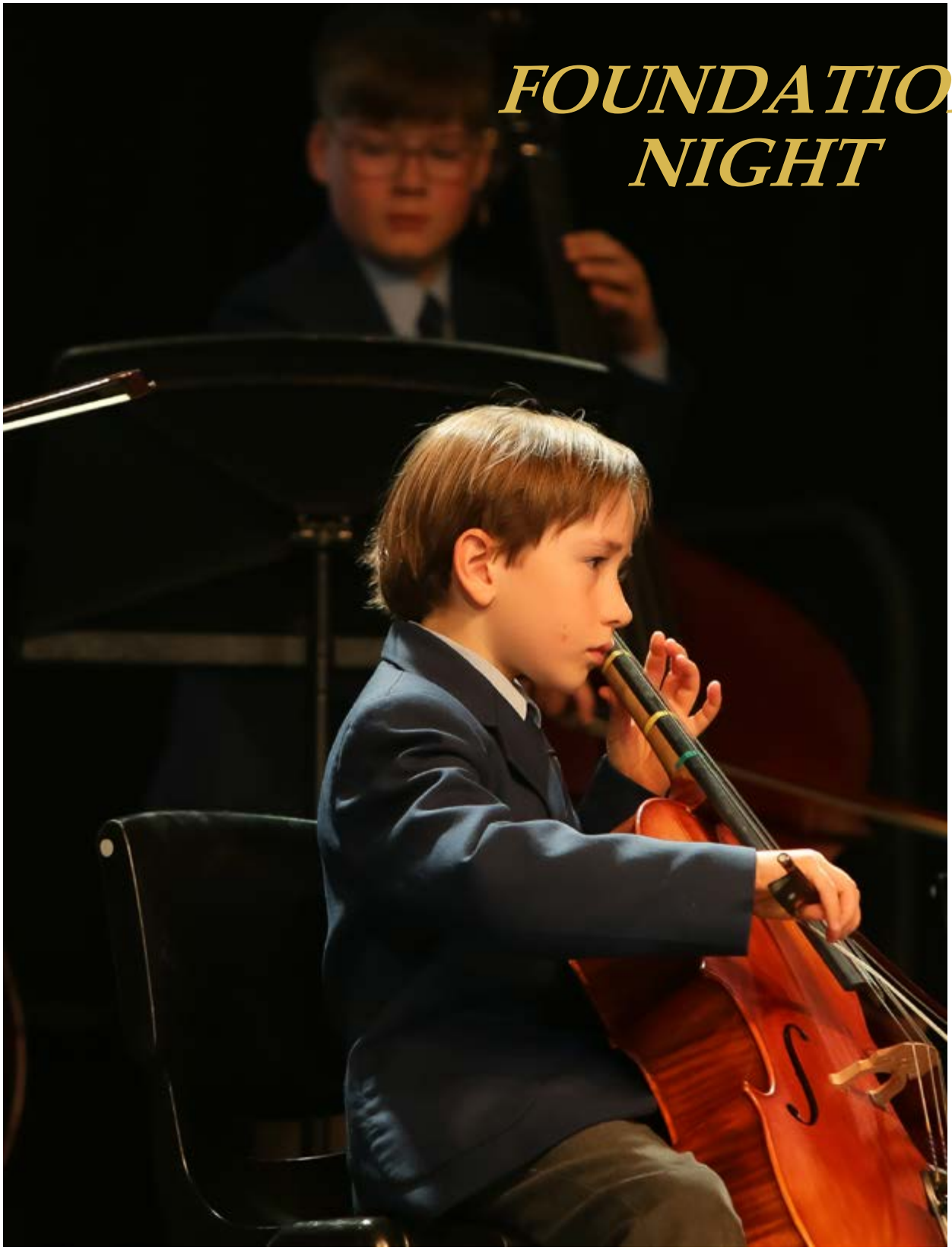
Issue 124

Term 2, May 28, 2021

PIN OAK



FOUNDATION NIGHT

DISCO
Wild West

BIG ISSUE
Identity

ART
Portrait Prize Winners

CONTENTS

Pin Oak Team

Student Editorial Team
Lily Magill, Ava Lambie, Peggy Holmwood, Pearl Bendle, India O'Brien, Tika Conway, Hugh Corbett, Olivia Bow, Ruby Zupp, Daisy MacDonald, Myles Magill, Jillian O'Connoll, Lily Hogan, Emilie Rose Westlake-Odwyer, Will Barnett, Amelia Dowe, Sienna Danaher, Archie Maitland, Toby McErlane, Zoe McErlane, Jackson Wolstencroft, Samuel Johnston, Violet Fitzsimons,

Designers
Lara Fischer

Head of Marketing and PR
Emma Calver

Staff Editor
Beattie Lanser

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

Photography: AJ Moran

OXLEY COLLEGE RUGBY GALA DAY

AT THE HOME OF THE BOWRAL BLACKS
ERIDGE PARK
SATURDAY 5 JUNE 2021

11.00am Kick Off - All Grades
2.00pm Oxley 1st vs St Andrews Cathedral School 1st
3.15pm Bowral Blacks 1st Grade vs Avondale

- Coffee van
- Bowral Blacks Barbeque
- Portion of proceeds donated to Dance for Sick kids!

COME AND ENJOY THE NEWLY REFURBISHED BOWRAL BLACKS CLUBHOUSE FOR REFRESHMENTS THROUGHOUT THE DAY!
ALL WELCOME TO THE OXLEY COLLEGE RUGBY GALA DAY

OXLEY COLLEGE K-12

Oxley College Holiday Camps

We are delighted to offer to our College community holiday camps at our beautiful campus in Burradoo over the upcoming mid-year break.

WHO: Camps will be open to any student at Oxley College in Years K-6

WHEN: Holiday Camp 1: Monday 21 June - Thursday 24 June 8.30am-1.00pm.
Holiday Camp 2: Monday 5 July- Thursday 8 July 8.30am-1.00pm.

WHAT: These camps will provide a broad base participation in a range of sports, physical activities, games and craft in a fun, safe and caring environment led by some of our experienced staff at Oxley College. Students must bring a packed morning tea, lunch, drink bottle, hat, enclosed shoes, and casual clothes to play in. Students are encouraged to bring their own sports equipment eg. Tennis rackets, football boots, shin pads.

WHERE: The camp will utilise a range of the facilities on the main campus in Burradoo.

Students are to be dropped off and picked up at the Junior School turning circle each day.

HOW: Mr Alex Prophet along with a range of our coaching staff at Oxley will run the camp.

COST: $240 per camp

To register and play for your child's place in one or both camps, please book via this link:

https://www.trybooking.com/BRUAQ



Please contact aprophet@oxley.nsw.edu.au should you have any further questions.

HEAD OF COLLEGE'S REPORT

The Oxley spirit and spotlight on excellence has been shining brightly with so many wonderful engaging events and activities with parents and students. It has been heartwarming to receive so much positive feedback about Foundation Night. I would like to thank parents who have provided their reflections and sense of joy in being together and celebrating the incredible talents of our students and sharing the spirit of Oxley. It was such a very special night to be able to have many members of the community together either in person or virtually. Hopefully more people will be able to join us in the future. If anybody missed watching the event or would like to share in the joy again then you can access the recording on our YouTube channel: https://www.youtube.com/watch?v=kOP628CazZA

Excellence in Service

As you know from my spruiking at Foundation Night we are in the middle of our drive to support Ronald McDonald House and their Dance for Sick Kids campaign. It was incredibly heartwarming to witness some of our Year 10 students leading groups of younger students to compete in a Junior School House Dance off. The winning groups proudly showcased their dances to parents at the Junior School Assembly. On Monday, we saw students in their Senior School Houses selling baked goods and dancing on Elvo lawn. Even the Executive team made a special appearance on the verandah of Elvo to lead the YMCA! The students did a phenomenal job raising more than $2000 which will be added to the Oxley team total over the next week. Our campaign for Dance for Sick kids will finish with the Whole School Disco next Friday 4 June which will have a Wild West theme. Entry for students will require a donation of a 'note'. I encourage our community to get behind this very worthy cause and keep an eye out for an email next week about a generous opportunity to double your donations.

"Mrs Jo Ismay will be remembered for her expertise, generosity and care of our students, and her kindness to all around her."

We also had our Harbison Grandfriends visiting again this week and enjoying the company of our youngest students. They spent time getting to know each other and playing games as part of their social and emotional development programme. It is so special to see their interactions and the joy they share.

Personal Interest Projects

This week, Year 9 students shared their Personal Interest Projects around the theme of Sustainability, with their peers and parents. It was wonderful to hear them share their knowledge and the deep thinking and learning they had acquired about their area of interest. Some of my favourite projects included sustainable house design, automatic solar lighting systems, regenerative agriculture, family heritage publications and innovative fashion designs.

Sporting Excellence

Students have also done exceptionally well representing Oxley in sport. The U10s Football team won the Beryl Fitzgerald Cup at Robertson last weekend. This week our Senior School students competed at the ISA Cross Country carnival with some excellent results. Two of our boys and thirteen girls qualified for the CIS competition. The girls shone with the Intermediate Girls finishing in 1st place overall and the Junior Girls and Senior Girls finishing in 2nd place overall.These results combined to win the overall Girls School Shield for the first time since 2003! Special congratulations to Year 12 students, Madeleine Sargent and Ava Lambie on winning silver and bronze medals respectively in their race. Amelia Carpenter and Amelia May also both won their age groups.

Four boys and four girls in the Junior School have qualified to compete at NSWCIS Cross Country Championships following the HICES Cross Country Carnival on Monday. Pixie Hanson, Gabi von Sperl and Harry Keats all won their age groups.

In Fencing, Alister Hill won the silver medal in the U19 Individual Epee at NSW Schools Fencing League and Banjo Campbell won the Silver medal in the U14s.

Congratulations to all of our students who contributed to these fine results and were outstanding ambassadors for Oxley.

Staff News

After approximately 11 years of outstanding service across the College, we will farewell Head of Learning Engagement, Mrs Jo Ismay this Friday as she moves to Canberra with her family. We have been very fortunate to have Mrs Ismay at Oxley and she has generously shared her expertise across both Junior and Senior School. Mrs Ismay has held a range of positions including class teacher and Junior School Pastoral Leader before becoming the Head of Learning Engagement in 2017. Mrs Ismay will be remembered for her expertise, generosity and care of our students, willingness to contribute to all activities in the College and for her kindness to all those around her. We sincerely thank and wish Jo and her family all the very best as she moves to Canberra to begin her next phase of life's journey.

Experienced educator and leader, Ms Linda Mahr will commence in the role as Head of Learning Engagement on Monday 31 May. Ms Mahr held a similar role at Kincoppal, Rose Bay for a number of years and is looking forward to getting to know the Oxley students and community. She is passionate about diverse learners and supporting them to be the best they can be.

Excellence is the gradual result of always striving to do better. Pat Riley

Head of Senior School

Year 9 PIPs Exhibition

As educators we know that students engage deeply when they find meaning and purpose in their learning. Research also shows that when people are able to exercise choice in the pursuit of personal projects and goals, and where that learning is authentic, there are also significant benefits to their overall wellbeing1. The Year 9 Personal Interest Projects (PIPS) Exhibition on Monday this week, which showcased student work this year under the theme of Sustainability, certainly reflected this. The theme clearly struck a chord with students, who spoke authentically, passionately and with pride about their projects and presentations.

In listening to students talk about their work during the exhibition, some themes emerged. It was clear that patience, practise and trial and error were key components in the learning process. On the journey to developing their final product – whether it was jewellery made from sea glass, sustainable bamboo clothing or recycled bike mud guards – students experienced setbacks along the way. Failure and persistence, as much as inspiration, were prerequisites for innovation and creativity. It was striking how students were able to share stories and laugh about early prototypes or designs, explaining the skills in problem solving skills and critical analysis they used in order to generate the final result. It was also clear that, whilst a sense of accomplishment plays an important role in PIPs in driving engagement, for many students the enjoyment of the learning process itself and being 'in flow' was just as significant.

The Year 10 PIPs Exhibition will be held in the PCC on Monday 7 June.

'Dance for Sick Kids'

Despite the damp weather at lunchtime of Monday, Elvo Lawn came alive with the Senior School fundraiser for 'Dance for Sick Kids', raising money in support of families who have a child with a serious illness. Students and families across the Senior School contributed to cake stalls and a bbq, with students and staff dancing to classic dance tunes that included YMCA and the Macarena. A huge thank you to all who gave their time in preparing food and money in purchasing food for the event – over $2000 was raised on the day. All money raised in the upcoming Whole School Disco will likewise go to Dance for Sick Kids. https://www.danceforsickkids.com/

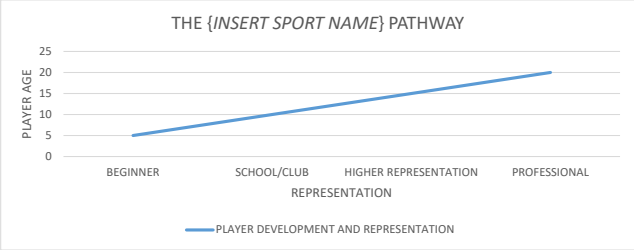
Oxley College Cyber-Safe Hub

A reminder to parents about the Oxley College Cyber-Safe Hub, which contains a wide range of important and accessible information for parents about the online world. There are specific parenting guides (including managing screentime, gaming, cyberbullying), information about parenting controls for devices and games consoles, as well as reviews and up to date information about the latest apps. Go to: https://www.oxley.nsw.edu.au/wellbeing/oxley-cyber-safety-hub/

Head of Sport and PE

The Sport Pathway

We often hear the concept in sport of a 'pathway' of development. Usually this will come from a coach, club or sports administrator informing you of a simple linear progression of sport that eventually leads from beginner to expert or club to professional. Often you see it represented like the graph below.



In many ways this makes logical sense. An individual can, from one season to another, develop skills in an organised ascending order, from basic fundamentals through to mastering tactical skills in order to win. This leads people to conclude that the more someone does along this pathway the faster they progress up the pathway. However, this concept is a fallacy. It is good in theory, but it is not the reality of an individual's development, in any facet of their life.

From start to finish every individual at Oxley will have completely different journeys physically, mentally, socially and emotionally. All of these factors add in different points of change at different ages of the so called 'pathway'. Even the age of an athlete can be questioned. Is it an individual's chronological age? Training age? Weight for age? Intellectual age? All are valid ways of assessing progress at a given point in time.

In reality the sport "pathway" should resemble something that looks more like a map of the London underground. A progression where you go can backwards, forwards, sideways, change courses with different speeds and times all in a way of attaining a desired destination or purpose. Whether that destination is professional sport, improving skills or just having fun with a bunch of mates.

This pathway concept is having a negative effect on sport in society and schools. Parents and children feel pressured to be on this so called "pathway" in order to achieve success. Even at an under 12 age parents and kids feel they should drop out of sport because they been selected in a certain representative team and therefore are not on the pathway. The only people that really benefit from sports pathways are those that develop physically earlier than others. Their size and cardiovascular ability will mean that they can often outperform other people of their own age simply by physical capacity. However, this can hold very little value in future years after physical maturation.

There is a need, all around the world, to shift the focus to the retention of children and adolescents within sport. Sport's purpose is not to develop Olympic success or professional athletes. Within Oxley College and more broadly within society, sport is an opportunity to develop life skills and improve the physical, mental, emotional and social capabilities. Everyone should be on that path.

By Tom Kindred, Head of Sport and PE

JUNIOR GALLERY










Weekly Awards

Learning Journey
K: Scarlett Druery
Yr 1: Otto Richards
Yr 2: Albert Herrmann
Yr 3B: Lili Giro
Yr 3R: Maxwell Guilly
Yr 4A: Pollyanna Landrigan
Oscar Le Guay
Yr 4W: Flor Pereira Merlini
Yr 5C: Orson Francis
Yr 5N: Summer Johns
Yr 6H: Saxon Mellish
Yr 6S: Julien Simonsen
Oxley Values
K: Jack Malouf
Yr 1: April Sneddon
Yr 2: Stella Bacon
Yr 3B: Tatenda Jamba
Yr 3R: Charlotte Bentham
Yr 4A: Anna Sutherland
Yr 4W: Laura Drysdale
Yr 5C: Lucas Drelaud
Yr 5N: Anna Clark
Yr 6H: Ewan Andrews
Yr 6S: Asher Smith
Excellence in STEM
Oscar Choo
Em Hunt
Excellence in PE
Euan Shedden
Excellence in Music
Olivia Hill
Tatenda Jamba
Excellence
Archer Guilly

Students of the Week
Learning Journey
K: Charlotte Keats
Yr 1: Tom Pierce
Yr 2: Xavier Halstead
Yr 3B: Luca Sicari
Yr 3R: Archie Adams
Yr 4A: Elodie Ahern
Yr 4W: Jemima Anson
Yr 5C: Theo Evans
Yr 5N: Max Greenfield
Yr 6H: Holly Bentham
Yr 6S: Alexander Psarakis
Oxley Values
K: Eddie Sheer
Yr 1: Charlotte Bullick
Yr 2: Emily Wright
Yr 3B: Leo Le Guay
Yr 3R: Charlie Officer
Yr 4A: Aston Herriott
Yr 4W: Zoe Sneddon
Yr 5C: Sterling Bryant
Yr 5N: Daphne Hutchison
Yr 6H: Joel Sheezel
Yr 6S: Oliver Henderson
Excellence in Japanese
Blake Ramear
Nina Zelunzuk
AMEB Music Exam Certificate
Sam Cottle
Excellence in Music
Liliana Giro
Digby Bryant

JUNIOR SCHOOL NEWS

Stage 2

Term 2 has been a busy one for the Oxley College Junior School, and life in Stage 2 has been no exception. Our Inquiry unit for this term is 'Forging Frontiers', where we have been analysing the impact of land, sea and space exploration over the course of history. The culminating task for this unit is an informative text about an explorer or exploration of choice. We have just started to narrow down our choices, and students are beginning to investigate the legacies left by a range of people and events, from Marco Polo and Captain James Cook to Amelia Earhart and the Mars 2020 Exploration Rover mission.

The greatest highlight so far has been our trip to The Rocks in Sydney, where we travelled back in time to experience what life was really like in the early days of the colony. This was the first Junior School excursion beyond the Highlands since COVID restrictions were lifted, and we were very excited to travel beyond our backyard! We arrived at Circular Quay to be greeted by three effervescent 'Rangers', who were our guides for the day. After a spot of morning tea, we donned dress-up costumes – posing as either free-settlers, marines, Captains or convicts, and split into three groups for our guided tours.

In the words of our students, here are the highlights -

"We went to an alleyway called the Suez Canal and I learned that that's where people threw their sewerage because there were no toilets! If it had been 1800 the waste would have come all the way up to our shoulders!" - Zara

"We visited the smallest street in Australia – Atherden Street. The Atherdens were the first Italian migrants to our country and had a restaurant in that street" - Archie

"We heard lots of ghost stories, and would you believe that when I took a photo there was a weird mist on the picture? I think it was the ghost of Old Man Jenkins." – Ollie

"In the rock wall there was a tall but narrow cave cut out. Ranger Danger told us all to squeeze in there together, then he told us that that cave was actually Australia's first public toilet! We all screamed and ran out of there pretty quickly" - Harvey

"We learned about 'The Push' who were a gang of thieves. Their name came about because they used to push people down the steep side streets and take the coins from their pockets." – Charlotte Be.

"I liked it when we went to Old Man Jenkin's house. It is now a whisky bar! Old Man Jenkins was a rich man who lived alone in a big house. I really wanted to have a look in the basement." - Max

"When we went to 'The Push' hideout, I definitely felt the room get colder. Maybe it was the ghost of Susannah, the Irish girl who used to live at the top of the hill." – Charlie O.

"In the early days of the colony, many people couldn't read or write, so symbols and signs were used. For example, the hospital had a lamp out the front and the police station had a statue lion holding a baton in its mouth on the wall." Levi

"It was interesting to see and hear about how the convicts used shells mixed into the grout to hold the sandstone bricks together more effectively. They also carved their initials into the bricks they made, but these are a little faded now." – Jameson

"We learned about how the shoreline of Sydney has changed over the past 233 years. The harbour has been pushed back so the large fleets of ships can get in more easily." – Arthur

"Five 11 year-old boys helped to build the first bank. They had an in-depth knowledge of the layout of the building and knew all the secret passages and alleyways. What do you think they did? That's right – robbed the bank!" – Harry

"The final thing we did was an Olympics where we were in teams and had to answer questions about the things we learned during the excursion. This was a great way to help us put this knowledge into our long-term memories." – Hadley

By Alison Rasheed, Stage 2 Coordinator

MEDICAL INNOVATIONS CHANGING PEOPLES LIVES

Inventia's Rostrum 3D Bio Printer

My chosen innovation is Inventia's Rostrum 3D Bioprinter. It was developed by Inventia Life Science Ptd in Sydney and is used by different labs for cell-based research, specialising in regenerative medicine. This type of medicine is extremely experimental and explorative, meaning that scientists working in this field, trying to do these drug tests, need to do a lot of testing before they develop their final product. Obviously using individual cells on a 2D scale is a viable testing solution, but it's a very time-consuming process that can be unreliable in replicating how different cells in the body would work together in response to a foreign substance. However, 3D cell models far better replicate bodily functions, meaning that the use of 3D bioprinting better allows researchers to look further into pharmaceutical development and drug validation creating high-impact research and results.

The central technology behind this interface is digital bioprinting, which involves using a digital file as a sort of blueprint to produce the artificial tissue that will replicate the bodily functions of natural tissue. The substance used to create this tissue is a combination of living cells and biocompatible materials, referred to collectively as bio-inks. This specific model is an inkjet-based 3D bioprinter, meaning that the tissue is created drop by drop layer by layer. To prevent contamination of the living cells and printed tissue, compressed air valves are used to transfer the bio-inks to independently addressable solenoid valves, which allow cell components to be simultaneously printed. The tiny droplets released instantly gel together and gradually build up to form tissue layers. To further prevent contamination the printer has HEPA filters; high efficiency particle resistance filters, that keep all of the air inside the printer filtrated and clean. The printer looks like it is made from stainless steel and some sort of tinted plastic. Both would have to be very good quality materials to ensure that the printing does not become compromised by contaminated particles. Currently this specific model of bioprinter is being used solely in research labs, for regenerative medical testing.

How does it work?

This type of digital bioprinting relies on pre-made matrix formulas that are specifically designed for printing the distinctive tissue types from each of the different body parts. Different factors of the formula are adjusted to best work with the wide range of varying cell types, in relation to the research question and also the area of the body that the formula will be targeting. The altered factors include; physiology environment, adhesion peptides (the particles that join the droplets to form the tissue), the size of the proteins in the tissue and the sensitive sites, which enable the activity of cell-secreted proteases. Once the formula is set and the printing underway (as described above) this model can generate a full microplate of 3D models in under 60 minutes, by far trumping the days that it can take other bioprinters to produce the same results.

What set this innovation apart from previous designs?

This specific model of 3D bioprinter is considered one of the most technologically advanced and well-designed because of how quickly the matrix formulas make it able to print live tissue and cells in comparison to other 3D bioprinters. This increased speed saves a huge amount of time and allows scientists to create far more test samples, therefore accelerating their research process remarkably. The 3D cell models produced are also considerably more reliable than other bioprinters because the printed droplets instantly gel together, meaning that they do not have to rely on light or temperature-induced gelation, which is the cause for a lot of batch to batch variation in other cell models. Therefore, making the tissue production more reliable and proving that 3D cell models can be produced accurately and in a repeatable way.

What are the impacts on the individual and society?

Bioprinting on the whole has a positive impact on society in that it enables reliable research into regenerative medicine, allowing scientists to complete drug tests on 3D tissue that they know will imitate bodily functions, and therefore give reliable results - aiding in the production of new medicines and effectively having a positive impact on society. This specific model of 3D bioprinter provides reliable results at speed, so it is extremely valuable in the biomedical world because it accelerates scientists research into creating new medicines, the speed at which these medicines are made can be the difference between life and death for a person, so the positive impact of this printer is definitely enhanced by the added speed that this bioprinter provides. This 3D bioprinter also has a positive impact on the individual in that whilst the printer is not available for use per say, it is integral to making the medicines and drug trials that are available to the public. Therefore having a positive impact on both the individual and the society.

What are the impacts on the environment?

Like anything this innovation has both a positive and negative impact on the environment. 3D printing on the whole is sustainable in that only what is needed is printed, there is no excess material used or wasted. The bioinks that actually form the 3D tissue have been shown to have biodegrading properties, also making them sustainable. And also the fact that this bioprinter is reusable contributes to its sustainability. Some of the negative impacts include the disposal of the sterilisation fluids used to clean the printer, which are not environmentally friendly and are most likely disposed of either down the drain or into the bin having a negative impact on the environment. Because the printer is being used more regularly, these fluids would need to be used and therefore disposed of much more often. This, along with the fact that because the 3D cell models are being used for testing they are most likely thrown away or similarly disposed of after they have been used contributes to the waste produced and the negative impact on the environment. However in this case, the positives of being able to 3D print biological tissue outweighs the negative impacts that this innovation has on the environment.

Ellanora O'Connor Year 10

EyeWriter

EyeWriter is a biomedical innovation that combines glasses that contain inexpensive eye tracking technology, which allows people to write and draw using just their eyes. The creator of the EyeWriter, graffiti artist Tempt1, was diagnosed with ALS, a nerve disorder which causes all of the body's voluntary muscles except for the eyes to become paralysed. People with these disorders still have perfectly clear minds, but they are unable to do much with it. EyeWriter uses an infrared light beamed and reflected off the eye into a "hacked" PlayStation eye camera, originally intended for eye tracking for gaming use. It then connects to a computer, where specially designed software converts this into a drawing, which can be seen by the user of the technology. The main glasses frame is any ordinary pair of sunglasses, and the assembly is mostly held together by cable ties. EyeWriter removes the necessity to spend tens of thousands of dollars on eye-tracking glasses, and instead allows the user to be able to express themselves for around AU$100.

The innovation uses near-infrared and infrared lights to reflect light at different angles off the eye depending on its position, which reflects into the hacked eye camera. The eye camera then transmits the positioning data to a special program which unpacks this information. This can be directly used in the software or exported to design programs such as adobe photoshop.

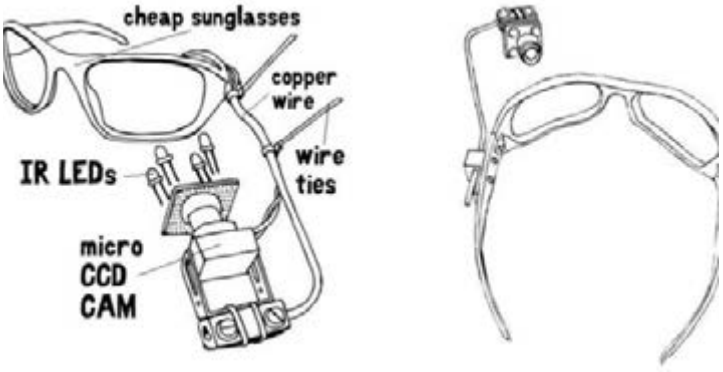
What are the innovative features that set it apart from previous designs?

With previous eye-trackers for sufferers of ALS, people could spend up to US$15,000 on eye trackers, often with proprietary software that only the manufacturer could use and install into the device. Furthermore, due to the proprietary nature, the applications for these devices were somewhat limited as they could only be used with OEM software. EyeWriter uses 100% open-source programming, which allows the end user not only to install and use the software with their own applications, but also to make the device from scratch themselves. EyeWriter uses all off-the-shelf and inexpensive parts which are easy to assemble by person. The only support required step is "hacking" the camera, which can be done by a professional in under 30 minutes. There are free guides online that guide the end user through each step how to construct the device, hosted on instructables.com. EyeWriter also does not require any advanced assembly skills, instead the device is held together by cable ties and aluminium or other metal wire, which can be easily clipped or bent into place. This eliminates the need for any other expensive equipment or technology.

What are the impacts of the innovation on the individual and society?

For Tempt1, EyeWriter allowed him for the first time in 6 years to create art and express his creativity again. His first work was digitally projected onto the side of a ten-story building in Los Angeles. Since then, he has created countless works, many of which have ended up in exhibitions in art and cultural galleries. For many members of society, experimental versions of EyeWriter have allowed them to finally express themselves after years of being bed-bound with paralysis. Instead of time consuming human reading of the eye, this technology allows sufferers of ALS to communicate with relative ease, and also to use creative drawing programs. EyeWriter also allows students to still create work and participate at school, which opens up possibilities for young ALS victims to have somewhat of a courier, instead of spending most of their time stationary in bed.

What are the impacts of the Innovation on the Environment?



This innovation uses already existing and readily available materials that are also used for other products, which means that specially required product manufacturing is not required. Producing materials in bulk reduces carbon footprint through more integrated shipping and manufacturing processes, meaning that the product has a far smaller carbon footprint than previous eye-trackers, which required use of all proprietary parts. EyeWriter can be easily repaired, as all parts are enduser accessible and bought off the shelf at conventional retailers. This means that the life of the product can be indefinitely expanded due to its ease of repairability and abundance of spare parts. Even though the bulk of the structure is made from plastic, it saves on unnecessary packaging protection during the shipping process, as all the parts on their own are not fragile. This means that there are significantly less plastic-waste components than with conventional eye-tracking devices, which require a lot more plastic packing protection and space during transit. This product will not become obsolete in the near future as it is not motivated by profit, instead by a group of non-for-profits. Additionally, since all software is open-sourced, the device can be easily updated without requiring new hardware. The life span is around 20 years before the actual wear and tear on the device is the catalyst for replacement, not due to a possible obsolescence of the product. The product is generally used in a hospital or care setting, and therefore is not subject to too much environmental damage. The climate in these settings remain relatively consistent, and therefore warping or exposure of wires are not an issue. This is also true for people using this in their beds at home. The user is not expected to be walking around at all is they are suffering from ALS.

Oscar Greenfield Year 10

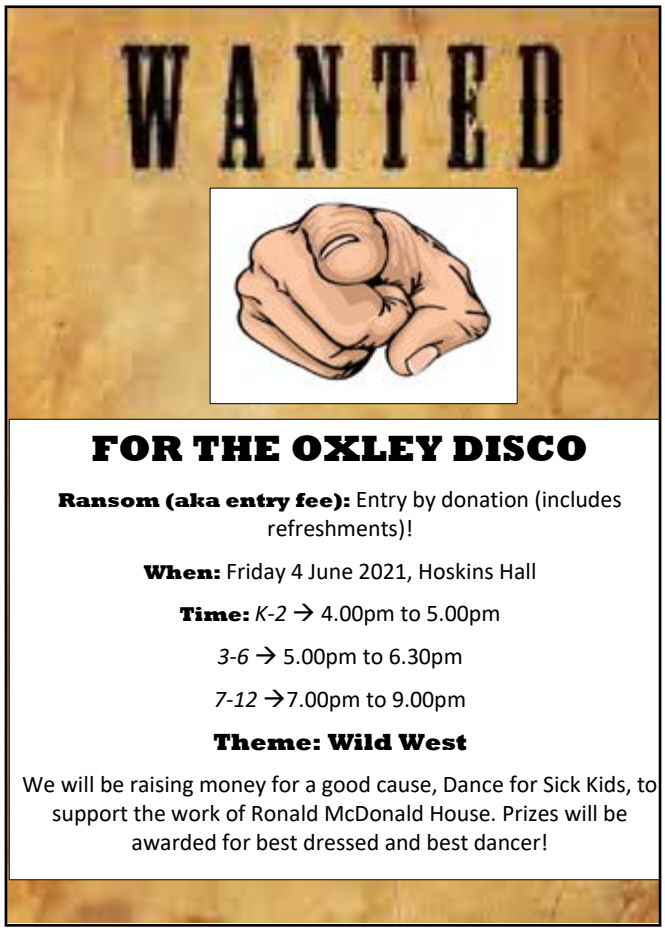
Year 10 have been studying Medical Innovations, Design Engineering and Robotics in Design and Technology and these are a few of their reports.

DANCE FOR SICK KIDS

We continue to Dance for Sick Kids at Oxley raising money for Ronald McDonald House. Our own Oxley family, the Hunts, have spent over 150 nights staying at Ronald McDonald House. However at times, there are no rooms available. Ronald McDonald House are fundraising to expand their residential space to help families like the Hunts.

Let's make Oxley proud and lift the roof off! Our Dance for Sick Kids fundraising continues until the grand finale – the Oxley whole school disco next Friday 4 June. All students are encouraged to bring a donation of a 'note' to the discos. Online donations can be made to the Oxley team via this link: https://www.danceforsickkids.com/fundraisers/oxleycollege/?utm_source=qr&utm_medium=print&utm_campaign=nsw_tld_2020&utm_content=dmtld2021__team

Look out for a special opportunity during our final fundraising push next week!



INSPIRATION

FILM
Gallipoli

Gallipoli is a critically acclaimed short series created in 2016 which is now available on Netflix. Gallipoli is just waiting to be watched by history fanatics, history teachers or the average joe that is looking for a good watch. This short yet critically acclaimed beautifully filmed tv series follows four young keen Australian men that learn to face the gory reality of the infamous Gallipoli landing in WW1. This TV series is a beautiful yet confronting masterpiece showing the horrific events of the Gallipoli landing in WW1. It is directed by Glendyn Ivin and filmed the beautiful Melbourne Bacchus Marsh. The first episode features a young 17 year old Australian soldier Tom, also known as Tolly, who lies about his age to enlist in the Australian army along with his brother. Tom and his comrades learn the fundamental skills of the battlefield in the eight gruelling months that Gallipoli took place in. Barely making it through the war, Tom learns and adapts to life in the army changing from a scared young man who is terribly homesick to a strong resilient soldier who is confident in his abilities. I would highly recommend this series to history fanatics gore lovers and even students learning about the Gallipoli landing in WW1. A warning that this show can be quite confronting and gruesome. If you are under the age of fifteen please watch with a parent or guardian.

Archie Maitland Year 9

GARDEN
Mayfield Gardens

Mayfield Gardens is a wonderful 160 acre property full of lots and lots of colourful and spectacular plants and trees. I visited the gardens with my family, and they are absolutely beautiful, full of many different gardens in the one. There are Japanese gardens, a main house garden, a formal garden, creek, and lake gardens and if the kids are getting bored there's a 1.4 km living maze made of Box hedge, a big rope swing that's right next to a nice flying fox, and finally there's a stumpery, which is a garden full of tree stumps and bones from all types of animals. And I almost forgot there's an avery full of amazing types of birds. Some of these include pea cocks and black cockatoos.

We were lucky enough to hop into an old-fashioned rowboat and row around one of the many lakes, and visit the chapel that the family built for their daughter. The gardens are open 363 days a year. It's broken up into 2 sections. Mayfield Garden and the Hawkins private garden. I recommend attending the gardens during a festival to see both the Mayfield gardens and the Hawkins garden.

There is a lovely café with good food after walking up an appetite. It is definitely an all-day event but just to let you know they do have glamping on site if you want to make a weekend out of it. I loved and enjoyed seeing the autumn festival, seeing all the wonderful colours that autumn has to offer. I'm now looking forward to the spring festival to see how much it has changed during my time away.

Myles Magill Year 7

RECIPE
Tarte

We all love a good tarte! A very simple biscuit shell we can decorate with fantastic fruits, thrilling fillings, and glossy glazes. In today's issue of the Pin Oak, I will detail the method of making a good tarte!

Firstly, gather your reactants – ingredients.

You will need: 75g of western star butter, its important that its at room temp. Do not melt it! – 20g of white (granulated) sugar – 35g of confectioners (Icing) sugar – 20g almond flour, a delicious ingredient, but if you want a nut free tarte then do not use this. – 1 large egg (approx. 50g) – 145g of all-purpose (plain) flour.

Deposit the butter, white sugar, confectioners' sugar, and almond flour into the bowl of a standing mixer. Beat on low, the butter will slowly combine with the sugar and almond flour to form a paste-like substance. They should be just combined.

Throw in an egg! Obviously not the eggshell. Then beat on low to just combined. Your mixture should be wet, if its like a slurry or something runny and ghastly then you 'could' be fine…

Now send the flour to the bowl, and beat on low, this will form into a dough. If the dough is quite still wet, then add more flour. If the dough is dry, then start again.

Finally let it sit in the fridge for at least one hour before rolling. When it comes to rolling the dough, flour the surface and rolling pin, and roll constantly switching your angle, you want a thin circle. Every three rolls pick up your dough and flour both sides. When you have a fitting size for your tin, fold your circle in half, then in half again to get a quarter, place the quarter in the tin, with the tip of the segment in the centre, then unfold. Cut your edges and the tin should be lined perfectly… or not. To finish, prebake the tarte for 15 minutes on 160o C if you intend to put it back in the oven. If you wish to fully cook it, go for 24-30 minutes 160o C.

Have fun!

Toby McErlane Year 11

Our Lego Houses

High school is well established as the time for 'finding one self'. There's not really much else to do if you think about it, it's that delicate age of feeling as though the world is going to end at a drop of a hat but at the same time singing along to songs that are as foreign to us as the idea of willingly doing laundry. Sure, there's not a single person at Oxley who couldn't sing you a line of 'drivers license' but the majority are singing about things they've never felt, adulthood is just far off enough that life doesn't seem real just yet.

So of course we busy ourselves with the pursuit of finding concrete identity. Who are you? What do you want? Why do you want it? Profound thoughts for a 13 year old, no? But if you think about it, it's really not profound at all. Since we've been born we've been trying to build up our identities, refusing to eat bananas for some unknown reason, having an unholy obsession with Thomas the Tank Engine despite our parents desperate pleas to find something slightly less unbearable. However, this is all magnified in the teen years.

Long gone are the days of Thomas the Tank Engine, instead it's mascara, carefully selected lock screens, hobbies and relationships. Every teenager is adding to this Lego brick house they've made for themselves. An aesthetic, of course, required. Are you sunflowers or Edward Scissorhands? Sydney Sixers or rag tag beach brackets and sandy charms? All the pieces are carefully selected to build a shield to the less aesthetic inside. Within the house nothing has really changed, behind closed doors we are just as flawed and mistmached as we were before we picked our Lego pieces.

High school isn't really a time of finding oneself, you are yourself so there's no need to put on the hiking boots and dig up your mum's old compass. What we are finding is our Lego house, trying desperately to build up walls before too much damage can be done, so we can carefully comb through our image and find the flaws, making sure no-one else does. The closer you are to someone the closer they get to the door of your Lego house, the process of trusting someone to even get to the doormat is a hard one, but once you let someone inside: there's no going back.

As a college, Oxley sees children flourish from adolescence to adulthood, watches the Lego walls being built and overcome, the filter slowly becoming less saturated. That's the beautiful thing about Oxley, every student here is given the time to build and rebuild who they want to be perceived as, trial runs and second chances given to find the healthiest combination you can. So, as you stand in front of the mirror and straighten your tie or rehearse saying just how 'awesome' your weekend was try to compare your house to who's living inside of it. Please remember your identity is your own, not what others expect it to be.

By Violet FitzSimons Year 8

FOUNDATION DAY
















PORTRAIT PRIZE 2021

Oxley celebrated its second community Portrait Prize on Foundation Night 2021. We began this competition in the depths of Covid-19 in 2020 as a way to get our community engaged in artmaking while learning from home. This year, we had many more entries from our students, staff and families. We are so grateful to all who entered and all who viewed the amazing exhibition. A special thank you to Megan Monte and Milena Stojanovska, the Director and Assistant Director of the New Southern Highlands Regional Gallery Ngununggula, that opens later in the year, for judging the prizes.

This year our winners were:

Junior (0-11): Hadley Morgan, Ewan Andrews.

Youth (12-18): Celeste Walker, Lara Fischer, Bronte Johnson.

Adults 18+: Lesley Boon, Jodie Swan.

Quilty Award for Excellence and Breaking the Rules: Harris Keith, Annabell Bertollo (Junior).

Family Excellence Award: Hamish Aston (Year 4) and Sue Wilmot (Grandmother), Stella Bacon and Ivy Bacon.

Awards will be presented at our assemblies in Week 7.








THE LIBRARIAN'S CHOICE AWARD

Year 11 Visual Arts

Ava Howes

The David Wright Library at Oxley College comes to life when it houses exhibitions of student artworks. The library space becomes a place that celebrates and acknowledges the efforts and achievements of our student artists. Our students view and discuss the works, enjoying the varied perspectives and techniques used.

To encourage our artists and to thank them for allowing us to display their work, we award a student from each year group exhibition with the "Librarian's Choice" award, a bit like the packing room prize at the Archibald's.

Ava Howes, in Year 11, is the first winner in 2021 for her collection of miniatures. These six small portraits, in vibrant colours, are complex works worthy of stopping to take a closer look. I was impressed by the skilful use of colour, repeated as a theme across each portrait. Although the images are melancholic, the rainbow colours provide hope and a sense of a bright future.

GOOD & OTHER NEWS

Birdscaping in Burradoo

In my last article for Pin Oak, I outlined the plan for our new native garden using the advice from "Birdscaping" by George Adams. We've since planted around 200 native trees and shrubs, and so far, it's going well. For anyone interested in planting a native garden to attract native birds, particularly small birds such as wrens, finches, treecreepers, robins, fantails and more, I can now share some tips that we've learnt so far.

Tip 1: It's critical to understand the microclimate of your garden, so you can select the best plants for areas that are sunny, shady, boggy, dry, frosty, windy, or in some cases, a mix of all. It can take up to twenty years for plants to reach full size, so a few extra days of research will save you time and money.

Tip 2: Don't dig with a shovel! You'll hurt your back and give up before you start. We hired a digging machine that could dig a 40cm deep hole in less than a minute – this was great until my Dad dug through the main water pipe….

Tip 3: As they say, dial before you dig! That means call someone who can show you where your water, gas, electricity and NBN (internet) pipes are. We did in fact do this, but we clearly asked the wrong person.

Tip 4: Prepare your holes to give each plant the best chance to survive and flourish. We added gypsum (to help break up the clay soil and improve the drainage), water crystals (to help store water around the plant roots during dry weather), and good quality native potting mix (to give plants the right amount of nutrients during the first year of growth).

Tip 5: Plant each plant carefully and water them with a seaweed fertilizer, such as Seasol, to ensure they have a good start. For some reason, seaweed helps plant roots adjust to their new soil.

Tip 6: Our garden is mostly shady and boggy – we have big Eucalyptus trees over heavy clay soil – so we planted Melaleucas, Callistemons, Banksias, Acacias, Hakeas, Leptosperms, Westringias, Elaeocarps and Bursarias (from Wariapendi Nursery in Colo Vale). This mix of plants will always have something in flower through each season to feed our native birds. Please ask me if you'd like the exact species names.

Tip 7: Don't give up if you lose a few plants. Sometimes we get it wrong and put a perfectly good plant in the wrong spot. Whenever a plant dies, or is clearly struggling, then replace it with a plant better suited to the spot.

Tip 8: Walk around your plants every few days and enjoy your garden. The more you observe, the more you learn. It's amazing what happens in your own backyard.

Elsie Hanson Year 7

STORYTELLING FROM SPACE!

Last week, our Junior School students were captivated by a simultaneous national reading of Give me some Space! by NASA astronaut, Dr Shannon Walker, from the International Space Station. Head of College, Jenny Ethell loved seeing Kindergarten's space artwork.

YEAR 10 HYDRAULICS

We have just finished making a cardboard hydraulic robot in Year 10 Design and Technology. This required a great deal of mechanical thinking, problem solving, custom designing and perseverance to ensure every moving part worked properly and could lift, push and throw. This was quite a challenging task and took longer than expected, but it was totally worth it to finish the project and understand how hydraulics work.

By Tom Milner Year 10




Senior School Sport

Rugby

This week in Rugby, our firsts boys team came away with a win in a thumping victory over Redlands by 29 points! Our 14s/13s weren't as lucky as they lost in a nail biting game by two points.

Soccer

In the Football/Soccer we were up against the top of the table. We had to get on the early bus up to Redfield. Our mighty Firsts lost three goals to nil even though they put up an admirable fight.They were gracious in defeat and took this bump in the road as a learning opportunity.

Hockey

Our strong First Girls side played at Barker College. Playing at the top of the ladder, our girls gave it their all but the Barker Hockey giants proved too strong to even give Oxley a chance.

Netball

This week in Netball, our ferocious Firsts Girls were playing at home against Barker College smashing them on our own turf by 25 points.

Fencing

In Fencing, Alister Hill won the silver medal in the U19 Epee at the NSW Schools Fencing League and Banjo Campbell won the silver medal in the U14s.

By Archie Maitland Year 9

FENCING



District Rugby

Congratulations to Harry Keats, Year 5, who has been selected for the Illawarra District Rugby Junior Representative team. He will be competing in the NSW State Championships in July.