

PIN OAK



AHLETICS
Junior School

BIG ISSUE
Hypocrisy

ART
Drive-Through Gallery

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JUNIOR SCHOOL TRIVIA



ATHLETICS CARNIVAL

2021 Junior School Athletics Carnival Results

Age Group	RUNNER UP	CHAMPION
8-10 Boys	Oscar le Guay (Flynn)	Levi Olsen (Walton)
8-10 Girls	Molly Harwood (Flynn)	Pixie Hanson (Flynn)
11 Boys	Henry Burton (Chisholm)	Harry Keats (Walton)
11 Girls	Matilda Pope (Walton)	Claudia Carpenter (Chisholm)
12-13 Boys	Henry O'Riordan (Walton)	Alexander Psarakis (Chisholm)
12-13 Girls	Ivy Halstead (Walton)	Olivia Hill (Flynn)

House Points	House	Points
1st place	Walton	1,155
2nd place	Flynn	1,107
3rd place	Chisholm	956

Records	Name	New Record	Old Record
9 years Boys 100m	Leo le Guay	15.43	15.45
10 years Boys 100m	Oscar le Guay	14.68	14.85
Junior Boys 200m	Oscar le Guay	31.38	33.07
Junior Girls 200m	Pixie Hanson	33.91	34.75
Junior Boys 800m	Levi Olsen	2:52.90	2:54.70
Junior Girls 800m	Pixie Hanson	2:47.19	3:06.47
Junior Boys Long Jump	Levi Olsen	3.71	3.60
Senior Boys High Jump	Alexander Psarakis	1.31	1.30
Senior Boys Relay	Chisholm	1:04.70	1:04.84

HEAD OF COLLEGE'S REPORT



Winter Holidays are Here

It is important we take time to pause and reflect on the term. We can be extremely grateful that it has been such an active term for our students and staff. We have really been able to burst into more 'normal' operating conditions with great energy and success. Students have been able to attend camps, excursions, visitors have been welcomed, sporting competitions are back in 'full swing' including Equestrian Day, musicians are playing with full audiences and of course our wonderful community celebrations are back with Foundation Night, Whole School Disco's and Parent Trivia Nights. Our calendars and 'buckets' have been filled as we are now able to connect and come together as a community.

Dance for Sick Kids

At today's assembly we were able to present the amazing amount which has been raised by the College Community for 'Dance for Sick Kids' and Ronald McDonald House. A cheque of \$50,000 was presented to Claire Gordon who came to Oxley especially to accept our generous donation and celebrate the amazing generosity of the Oxley community. Oxley College is the highest fundraiser across Australia for 'Dance for Sick Kids'. A massive congratulations and thank you to everyone involved including the Bowral Blacks, and especially our students who led the charge with the Dance Off's and the Wild West Disco! So proud of everyone!

Traffic Committee

Over the past six months, we have been working with a traffic committee which has been looking at sustainable ways to help our School traffic issues. While there are some longer term solutions which are being worked on, we are raising the profile of the bus services to and from Oxley College. Berrima Buslines have been working with us to try and make our services into the HUBS of Moss Vale, Bowral and Mittagong more accessible for our parents to drop and pick up students at key points that are safe and accessible. It would potentially eliminate students having to negotiate the traffic along Moss Vale Road and around the College.

"A cheque of \$50,000 was presented to Claire Gordon who came to Oxley on behalf of Ronald McDonald House to accept our community's incredibly generous donation."

I will be writing to parents about some of these new initiatives in the final week of the school holidays. I would like to acknowledge the work of the committee which is made up of parents, students, staff, Wingecarribee Council officers, Berrima Buslines and local community members.

Have a happy and safe holiday and we look forward to seeing you on Monday 12 July.

By Jenny Ethell, Head of College





Head of Academic and Innovation

Celebrating Growth and Progression

As we rapidly reach the end of term and a well-deserved break, it is important to stop, breathe and reflect on the time that was and is yet to be. Certainly, as a school, we feel very proud of what has already been experienced and achieved in 2021.

One of the measures of progress that we value is the Evidence of Learning regularly collected and collated from Kindergarten to Year 10 students. In the Junior School we see this every day, every moment! It is only necessary to peek inside a classroom to see the visibility of the learning that has been undertaken. From "Where to Next" walls, to mobiles, to self-portraits, to models and drawings and writings about everything that you can ever dream of – it is obvious that our students have been thriving under the care and guidance of their inspired and passionate teachers!

One of the particular joys of Junior School reporting this semester, has been the addition of Student Reflections to the reporting process. There is nothing like the words of a Kindergarten child to centre us back on what is most important:

Learning about the oak tree at school was really fun and I learnt that the Pin Oak is part of our natural environment. I got to draw a picture of this tree and I painted it. I think my drawings are better now that I am older, and I like drawing dogs and rainbows the most. I want to keep getting better at my reading where I stretch out words to read them. I will then be able to read books.

And then to the final year of Junior School:

Something that went well for me this semester was the writing and performing of my persuasive speech on the topic, 'Students should have to complete voluntary work.' The area where I have shown the most growth this semester was in my descriptive language as part of Nugia Canbe and homework imaginative writing tasks. My goal for next term is reading my Math Olympiad questions more thoroughly, because most of the questions I got wrong were due to not reading carefully.

Year 7 – 10 students will also receive their reports shortly. As we know, the secondary school road can get bumpy at times, so we encourage families to take note of the Learning statements that have been reviewed and refined for this reporting period. We hope to be able to encourage students to focus on these attributes as they gain experience in balancing both the acquisition of knowledge and constant revision to ensure they are ready for formal testing when it occurs.

Year 10 PIPS

We were proud to celebrate the work of each of our Year 10 students at our inaugural Year 10 PIPS Exhibition recently. The diversity of projects was outstanding and it was impressive to hear the stories that led to the final product. Often the journey was more significant than the end. Students were recognised for their excellence at the assembly this morning and have already started their second PIP project with enthusiasm.

Year 11 Consultations

Last Friday, Year 11 students took part in their second round of consultations. These involved students looking at their cumulative assessment data and comparing this with their performance in the Half Yearly Examinations. For many, there was quite a contrast between both, and this led to an important conversation about what was required to achieve success in the next formal examination period: The End of Preliminary Examinations. These examinations take place at the end of Term 3 and will be an important indicator of success toward the HSC Year, which commences in Term 4.

Year 12: Getting ready for the Trials

We continue to be so proud of the hard work being done by our Year 12 students – they are indeed maximising their time here at school. It is also very heart-warming to see our dedicated Year 12 teachers regularly meeting with small groups of students outside the timetable, providing individual help to students who ask, running before school and lunchtime "help" sessions that supplement the learning and teaching in the classrooms. A visit to spare classrooms, the Art and DT studios, the library, the Music School, Hoskins Hall and more will often find teachers helping students during Academic Prep lessons in addition to their timetabled lessons. We are very grateful for this "above and beyond" commitment of all our Year 12 teachers at this time – we know that this is a team effort, with all determined to help our students achieve their best.

Study Club continues to attract impressive numbers, despite it being the end of term with many assessments due. We thank Mrs Simpson for her ongoing coaching support in exam technique and skills and encourage students to take advantage of her availability in Weeks 2 and 3 of the break. Students and parents have also been emailed the details of Break Study Centre times, the Holiday Exam Practice Timetable and the timing of workshops for those students with projects due in Term 3. We look forward to celebrating the excellent work in recitals, exhibitions and performances throughout the term.

By Kate Cunich, Head of Academic and Innovation





Head of Senior School

Batyr – Addressing the Elephant in the Room

Oxley has a longstanding relationship with Batyr, a leading preventative mental health organisation that is run by young people, for young people. Batyr returned to Oxley again last week to deliver age appropriate year group presentations to students in Years 9, 10, 11 and 12. Through the sharing of personal stories, the presentations aim to develop a positive attitude towards help-seeking behaviour and a culture of openness and dialogue, which lifts the stigma often associated with talking about mental health.



<https://www.batyr.com.au/>

Brent Sanders – Safe Partying, Consent & the Law

Following the positive feedback from Term 4 2020, Brent Sanders returned to Oxley yesterday to deliver presentations to Years 9, 10 and 12 around safe partying, consent and the law. Brent has over 20 years experience as a police officer and has been delivering presentations in schools, universities and workplaces around Australia for many years. Given the national discourse around consent in recent months, I am pleased that we were able to get Brent back to Oxley this year to speak on these vitally important issues.

<https://www.brentsandersconsulting.com.au/>

Uniform

As stated in the Student Diary, "Oxley College views the wearing of the correct uniform as one of the disciplines which contribute significantly to the development of the right kind of pride in one's school and the right codes of conduct" (p148). Students were reminded about some of the rules around uniform and appearance in today's assembly, in order both to address trends that have developed as the weather has turned cooler and to ensure students begin Term 3 correctly dressed. It will be helpful for parents to be aware of some of these key messages:

- Shoes must be leather and must be polished
- Rings and bracelets are not permitted
- House hoodies are to be worn for House Sports Competition Days / the House Festival only

- Students must wear Oxley Sports Uniform / School Uniform when attending Saturday sport

Girls: Either a pair of studs or sleepers in the earlobes only – no earrings in other parts of the ear; make up and nail varnish is not permitted– concealer is allowed; skirt length must be 'to the knee'.

Boys: Hair must be off the collar and out of the face; students must be clean shaven; earrings/band aids over earrings are not permitted.

The College will be undertaking a review of our current Uniform Policy in Semester 2.

Lost Property

Unnamed property in Student Services has approached near biblical proportions at the end of this term; especially Tupperware lunch boxes and drinks bottles. When property is named it can be quickly and easily reunited with its owner; please ensure that all such items are named.

Questions for the Dinner Table: Year 11 Philosophy

For their Term 2 oral presentation assessment this week, my Year 11 Philosophy students were required to choose or create a question of their choice about the acquisition of knowledge. They had to link the question to their studies or another real life experience, analyse different perspectives and responses and justify their own views. Here are some of the questions they explored:

- Is the pursuit of causation in History a pointless endeavour?
- Can we separate the art from the artist?
- Is knowledge in Mathematics discovered or invented?
- Are the Natural Sciences advanced more through imagination or through reason?
- "The past can never be known". Is History a waste of time?

I hope you enjoy discussing some of these questions at home as much as I enjoyed the presentations!

By Mark Case, Head of Senior School

Oxley Shop Holiday Opening Hours

Please note the following opening hours for the Oxley Shop:

Week 1 Tuesday 22 June - Friday 25 June

Opening hours: 8.30am-3.30pm

Week 2 Appointment only - Stocktake

Week 3 - CLOSED

Term 3 Week 1- CLOSED

JUNIOR GALLERY





Weekly Awards

Learning Journey

K: Evan Callan
Yr 1: Emily Hunt
Yr 2: Angus Sheer
Yr 3B: Jack Smith
Yr 3R: Bianca Bode
Yr 4A: Robbie Clothier
Yr 4W: Jameson Clarke
Yr 5C: Grace Kean
Yr 5N: Marshall Devlin
Yr 6H: Dakota Winn
Yr 6S: Asher Smith

Oxley Values

K: Arthur Bell
Yr 1: Harrison Peebles
Yr 2: Scarlett York
Yr 3B: Chase Holmes
Yr 3R: Charlie Hammond
Yr 4A: Eli Winn
Yr 4W: Raphaela Abreu
Yr 5C: Hugo Adams
Yr 5N: Will Kennedy
Yr 6H: Ivy Halstead
Yr 6S: Oxford Feller

Excellence in Art

Jack Smith
Excellence in Japanese
Madison Chamley
Charlie Officer
Excellence in PE
Charlotte Bullick
Excellence in STEM
Luella Sewell
Heidi Sinclair-Hill

Learning Journey

K: Isabella Francipane
Yr 1: Naomi Robertson
Yr 2: Heidi Sinclair-Hill
Yr 3B: Clementine Paterson
Yr 3R: Harvey Talbot
Yr 4A: Isabella Sicari
Yr 4W: Lisa Mussett
Yr 5C: Jake Linde
Yr 5N: Ollie Johnson
Yr 6H: Fraser Findlay
Yr 6S: Lulu Eagan

Oxley Values

K: Clara Peebles
Yr 1: Harry Officer
Yr 2: Hudson Ahern
Yr 3B: Sophie Henderson
Yr 3R: Sophia Bagnall
Yr 4A: Will Carioti
Yr 4W: Levi Olsen
Yr 5C: Vivienne Talbot
Yr 5N: Jett Loiterton
Yr 6H: Hayden Zupp
Yr 6S: Louisa Hogan Baldo

Excellence in Art

Thomas Bode
Excellence in Japanese
Anna Clark
Piper O'Sullivan
Excellence in STEM
Oscar Jones



JUNIOR SCHOOL NEWS

Stage 3 have been involved in a number of engaging learning opportunities across the curriculum. We reflect on a few of these key events.

English – Writing workshops with our Writer in Residence, James Knight

James is a real storyteller and he entertained the students with engaging personal stories. Our young writers explored a range of techniques designed to tap into their creativity and they learned many key skills necessary in developing wonderful narratives. During the sessions James focused on sentence building. Students were asked to bring in an object special to them and were encouraged to 'go deep' when considering the who, what, where, why, when and how. Their answers were then used in a simple exercise that encouraged information to flow from one idea to the next.

I am sure that our students found the experience of listening and working with such an engaging presenter both enjoyable and memorable. The creative energy triggered by these workshops has certainly led to an appreciation of the emotional and intellectual power of language.

1. What was your key 'take-away' from the workshops?

'That planning your writing is really important and asking questions can be really beneficial.' (Madeline Wright 6H)

'Don't ever doubt yourself' (Will Coram 5N)

'I loved his strategy of looking at the who, what, where, why and how.' (Miranda Hunter 6S)

'We were encouraged to write freely and with no rules.' (Blake Ramear 6H)

2. What did you enjoy most about James' visits?

'I enjoyed James' funny stories. My favourite was the one about his pet cockatoo.' (Louis Robertson 5C)

'I loved his passion for writing and storytelling.' (Scarlett Curr 5C)

'I enjoyed James' stories. He took me into another world.' (Daphne Hutchinson 5N)

Mathematics – Oxley College Traffic Data

As part of the School's collection of traffic data, Stage 3 took the opportunity to integrate this exercise into our Mathematics unit of work focusing on Data. Many of our students were involved in recording the number of cars and students moving through the Junior School Turning Circle, before all students discussed this information, looking for patterns and making predictions. Our Year 6 students then learned how to graph this data using Excel and then reflected on this learning.

1. What did you appreciate most about our Data unit? - focusing on the collection and representing of the School traffic data.

'I enjoyed being on the 'clicker' and seeing the difference between how many cars came through in the morning compared to the afternoon.' (Charlie Knight 6S)

'Now that we have this data, hopefully

we can now find a solution to our traffic challenge.' (Joel Ramear 6S)

UOI – Guest Speaker – Dr Leah Gibbs

Stage 3 were extremely fortunate to have Dr Leah Gibbs speak on the topic of Plastics in our Oceans. Dr Gibbs is a Senior Lecturer in Geography at Wollongong University and she speaks particularly of a desire to understand and address environmental damage, inequities and injustices. This informative address was a valuable exercise in allowing students to make connections to their prior learning and to ask questions of someone with so much knowledge and expertise.

1. What did you appreciate most or was there something new that you learned from listening to Leah Gibbs' talk?

'I learned how bad nurdles are for the environment.' (Theo Evans 5C)

'I was shocked to hear how much plastic ends up in our ocean.' (Joel Sheezel 6H)

'I appreciated the fact that Leah gave up her time to speak to us.' (Phoebe Keith 5N)

'I appreciated how much she cared. She loved her job – You could tell by the passion in her voice.' (Vivienne Talbot 5C)

'I learned about the 17 Sustainability Development Goals.' (Bronte Morgan 6H)

By Jason Smith, Stage 3 Leader

Students of the Week

Learning Journey

K: George Kindred
Yr 1: Finn Kean
Yr 2: Amelia Gordon
Yr 3B: Phoebe Burton
Yr 3R: Harper Anstee
Yr 4A: David White
Yr 4W: Samsara Pout
Yr 5C: Benjamin Gregory
Yr 5N: Rosie Vild
Yr 6H: Claudia Carpenter
Yr 6S: Charlie Knight

Oxley Values

K: Alessia Sicari
Yr 1: Eliza Galwey
Yr 2: Angus Kean
Yr 3B: Euan Shedden
Yr 3R: Zara Finlayson
Yr 4A: Eloise Richards
Yr 4W: Oscar Johnson
Yr 5C: Harry Keats
Yr 5N: Coen Bertollo
Yr 6H: Estelle Beckett
Yr 6S: Alexander Psarakis

Excellence in Art

Alessia Sicari
Anna Sutherland
Dakota Winn
Hayden Zupp

Excellence in Japanese

Louise Robertson
Mariella Vlahakis

Excellence in Leadership

Grace Kean
Excellence in Music

Ivy Bacon
Max Greenfield

Excellence in STEM

Markus Simonsen

Excellence in PE

Chase Holmes

Athletics Carnival Age Champions

Levi Olsen
Pixie Hanson
Harry Keats
Claudia Carpenter
Alexander Psarakis
Olivia Hill

Athletics Carnival Age Champion Runners Up

Oscar Le Guay
Molly Harwood
Henry Burton
Matilda Pope
Henry O'Riordan
Ivy Halstead





‘Plandemic’

What’s wrong with the Pandemic and the Wellness Industry

In early 2020, on ‘Wellness Wednesday’, prominent Australian model Miranda Kerr set alight her incense burner. Then, reaching for her ‘Empower Yourself’ cards, she revealed to her teleconferencing followers their daily wellness goal – channel the full moon energy to self-immunise against coronavirus.

Just weeks later, via Facebook Live, notorious influencer Pete Evans announced the release of his ‘BioCharger’. A hybrid subtle energy revitalisation platform” with a \$15,000 price tag, the device purported to cure coronavirus through the use of light and harmonies.

They are the ‘new age community’; an impenetrable association of seaweed-wrapping, raw-food-only, crystal-detoxing, juice-cleansing influencers. The \$4.5 trillion wellness industry has never seemed so seductive, with the pandemic creating an opportune climate for gurus to proselytise a newly receptive online audience. Capitalising on relentless expansion of alternative health therapies in previous years, and an equally newfound health consciousness amongst the public, wellness has indeed entered mainstream culture. Pseudoscientific terms foreign to our vocabulary a decade ago – clean eating, apple cider vinegar and activated charcoal – can now be found branded on products in our supermarkets, tagged in posts on our Instagram feeds and stamped on pamphlets in our letterboxes.

However, there is a darker side to this craze, this optimistic insistence that we can all be our own doctors and gurus. Several months later, Kerr posted

a ‘Virus Protection Guide’ derived from her apparent communication with the gods, which claimed the virus was a hoax. And just last December, amidst the Avalon outbreak, Evans urged Sydney residents to ‘not get tested’, spreading the conspiracy that COVID was a ‘plandemic’ and mere tool of mass manipulation.

It’s a Venn overlap hard to fathom. The wellness industry. Far-right believers in a Great Awakening. Conspiritualism. How did wellness warriors antithetically come to unite with the far-right QAnon community? Coronavirus provided fertile ground for the convergence of these two radical and dangerous belief systems, because of one pre-existing point of intersection – vaccines. From there, the overlap of New Age and conspiracy beliefs has proliferated. Now recognised as a separate entity altogether, ‘conspiritualism’ is rapidly becoming one of the most dangerous, consuming and perversely unlikely trends of the 21st century.

Conspiritualism is by no means a random and unfortunate alignment of ideas; it is the result of the intersection of similar personality traits and online audience captivity. Wellness influencers depict adherents as privy to the ‘real truth’, an exclusive spiritual narrative leading to personal empowerment. Yet I argue this description also applies, unsettlingly, to far-right conspiracy theorists. And the visibility of both ideologies to online audiences makes their messages even more potent to vulnerable audiences.

The addition of a global pandemic created the perfect storm for misinformation of the masses. With political trust at an all-time low, and the world becoming more complex and noisy, it is easy to mistake truth for truthiness, and seek expedient answers. Hence

the birth of #doyourownresearch and paradoxically alt-right, yet 'mindful', scepticism.

On January 6, 2021, Dr Christiane Northrup began a six-day water fast. She pledged to consume nothing but alkaline water with "maybe a pinch of Himalayan sea salt" to "reset" herself. In the following days, a dissonant blend of health advice and conspiracy theory permeated her feed, culminating in an ardent cry to reject DNA-altering COVID vaccines.

For a distant audience like you or I, it may seem easy to dismiss her claims as unfounded and trivial. However, the troubling genius of both far-right extremist conspiracies and wellness fallacies is how innocuous they can initially appear. For new mother Sarah, she felt Northrup validated her 'gut instinct' to 'decide for herself' on vaccines, which led her to investigate overwhelming and viral extremist campaigns claiming government censorship and Chinese virus engineering. Herein lies the danger: our tendency to favour social proof, rather than evidence-based proof, leaves us susceptible to false information. It is the Sarahs of the world – the well-meaning individuals searching for answers – that become the victims of this occult subculture. Indeed, Sarah herself began proliferating COVID mistruths, radically converting her own sphere of followers. And, with a CDC report finding social media outlets fail to act on 95% of reported COVID-related misinformation, mere exposure to the sheer volume of conspiratorial mistruths sustains irrational adherence and, more insidiously, indoctrination. Inherently, engagement trumps truth. Voluminous posting trumps rationalism.

Ideas are as contagious as viruses and, as it turns out, equally dangerous. And so, there lies an obligation for authority to intervene, and suppress this alarming narrative. Indeed, I initially underestimated the ubiquity of this zeitgeist of wellness. Yet, only last week, as I was reading the news, did an unsolicited link appear. 'Women experiencing severe side effects from the coronavirus jab' claimed one self-described cosmic doula, sharing stories from anonymous women who experienced excruciating menstrual bleeding and fertility issues post-vaccination – a claim since disproven by multiple authorities. Upon clicking, I was taken to her social media account, where I was stunned to see over 3000 comments praising her rejection of 'mainstream brainwashing'. We can no longer afford to treat conspiratorial claims as a hypothetical, an issue insignificant to the 'majority.' The implications of such misinformation extend beyond poor individual health outcomes. We can – and will – see widespread paranoia, logic-twisting and anti-knowledge. Facts

are superfluous, inconvenient or both, and intellectual exploitation disguised as empowerment holds an unnerving ability to bend reality. We could see our political institutions crumble under undue scepticism and radical rejection.

So, how is we can overcome this tide of hazardous indoctrination? Our media outlets must take greater accountability in identifying and removing posts. The so-called 'Disinformation Dozen', 12 individuals responsible for generating an astounding two-thirds of health-related conspiracy claims last March, are not banned from Facebook, Instagram or Twitter, despite each platform committing to removing 'COVID-relating misinformation' only weeks before. In response to the 'cosmic doula's' unwarranted claims, I reported the post. Three days later, with no response, I spoke to an Instagram representative, who assured me the post would be removed. To this day, it remains.

We must also recontextualise our cultural understanding of conspiracies, reframing absurdist theories not as humorous contemplations, but serious threats to collective safety. At a broader level, instigating fake news resilience training is essential to dispel our propensity to seek self-affirming information. Finland has implemented such a program, with unmistakable success. Disabling the harmful echo chambers enabled by search engine algorithms will further erode the reach of misguided influencers. I have faith that, by constantly taking note of our 'mental hygiene', we can overcome this new kind of anti-information pandemic lurking in the shadows of our social media.

So, with Wellness Wednesday approaching, I won't

"I don't need a \$15000 BioCharger to cure me, I simply need a steady head and critical thinking"

be taking out my turmeric, or rose-quartz crystals, in the quest for ultimate wellbeing. Nor will I be meriting alt-right theories of microchipped vaccines. And I certainly won't be considering a devious combination of both theories. I don't need a \$15,000 BioCharger to cure me, I simply need a steady head and critical thinking. And so, I will take any conspiratorial claims I come across with a grain of salt – preferably a pinch of pink Himalayan, of course.

By Ava Lambie Year 12

OLD OXLEYAN

Kirsten Power Class of 1991



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

I graduated from Oxley in 1991, changed my name and ran away with the circus !!

I am an Aerialist, meaning I perform tricks on the trapeze, silks and hoop, as well as walking around on stilts, eating fire and I even learned a tightwire act once upon a time.

I didn't literally leave town with a big top circus, rather I moved to London and became a self-employed, solo, free-lance artist, creating my own acts and travelling around the world performing at Arts and Fringe Festivals, Music Festivals, Cabaret Shows, Nightclubs and Private Parties.

What is your biggest achievement since high school?

While living in London I was successful at applying for funding to create bigger, longer and more spectacular productions. I have had work supported by The Arts Council of England, The Jerwood Foundation, Queen Mary University, Yorkshire Arts Festival and The National Centre for Circus Arts.

My productions have been performed on the Southbank London, The Edinburgh and Adelaide Fringe Festivals and the Soho Theatre.

However, the pinnacle of my solo aerial career was a collaboration with cult rock star Peaches and performing live with her in the Royal Festival Hall, London.

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

I attended dance classes throughout my childhood with the Theatre School of Ballet in Bowral, however, I did not anticipate this career at all. Initially I went to Wollongong University to study economics.

How did Oxley prepare you for your future?

The formal education I received at Oxley endowed me with the skills to run my artist career as a business. The excellent tuition I received in English, Maths and Economics meant that I could write a funding application, prepare budgets, and sort out my end of year accounts.

Biology is even coming to the fore as I am now studying Anatomy as part of a Certificate 111 in Fitness. The only regret I had while living in Europe was not having paid more attention in French class.

What would you say to your fifteen year old self?

Keep up with your dance classes, study for your exams, follow your dreams and your trust your intuition. Strive to get the most out of every opportunity presented to you, as you will be surprised at the various ways you can apply knowledge.

I would like to add that I have recently returned to live in the Southern Highlands and have set up a new company, Zero Central Circus, and am starting to teach Aerial Circus Classes for Adults and Youth.

By Empress Stah Power, AKA, Kirsten Power.

INSPIRATION



DOCUSERIES

Down to Earth

In July last year the new docuseries (documentary in a TV series form) 'Down to Earth', starring Hollywood actor, Zac Efron and wellness expert Darin Olien hit the world. The first season aired in Australia on Netflix on the 10th of July 2020, the Down to Earth series has had unexpected success with season 2 in production now, around Australia. The first season aims to discover the secrets of healthy and sustainable life in different locations around the world, each location with an overarching theme. In episode 1, Zac and Darin explore Iceland's sustainable power supply with a few stops at tourist attractions along the way, audiences become emersed in learning experiences and foreign cultures. Episode 2 is all about water, with guest star Anna Kendrick, the importance of water in healthy life is shown and it is revealed that "water has taste", Darin and Zac travel around France discovering the secrets of water and its natural beauty. The 3rd episode is closer to home, in Costa Rica the pair experience life in a new way, with a different diet, education, and waste management design to modern day America. In episode 4 the pair travel to one of 5 blue zones in the world, Sardinia, to reveal the secrets of a long and healthy life. In Lima, the capital of Peru, the pair investigate the future of food production and preservation, with a little bit of sandboarding as well. Life in Puerto Rico hasn't been the same after Hurricane Maria, the sustainable recovery and sense of community in the region is explored as Zac and Darin milk goats and assist the locals. London's pollution reduction scheme is investigated as the two explore the historically contemporary city of England. In the depths of the Amazon rainforest Zac and Darin indulge in the cultural practices of Iquitos. The docuseries promotes healthy and sustainable life effectively through the eyes of Zac as he uses his influence as a celebrity to uncover the secrets of life to promote healthy living and sustainable development. The docuseries is one of my favourites as it travels to countries I would otherwise oversee, can't wait for season 2 when I can discover the secrets of Australia I would otherwise miss.

By Leah Halstead, Yr 10



FILM

The Truman Show

My English class was doing a unit on Speculative Fiction, and one of the examples to demonstrate the Genre was The Truman Show. The movie itself is framed around the life of Truman Burbank (Jim Carrey), an ordinary man, living in a town on an island. He is good natured and friendly, always having a smile on his face. The part that makes it a piece of Speculative Fiction, however, is that his entire life is controlled by a production crew, dedicated to making his life seem as authentic as possible, while keeping the cameras rolling. He was adopted by the studio when he was a baby, so he has no memory of the outside world. All the people he interacts with in his day-to-day life are actors, designed to keep him content in life, so he doesn't try and leave the set they created. The Studio Executives manufactured an accident at sea which "killed" Truman's Father, or the actor playing him, giving him a deadly fear of the Ocean. The inciting incident that kickstarts the plot is when Truman believes he sees his father on the streets, when actually it is just a reused actor. This is the first in a series of events that alert him to his circumstance, like a studio light falling out of the sky that is quickly covered up by a radio broadcast calling it a plane malfunction, falling rain following him when he is sad, and a woman named Lauren, played by an actor called Sylvia, explaining how she already knows who he is and how everyone is pretending. Spoiling any more of the plot would be a disservice to anyone who has any interest in watching fantastic older movies, or even just wants a movie that doesn't feel boring or uninspired, but the movie goes in an inspired direction that can leave you with a lot of thoughts and questions. Some final thoughts about how good this movie is, there are details all over the place, like how posters on the wall in Truman's bedroom all show the dangers of travel and the ocean, likely placed there by set designers to keep him obedient, all the music Truman hears on the radio being classical, public domain music, so that they can play it on live TV, his wife breaking out into a clearly sponsored rant about a knife that needs no sharpening, and background characters showing up multiple times doing the exact same thing. All these things culminate to create a movie that can keep you guessing how it will end, what will happen next. It is brilliant and refreshing and a must-see movie for anyone with a passing interest in movie history, and I would highly recommend it.

9/10

By Oscar Currie, Year 10



BOOK

The Colour of Magic

"In a distant and second-hand set of dimensions, in an astral plane that was never meant to fly, the curling star-mists waver and part... See..."

Well! What do you expect to see? A round planet with high mountains with white capped peaks? Fields of green, with flowers of yellow, red, and blue? Or what about dragons and castles! Princes and princesses!

How about a giant space turtle! With four elephants standing on top, with a massive flat disc sitting on it all! I present to you: Sir Terry Pratchett's Discworld.

The Color of Magic is the first novel of the forty-one-book series. This is a marvelous blend of comedy and fantasy, as the spectacularly inept wizard Rincewind is tasked with taking the worlds first tourist, Twoflower, across the disc.

This is a collection of four short stories of Rincewind's and Twoflower's hilarious journeys. From fleeing cities on fire which they may or may not have started. Getting involved with Bel-Shamharoth the soul render. Greeting death himself and watching Hrun the barbarian fight at a distance. To the mention of a psychic clam and all the weird things magic can do!

This is the first of forty-one books, brilliantly written and filled to the brim with the funniest things. This book is truly colorful and definitely worth the read.

By Toby Mcerlane, Year 11



Hypocrisy

To so overtly define – “Hypocrisy is the practice of engaging in the same behaviour or activity for which one criticizes another or the practice of claiming to have moral standards or beliefs to which one’s own behaviour does not conform.”

As per tradition, I believe it is fitting to provide an example to such a definition:

“For those who’ve come across the seas/We’ve boundless plains to share”.

The hypocrisy in our nations anthem rings true. Through each changing rhyme and rising tone, we sing a song fuelled by lies. Though, it is indeed true that our country has boundless planes (exactly 7.692 million km²), yet the point of controversy stems from the fact that we choose not to share. Share: “a part or portion of a larger amount which is divided among a number of people, or to which a number of people contribute.” I believe this definition is useful – especially if any politicians happen to be reading. This was most evident in the media’s recent coverage of the Tamil family, consisting of Nades and Priya and their Australian-born daughters Kopika and Tharnicaa. The family have been detained on Christmas Island since 2019 and their legal battle has been ongoing. The recent poor health of the three-year-old Tharnicaa has sparked further calls to grant visas to the family. The government’s response was heavily condemned by the Former High Court chief justice Sir Gerard Brennan, as he told the Sydney Morning Herald “Cruelty is being inflicted upon her to punish her parents who came by boat without a visa and thus to discourage others from breaching one of our immigration policies.” Hence, Australia’s approach to refugees is one that denies such boundless planes in efforts

to perpetuate a ‘false binary choice’ that the former officer of the Department of Home Affairs, Shaun Hanns speaks of; “between the suffering of those on Manus and Nauru, and thousands of deaths at sea”. He then continues to say that we should reject both these ‘options’ and rather “The debate needs to move on from entrenched positions to whatever is necessary to achieve an enduring solution.” Next time you sing the anthem, question whether it truly reflects contemporary issues – or is it more-so a forecast of the future?

Though the phrase itself, ‘hypocrisy’, may be entertaining to taunt and mock with – we (the everyday Joe) are far from immune. To muse the mind, I suggest a hypothetical situation: You are a vegetarian, not for dietary reasons but more so to avoid the continuation of animal cruelty yet you buy fast fashion, own a car and love to preserve your left over dinners in glad wrap. The environmental repercussions from textile wastage, car pollution and plastic undeniably outweigh that of the animal industry. Hence, the inherent lifestyle of the ‘developed world’ will continue to expose an element of hypocrisy within ones drive for change and improvement. Perhaps I’m in a pessimistic frame of mind, but the rate of global development trumps any attempt to silence the machines and begin a dialogue that would attribute to meaningful change. Nevertheless, it would be ignorant to not shed light on those who have and continue to construct the stepping stones for a ‘better’ world. On all levels hypocrisy may be problematic for it feeds our flaws, yet ironically it is also a tool to expose them and thus inspire change.

By Peggy Holmwood Year 11

SENIOR GALLERY



VIRTUAL GALLERY



Year 9 students explored everyday objects as relevant subjects for their artmaking. Students created dry-point etchings, charcoal drawings and pen drawings to execute the diverse textural surface qualities and forms of each object.

In Year 10, students presented a portrait of celebrity, using grisaille as a basis to execute form and tonal gradation. A diverse range of techniques were employed, from fine detailed works to more expressive and atmospheric paintings.



Stage 1 Help Year 9 with their Nightlight designs



Design and Technology students are designing coded night lights. Our two classes spent time interviewing the Kindergarten and Year 1 students last week about their preferences for night light designs. Year 9 will use this information to help them design a responsive night light using Arduino electrical curcuipty and coding, laser cutting & 3d printing.

HISTORICAL ARTIFACTS

Year 9 History



November 6, 1917

Ypres, Belgium

Battle of Passchendaele

Thank the Lord for my gas mask – today the third battle of Ypres ended, and without it I would not have made it through the last few battles.

Yet the gas that seeped through my woollen clothes in the past weeks has caused me to break out in excruciatingly painful infected blisters. I lie now in my hole in the trench in burning pain, but the images of the swirling greenish yellow cloud smelling of dead horses and garlic that was blown here by the wind from the Germans will not exit my head. I would estimate that there were hundreds of metric tons blowing through the air. The Mustard Gas is what they call it.

I know the effects of mustard gas. Blindness, blisters, and a slow and painful death. It is used as a threat as well as an attack strategy – most of us have a great fear of being attacked by gas. All five of our Australian divisions participated in the third battle recently, and the amount of gas was hard to comprehend. Luckily, we had an advantage – gas masks. My division, the second, worked with divisions one and two and we captured Broodseinde Ridge a few weeks ago despite the gas. We were trapped in deep mud under a heavy attack, but I survived unlike most of my mates.

We, the Allied Forces, were spread from south to north as the British Second Army. The number of dead bodies I saw just hours after the attack were in-numerable. Those without or with broken masks were the first to go. I do not wish to know the exact number of deaths – the cowardly Germans could not even face us yet attacked us with one of the deadliest substances known to man. Millions of shells have exploded into the mud, and the battlefields have turned into an apocalyptic minefield of deep shell craters filled with water, chemicals, and blood, deep enough to drown a soldier amongst the churned graves of murdered soldiers.

The senseless slaughter of these battles will haunt my memory forever. Even though it was ostensibly an Allied victory, the madness, rain, mud, deaths, fire, gas, and every other horrible element of this war means that since so many lives were lost, no one really wins. I do not even understand what we are fighting for.

Our troops are exhausted, and we plan to hand over to the Canadians sometime in the next few weeks – I pray that they will be able to manage the unbearable circumstances. I hope that when the war ends, we as human beings understand that murdering each other with substances such as mustard gas is the lowest act possible. I am in unbearable pain and can write no longer.

-Joey

Project by Pheobe Pratten Year 9



1 January 1916

Dear Journal,

Happy New Year! It's been a long time since us ANZAC's have celebrated anything, but with a new year, comes a new day, and hopefully new opportunities. I've lived in these trenches at Gallipoli with these men for eight months and eight days now, with limited resources and little hope of winning this battle. There have been rumours around camp that the British Commanders want to pull us out for our own benefit, as we've done our job to distract the Turks from the Western Front. I would be glad to do so, but nothing has been confirmed yet. I want to get out of this bloody nightmare and go home, see my wife, my parents and my little boy, Arthur, who's only ten months old. Well, now I guess he's, eighteen months. I want life to go back to normal.

The Turks' have been relentless, and we did not expect this level of defence from them. Whilst we carry our rifles and bayonets, they've got bloody machine guns every two metres, that'll unleash a million bullets a second if a speck of dust is disturbed above the trenches. Talking about those bloody guns, it's been about five months since the Battle of the Nek. Every time I hear the word it sends me into a disturbing, nightmare of guns, blood, men dying and screaming and all the pain that that day gave me. I'm one of the lucky ones though, chosen not to charge and instead stay behind and help the wounded. But I wouldn't say I was lucky. I'd rather be dead in all honesty than have to stay in these stinking trenches for any longer. All of my friends, Turner, Johns, and the lot, all died on that day. I can remember it like it was yesterday.

They called for the final whistle, which I was given to signal. In doing this, I realised my command was going to lead hundreds and thousands of men to their death, including my own friends. Before they charged, they put out their cigs in the walls and on the ladders and wrote goodbye letters to their loved ones. Photos, medals and prized possessions were hung or nailed onto the ladders. Men started to pray, others too nervous to speak. When the time was right, and I was given the nod by my commander, I blew the whistle, and hundreds of Australians and New Zealanders climbed up the ladders leaning on the trenches and ran towards the enemy line. You were lucky if you made it up the ladder without being shot, let alone making it across the enemy line. It was a massacre. A big, messy, bloody massacre. ANZAC's young and old were scattered along the battlefield, most dead, and the unlucky ones that were alive were in too much pain to consider. That day, I promised I would make it back to Bowral alive, to tell the stories of the fallen heroes that died on that day and during this very campaign. The ladder I saw my men, my friends, climb up towards their death, fraying from the harsh conditions, remains here. A symbol of death and loss. It'll always haunt me.

Signing off for now,

Thomas Charlie Smith

By Charlie Hartwright Year 9

AUSTRALIAN GEOGRAPHY COMPETITION

Students from Oxley College tested their geographical skills and knowledge against students from around Australia in the 2021 Australian Geography Competition. We recently received the results and are really proud of how our students performed. Indeed, three of our students, Patrick Muldoon Year 10, Hamish Tully Year 7 and Emily Byrne Year 7 were placed in the top 1% in Australia in their age group and we had 25 students from years 7, 10 and 12 who received a high distinction, placing them in the top 10% in Australia in their age group. The annual competition, entered by over 73 000 students from 727 schools, tests the cognitive domains of knowing, applying and reasoning which are the thinking processes that students engage in while studying geography and the results give us an important external benchmark as to how our students are going. Well done to all students who took part. By Ruth Shedden

CAREERS EXPO

Both Year 11 and Year 10 had an amazing opportunity a few weeks ago to go to the Careers Expo in Sydney. It was a remarkable experience to learn more about subject selection, future career paths, universities, and many other amazing opportunities available to us while we are in school and as we leave. I personally found that it gave me a greater idea of what I want to do after I leave school and gave me an incentive to study hard as I work towards my dream course at my chosen university!

By Jillian O'Connell Year 11

MOUNTAIN BIKING

This year Oxley's mountain bike team is looking stronger than ever, with fantastic results at the recent NSW Interschools, held at Yellomundee National Park on Sunday 6 June. We had 23 riders and came 3rd overall, competing against much larger schools such as Barker College, Knox, Trinity Grammar and Chevalier College.

Congratulations to all the new riders in Year 7-8, many of whom were in their first race. Harry Kean, Fred Hamblin and Jude Ottaviano put in a great effort for 6th place out of 26 teams in their category, while the strong Junior Girls team (Chiara Shannon, Isla Terry, Xanthe MacDonald and Chilli Sparke) battled the Chev team all day, narrowly taking second place.

Our fastest Year 11-12 riders were Lachlan Sell and Lucy Cavanough Quince (who teamed up with Rex Sparke to win Senior Mixed), while our fastest Year 9-10 rider was Phoenix Sparke (a great effort also from his teammates Patrick Muldoon and Luca Shannon for their team's 4th place) and the fastest Year 7-8 riders were Isla Terry and Jude Ottaviano.

It is great to see the Oxley Mountain Bike programme expand each year - we love taking up amazing opportunities to ride for Oxley College in interschool events. Overall, it was a fantastic weekend with everyone in high spirits. Thank you to Ms Stanton for organising, running and entering the team for the race as well as Peter Dowse for fixing broken bikes on the day. We look forward to the upcoming races this year, especially the GD Champs.

By Lachlan Sell Year 11

SPARP SHORT

On Wednesday 9 June, the Year 10 elective drama students got on a bus to Parramatta Riverside Theatre to compete in the sixth annual Sharp Short Drama competition. After a term of playwriting, 4 out of the 18 plays written for our assessments were chosen to go to compete. Each play was cast with students from the elective and directed by the writer. The plays were 'Writers Room' – by Tyra Beckett, 'New Years Resolution' by Ben Reagan, 'Game Plan: Send Back The Child' – By Beth Zupp and 'The Room' -By Elise Davies. After a quick trip to maccas and a rehearsal in the local park, we arrived in our lit-up dressing rooms with huge mirrors that had bright light bulbs. We were then all assigned tech & dress rehearsal time slots which gave us an opportunity to practice on the big stage as well as get feedback from industry professionals. The change of our plays from the start of the day to the end was very beneficial. After a tiring yet exciting day, we were given an hour to go out for dinner down the streets of Parramatta in order to 're-fuel' ourselves for the upcoming show. Now it was showtime! Watching the audience arrive in the theatre made us realise how special this evening would be. Everyone rushed around and got into their costumes with some last-minute run throughs and prop set ups. After two hard hours working, the competition was complete! We all had such an amazing and memorable night thanks to Ms Bull & Mr Young! It is definitely one of the best opportunities Oxley College has provided us, especially in building our confidence towards the Drama elective for the years ahead!

(a short video to show how sharp short was can be found on 'The O.C' Instagram page!)

By Beth Zupp Year 10

