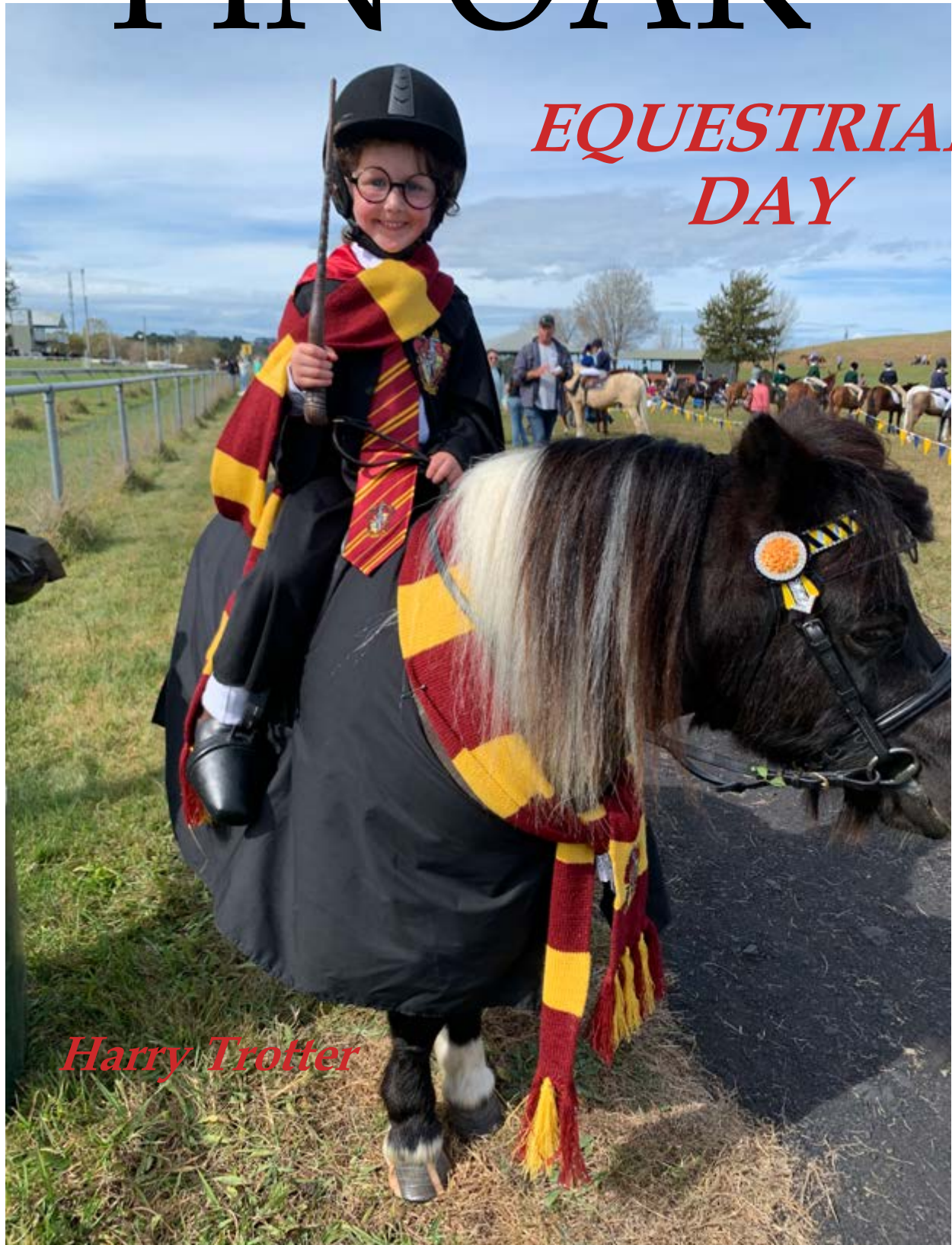


PIN OAK

EQUESTRIAN DAY



Harry Trotter

—
EQUESTRIAN

—
BIG ISSUE
Consent

—
**DANCE FOR SICK
KIDS**

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Dance for Sick Kids

Next week, we come together with Ronald McDonald House to celebrate Dance for Sick Kids. Our own student Emily Hunt (Year 1) and her father staff member, Jonathan Hunt are ambassadors for this important fund-raising event. We have created an Oxley College team to get behind this very worthy cause and I encourage parents to donate through this link: <https://www.danceforsickkids.com/fundraisers/oxleycollege>

In the Junior School, we are having a House Dance Off competition which our Year 10 students have been helping each Stage group prepare. The Senior School will be dancing their hearts out for Dance for Sick Kids next week. We will also be using the upcoming Whole School Disco on Friday 4 June as another fundraising opportunity.

Ronald McDonald House provides accommodation near children's hospitals for families of sick children and in particular supports regional and rural families so they can stay close to their children.





Head Of College's Report continued

I am sure like me, many of you have been watching the very interesting series on the ABC called 'Old People's Home For 4 Year Olds'. If not, I highly recommend it for a heart-warming insight into the importance of building connections and finding meaning in what we do. Oxley is experiencing our own example of the value of intergenerational learning with the introduction of our 'grandfriends' into the Stage 1 classrooms as part of our service-learning programme. Ms Sheils has written more about it in the Junior School section of Pin Oak. To witness the joy and the connections between the Kindergarten students and their 'grandfriends' is wonderful, and the learning from both sides will be rich and enlightening. Research shows us that the self-efficacy and wellbeing of individuals is improved through service to others and building strong connections. I know the students were certainly the talk of Harbsion Care when the residents returned from their visit and equally our students are excited about seeing their 'grandfriends' again.

Community and building connections have been strong themes over the past few weeks at Oxley with Equestrian Day, Trivia Night, Year 10 Parent Teacher interviews, Mother's Day High Tea and the screening of the film 'Firestarter'. All of these events could not happen without the generosity of people whether that be parents, staff or general members of the community. It was wonderful to see many of our new families using these opportunities to build connections and role model to our young people the importance of service.

I would like to thank the many parents, staff and community members who support Oxley and help to ensure that Oxley College is a place of welcome and where everyone can feel a sense of belonging and connection.

"Oxley is experiencing our own example of the value of intergenerational learning with the introduction of our 'grandfriends' into the stage 1 classrooms as part of their service-learning programme"



One group of people who give their expertise and time generously to Oxley College is our Board of Governors. Mr Tony Norris has retired at the May meeting after 12 years of dedicated and exemplary service to the College. Tony brought his considerable legal, financial, and business acumen to the governance of Oxley College during his time on the Board and acted as Deputy Chairman for much of that time.

I have been extremely grateful to both Tony and his wife, Annie for their support both professionally and personally over my time at Oxley College and

I thank Tony for his outstanding and generous service to Oxley College.

Dr Stephen Barnett continues as Chairman and independent Governor, Mr Roderick McAllery takes up the position as Deputy Chairman of the Oxley College Board of Governors.

Traffic

I would like to express my deep gratitude and thanks to all parents for their support last Friday with the pickup to ensure our students were safe and the buses could get through to complete their bus runs on time. I remind all parents with children in Junior and Senior school to please park in the main driveway and wait for their Senior School students rather than pick up in the second driveway. It is important parents do not come into the second driveway until after 3.30pm so our buses can complete their pickups on time.

The traffic committee continues to collect data and put together other strategies to assist with our traffic congestion. It is important every parent plays their part in keeping the students and community safe.

Sport

A reminder that due to Covid-19 restrictions there are no visiting spectators at indoor venues and parents need to remember to sign in with the QR code at all venues.



Head of Academic and Innovation



At Oxley we talk often about growth mindset and the importance of “stretch, strive and stick”. We encourage students to develop their abilities through dedication, hard work and effort when learning something new. As adults, we know that this fosters a love of learning through experiencing the reward that comes with meeting challenge, acquiring the strategies to meet that challenge and the satisfaction that comes with achieving the set goal. Recent weeks have seen this in action as students across our campus have become deeply involved in all sorts of learning experiences, whether in the classroom or beyond it. Week 4 certainly had lots of things going on!

Assessing

We have now completed NAPLAN testing for Year 3,5,7 and 9 students, simultaneously with Year 10 sitting their HSC Minimum Standards Tests and Year 11 doing their Half Yearly Examinations! We have been delighted with the calm and confident way in which all students, regardless of age, have approached these experiences: ones that do not define them, but do build toward our understanding of our various cohorts and what they will need to further build their skills. NAPLAN data will serve as its usual diagnostic data, while Year 11 students will shortly receive a reports that reflects the first time in their HSC courses. Key feedback will be included about both assessment and examination data – helping our newest HSC cohort hone their skills as they head rapidly toward Year 12.

Year 12 Academic Consultations

Last Friday, Year 12 students met with Ms Dobner and myself about their most recent performance data. We analyzed their three sets of cumulative assessment data alongside their results from the Year 12 Half Yearly Examinations. We explicitly spoke of the examination as a “draft” opportunity ahead of the HSC Trials at the start of next term. Most students were able to articulate exactly what they needed to with the general “to do” list emerging:

- Time management
- Handwriting under timed conditions
- Reading and analysing exactly what the question required
- Revision of previous knowledge (including Year 11)
- Strategies that will effectively help memory and response under pressure

We continue to be proud of the way our students are using the Study Centre and Study Club as a means of building focus and avoiding distractions. These resources are available before and after school and on Sundays, Tuesday and Wednesday evenings. We encourage students to begin their Trial HSC preparation in earnest at this stage, with more time with pen in hand, analysing and responding to HSC style questions – it is a time for action indeed.

Language of Learning in the Junior School

As a learning community, we continue to build our relationships with universities and educational researchers. This week saw the long-awaited return of Sophie Murphy, our consultant from Language of Learning, finally able to travel to us again from Melbourne. Sophie is about to complete her Ph.D., supervised by Professor John Hattie. Our professional partnership over the last three years has resulted in Sophie knowing the educational culture of Oxley well and has allowed her to build strong relationships with our teaching staff as we seek to build capacity and be at the forefront of what works best.

This time, Sophie’s focus was the Junior School teaching team. We were delighted that she was able to workshop with new teachers, plan with Stage Leaders and generally guide us through the work ahead. Sophie listens to where we are at, and provides us opportunity as a “critical friend” – someone who knows our culture and people but can still analyze objectively and thus provide an external perspective.

A highlight was walking through the Kindergarten, Year 1 and Year 2 classrooms, looking through the eyes of the learner at the learning displayed on walls and heard in students’ voice. We are keen to continue to ensure consistency of understanding on the K – 12 journey, so that those who visit our classrooms can see what this looks like in practice: multiple ways of learning, a wide variety of teaching strategies, visible learning intentions and success criteria and most of all, engaged and thriving students.



Canvas Parent Sign -Up

Parents may find the following video helpful when navigating Canvas - Oxley’s online Learning Management system: <https://www.youtube.com/watch?v=FR6n1UZDMgI>



Head of Senior School

Concussion

The ongoing national conversation being conducted in the media about concussion in sport is raising awareness in the community of this important issue. However, following this can also be confusing - much of the media discussion focuses on individual stories of elite sportspeople competing in professional high contact sports, far removed from the world of community and junior level sport. With a lack of consensus emerging from the multitude of studies taking place around the world in this space, the discussion can raise heat rather than shed light.

Most schools and certainly school sports associations have well established concussion policies and protocols. Generally, schools have become very good at managing this in recent years - if they know about it. However, the biggest challenge is around community education about concussion and how this is - or sometimes is not - managed beyond the school gates. Concussion injuries are not limited to the sports field. In such circumstances it is essential that the school is informed if a student receives a suspected or confirmed concussion outside of school. We would strongly advise that students do not choose to engage in other physical activities or non-school sports when they are prohibited from engaging in school-based activities due to our concussion management protocols. A triangular coordination between the school, community and medical practitioners is the most effective way to protect the health of young people in this area.

At Oxley, we have revised and updated these protocols this year to ensure they are consistent with best practice and are in line with international standards. In doing this we have utilised strategies from the ISA Concussion Protocol, the Rugby Union Australia Concussion Procedure and the Australian Government's Concussion in Sport Australia Position Statement. The science is clear that following a concussion the brain must rest - this includes cognitive functions (no screen time, reading, study etc) for a minimal period after concussion symptoms have stopped. For example, this means that for a concussion incurred on a Saturday, a student should not return to school until Tuesday at the earliest and have full brain rest in the meantime. Research has shown that in rare cases, the incidence of a second concussion, prior to full recovery from the first, can have a significantly worse outcome. (1). This is why we take a conservative approach to managing concussion, with a graduated return to all school activities taking a minimum of 19 days after all symptoms and signs have disappeared. All physical activity contains an element of risk; however, we believe that, properly managed, risk factors can be significantly mitigated so that students experience all the benefits to their wellbeing and growth that flow from playing sport.

The full College protocol for concussion management and graduated return to school is available on the website here: <https://www.oxley.nsw.edu.au/news-events/parent-documents/>.

Wellbeing Programme Term 2: 'Be Kind'

This term, Mentor Groups will be engaging in weekly discussions and activities on the theme 'Be Kind' - one of our three core values in the Oxley Lens (Be Kind, Show Courage, Seek Wisdom). In the first three weeks, the focus was on gratitude, including a 'gratitude journal'. This week, students are discussing 'Respectful Relationships' and what this means in practice, including the rights and responsibilities involved in friendship.

Traffic Survey

I would like to thank all those parents who have already completed our traffic survey. It is important that we get as much data as possible in order to understand the issues and how we can address them. The survey only takes a couple of minutes. Please go to: <https://arcg.is/eKWuz>

Training Shorts Available

We currently have old stock of white rugby shorts that can be worn for sports training in any sport (not for PE). These are available for \$25 in the Uniform Shop.

1. National Center for Biotechnical Information, National Library of Medicine [US]: 'Second Impact Syndrome', <https://www.ncbi.nlm.nih.gov/books/NBK448119/>



JUNIOR GALLERY





Weekly Awards

Learning Journey

K: Emil De Haas
Yr 1: Beth Plain
Yr 2: Cameron Bailey
Yr 3B: Quinn de Haas
Yr 3R: Tessa Hunter
Yr 4A: Gabi von Sperl
Yr 4W: Luca Poropat
Yr 5C: Hailey Law
Yr 5N: Eddie Boot
Yr 6H: Cartier Dobler
Yr 6S: Matthew Morschel

Oxley Values

K: Isabel York
Yr 1: Edison Feller
Yr 2: Harry Berry
Yr 3B: Nina Zelunzuk
Yr 3R: Oliver Coram
Yr 4A: Remy McIntosh
Yr 4W: Charlotte Holmes
Yr 5C: Fraser Wisken
Yr 5N: Ethan Smith
Yr 6H: Holly Bentham
Yr 6S: Emma Barnett

Excellence in PE

Summer Johns

Excellence in Japanese

Samsara Pout
Tatenda Jamba

Learning Journey

Learning Journey
K: Leo Rodgers
Yr 1: Grace Byrne
Yr 2: Hannah Cochran
Yr 3B: Charlotte Byrne
Yr 3R: Ian Phillips
Yr 4A: Lexi Mendes Da Costa
Yr 4W: Hadley Morgan
Yr 5C: Digby Bryant
Yr 5N: Phoebe Keith
Yr 6H: Aiden D'Iorio
Yr 6S: Phoebe Mooney

Oxley Values

K: Eden Mason
Yr 1: Archie Taggart
Yr 2: George Abreu
Yr 3B: Greta Saviana
Yr 3R: Elena Clarke
Yr 4A: Nico Herriott
Yr 4W: Ava Snowden
Yr 5C: Edie Cavanough
Yr 5N: Eddie Boot
Yr 6H: Madeleine Wright
Yr 6S: Leila Palmer

Excellence in Art

Max Greenfield
Miranda Hunter

Excellence in STEM

Matilda McCarthy

Excellence in PE

Felix Chamley

Excellence in Music

Hayden Zupp
Naomi Robertson

Excellence in Japanese

Asher Braham
Bianca Bode



JUNIOR SCHOOL NEWS

What an exciting start to Term 2 for our Stage 1 students, with all classes participating in incursions to support their learning in Unit of Inquiry. It has been wonderful, after a year of COVID-19 restrictions, to provide these beneficial and engaging opportunities for our students, linking our learning to real-world contexts.

Our Kindergarten students are inquiring into the concept, 'Special Places' as part of the unit entitled 'Belonging'. They are engaging in a variety of investigations to help develop an understanding of what makes a place special, with a focus on learning about the history of Oxley College and the changes that have taken place over time. To support their learning, Kindergarten participated in the incursion, 'Platypus Dreaming'. They engaged in experiences viewing and exploring various plants. Local indigenous elder, Wendy Lotter gave the students an overview of the history of the local area and the plants that can be found and used for many different purposes in our environment. They then used ochre to create a handprint artwork which is on display in the Kindergarten classroom.

It was good because I got to put ochre all over my face – Magnus

I learnt about the snake whistle. It brings the snakes to you. They eat them! – Evan.

We made a big picture that's in our classroom. It's handprints – Isabella.



Year 1 and 2 are exploring the concept, 'Architects of the Future', completing a range of experiments to explore the properties of materials that enable them to be used for specific purposes. They have built and tested cardboard and plastic boats (plastic was the winner!) and are soon to design towers made of straws. These experiments are the basis for investigations regarding the design of buildings in different environments, based on the effects of climate and different weather patterns. They have looked at the stilts used in Cambodian floating villages, Moroccan mud dwellings and the height of the Burj Khalifa in Dubai. To support their learning, Year 1 and 2 participated in the incursion, 'Brickworks'. They discovered the benefits of imaginative play through design, construction, and creativity. Communicating in teams, the students completed construction challenges using Lego and iPads, creating towns, portraits, and objects.

This is the best excursion because I'm playing with Lego – I like Lego a lot! – Hudson

It's fun because I like building with Lego. I built a clown – Finn

I built an igloo and a house. I actually think the house is better because I didn't use instructions - Otto



This term, we are excited to reinstate our Stage 1 Service-Learning Program, 'Grandfriends'. This program allows our youngest students to build connections with local residents from Harbison. Each week, 10 'Grandfriends' will visit Kindergarten, Year 1 and Year 2 on a rotational basis, and participate in a fun activity with the class. The residents love sharing in reading, craft, and especially a good sing-along! The students will also share morning tea with their Grandfriends. Last week, Kindergarten welcomed Walter, Margaret, Anne, Jo, Lesley, Harold, Pamela, John, Alan and Harry to Oxley. Our first session involved our students interviewing their Grandfriends, learning about their interests, hobbies, sports teams, and funny habits. In the past, our students have loved the opportunity to build connections with the residents and eagerly awaited the next visit. We look forward to sharing special events with our Grandfriends throughout the year!

It was fun meeting Dennis, he read me a book – George R

My Grandfriend read me some pages, he was a good reader – Clara

I heard John sing. He was a good singer. He sang 'If You Knew Susie' – Isabel

By Lara Sheils, Stage 1 Coordinator



Should the Australian Government let more refugees in?

When the question of politics is often brought up it can bring up a lot of ideas, which I am discussing today, over the topic of, should the Australian Government let more refugees in? This question relates to the fact of ever rising political opinions on whether Australia may be filling up or other ideas such as disease, bioweapons, terrorism and more ever-present dangers that are currently already affecting the economic growth and stability of Australia that must be taken care of.

Argument 1: Population and the General Crisis

Firstly, we must define what a refugee is before venturing into unknown territory. Google defines the term as 'a person who has been forced to leave their country in order to escape war, persecution, or natural disaster' but the UNCHR (The UN Refugee Agency) defines it as 'someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.' And although the UN answer covers a larger area than the simple Google definition, it supplies us with enough info to continue. Population has always been a problem with the ever-growing world as we start to realise that we are starting to run out of land, food and water for all these new problems. But the thing is, Australia is definitely not running out of space, or food and water to help these people.

Australia doesn't even seem to show up on any of the top ten lists that hold the countries with most refugees. So, Australia isn't the country that holds most refugees? Well, this question can be hard to tackle assuming we aren't accounting for the resources already being taken up by Australia. But it also turns out, according to Deloitte, Australia is feeding roughly 60-70 million people (Australia population as of 2021 is 25 million roughly), so Australia is exporting over 2/3 of its production. So, Australia is not suffering from population or

a food crisis, but what about the water? Surely, Australia is going through drought, right? But again, according to abs.gov.au (government organisation) we have the highest per

"Australia is definitely not running out of space, or food and water to help these people"

capita water storage capacity in the world, with more than 4 million litres per person.

But is this the end of the story? No, I don't think it will ever be, because there are so many factors that haven't been calculated in this argument, and this argument has only been taking cherry picked websites that I have seen, so this might be a biased opinion. The refugees win this one on the focus of this essay, relating back to the earlier question of should the government let more refugees in?

Argument 2: Terrorism and War Crimes

It may be assumed that this topic would come up, because of how serious of a matter this is, not just as a conflict between countries, but the actual people in the middle of this, the ones fighting for, or against it. After reading through a few statements from officials from the AISO (Australian Intelligence Security Organisation), they say that even through the COVID-19 they are still facing a PROBABLE national terrorism threat scale and have stated for the public to exercise caution. The AISO currently explains their threat

scale from NOT EXPECTED to CERTAIN, and we are currently in the middle, between EXPECTED and POSSIBLE, but how does this relate to refugees coming to Australia?

Well due to Australia's supposedly easier refugee application status (UNSW Sydney says it can take up to four years as an asylum seeker until the minister 'lifts the bar' before these asylum seekers are placed on a 'fast track' RSD process (refugee status determination). Many people are saying that terrorism is a threat to Australia due to what I've said so far about accessibility to Australia, and during a year 7 talk in class, many students were concerned with this as their main argument meaning that this idea is a national idea that has spread, even through schools. So, when looking through many articles, I found one talking about asylum seekers being seen as threats (sourced from tandfonline.com), and about how the Australian government is stretching security, and the source refers to the 'Tampa Crisis' late August 2001 and talks about how the government sent them back without letting their cries be processed. They raise the question 'how is it that in Australia today asylum-seekers have come to be seen as threats to national security?'. Another source (The Monthly (newspaper)) cover the real story that happened to Christos Tsiolkas and his colleague Kon Karapanagiotidis who are the CEOs of the ASRC (Asylum-Seeker Resource Centre) and how they worry about losing a battle against the government and Prime Minister Kevin Rudd announcing the PNG solution (Regional Assessment Arrangement, where any refugee arriving on boat without a visa would have to be sent to Papa New Guinea where they would be assessed, if they were not genuine refugees they would be sent away, if they were genuine, they would be kept in Papa New Guinea or a safe third country). And relating back to the question of this essay, should the government let more refugees in? It seems that they certainly don't want to anyways, so refugees lose this one.

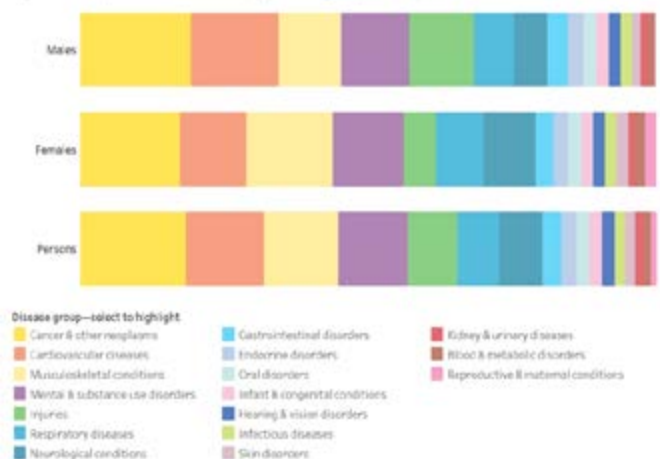
“So, is Australia in danger from bioweapons and diseases from refugees?”

Argument 3: Bioweapons and Disease

The whole world is concerned with bioweapons such as anthrax and now concerned with making them themselves. So, is Australia in danger from bioweapons and diseases from refugees? The official Australian Institute of Health and Welfare states that in 2015, Australians lost 4.8 million years of healthy life (DALY (Disability Adjusted Life Year)) meaning that 'One DALY is 1 year of 'healthy life' lost due to non-fatal or fatal illness or disability.'. This means that Australia was susceptible to many diseases in 2015, now in 2021 technology has certainly advanced in medicine. But as seen in the image below, infectious diseases is only a small slice of the DALY's, this would be due to being a wealthier

country, but it shows Australia suffers more from cancer, heart diseases, and injuries. So Australia isn't suffering badly from normal infectious diseases, but what about Bioweapons?

Figure 1: Proportion of total burden, by disease group and sex, 2015



Source: AIHW 2019a, <https://chronic.australia.gov.au>

But Australia is covered under the commonwealth and has also signed the Biological Weapons Convention in 1972, and so did more than a 170 more countries, and there are only a total of 195 countries in the world (for now...). So, I would argue that refugees win this one, but this doesn't account for airport or maritime law and checks, so this is based on the countries actual stats instead of what is coming through.

Conclusion:

Australia shall let more refugees in, according to my research, Australia is safe enough, and providing enough to enable more people to enter and access Australia.

By Jackson Wostencroft Year 7
English 2021

OLD OXLEYAN

Georgia Stannard Class of 2002



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

I'm an archaeologist – a time traveller. I use the everyday items of the past to build portals through time and space, windows through which we can view landscapes thousands of years old and the cultures that they supported. My work has taken me all over Australia and around the world, working on Scottish crannogs, Cambodian cemeteries and Canadian field sites. This year, I have started a new role as a Lecturer in the Department of Archaeology and History at La Trobe university in Bundoora, Melbourne.

I concentrate on three areas in my research – the environments of the past (palaeoenvironments) and the deep-time archaeological record of Indigenous Australians, which spans at least 65,000, and the teaching and learning of archaeology. I am currently working on a project with the Wiradjuri, Ngungawal and Wolgalu Nations of the Australian Alps. We are undertaking surveys and excavations to help tell the cultural and environmental history of the High Country over the last 30,000 years, including during the Last Ice Age.

What is your biggest achievement since high school?

My two beautiful kids, Lillian and James, are top of my achievement list. I am also very proud that I have been able to complete my Master of Archaeological Science and PhD degrees whilst being a Mum. We are advised too often that research science and parenthood are incompatible. I say that if you want it, make it happen.

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

I always enjoyed the STEAM subjects at school (science, technology, engineering, arts (humanities) and maths), so it was probably a natural progression to go into the geological and archaeological sciences. The diversity of knowledge required in archaeology is very broad and

it is an exciting field to apply not only cutting-edge scientific techniques but also to have the opportunity to work with communities to achieve outcomes that are important to them.

How did Oxley prepare you for your future?

My time at Oxley not only gave me the confidence to get out in the world and be myself, but also engrained within me a strong sense of community. I have been able to carry this through in my work with many different Traditional Custodians across Australia and is something that has certainly been valued.

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

Mrs Topp, now retired, taught me history from Year 7, and I have tried to emulate her passionate approach to education while teaching my own courses at La Trobe University, Federation University and Melbourne University over the last eight years. Having an engaged and motivated teacher can turn any subject into a thrilling adventure.

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

Long ago, my parents developed this family motto: "Trust and Go Forward". I don't remember how it came about or why it stuck around for the next twenty years, but it is good advice. Trust yourself and take a step. That step might be onto soft grass or sharp rocks, but either way you are going to start a journey.

INSPIRATION



FILM

Rich Hill Kids

Rich Hill Kids is an American documentary about the crushing poverty of some families and entire towns. Rich Hill follows three lead characters who do shocking things just to make it in Rich Hill. The three lead characters are Andrew, Harley, and Appachee. Andrew is 13 years old in the show and is moving constantly due to his father's everchanging ambitions and odd jobs. Andrew is a happy kid still and dreams of not having to worry about money. Harley is 15 years old and is obsessed with knives and other weapons, he struggles with school and is often seen skipping it. Harley often gets angry quickly, but he still cracks jokes when it is never expected. Appachee lives it especially hard, and his family is struggling to make ends meet. Appachee neglects a lot of treatments for his various disabilities but it is mostly due to money problems. Appachee dreams of being an art teacher in China and loves skateboards. The kids go through many things during the film, such as Andrew losing his mother to disease, Harley's mum goes to prison, and Appachee goes to juvie and loses his parents for some time, he also repeats sixth grade. All these things make this documentary amazing and heartbreaking to watch, and it's apparent to the other viewers that it really shows you what it's like for families living in poverty. Andrew, Harley, and Appachee watched the film when it was finished and stated, "it tells the truth – nothing is sugar-coated".

By Jackson Wolstencroft Year 7



FILM

Firestarter

Last week Oxley was lucky to have a screening of the documentary Firestarter and Q and A with Director and Oxley parent, Ivan O'Mahoney.

I felt so privileged to be able to see this film here at Oxley. What an incredible story about the Page brothers, Bangarra and our complex, sad and empowering journey of Aboriginal Australians. This film is a must see, with very honest storytelling, wonderful archival footage and beautiful images of Bangarra Dance history.

This excerpt is taken off the Bangarra website:

<https://www.bangarra.com.au/productions/firestarter/>

"Firestarter – The Story of Bangarra is a historically important film that takes the viewer through Bangarra's birth and spectacular growth to where we are today entering our 4th decade. It recognises Bangarra's early founders and tells the story of how three young Aboriginal brothers – Stephen, David and Russell Page – turned the newly born dance group into one of Australia's leading performing arts companies. Through the eyes of the Page brothers and company alumni, Firestarter explores the loss and reclaiming of culture, the burden of intergenerational trauma and crucially, the extraordinary power of art as a messenger for social change and healing."

DIRECTORS: Nel Minchin, Wayne Blair

PRODUCER: Ivan O'Mahoney

CO-PRODUCER: Nel Minchin

Firestarter will screen on ABC TV in June.

By Beattie Lanser



BOOKS

Jaclyn Moriarty

"If you're bored tonight, why don't you write down everything that comes to mind when you hear the word toothpaste?"

This is a quote by the smart, funny and bestselling Australian author, Jaclyn Moriarty.

Jaclyn Moriarty has written 16 books and has won two awards, the Davitt Award and the Aurelias Award for Best Children's Fiction. She is best known for her young adult fiction, 'The Most Inconvenient Adventures of Bronte Mettlestone', 'Finding Cassie Crazy' and 'Feeling Sorry for Celia'.

A lot of Jaclyn Moriarty's books are part of series. Some of them are 'Kingdoms and Empires', 'The Colours of Madeline' and 'Ashbury and Brookfield'.

Next time that you have run out of books to read, or just need something different or new, try out one of her many books.

By Mollie Nash Year 7





Consent

The Federal Government Milkshake Video

The Federal Government's 'milkshake consent video' received an abundance of scrutiny this past month, resulting in it being taken down. This is purely due to the video's use of a 'stretched metaphor' which created confusion and essentially trivialised a serious issue that plagues this country. The video was targeted towards teens as part of a new Government campaign called 'Respect Matters', aiming to provide schools with materials to teach about consent. The NSW Education Minister, Sarah Mitchell, commented on the "woeful" video, "I think the intention of the federal government to have a resource that schools and parents can provide is a good one but, to be frank, I don't really see the benefit of a milkshake or a taco metaphor." The Minister raised a crucial point that the video lacked the honest and 'upfront' approach these conversations about respectful relationships need to have.

Another reaction to the video took on a different form, Mark Humphries played the role of the Director in a comical skit by ABC 7.30 mocking the production team's thought-processes. In character, Humphries satirically noted that, "The Government was eager to demonstrate that they understand the overwhelming trends regarding sexual assault. Which is why they decided to make the perpetrator... A young woman?" This backlash, ranging from utter confusion to satirical mockery fully encapsulates Australia's inadequate approach to sex education.

'Our Watch', an anti-violence organisation recommends an alternative to the metaphorical message would be communicating the cold hard facts. The group released a statement saying, "Our Watch advocates for a whole-of-school approach to violence prevention education that addresses the gendered drivers of violence." The roots of gender based violence in Australia range from the

following (outlined by The Domestic Violence Resource Centre Victoria): "Rigid gender roles and stereotyped constructions of masculinity and femininity; Men's control of decision making and limits to women's independence in public life and relationships; Condoning of violence against women; Male peer relations that emphasise aggression and disrespect towards women." These 'drivers' of violence in Australian society are wholeheartedly fed and maintained by the cultures within schools, institutions and workplaces (governments) where misogyny spans from being 'comical relief' to the fuel for bullies to thrive on. It is shameful to live in a society where our treatment of one another is dependent upon gender, skin colour, sexuality, wealth and much more. This, of course, is the result of societal walls becoming the real enemy at hand. As society continues its construction of such barriers, it is simultaneously restricting all means of change and development.

The milkshake video is a prime example of simple concepts being unnecessarily over-complicated in hopes of communicating them more effectively. Consent is not complex; fundamentally, it is the agreement between people to engage in a sexual activity. The Kidshepline stated that, "Only yes, means yes! Silence or lack of resistance does NOT equal consent."

In efforts to break down the taboo, I recommend a clearer and well-thought out video parents should share with their kids to spark the conversation about consent:

<https://www.youtube.com/watch?v=607HC5OYdU>

Peggy Holmwood Year 11

EQUESTRIAN



VIRTUAL GALLERY



Year 11 have been showcasing their spontaneous and subjective responses to the world inside the library. Their expressive gestural strokes and high-keyed vibrant colors are synonymous with the pillars of modernism and artists such as Cezanne, Matisse, O'Keefe and Drexler.

P&F

It seems that this term has started off as **P**articularly **F**renetic, **P**retty **F**ast and **P**ositively **F**antastic!! Yes, I'm talking about all the **P&F** happenings that have taken place so far this term...and we're only in Week 4.

The Oxley Equestrian Day, held on Sunday 2 May, was a great success. With the fabulous Autumn weather on our side, we had over 130 competitors taking part in this fun day that involved dressage, hacking and showjumping. We had students travelling from as far south as Jindabyne up to the Northern suburbs of Sydney to take part in a day, superbly organized by a committee headed up by Alex Wansey and Holly Kramer. This event showcased the best of our Oxley community; not only were our equestrian team members showing off their skills, we had parents baking the most amazing sweet treats and others slaving over a hot BBQ to ensure everyone was well fed.

So much work goes into organising this day and on behalf of the P&F and the Oxley community we would like to thank Alex, Holly, Dave Wansey, Malcom Noad, Penny Simons, Fiona David, Catherine Blissett, Deb Holcombe, Alex Sullivan, Veronica Kennedy-Good, Amelia & Mark Feetham, Sue Brown, Natalie Lane and Kim McNaught for all their organising, setting up and marshalling on the day. Thanks to those Year 11 students who earned some service-learning hours by volunteering and helping out. Proceeds of the raffle, organised by Veronica Kennedy-Good, will be donated to Wombat Care Bundanoon. We were delighted to have John, from Wombat Care, at the Equestrian Day to discuss the work of this charity.

No sooner had we packed up the Equestrian Day equipment and it was time to roll out the Trivia Night red carpet to those parents and friends of the Senior School last Friday night. With a topical 'Travel' theme for the night, the costumes and table

decorations of all participants were really outstanding. We had a table representing the 'Travel Bubble', and others featuring Mexicans, Hawaiians, Vikings, Australians, Germans, Olympians, Quarantine survivors, United Nations, Olympians, Hot air Balloonists, Traffic controllers and the best costume team of "Australian Border Farce Control".

It was such a fun night of laughs organised by Skye and Doug Sandilands, ably assisted by their team of helpers, who looked like a cast of 'Where's Wally?'; Emma and Matt Bragg, Lindy Dowe, Iain Falshaw and Tim Davis-Rice. Doug, dressed as the 'Ruby Princess' for the occasion was a great host and kept the night moving along at a cracking pace. Thank you, to all members of the organising committee for delivering such a great event.

The Junior School Trivia Night, (sold out in 18 minutes!!!), will be held on Friday 28 May and we look forward to seeing some fabulous costumes with the "Olympics" being the theme of this night.

I just love how the Oxley community embraces these events. Thank you to all those who have baked cakes, made costumes, BBQ'd, organised and supported these events in the last few weeks.

We had hoped to have the Hungry Ox BBQ back in operation at winter sport this term, but so far the weather and the recent COVID-19 restrictions in Sydney have held us back. Stay tuned for emails in the coming weeks asking for your help. Thanks again for your support. Have a great weekend.

By Megan Moore, P & F President

GOOD & OTHER NEWS

What your favourite font says about you

Calibri

Basic

Questionable computer skills

Favourite colour is beige

Smells like wet manilla folders and broken dreams.

Calibri Light

Still basic

But a technology mastermind

Does Design Technology at school

Knows the difference between serif and sans serif

Arial Narrow

Thinks that they are really unique

"Look guys, it's a basic print font; but a little bit different"

Good Eyesite, because this is just awkward to read.

Why do lowercase y's and g's cut off like that?

This make me irrationally mad.

Times New Roman

Uses the phrase "Demonstrating the extent to which this evokes" in essays

Study gram

Has searched for "Light Academia" on Pinterest

Used to be really into Winx club.

Comic Sans

You don't exist

Peaked in year 5

Evaluate your life choices

Jokerman

haha

if this is your favourite font I can't even begin to unpack all of your issues.

Palatino bold italic

Sophisticated

Posh Spice is your favourite Spice Girl

"You don't ski? Really? Wow, I just got back from the Swedish Alps."

You used to watch a bunch of those "Kids react to" videos

Bauhaus 93

Dreams of going on a Disney Cruise.

Reports "relatable 90's kid" things on Instagram: when we all know they were born in the mid 2000's.

Has watched every episode of iCarly religiously.

Their Instagram bio is "All our dreams can come true, if we have the courage to pursue them- Walt Disney"

Shops exclusively at Typo

Windings

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By Pearl Bendle Year 12

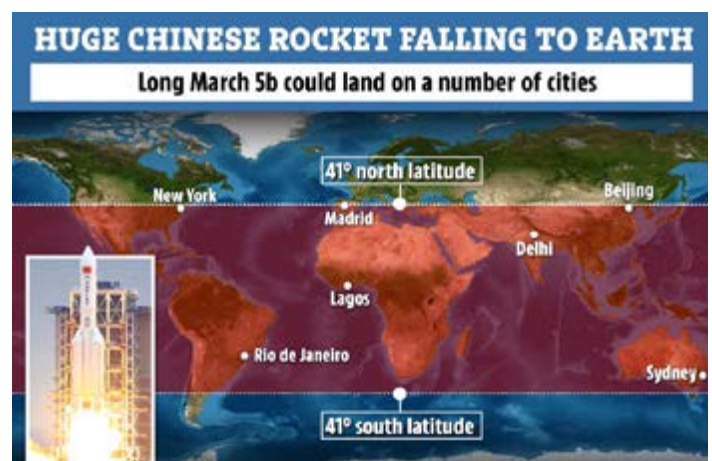
Chinese Rocket Crash

Over the last week, there has been growing speculations across social media of China's out-of-control rocket orbiting around Earth. Some sensationalist organisations had gone as far to allege that the rocket was a Chinese devised military attack and was in fact an armed weapon aimed to enter the Australian airspace.

However, such 'dooms day' movie plot has finally come to an end, as it officially crashed in the Indian Ocean near the Maldives. According to the China Manned Space Engineering Office, the rocket was estimated to have made impact at 12:24 pm AEST, roughly two hours earlier than originally predicted. As claimed by official authority's, majority of remnants of the vessel burnt up whilst re-entering the Earth's atmosphere, putting to rest the week-long fears over the potential damage the rocket could have caused if hit suburban area. Weighing around 22.5 tonnes, it's one of the largest pieces of space junk recorded to make an uncontrolled re-entry to Earth. During the rocket's flight, Harvard-based astrophysicist Jonathan McDowell told Reuters the potential debris zone could have ranged from as far north as New York, Madrid or Beijing, and as far south as southern Chile and Wellington, Australia and New Zealand. However, with most of the Earth's surface covered by water, the odds of a populated area being hit was extremely low, and the likelihood of injuries even lower, according to experts. Nonetheless, it's not the first time a Chinese rocket has re-entered Earth's atmosphere unauthorized and uncontrolled. Tiangong-1, China's first prototype space station, launched in 2011, re-entered only seven years later after the first take-off and broke up in the atmosphere over the South Pacific Ocean. NASA Administrator Sen.

Bill Nelson released the following statement last week regarding the future consequences of the crash: "Spacefaring nations must minimise the risks to people and property on Earth of re-entries of space objects and maximise transparency regarding those operations". With nations continuing to compete for succeeding control of space technology, experts argue its only a matter of time for the next crash.

Emilie Rose Westlake-O'Dwyer Year 11



Fencing



Today we are interviewing a member of the fencing team, Banjo Campbell Year 8. Last Sunday, the Oxley College fencing team entered a fencing tournament, and we will be asking him about fencing and the tournament.

PO: Banjo when did you start fencing?

Banjo: Last year in Term 2.

PO: Do you consider fencing as a sport or a hobby?

Banjo: I consider it as a sport as we do tournaments but even so it would be a great hobby.

PO: Banjo, what would be the best part of fencing so far?

Banjo: It would be meeting new people across years like the Year 11 Alistair (the fencing captain) who I have become friends with.

PO: Tell me about the rules of fencing?

Banjo: The goal of the bout is to touch your sword (an epee) against the opponent to earn points. The first five points wins the bout.

PO: How many bouts do you do each in a tournament?

Banjo: You will do five or six against different opponents each time.

PO: Banjo, how did the team go in the tournament?

Banjo: For our first tournament we went very well, with half of the team ranking in the middle and I ranked higher up on the board.

PO: Are you happy with how you did in the tournament?

Banjo: Yes, I am very proud of myself and my teammates.

PO: Do you think more people who consider fencing should choose to participate in the sport?

Banjo: Definitely it is the most fun I have had at Oxley and I have made many new friends through the programme.

By Charlie Watkin Year 8

Senior School Trivia Night



Photo: Doug Sandiland Quiz Master dressed as The Ruby Princess!



Scotland votes in new first minister

The Scottish National Party, led by First Minister Nicola Sturgeon, has won a remarkable fourth term in government. However, they only acquired 64 out of the 65 required seats for a majority yet, with the support of other parties it will still govern. One of Sturgeon's election promises was to push for an independence referendum. Under UK law Scotland cannot do such a thing and Boris Johnston has clearly stated that he will not allow such a referendum to take place.

Despite this Sturgeon is determined for the referendum to take place she warned the Westminster government "If the Tories make such an attempt, they won't be placing themselves in opposition to the SNP, they will be standing in direct opposition to the will of the Scottish people." One of the core principles of the UK is that the four countries are united by consent. First Minister Nicola Sturgeon plans to do as much as she can to make the referendum occur.

Jillian O'Connell Year 11