

# PIN OAK

*OUTBACK*



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**OUTBACK**  
Reflections

—  
**SPORT**  
Cross Country

—  
**ART**  
Oxley Portrait Prize

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## Head of Junior School Announcement

After much reflection Ms Kate Halcrow, Head of the Junior School, has made the difficult decision to step down, effective Friday 30 April, in order to complete her PhD research studies into literacy development in primary school students. Kate had organised a research experiment at a school in Sydney in 2020 that was unfortunately cancelled by COVID, and now needs some focused time to complete the research within the timeframe allowed by the university.

She would like to thank the Junior School families and the entire staff team for all their support over a very difficult 12 months.

The College thanks Kate for her contribution to the school during her tenure and wishes her well for her future endeavours and successful completion of her research studies.

From Oxley College

## Special Events



Firestarter  
Screening at  
Oxley College  
on Wednesday  
5 May at  
6.30pm.  
Rsups  
essential:  
office@oxley.  
nsw.edu.au



Next P & F  
Meeting  
Tuesday 11  
May  
David Wright  
Library  
5.00pm –  
6.00pm  
All Welcome



## HEAD OF COLLEGE'S REPORT



"The true meaning of life is to plant trees, under whose shade you do not expect to sit." – Nelson Henderson

This term, for the first time in over a year we can sing together at school assemblies. I am delighted and as I explained to students

last week, it is an important ritual for us to be involved in as a school community and is one opportunity to display our Oxley pride and spirit and be united as a community. We often sing the School Hymn or School Song as it helps provide us with a sense that we belong to something much bigger than ourselves. It helps guide us as a school community.

While singing may not be everyone's favourite activity, there is strong research around about how good it is for people's wellbeing. I know that whilst I am not the greatest singer or in the words of my children when they were at school, 'please don't sing too loud mum', I always walk away from communal singing opportunities feeling good and uplifted.

In a few short weeks on Thursday 20 May 2021, we will celebrate Foundation Day which is marked on the Thursday each year closest to the official opening of the College which was held on May 17 1983. On this day 38 years ago, the Founding Headmaster, Dr David Wright spoke at the official opening ceremony about how Oxley came to be.

In his speech Dr Wright said 'I would like on behalf of the staff and the pupils of Oxley College, to thank our Governors, our benefactors, our supporters, for our new school - to thank them for having had the vision (our world does need the dreamers of big dreams) and the energy and the industry and the generosity of time and resource to translate that vision into act (our world does need the doers - the ones who get things done) and finally, and perhaps most importantly of all, the faith to keep on going through the problems and disappointments, with which a project like this is inevitably associated (in a world that so readily takes fright, how greatly we need our men of faith).'

"The true meaning of life is to plant trees, under whose shade you do not expect to sit – Nelson Henderson"

Foundation Day is a day of celebration and rituals. During the day, we honour our Year 12 students and plant a tree as a symbol of life and their future. A future which is not at the place of Oxley but symbolises the connection they will have with Oxley College for life. The tree planting also symbolises that future generations of students will benefit from the work and legacy of present students.

At this ceremony, we ask some of our youngest students to assist as a symbol of the K-12 nature of the College. At this short intimate ceremony one of our Alumni will speak about their memories of Foundation Day and what it means to them.

In the evening, we celebrate the present with our Foundation Night Concert for K-12 students. The evening is compulsory for all Year 3 - 12 students to attend and showcases the talents of many of our students in spoken word, dance and music. We also honour those who have gone before us by inviting a guest speaker who is an Alumni from 10 years prior to speak about their life journey since leaving Oxley College.

All families from K-12 are invited to attend this special event and would normally all be able to attend. Due to Covid-19 restrictions, unfortunately we will have less parent seats available. We are hopeful it will be back to all families being able to attend in 2022. There will therefore be a maximum number of two adult tickets per family and it will be on a first in basis. I encourage parents to book their tickets promptly as I am sure it will fill quickly. It is always a great night with so much student talent. We look forward to seeing all of our students and many of our parents on Thursday 20 May 2021 at 6.30pm for Foundation Day. Invitations will be emailed shortly.

By Jenny Ethell, Head of College





## Head of Academic and Innovation

Term 2 is already well in the swing! This term we have significant academic events, including a focus on both external and internal examinations. Year 3, 5, 7 and 9 have NAPLAN testing and Year 11 Half Yearly Examinations will occur in Week 4, with the Year 10 Half Yearly Examinations in Week 7. At Oxley we know that these events are the building blocks toward success. Whatever the feelings about them prior, the adrenalin, the revision, the triumph and/or the disappointment all contribute to the attributes of the student who graduates from our doors at the end of their Oxley journey.

As a K – 12 teaching staff too, we are also focussing explicitly this term on the “why” behind assessing and reporting. From a compliance perspective, we are required by NESA to provide ongoing feedback to students and parents about progression throughout each stage of schooling. In addition, and very importantly, we are proud to be a school that values feedback greatly: much of our Professional Learning time has been dedicated to inquiring into what works best and how students can learn both to give and receive feedback that moves their learning forward.

You may be aware too that the NSW Curriculum, and the place of assessment and reporting has been under review. The review, conducted by Professor Geoff Masters for the NSW Education Standards Authority (NESA), found:

- the current curriculum contains too much clutter, with not enough time to focus on deep learning
- some students are not getting the solid foundation in English and Maths that they need and deserve
- not all HSC subjects have clear links to further study and career pathways.

As a plan for improvement, a new school curriculum is being designed that will:

- build strong foundations in literacy and numeracy with new English and mathematics syllabuses for Kindergarten to Year 2
- give teachers more time to concentrate on deep learning by reducing the hours teachers spend on non-essential learning and compliance requirements
- better prepare Year 11 and 12 students for future work and study with new learning areas and career pathways.

We are delighted that two of our Oxley teachers have been invited to be involved in this process. Ms Catherine Dobner has been invited to be part of the Teacher Expert Panel, consisting of 200 highly regarded teachers selected across all sectors. Ms Lara Sheils has been identified as an experienced and expert teacher and will watch over key experiences in Stage 1 as we have been

asked to trial the new K – 2 draft curriculum, ready for implementation in 2022.

Year 12 students have received their Half Yearly Reports and are already putting into practice the feedback received. Next week, Ms Dobner and I will meet with each student 1:1 to discuss what we call at their DnA (data into action). This consists of a simple colour coding bar that links effort to achievement, and maps strengths and challenges in assessment tasks compared to examination settings. The focus is an overview of strengths from the Half Yearly Reporting process and subsequent data analysis in order to set achievable student goals prior to the Trial examinations (and end of assessment period). Our students are also fortunate to have ongoing access to our Year 12 Academic Master Mrs Simpson, as well as our terrific team of teachers to reflect and refine their work, set new goals as they keep working day to day toward their HSC examinations. The HSC timetable has just been published and is now available on the NESA website. We look forward to supporting and encouraging our students from now until then and beyond!

By Kate Cunich, Head of Academic and Innovation







## *Head of Senior School*

I have no doubt that there are as many parents who are a little sick of hearing from the College about traffic and pick up arrangements, as there are parents sick of having to queue each afternoon on Railway Road to pick up their children. Please be assured that I share your frustration in writing about it!

Oxley's challenges regarding traffic at peak times on Railway Road and adjacent roads is not unique. Indeed there is plenty of anecdotal evidence that traffic around the urban centres in the Highlands has clearly worsened in recent years. However, Oxley's particular geography is unique, in that there is effectively 'one road in and one road out'. As the school has moved closer to its capacity and since the beginning of the Covid pandemic, the problem has increased. Local roads that were not designed to accommodate the amount of traffic using them, as well as a lack of pavements on nearby streets has conspired to adversely affect local residents, many of whom are elderly and do not feel safe walking in the mornings and afternoons around Burradoo. Berrima Buslines are also impacted by the traffic in the afternoons; buses delayed at Oxley are then late arriving for other schools, several of which connect with other school buses in Moss Vale.

Last week was the inaugural meeting of the Oxley College Traffic Committee, consisting of representatives from the College Executive, Board of Governors, Wingecarribee Shire Council, Berrima Buslines, local residents, parents and the College Environment Group, including two students (Ava Lambie and Luke Suttie). The committee is focusing on long term solutions to the current challenges we face and we are actively exploring a range of options. In the longer term, these include the development of a Green Travel Plan that will both reduce congestion as well as reduce the number of cars coming to the College at peak times, by promoting and providing alternative safe and sustainable transport for students. This process will not be completed swiftly, so we will continue to make requests of parents that will help reduce congestion and maintain the safety of all students in the short-medium term.

These measures include the following requests of parents:

1. Senior School parents, please do not arrive at the College to pick up students before 3.30pm. It generally takes students at least five minutes to collect belongings and get to the pick up zone. Congestion backs up on Railway Road when the pick up bays are occupied by parents arriving early and waiting for their children who are not there. By delaying pick up, we can ensure steady movement of traffic through the pick up zone. The main road and pick up zone is usually clear of an afternoon by around 3.42pm most days.
2. Parents needing to pick up students from both the Junior and Senior Schools, or who need to arrive before 3.30pm are asked to park on the main driveway. We have relocated Year 12 parking to Hudson St to enable this to happen.

3. Please do not queue across the entry/exit of the bus zone. The first four buses must leave on time and not later than 3.35pm. The knock-on effects of being delayed have impacts at other schools.

4. Please do not pick up on Railway Road. Crossing Railway Road between 3.20pm and 3.40pm is not safe, even if children are accompanied.

5. Please do not pick up on Osborne Road or Sullivan Road. The College is required to comply with Council regulations and we are not permitted to allow this.

6. Please obey speed limits and 'Stop' signs. The School Zone speed limit is 40kph during peak times and onsite it is 10kph at all times.

As a College we cannot do this alone, so I am delighted that we have brought together key stakeholders to help solve this problem collectively. You will certainly hear more about our plans as they develop in the coming months. By Mark Case, Head of Senior School

## *Anzac Day - Bowral*





# JUNIOR GALLERY







## Weekly Awards

### Learning Journey

K: Ruby Rogerson  
Yr 1: Frankie Ventura  
Yr 2: Frankie Russell  
Yr 3B: Darcy Jones  
Yr 3R: Zara Finlayson  
Yr 4A: Eli Winn  
Yr 4W: Aston Herriott  
Yr 5C: Henry Jones  
Yr 5N: Harry Voss  
Yr 6H: Hayden Zupp  
Yr 6S: Oscar Vasak

### Oxley Values

K: Hugo Tait  
Yr 1: Amelia Gaunt  
Yr 2: Lilly Mansour  
Yr 3B: Hugh Pratten  
Yr 3R: Oscar Jones-Lumetzberger  
Yr 4A: Madison Chamley  
Yr 4W: Elodie Ahern  
Yr 5C: Sophia Denington  
Yr 5N: Scarlett Miller  
Yr 6H: Emilie Henderson  
Yr 6S: Hugh Smith

### Excellence in Japanese

Matilda McCarthy  
Pixie Hanson

### Students of the Week

#### Learning Journey

K: Magnus Rasheed  
Yr 1: Harry Adams  
Yr 2: Xander Fisher  
Yr 3B: Phoebe Burton  
Yr 3R: Elsie Hopkinson  
Yr 4A: Ayden Hosseinzadeh  
Yr 4W: Jameson Clarke  
Yr 5C: Clancy O'Mahoney  
Yr 5N: Brayden Anstee  
Yr 6H: Ivy Halstead  
Yr 6S: James Blanche

### Oxley Values

K: Albie Fisher  
Yr 1: Joshua Lawrence  
Yr 2: Felix Chamley  
Yr 3B: Matilda McCarthy  
Yr 3R: Harper Anstee  
Yr 4A: Victoria Feetham  
Yr 4W: Raphaela Abreu  
Yr 5C: Max Steyn  
Yr 5N: Xavier Druery  
Yr 6H: Asher Braham  
Yr 6S: Maddy Kirsch

### Excellence in Music

Matilda Lambie  
Andrew Clothier

### Excellence in Art

Phoebe Keith  
Luca Poropat

### Violin Exam Certificates

Flor Pereira Merlini  
Matilda Pope



## JUNIOR SCHOOL NEWS

### Wednesday Sports Training

We realise that cancelling afternoon sports practice on short notice due to inclement weather can cause problems with regular pick-up arrangements. Therefore, in consultation with the Sports Department, we will now be providing a more consistent pick-up time every Wednesday. Regardless of weather, students involved in Wednesday afternoon Sports Training will be supervised until 4.30pm. We hope this will help alleviate any confusion for both parents and students.

### Service Learning

We are excited to be involved with various agencies at the local, national and international level to make a difference to the lives of others. As mentioned in a previous Pin Oak article, 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 in helping those less fortunate than themselves and displaying a true sense of compassion towards others.

Over the recent holidays, Year 5 students have each raised money to loan to KIVA, a Micro Finance Company. These loans allow people in third world countries to become self-sufficient while also repaying the loan. An example of a loan is provided below.

#### Year 5 Example from KIVA

#### Dibora's Group's story

Dibora is a 37-year-old proud mother of three children. She is a group leader, often described as a very resourceful person. Dibora described her harvest as poor due to bad weather conditions last year but believes she can have a better one this year. She is very excited to also be purchasing a solar light, apart from fertilizer and maize, because she will now be able to have light during dark hours for her children to be able to study. With the profits from this season's harvest, she plans to send her children to school. With this loan, Dibora's Group will be able to plant a total of 14 acres of land and purchase a total of two solar lights.

Country: Kenya - Average annual income (USD): \$1,800

Our Year 5 students will form groups, research people and places and decide who they would like to loan the money to. When the loan is repaid, we will then loan to another community-based group. If you are interested in this programme, please visit <https://www.kiva.org/>



### Year 6 Honour Our Fallen

Our Year 6 students have been researching war veterans in the Highlands. Last Thursday, as part of Honour Our Fallen, the students placed over 150 flags at the graves of War veterans in the Bowral Cemetery. Over 30 students and parents were able to spend time reflecting on the contribution these men and women have made to our country. 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." I felt so much respect for the veteran that I had researched when standing in front of his grave," Leila Palmer "I felt like I knew my war veteran quite well and it is important we remember and never forget" James Blanche. " When we were at the cemetery it made us feel different and appreciate what they had done." Alexander Psarakis



By Peter Ayling, Acting Head of Junior School

# Life In Colour

## *The devastating 'shadow pandemic' infiltrating our society*

**Some people may find this article confronting or it may raise issues. If this is the case, please contact Lifeline on 131 114, 1800RESPECT the national sexual assault line 1800 737 732 or Beyond Blue 1300 22 4636**

Lisa sees red. Invasive, unambiguous red. It travels along the barbed insults her parents are exchanging. It precedes the slap that stings her cheek, and resonates after the door has slammed. The red makes her temples throb; her seven-year-old mind not accustomed nor deserving of this unwelcome hue. Lisa says red feels hot; it is demanding and all-consuming.

However, the red is only a transient experience; despite its frequency, Lisa knows the red will inevitably dissipate. It is the black and blue that remains; that invite the concerned looks in school – when she is able to attend – and ache at night as Lisa sleeps in an empty house. Bruises mark her pale arms, angry violet smudges against her skinny limbs. Yet the garish splotches are only surface wounds; hiding the deeper betrayal and fear she is afflicted by. Lisa lives her life in colour – red, blue, black – for all the wrong reasons.

More than a third of Australians don't view child abuse as an eminent issue, despite thousands of children suffering harm and neglect across the country. Abuse can be perpetrated physically, sexually, emotionally or simply through extreme neglect. I could list innumerable statistics to demonstrate the sheer extent of such ubiquitous harm. Abuse reports have increased 27% since 2012. In South Australia, one in four children under 10 are reported to protection authorities. But to do so is to paint a black and white picture, when in fact the issue lies in shades of grey. As a society, we are embarrassed to mention child abuse; fearful of the stigma and hush-hush of family violence. However, if we are to resolve what is being described as an 'epidemic of abuse and neglect', we must start talking.

Australia's child protection systems are in meltdown amid unprecedented levels of reports of abuse. In a study conducted by the University of South Australia, the prevalence of abuse in both state and nationwide jurisdictions was revealed to be incredibly concerning. In a system initially established to respond to only several hundred families, the fact is we simply don't have measures in place to meet the demand. Social workers are inundated with cases, and forced to prioritise, yet the vast majority of cases require comprehensive follow-up. The system is entirely reactionary – overwhelmed authorities only truly intervening when statutory child protection is deemed necessary.

In 2013, then-Prime Minister Julia Gillard called the Royal Commission into Institutional Responses to Child Sexual Abuse. The findings were staggering: thousands of children abused, in churches, sporting and religious organisations and youth groups. Australia should have been ashamed, and should have enacted radical policy reform to place the welfare of the child at the centre of any institutional policy. Yet, child abuse again remained taboo, and the recent realisation of Wallaby legend Tony Daly's alleged experiences of abuse at an elite Sydney boarding school reveal that the institution still comes before the child far too often. 'I was walking into an ambush', he says of his sexual abuse by a Catholic brother. 'It shouldn't have happened.'

How is it that we manage to look past individual pain and powerlessness to somehow believe that the status and reputation of a name, a brand, a building could be worth so much more?

Further impeding an effective response to this bleak narrative has been the coronavirus crisis. Newsreaders stumbled over bulletins on the morning of January 14 this year, as they recounted that the bodies of young



Claire, Anna, Matthew and mother Katie Perinovic had been found by their distraught father in their brown brick home in Melbourne. Neighbours recounted the distressing ambulance sirens piercing the mild January morning, the incongruous red and blue at odds with the sleepy town of Tullamarine. The filicide was a salient reminder of a disturbing undercurrent of severe child abuse provoked by lockdowns and increased family tension. Katie Perinovic lived her life in black; severely depressed and withdrawn as a result of the recent Melbourne lockdowns and forced social isolation.

The convergence of economic stresses, unemployment, school closures and movement restrictions have isolated far too many children with potential abusers. Considering it is school officials who make a fifth of all child abuse reports, global school closures are impeding identification of our most vulnerable casualties of the pandemic. In addition, out-of-school children and adult predators spending more time at home and on the internet, is the 'perfect storm' driving a spike in online child sex abuse. In Australia, federal police received more than 21,000 reports of child sex abuse in 2020, an increase of over 7,000 cases on the previous year.

As a nation, we sat communally glued to our television screens as COVID cases were detected in the Northern Beaches late last year. Collectively holding our breaths, we forfeited family gatherings and festive celebrations in the quest for public safety. Media outlets reported constantly on the developing outbreak, with headlines screaming 'Australia on Alert' and public health legislation enacted within hours. Within the span of the 29-day outbreak, 151 cases were recorded.

In the same period of time, at least 2,667 children experienced serious harm or abuse – one every 11 minutes. Yet, they received no air time on national news, nor any efficient policy reform or funding. In recent years, we have initiated the much-needed national conversation on domestic violence experienced by women. In recent months, we have expended substantial resources on informing the community of the whereabouts and restrictions associated with coronavirus. We now need to have the same kind of conversation, and put the same kind of focus, on understanding and preventing that level of

harm to children. This 'shadow pandemic' of child abuse is decidedly black. It is stretching, and extending, its insidious, dark fingers, infiltrating places of safety. Our schools, welfare offices, institutions, and our homes, are all at risk.

The issue lies within Australia's child protection system; predicated on decades-old evidence. Authorities are still taught that reporting to child protection systems is a 'needle in a haystack phenomenon', with the likelihood of genuine grounds for intervention low. Excessive duplication of state and federal obligations, coupled with the cultural denial of the public and MPs alike, means affected children are left to live in a state of toxic confinement, profoundly affected throughout their adult lives. The sensitivity of the subject means that, when key points for reform do arise, such as the February revelations of SA's Child Protection Minister Rachel Sanderson's failed responsibility to acknowledge the impregnation of two teenage girls in state care, we turn a blind eye, and avoid the uncomfortable conversations.

**"The solution does ultimately start with individuals – and a willingness to speak publicly for those silenced by the black hands of abuse. It is only through expressing widespread discourse that we may eventually influence policy change."**

There is no simple solution, for an issue so deeply embedded in stigma and shades of grey. However, I do wonder what might have happened if Claire, Ava and Matthew Perinovic, if Tony, and Lisa, had lived in a society where child abuse was recognised as a pertinent public health issue, rather than a shameful 'family matter' to be dealt with behind closed doors. The solution does ultimately start with individuals – and a willingness to speak publicly for those silenced by the black hands of abuse. It is only through expressing widespread discourse that we may eventually

influence policy change.

Lisa was one of the lucky few, identified by child protection authorities as at risk, and removed. She is now 18, and after extensive therapy the dark tunnel of her youth has been carved open. Lisa can now see the promise of a future, glimmering in golden hues. This should not, must not, be the exception to the norm. We must act to provide the rainbow of opportunity for all children suffering abuse. For what worth is a life, if it is not lived in colour?

By Ava Lambie Year 12

# INSPIRATION



## FILM

### Seaspiracy

Seaspiracy is one of those shows that will not only change your perspective on a certain topic but will also have a significant impact on how we think about doing our daily business, in this case purchasing seafood. Now when I say that this show will change your perspective on eating fish I mean that this show will literally change your perspective on eating fish, I went into this critically acclaimed documentary as a sushi lover, and came out as a non-sushi eater, let me rephrase that "slightly less sushi eater".

This well-filmed documentary follows a young filmmaker Ali Tabrizi an ocean-loving devotant who is on the hunt to find out what really goes down in Japan's sick underground commercial fishing industry, and why certain fish species are starting to die out and even become extinct! Fish such as the bluefin tuna and the hammerhead sharks population are taking devastating hits and if we continue going down this road these beautiful species will be gone before we know it. Ali Tabrizi goes over many points and issues that are dark sick and utterly wrong with the commercial fishing industry. Issues such as bycatch, slavery, and the secret truth behind the label that we all trust THE MSC (certified sustainable seafood). Ali Tabrizi goes out of the way to film this documentary by going undercover and risking possible jail time to film this documentary, by using undercover spy cameras to capture the dark secrets that Japan's commercial fishing industry has to hold and hide, issues from illegal whaling (the illegal culling of whales) to sharks fins being eaten just as a sign of respect.

Overall I think that this is a must-watch for those Sunday afternoon Netflix marathons that we all love. I would highly recommend this sublimely filmed documentary to anyone who would like to learn the secret TRUTH about Japan's underground commercial fishing industry.

By Archie Maitland Year 9



## ALBUM

### Fearless: Taylor's Version

I know what you're thinking: Again? Another Taylor Swift album? Really? Haven't I already read like 3 of these this term? Yes. Yes, you have. However, a new Taylor Swift album is nothing to be overlooked. As one of the 21st century's most impactful artists her music is almost inescapable, especially when reading a news article from a high school filled with very emotional teenage girls. Now this release is unlike Swifts previous albums in the past year, as it is a re-recording of her hit album "Fearless" first recorded in 2008. This album has been belted by girls all around the world, crying over boyfriends they've never had and reminiscing over breakups that never took place, parts of life their yet to experience.

Modern media has the nasty habit of degrading this ritual, painting young teens as emotional, dramatic and (of course) crazy. In response to this I would like you to picture a cricket match, the stadium filled with fully grown adults screaming, crying and yelling about a teeny leather ball. Now let's face it, no-one is really that invested in the tiny ball itself, more so in the love of the team, the memories of the game and the thrill of the moment. Neither practice is to be degraded as both are just as comforting and culturally relevant as each other. So, I ask you, next time you feel the need to crack a joke about us 'crazy girls' or 'their emotional roller-coasters' please remember that we are the same girls who are just as capable and powerful as the boys our age screaming at cricket matches.

However, Taylor Swift is in no way limited to us girls. If I'm capable of going to cricket matches and analysing the field, then boys are certainly just as able to dance around their bedrooms belting "you belong with me". Music can never be contained to one topic or emotion, and Swift sings about far more than "girl stuff". So, the next time you're in the car, turn on "Fearless: Taylor's version", you don't have to listen to the whole thing or even a whole song. But I promise you that if you give "Hey Stephen" a chance, it will be stuck in your head for the next week. (pro tip: if your really angry "forever and always" is a must. Trust me.)

13 / 13 stars

By Violet FitzSimons Year 8



## REVIEW

### Trip to Canberra

Year 5 and 6 Excursion to Canberra

On the last three days of Term 1, Year 5 and 6 boarded buses and headed to Canberra. New Parliament House - this is where we were guided to our first task, setting up our own parliament. At the Parliamentary Education Office we were actors playing the role of a Prime Minister, the Queen, politicians, the Speaker and much more.

Continuing on at our New Parliament House visit, we were taken to The Senate and House of Reps where we discussed our history as a democratic society and our history in Australia. We then went to the Old Parliament House where we did the 'Who's The Boss Programme' taking an insight into Australia's history and learnt about the events and people that shaped the nation. On day two we went to the War Memorial to learn more about the history of soldiers and their battles. We then went to the National Archives of Australia to discover historical files, objects and stories. Then we travelled to the National Arboretum and did an orienteering activity in groups of three. We also went to the National Portrait Gallery, to look at wonderful paintings and photographs of people. We went to the bowling alley to have some fun!!!

On the final day we visited the National Capital Exhibition where we learnt about the history of Canberra. Watching another short clip, Year 6 discussed Walter Berley Griffin and Marion Mahony Griffin (the designers of Canberra,) and then looked at a mini model of the city and learnt more about how it was designed. The last stop of the day was the National Museum of Australia. The artefacts included Phar Lap's heart, the wool of the woolliest sheep and statues of Walter and Marion. Unexpectedly, while we were at the National Museum, the centenary celebration of the Australian Air Force was celebrating 100 years. We got to see all of the old war planes fly past, and at the end some stunt planes (roulettes) ended the ceremony with a bang. It was awesome; we loved it!

All of Year 5 and 6 really loved going to Canberra and visiting all of the historical buildings and fun places. I would definitely go again!

By Matilda Lambie and Molly Edwards



# OUTBACK

Arduous, a word to describe Outback, but also memorable, adventurous, interesting, exciting, hilarious, eventful trip just a few words that come to mind.

The trip which involved climbing over mountains, looking for Opal with the 'Opal Hunters', learning to cook and pack up a tent silently, crazy haircuts, two 18ths, sleeping underground at Coober Pedy, multiple flat tyres, Royal Flying doctors, playing basketball with the Aboriginal children, cultural significance of the Outback, long bus rides, bonding experiences, incredible sunsets and sunrises, new landscapes and just exploring Australia.

Outback was truly an amazing trip one that we will take into the future with such great memories and life lessons. We are so grateful to be able to go on this trip and would like to extend our gratitude to the teachers, staff, and volunteers who made this trip possible.

By Lily Magill



## Ruby Zupp

I genuinely don't know how to begin to summarise the 'Outback Experience' and do it justice. To be perfectly honest, I came into Outback with the lowest expectations and dreaded coming 48hrs before we left. But from the moment I got on 'Freedom' all the way through to now I have not for a second doubted that this be best experience of my life so far. I can't help but feel that these connections us 49 students are forming will somehow foreshadow our graduation- finally finding a place where we all appreciate each other.

I wish I could pinpoint what makes Outback so special in order to translate it to all aspects of life, but I don't think it's that simple. The dedication and care put in by the teachers for a bunch of rowdy 16-18 year-olds astounds me, and the willingness of the students to be vulnerable with one another has allowed this, dare I say, arduous journey to become a sanctuary for my best memories of my teenage years.

Outback taught me to not only strengthen and form new friendships, but to forgive and rekindled ones. Blasting 'Sing Sing' while cooking lamb kebabs, writing pages on pages during reflections and learning a lot about my peers through the dreaded bus game of (can't read this) lay at the heart of Outback- it is the smallest, most seemingly insignificant moments that will stick with me for the rest of my life.

So, thank you to Monty, Banjo and Freedom, the teachers and staff, and most importantly the class of '21, for making this the most unforgettable experience of my life.

## Zach Bamber

From the beginning I was very nervous and scared but I pushed myself through this and thinking to myself that this will be a memory in my life and I'm so happy I did it in the end. The main thing about this trip is everyone made it back together safe and sound and we all made it in the end. I'm so happy I saw the

places that I probably won't ever see again and learning about their culture and history of the place was amazing. Travelling across NSW and SA was an experience and I enjoyed every moment. To the next year group that do it never give up and you will get through it and try not to stress about anything coming up, just enjoy the moment of the whole experience.

Thank you to the staff coming on the trip and making it a special trip for everyone who went in Year 12 2021.

## Toby O'Sullivan

I believe the trip is a right of passage in the Oxley experience. The talk about the Outback Magic hits everyone at different times in the trip but the experience of the collective group is of utmost importance rather than the person. I truly believe with an open mind and some determination anyone can find the Outback Magic.

## May McRobbie

Outback for me would be defined as a big learning experience. You learn about people you would normally not sit with, you learn about Australia and small weird towns that on first look don't look like anything special, but after staying there you learn about the history and significance. Most importantly you learn about yourself, you find things out about yourself that you wouldn't expect you could go through. It is hard to explain and I think experiencing it is the only way to understand the meaning of finding your yourself and your limits on the trip.

## Ella Jackson

Outback has taught me that shared experiences with people are more important than study. Having this time away from the stress of Year 12 has been invaluable. Not only have I made closer friends but also I have a deep love of the outback and its stories. Outback has me looking forward to travelling our country again in the future.

My only criticism is that we didn't engage much with indigenous communities, their stories and the stories of the land we travelled. I know this was not intentionally avoided.

Outback has taught me that early mornings and hard hikes are awesome. Time away from technology has also been amazing. We are all so lucky to experience this trip together. I have loved every second.



## Liv Pride

Outback provided both the challenges and experiences both myself as an individual and the group needed to further establish friendships. At many times during the trip the negatives outweighed the positives and I was left questioning the purpose of the journey. However, it was in these particular moments where I arguably gained the most... a turning point was definitely made during the trip and will continue to inspire me through the last year of school. Although I wouldn't LOVE to do the trip again, I genuinely appreciate the opportunity and am glad to have taken it and 'embraced the arduous'.



A little more detail about the trip...

At the end of Term 1 and into the holidays, a group of Year 12 students embarked on the 33rd Outback trip. The initial journey in 1998 with a small group of Year 11 students was only ever intended to be one trip. Why did it continue? What has motivated teachers and volunteers to drive Toyota Coasters the equivalent of nearly 6 times around the Earth at the equator?!

The reasons are so simple: discover your country's beauty and vastness, while learning more about your strengths alongside your peers. But this should not be mistaken as the cliché it may sound. There is also something almost inexplicable about the magic of this journey which many struggle to articulate.

Apart from the expected routines required for covering extensive distances in a timely manner, the only boundaries set for students are with the express intention of 'doing your bit' and care for one another for 15 days. To then share this with teachers and volunteers they know well (not 'experts' or tour guides), this experience becomes unique. It is a simple tradition that carries a spirit passed down through every student who experiences it.

This spirit evolved in the infancy of the trip through the early 1990's. The core of this spirit: isolation and hardship teaches one about them self; distance and geography connect one to natural beauty and the land in often unexpected ways; the relentless nature of the travel and all its necessities allow one to understand the true meaning of service to one another; and exposure to many varied communities teaches about survival of people and a culture in all its facets.

As staff and volunteers accompanying the 49 students who travelled this year, we returned feeling privileged to have shared this spirit with them all. A generous-of-heart group in every way, they embraced the challenges with humour and grace, and found their own meaning as individuals which will carry them into their last two terms of Year 12.

Thank you Year 12 2021. By Annik Schaefer



# SENIOR GALLERY





# CROSS COUNTRY

## WE CAME WE RAN WE CONQUERED!

Cross country carnivals have been running in schools for as long as students, teachers, parents, and grandparents can remember. We can all think back to the time where we wilfully (or in some circumstances not willingly) engaged in the run or trudge through a non-descript course around a school mirroring the images from chariots of fire. These races have become synonymous with effort, attitude and sprint finishes to just nudge out your best mate on the line for glory and line honours. They are engrained in our history and school experience. It is because of this history these races still enjoy a pride of place in the school calendar. However, encouraging large amounts of adolescent teenagers to wilfully run at maximal effort for several Km's in cold Autumn conditions can have its difficulties. I am sure there are many parents when asked to reflect on their own cross-country experience at school do so with low levels of enthusiasm.

As a new staff member, I particularly enjoy witnessing cross country carnivals as a way to judge the athletic culture of a School. If it's a battle to engage students, and the event lacks commitment and effort, the only conclusion is that the culture is weak. Where levels of physical fitness are low, and many runners are unable to complete the distance, the event becomes inappropriate and the spectacle unengaging. The staff don't look forward to it any more than the pupils. Whilst accommodations can be made to make the cross country feel less intrusive by modifying courses to be shorter or incorporating more fete style activities and fun runs, these are selling the event short of its history and meaning.

Interestingly recreational running amongst adults and the general population is at an all-time high. Events like park run and app technologies like Strava and Nike Run Club have made recreational running more accessible and popular for individuals to engage with. Either as a means of self-determination or to challenge friends and family through digital means. Even through the peak of COVID-19 where a lot of structured sport was shut down, recreational running soared across the countries when individual exercise was still permitted. So running is by no means obsolete in its place within the schools and more broadly society.

To ensure a wilful and meaningful engagement with running we need to examine its place in education in schools. Often an overlooked or misunderstood part of physical literacy, the ability for students to learn and love how the body can run be pushed to its physical limits is a critical component to their development and enjoyment of physical activity in life. Over term 1 our PDHPE staffed were delicately aiming to teach these basic skills in PDHPE, reducing the fear of such activities and replacing it with enthusiasm. The challenge is to promote the concept that running can be for everyone at any time.

Our annual house cross country is the exam which judges the success of the teaching of running in a school. Like any other exam, it reflects the quality of the teaching and the extent to which pupils are inspired to work to produce their best.

I congratulate all students who participated to the best of their ability and most of all enjoyed the physical and mental challenge of running.

By Tom Kindred.

### Age Champions 2021 Senior School Cross Country

Age/Gender	Champion	Runner-Up
<b>Girls 12</b>	Mimi Legge (FI)	Imogen Gair (FI)
<b>Boys 12</b>	Bryce Rodger (Oo)	Sam Plummer (Mon)
<b>Girls 13</b>	Ella Loiterton (FI)	Elsie Hanson (Oo)
<b>Boys 13</b>	Fred Hamblin (Oo)	Aston MacDonald (Du)
<b>Girls 14</b>	Xanthe MacDonald (Du)	Lily Smith (Oo)
<b>Boys 14</b>	Tristan McIntosh (Mon)	Harry Kirsch (Dob)
<b>Girls 15</b>	Amelia May (Dob)	Sophia Hamblin (Oo)
<b>Boys 15</b>	Phoenix Sparke (Oo)	Hamish Stephen (Oo)
<b>Girls 16</b>	Amelia Carpenter (Dob)	Emilie-Rose Weslake -O'Dwyer (Oo)
<b>Boys 16</b>	Matt Smith (Oo)	Monte Francis (Oo)
<b>Girls 17</b>	Molly Knowles (Du)	Millie Falshaw (Du)
<b>Boys 17</b>	Kade Hanrahan (Maw)	Rex Sparke (Oo)
<b>Girls 18</b>	Madeleine Sargeant (Dob)	Ava Lambie (Dob)
<b>Boys 18</b>	Lochlan Kennedy (Oo)	Will David (Dob)

### Champion House

1 <sup>st</sup>	Oodgeroo
2 <sup>nd</sup>	Dobell
3 <sup>rd</sup>	Durack

### Age Champions 2021 Junior School Cross Country

Age/Gender	Champion	Runner-Up
<b>Girls 5/6</b>	Charlotte Keats (W)	Ruby Rogerson (W)
<b>Boys 5/6</b>	Hugo Tait (W)	Albie Fisher (W)
<b>Girls 7</b>	Rose Hurst (W)	Naomi Robertson (F)
<b>Boys 7</b>	Thomas Apostolatos (F)	Joshua Lawrence (C)
<b>Girls 8</b>	Luella Sewell (F)	Stella Bacon (C)
<b>Boys 8</b>	Angus Kean (W)	Xavier Halstead (W)
<b>Girls 9</b>	Gabi von Sperl (W)	Hadley Morgan (C)
<b>Boys 9</b>	Euan Shedden (F)	Chase Holmes (W)
<b>Girls 10</b>	Pixie Hanson (F)	Molly Harwood (F)
<b>Boys 10</b>	Levi Olsen (W)	Lucas Drelaud (C)
<b>Girls 11</b>	Claudia Carpenter (C)	Matilda Pope (W)
<b>Boys 11</b>	Harry Keats (W)	Brodie Murray (W)
<b>Girls 12+</b>	Emilie Henderson (C)	Emma Barnett (F)
<b>Boys 12 +</b>	Archer Guilly (W)	Asher Braham (F)

### Champion House

1 <sup>st</sup>	Walton
2 <sup>nd</sup>	Flynn
3 <sup>rd</sup>	Chisholm



# DOE NEWS

## BRONZE HIKE

**Oscar L**

On Friday 23 April, Year 9 Bronze Duke of Ed ventured out to the Shoalhaven River to complete a two day hike. Despite many detours and falls, every group made it to the end with the help of the 'Optimum Experiences' group leaders, and great weather conditions on both days. Here are some reflections of the hike from a number of group members:

**Tika**

The highlight of DoE for me was making deeper connections with people and making memories with friends in an out-of-school environment in nature. I also really enjoyed how disconnected we were from normal life and that we camped out under the stars with nothing and no one else around. I found it really tricky to not know exactly where we were going, how long it would take us and if we were even on track and not having a full plan and certainty. I learnt to keep pushing further to expand my mental and physical capability. I also learnt to talk to people who I don't normally talk to and I felt like this was a very good thing to make us bond over the toughness of the hike. For future participants: do not pack too much, you actually don't end up using that much gear and you can share stuff with your peers. You also have to remember to keep pushing, and that pushing yourself mentally and physically is rewarding. Also talk to everyone you can and just take in what's around you and what you are doing.

**Jacob**

We got off the bus and started hiking. The packs took some getting used to, but other than that the beginning was a relatively straight fire trail. Just before we got to camp, we had to link arms to walk across a river, which was a good team-building exercise. The next day, we didn't walk nearly as far but, it was mostly uphill. However, some people were running by the time we got to the buses.

**Amelia M**

The highlight in my opinion was after the first day getting to camp and sitting around the fire with everyone, it was very relaxing and rewarding after a big day of hiking and on the second day my highlight was doing the river crossing it was quite stressful but still very fun wading across the fast moving rapids. It was quite hard when we got stuck in the middle of the bush and had no idea where to go but it was still a good experience and we all learnt a lot from it. I learnt how to take a bearing on a map which was very interesting and useful on the trip. I would recommend to make the most of the trip because you will really enjoy it and take the opportunity to get to know people in your year group better.

## Will Barnett

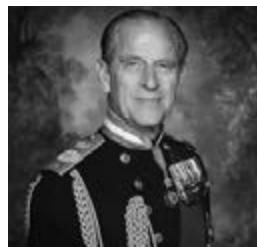
This week's Duke of Ed interviewee is Will Barnett, from Year 9. "I am doing bronze level DoE and as such have only been doing it for a couple of months but I already love it", he says. "I am doing my tennis lessons and competitions for my physical recreation, my skill is my cello practice for which I am doing grade 6, and my service is helping little ones at a tennis group." A busy student, Will also volunteers for Pin Oak.

1. A brief description of one activity, and what you have enjoyed/learned

I have been doing tennis since Year 4 and have loved getting into it this year, I have improved my groundstrokes considerably along with my second serve. I have really enjoyed this, along with being around the tennis courts as it is a great community

2. Favourite thing about DoE/best memory

My favourite memory would be all my lessons with my coach Macca and an intense match we had that lasted an hour and a half.



## HRH Prince Philip, The Duke of Edinburgh KG, KT, AK 1921-2021 - R.I.P.

In his public speech during last Tuesday lunchtime, Joseph O'Shannessy made a touching tribute to Prince Philip. Even though he is not participating in the Duke of Edinburgh's Award, Joe clearly recognised the value of the programme for his peers in Year 9, of whom 50 - over half of the cohort - are currently involved.

To many Australian teenagers, HRH The Duke of Edinburgh Prince Philip, was just a character in the Netflix series The Crown; the smiling, waving, elderly man who followed the Queen around on her walkabouts, and he who crashed a Range Rover on his private estate at Balmoral at the age of 97! Yet, for generations of others, Prince Philip's D of E Award programme gave them their first taste of travel, wilderness adventure and service to others:

'...beyond the memories of burnt marshmallows and soggy socks, we developed real skills in preparation and navigation, teamwork and initiative. Without fail, on every adventurous journey we undertook there were tears, blisters and bruises, leeches and bad weather, and at least one kid who always, always, forgot to pack the tent poles: but every time we had fun!'

Prince Philip's long life was one of immense energy and achievement, active and loyal service, but not without controversy. Yet his early life was far from easy. Born into the Greek and Danish royal families, the young prince was forced into exile with his parents and siblings. He was brought up in troubled times, with the rise of Adolph Hitler in Germany. He saw very little of his father, his mother had mental health issues and was placed in an institution, his sisters were implicated in Nazism and one was killed with all of her family in a plane crash. Against this background, Philip suffered an often solitary and disrupted childhood. Eventually, he was taken under the wing of his uncle, Lord Louis Mountbatten, and settled in England.

As a teenager, he boarded at Gordonstoun in the Scottish Highlands, a school headed by a Jewish refugee, Kurt Hahn, who nurtured self-sufficiency, physical recreation, outdoor skills, and teamwork in the boys who attended. It was this experience which later inspired Prince Philip, together with Hahn, Lord Hunt and Edmund Hillary - of Mt Everest fame - to found what was to later become the Duke of Edinburgh's Award in 1956. It was established in Australia in 1959.

Today, over 130 countries offer the programme, equipping and empowering millions of young people to build the skills, confidence and resilience they need to support their communities and be ready for the world, what Prince Philip coined 'a do-it-yourself growing-up kit'. He was immensely proud of the programme, attending more than 500 Gold D of E Award presentations and maintaining an active, hands-on role in the organisation well into his senior years.

Oxley College has a long and strong tradition in the Award and currently has over 250 active participants.

Peter Kaye the Australian CEO of the Duke of Edinburgh's International Award recently stated: 'The International Award family mourns the loss of our inspirational founder. Prince Philip's belief in the infinite potential of young people, coupled with his championing of non-formal education and learning, positioned him as a leader and thinker of truly global stature.'

Thank you, Prince Philip. May you Rest in Peace. <https://youtu.be/65fwW8JIsAw>

By Tim Dibdin (Award Co-ordinator - Oxley College)

# NEWSFLASH

## YEAR 9 & 10 PIPS



Please email a high res pdf or jpeg photograph of your work to

[office@oxley.nsw.edu.au](mailto:office@oxley.nsw.edu.au) with name, title category age and contact number.

Deliver your physical work to Room 22 to Miss Beattie Lanser or Mr Matt Bentham in school hours.

The theme for the Year 9 and 10 Personal Interest Projects for Semester 1 is sustainability. In Term 1, we all learnt about the pillars of sustainability and finding a project that resonated with us. We see people that have reconsidered the theme of sustainability and brought it out to something they enjoy. In Year 10 Ben R is studying a conservation and rehabilitation approach to farming garlic. He is looking at what is known about this approach and actually working on a regenerative garlic farm. During the past holidays Ben and a few friends planted over 100,000 garlic cloves on a regenerative farm. The goal of his project is to educate local farmers about the benefits of regenerative agriculture. Pat M is focusing his project on public transport specifically in greater Sydney and the factors/reasons why people choose other methods of transportation. He aims to find a way to better cater to the needs of the masses, effectively 'popularising' it as a mode of transportation. Pat will present his work by designing a website, likely featuring short, embedded videos to embolden the project, aiming to connect with people.

In Year 9, Hunter R is making a pen out of the brass casing around a bullet, these bullets have been used by Australian rifles. Hunter is drilling and hollowing out the bullet casing and making it into a pen by hand. His project is not only sustainable for the environment because you are not creating new outer casing therefore meaning that there are no emissions being produced by factories, but each bullet casing comes with a story consequently also sustaining culture. Amelia D is making a cookbook that has recipes that have been passed down through her family. She has taken a different approach on sustainability and is sustaining culture, sustaining stories and sustaining relationships. Her aim is to make a cookbook that encapsulates stories and memories of people, she believes many memories and relationships spark from food. Amelia plans to have a physical cookbook to show to people at the presentation.

As you can see from the few examples above the areas of which the Year 9 & 10s are studying are diverse. The Year 9 presentations will be held in Week 6, followed by the Year 10s in Week 7. The theme Sustainability has been interpreted and reconsidered by all Year 9 and 10s. We have everything from handmade blankets to eco apartments. We all hope you come and see the work we have done throughout the first Semester.

By Amelia Dowe Year 9

## VISUAL ART



Last Tuesday, Year 11 and 12 art students travelled to Sydney to gain inspiration and admire exhibits in the Museum of Contemporary Arts and ArtExpress. We arrived at the MCA mid-morning and spent a couple of hours looking through the three floors of contemporary artworks, all with an intriguing and inspiring message behind them. Amongst these works was several Aboriginal and Torres Strait Islander masterpieces which sparked the attention of many when wandering through the gallery. After the MCA, we travelled to the Newington Armory at Olympic Park to take a look at the fantastic Year 12 student artworks at the ArtExpress. Though the MCA was amazing, Art Express made the trip extremely worth-while as it was incredible to experience the capability of keen individuals like us. Thank you to Mr Bentham and Ms Swan for making the trip to Sydney so enjoyable.

Lily Hogan Year 11

