year 9)

To check out more here: <https://www.olympics.com.au/olympics-unleashed/>