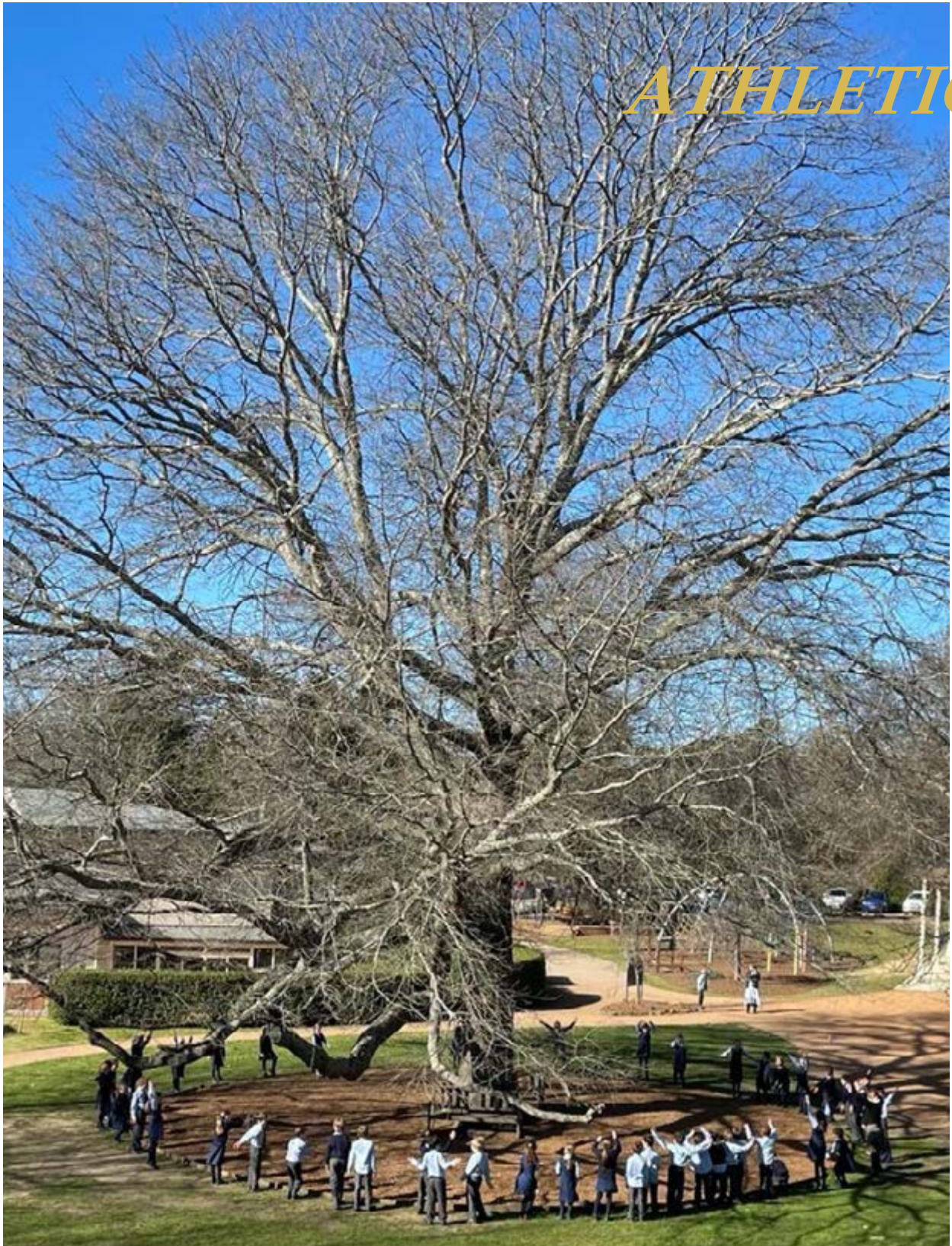


PIN OAK

ATHLETICS



FEATURE

The Art and the Artist

BIG ISSUE

Coronavision

DOE

Bronze and Silver

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DOE NEWS



Despite the disruptions due to coronavirus lockdowns, bushfires and floods, many Oxley students have continued to pursue their Duke of Edinburgh's International Awards. Heartened by the constant support and encouragement of Mr Dibdin and Ms Rees, they have transitioned between activities, volunteered their free time and trekked on postponed journeys to meet the requirements of each section of the award.

It is with great pleasure that we can announce Year 9 student Hamish Stephen has become the first in his cohort to attain his Bronze Duke of Edinburgh's International Award. Hamish completed 13 hours of service, skill and physical recreation components, in addition to two arduous hikes. We found out more about his exceptional dedication to this programme below.

1. When did you first hear about Duke of Ed, and what inspired you to become involved?

I first heard about Duke of Ed when I came to Oxley in Year 7 after a few students in my Tutor group had come back from an adventurous journey. They appeared to have thoroughly enjoyed the experience, telling us stories which made the experience sound like it was a lot of fun. I wanted to participate in DoE because of what I heard, because the idea of being out in the bush, hiking and camping sounded fun and because it is something that I could do with my friends.

2. What were your activities for each component? (Skill, service, physical recreation)

For my Bronze I completed 13 hours of bagpipin practice and volunteering to work at Oxley's Off the Shelf Café, raising money for a sister school. I chose cricket for the physical recreation component.

3. Where did you undertake your adventurous journeys? Were there any stand-out moments or memories?

My whole cohort completed two days of Kayaking and hiking for OLE week last year which counted as my practice adventurous journey. We kayaked down the Wingecarribee River one day, starting at Bray Fields and bushwalked up Mount Alexandra on the second.

I went to Morton National Park, Kangaroo Valley where we hiked from Coolendel Campgrounds to Tallowa. This was a two-day, overnight hike. I really enjoyed this experience and have come out of it with lots of great memories, memories that I share with a lot of my friends. Stand out moments would be reaching the top of steep hills that took a long time to climb, being rewarded with magnificent views. I also really enjoyed the chance to learn important navigational skills which I had to put to practice.

4. What has been the most challenging aspect of DoE so far?

The most challenging aspect of DoE would be keeping up to date with logging. Eventually I got into a good routine which made this challenge a lot easier to complete.

5. Has COVID-19 impacted your progress? If so, how?

COVID-19 has had a small impact on my progress, having led to the postponement of the practice journey that I was going to complete for my silver on the first weekend back from the holidays. Other than that, I have been able to continue to progress through this programme relatively unaffected.

6. What has been the greatest lesson you have learnt?

The greatest lesson that this experience has taught me is that any struggles or challenges that you face will pass. I learnt this having emerged from a huge patch of head high, thick regrowth which was extremely hard to traverse through. This regrowth had slowed us down so much that we were at least 40 minutes behind schedule.

7. What advice would you give to younger participants thinking about undertaking DoE next year?

My advice for a younger participant thinking about undertaking this programme next year would be to go with a group of friends but also use it as an experience to get to know people who you typically don't spend time with. By Ava Lambie, Year 12



Message from Chairman of Board of Governors

Delta is the mathematical symbol for change. Change is definitely a constant theme of the ongoing COVID-19 pandemic and the new Delta strain. Only four weeks ago we were in almost 'back to normal mode' until a limousine driver became the index case for a NSW and Victorian lockdown.

From a mental health and wellbeing perspective, all change, both positive and negative, causes a degree of stress. Winning a major competition or suffering an illness both require adjustment. Sometimes that adjustment is seamless, and sometimes it is bumpy - even major successes can be challenging to navigate at times.

We can't always tell which adjustments we are going to find more challenging than others, but it is important to recognise the impact that change has. It can be tiring. It can be frustrating. It can also be rewarding and bring new insights. It does mean, however, that we need more self-care, and consideration for each other, than when things are moving smoothly.

The simple things matter more too - getting enough sleep (eight hours is average), reducing caffeine, exercising (even brisk walking) 30 minutes three-four times a week, reducing exposure to screens 45 minutes before bedtime, minimising multi-tasking, simple mindfulness such as two minutes of slow breathing (in and out within six seconds).

During this time of high levels of change and adjustment, I feel very grateful to be part of such a kind and supportive community that we have in the Southern Highlands, and at Oxley.

There is also change happening for the Oxley Board of Governors. Having farewelled Mr Frank Conroy and Mr Tony Norris in the last year, we are thrilled to welcome two new Governors - Ms Kirsten Keith and Mrs Jane Crowley.

Originally from Scotland, Ms Kirsten Keith is a lawyer with a background in international criminal law, having worked for the Prosecution at various international criminal tribunals. More recently she lectured as a Casual Academic at Southern Cross University. Her community work includes membership of the Australian Red Cross NSW IHL Advisory Committee and Adviser to the African Australian Advocacy Centre.

Ms Keith holds Bachelor of Arts in Development Studies, a Bachelor of Laws and a Master of Laws in Public International Law. She has two children at Oxley.

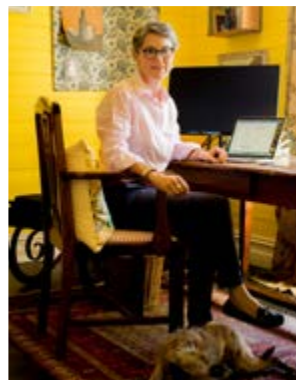
Mrs Jane Crowley is the founder and Managing Director of Dirty Janes Vintage Emporium across two locations in Bowral and Canberra. Working closely with her father, Athol Salter, in Antiques for over 25 years, her experience and expertise extends beyond antiques into small business, commercial interior design and sourcing.

Having been an active member of the Southern Highlands community for over two decades, Mrs Crowley has recently turned her attention to running for local council on an independent ticket. She is passionate about preserving the beauty of the environment we enjoy in the highlands while undertaking mindful development. Mrs Crowley is also an avid advocate for charities, including The Hamlin Foundation, Pop-In and the Vinnies CEO Sleepout.

Jane has three teenage children, two of whom are currently at Oxley.

We welcome Ms Keith and Mrs Crowley, and thank them for agreeing to volunteer their time, energy and skills in the service of the Oxley community.

By Dr Stephen Barnett, Chairman of the Board of Governors



Mrs Jane Crowley



Ms Kirsten Keith



HEAD OF COLLEGE'S REPORT

Like many of the Australian population, I spent a night glued to television watching both Dylan Alcott and Ash Barty successfully winning their respective Wimbledon Tennis Championship titles. Whilst both of these outstanding athletes are incredibly talented they have one thing in common. They are good humans first!

Ash Barty spoke following her win at the press conference stating; "I was just extremely lucky that I was able to have the opportunity to learn how to play the game of tennis but I think being a good human being is absolutely my priority every single day."

How did she become so wise at just 25 years old? Barty credits her parents for teaching her these values and also her team that supports her every day in her life and tennis career.

I was so amazed with both Ash and Dylan's games by their ability to have a clear mind that could focus on each point and not let their minds fall into one of the 'thinking traps' and let that affect their game. These champion tennis players have not managed to do this all alone. They both use a support network and have both worked with mindset coach, Ben Crowe, who has helped them work on the 'human being' rather than the 'human doing'; to have a positive mindset and to be able to reframe their negative or clear distracting thoughts.

During Covid-19 and periods of uncertainty, one of the greatest struggles for us all is to stay in the now and not let our minds run automatically to negative thinking -the 'what ifs'. This can lead to anxiety and a sense of hopelessness for our young people. We need to be sensitive to our young people's emotional wellbeing.

Human brains do not cope well with unpredictability, and this can lead to anxiety. So, it is important we try and help our young people to shift the focus from what we cannot control to what we can. Parents can help teenagers understand that routine and structure bring comfort and stability. Going to bed at a reasonable hour, avoiding overeating and ensuring adequate exercise are baselines.

It is important to acknowledge how they are feeling and to help them try and reframe their thoughts. I find practicing gratitude each day and doing some mindfulness with apps like Smiling Mind and Mood Gym help me stay calm and clear my thoughts. Also, I try to practice what I preach and stay off my devices for at least an hour before bedtime. Some days I am less successful with this one!

Should you be interested, I have included the link to the recent ABC Conversations podcast with Mindset Coach, Ben Crowe which I found fascinating and very inspiring: <https://www.abc.net.au/radio/programs/conversations/ash-barty-sports-mentor-ben-crowe/13418314>

Values

As the world changes around us, the one thing we can all control are the values we live by and it has been wonderful to see the Oxley values of Be Kind, Show Courage and Seek Wisdom being lived out by our students and staff.

"Parents can help teenagers understand that routine and structure bring comfort and stability"

In this edition of Pin Oak you will read about the Kindness Project our Kindergarten students are working on. They have done such a beautiful job of making connections with their Grandfriends at Harbison Care and also helping bring joy to others. Actively practicing kindness has never been more important. Please be kind, reach out and connect with others to support each other at this difficult time.

Everyday excellence in the David Wright Library

After the arrival of new carpet during the Christmas holidays, the refurbishment of the Library has continued with some new furniture and bookshelves. The students are enjoying the 'university style' feel of the Library furniture and it provides them with a more vibrant environment to learn and collaborate. I would like to thank our Library staff for all the work they have done over the past two weeks in getting everything organised and undertaking the mammoth task of re-shelving and re-arranging many of our resources. The final stage of the refurbishment will happen over the Summer holidays.

We will also be saying goodbye to the incredible Head of Library, Elizabeth Antoniak at the end of Term 3 after nearly nine years of outstanding and dynamic leadership of the Library. She is leaving Oxley College to spend more time in Canberra with her husband and to pursue further study. We are incredibly grateful for her dedication and leadership of the Library. Elizabeth will leave an enduring legacy at Oxley with her passion for reading and ability to create a lively and stimulating environment where students feel connected, safe and enter a world of wisdom, curiosity and wonder.

Everyday Excellence

By working on the 'Human Being' rather than the 'Human Doing', I spoke to the students at today's assembly about Respect. Respect for themselves, others and Oxley College. In respect of the College, they have the responsibility to be well dressed and be a positive role model within the school and community.

One of the areas which I focussed on in my talk was about how we present ourselves in the Oxley uniform.

Often uniform and hair in schools is where boundaries can be pushed. While I want to be forward focussed and contemporary as a College, standards are important and these should reflect pride in the College. In these Covid-19 times where hair cuts can be difficult to come by and the fashions are that genders can both want longer hair, the focus moving forward is going to be on grooming. If a student's hair looks like they have just arrived straight out of bed or is not neatly groomed or longer hair tied back, then students may be sent home until it is remedied. The expectation is that hair will be well groomed and tied up and off the face if it is to worn longer than the collar. I would ask parents to support us by discussing this with your children to help us maintain this everyday excellence in the College.



Head of Academic and Innovation

Welcome back to Term 3. It is great to see students return refreshed and ready to learn (despite the bitter July winds)! We are all looking forward to term of thriving learning.

Gratitude

I have been heartened to see the generosity and willingness of teachers, schools and systems to share resources this time around for learning@home. At Oxley, we feel incredibly blessed to still be able to be on campus, learning and teaching in our beautiful environment. At the start of the year, as a staff, we used the Pin Oak tree itself as a reminder of the things that stay the same, and the things that change seasonally. Little did we know then that this term would bring some rougher weather than we were perhaps expecting. That so, I was reminded that wherever you are, communities prioritise learning, that teachers will do anything to help their students, and that we should be immensely grateful for each other. Please hang on tight – I am sure that by the time the green leaves return to the Pin Oak, we will have even more to be grateful for.

Year 12

Our Year 12 students are just about to start their HSC Trial Examinations and we are already impressed with their dedication, commitment and resolve as they prepare for each of the examinations. The HSC Trial is the last part of the internal HSC Assessment programme. The assessment mark (a culmination of four assessment tasks) forms 50% of the final HSC mark, alongside the external examinations that will occur in October this year. We are very grateful to the teachers who have so diligently prepared students for this important milestone and we look forward to the feedback that will inform the final work to be done prior to finishing classroom learning at the end of this term. Our best wishes to these students as they enter for two and three hour written examinations alongside ongoing English Extension 2,

Design and Technology, Visual Arts, Music and Drama projects – we are proud of you!

2022 Year 11 Course Preference Consultations

As we often do, we have refined our process for Stage 6 subject selection even more this year. For the first time, each Year 10 student will meet with a member of the Leadership Team in a 1:1 consultation on campus, with parents provided the opportunity to attend via ZOOM. The purpose of these consultations is for students to speak about their strengths and goals and to workshop these alongside their Year 10 Half Yearly data and their proposed programme of study. Students will then have time to review and reflect prior to making their final course selection in Week 4. Year 10 students and parents have been emailed with more information about the event, which will occur on Wednesday 28 July.

2021 ICAS Assessments

As we continue to straddle the challenges of current times, it is good to know that some things remain the same. Information about the 2021 ICAS Competition has been emailed home and parents are encouraged to discuss with their child if they would like to be involved. The competitions are online, meaning they should be on wherever we may be learning!

By Kate Cunich, Head of Academic and Innovation



P&F NEWS

Welcome back to Term 3! I would like to thank those parents who volunteered on the Hungry Ox BBQ down at Bray Fields last term. Some Saturdays we arrived to frosty football fields and often didn't feel the sun all day! Thank you to those braved the Southern Highlands wintry mornings and helped served the hungry players and spectators. Our BBQing may have been short-lived but it was a great opportunity to meet some new families.

We certainly packed a lot into Term 2, with fun, well attended Trivia Nights for both the Junior and Senior schools. The effort that teams went to with their costumes (and props in some cases!) was outstanding and really created a fabulous atmosphere on both nights.

As volunteers were welcomed back into the canteen last term, I had the opportunity to help out for a morning, something I hadn't done for a while. The quality and variety of the food

being prepared for our students is fantastic – I couldn't believe all the items on offer – breakfast quesadillas, a winter salad with cranberries and quinoa, and chicken korma – so gourmet!

Thank you to Adrianna and her canteen team, who have been cooking and preparing an amazing number of recess and lunch orders. Please know that your efforts in providing our students with so many healthy options are greatly appreciated. We look forward to being able to coordinate parent volunteers to help out again once restrictions ease.

Take care of yourselves and your families at this time. Let's hope we can get together as a parent community again soon.

By Megan Moore, President, Oxley P&F

Head of Senior School



'Show Courage'

Following the theme of 'Be Kind' in Term 2, the theme for this term in Mentor Group discussions is 'Show Courage', the second of our core values. In the coming weeks, the focus will be on upstander versus bystander behaviour, including what this means on social media. With increased time spent online during the current restrictions, this is especially relevant. The Online Active Bystander Project, devised by Gender Equity Victoria, has some great resources for young people that includes possible strategies and interventions for those encountering any form of the discrimination of harassment online (this is goes beyond gender based discrimination). 1. Next week, students will be completing our annual survey about social behaviour in the school community, which provides us with valuable anonymised data that helps inform future anti-bullying interventions and strategies.

"She'll do her best. If it doesn't work out, it doesn't work out. She's not afraid to try"

- So said Craig Tytzer, Ash Barty's tennis coach on the eve of the Wimbledon Women's Singles Final that she went on to win. Ash Barty's courage and humility make her a great role model for others, especially in a sport where there is nowhere to hide if things go wrong. As is often the case, our sporting heroes exemplify courage more than our political leaders and as a long suffering England football fan, I was very proud of the bravery of the young English players who represented themselves and their country so well in the Euro 2020 Finals; individually, several of them demonstrated courage in using the platform their sudden fame gave them to address important social issues - including racial discrimination, child poverty and homophobia. Whilst it would have been much easier for them to choose not to do this, especially in the face of public criticism about them taking the knee prior to each match, they were exemplars of courage.

1 https://www.genvic.org.au/wp-content/uploads/2019/04/FINAL-GV_OABP_Toolkit_A3_V4_WEB.pdf



COVID-19 & Wellbeing

We have spoken a great deal at school in the past two weeks about gratitude; both for the fact that the College is outside the restrictions in place for Greater Sydney and also more broadly given the international context. Gratitude and appreciating what we have has been shown to benefit our wellbeing.2. For our Year 12s, we are especially grateful to be continuing face-to-face teaching and to be able to conduct our HSC Trial Examinations as planned. However, we should not lose sight of the long term impacts of the pandemic on the mental health on all of us, even for those of us not currently experiencing lockdown. In particular, the never-ending news cycle, daily press conferences, social media speculation and constantly changing restrictions can raise anxiety and affect our mental wellbeing over time – for young people and for adults. Amongst some excellent online resources that provide advice for both students and parents in these challenging times is 'Reach Out', Australia's most accessed online mental health service for young people and parents. 3.

2. <https://positivepsychology.com/benefits-gratitude-research-questions/>

3. <https://au.reachout.com/>

By Mark Case, Head of Senior School

Senior Athletics

Age Champions and Runners Up

12 yrs Champion	Amelia Legge	Bryce Rodger
12 yrs Runner Up	Sydney Dyer	Levi Zelunzuk
13 yrs Champion	Ella Loiterton	Fred Hamblin
13 yrs Runner Up	Chiara Shannon	Aston MacDonald
14 yrs Champion	Xanthe MacDonald	Ben Hogan
14 yrs Runner Up	Clementine Heinrich	Harry Kirsch
15 yrs Champion	Emily Rodger	Oscar Arnold
15 yrs Runner Up	Leah Halstead	Will Barnett
16 yrs Champion	Alexandra Kennedy	Matthew Smith
16 yrs Runner Up	Sophie Dunn	James Kim
17 yrs Champion	Grace Ayling	Lachlan Sell
17 yrs Runner Up	Olivia Bow	Dom Uliana
18 yrs Champion	Anneliese Wansey	Lachlan Kennedy
18 yrs Runner Up	Madeleine Sargeant	Will Clark

2021 Records

		Old Record	New Record
Sophie Dunn	16 yrs Triple Jump	Old Record: 10.51m (1988)	New Record: 10.56m
Amelia Carpenter	Inter 3000m	11:57.00 (1999)	10:38.07
Amelia Carpenter	16 yrs 800m	2:39.86 (1999)	2:38.68
Ella Loiterton	13 yrs 1500m	5:47.25 (2007)	5:40.29
Hamish Tregenza	17 yrs Discus	33.93m (2016)	34.43m

2021 Senior Athletics Champion House

Oodgeroo

JUNIOR GALLERY





Weekly Awards

Learning Journey

K: Clementine Blom

Yr 1: Jordan Pope
Yr 2: Chloe Barton
Yr 3B: Matilda McCarthy
Yr 3R: Oliver Coram
Yr 4A: Remy McIntosh
Yr 4W: Hamish Aston
Yr 5C: Ed Hunt
Yr 5N: Molly Harwood
Yr 6H: Asher Braham
Yr 6S: Matilda Lambie

Oxley Values

K: Freddie Paterson
Yr 1: Thomas Apostolatos

Yr 2: James Gregory
Yr 3B: Darcy Jones
Yr 3R: William Palmer
Yr 4A: Evelyn Hammond
Yr 4W: Flor Pereira-Merlini
Yr 5C: Scarlett Curr
Yr 5N: Ethan Smith
Yr 6H: Emilie Henderson
Yr 6S: Isla McGowan

Excellence in Japanese

Remy McIntosh

Matilda Lambie

Excellence in PE

Fraser Wisken

Students of the Week

Learning Journey

K: Magnus Rasheed
Yr 1: Esther Saviana
Yr 2: Max Curr
Yr 3B: Ruby Groom
Yr 3R: Anna-Sophia Psarakis
Yr 4A: Victoria Feetham
Yr 4W: Mariella Vlahakis
Yr 5C: Louis Robertson
Yr 5N: Rosie Vild
Yr 6H: Aiden D'Iorio
Yr 6S: Olivia Hill

Oxley Values

K: Maddie Cochran
Yr 1: Piper Winn
Yr 2: Chloe Motycka
Yr 3B: Quinn de Haas
Yr 3R: Greta Lawson
Yr 4A: Thomas Berry
Yr 4W: Andy Clothier
Yr 5C: Hailey Law
Yr 5N: Phoebe Keith
Yr 6H: Joel Sheezel
Yr 6S: Amelie Richards

Excellence in Japanese

Oscar Choo

Vivienne Talbot

Excellence in Music

William Carioti

Sterling Bryant

Excellence in PE

Hudson Ahern

Excellence in STEM

Nicholas Herriott

Xander Fisher

Athletics Carnival Age

Champion Henry Burton



JUNIOR SCHOOL NEWS

Kindergarten Kindness Rocks

During times like these, being part of the Junior School can prove to be so rewarding. Our exceptional students love to make a difference to the lives of others and to connect with our broader community.

Last term, Kindergarten spent time making Kindness Rocks for their Harbison Care Grandfriends. Kindergarten teacher Kelly Lees was inspired by The Kindness Rocks Project - Origins - Bing video and decided to spread some kindness in the Southern Highlands. Last Friday the rocks were delivered to Harbison Care residents. "Kindy have loved spending time creating their special rocks". Kelly Lees

Oxley students in Kindergarten to Year 2 have formed a strong connection with their Harbison friends. Zac Hulm, Partnership Manager from Harbison Care, has said *"Since 2018 we have embraced meaningful moments as a measure of meaningful care. Our lifestyle team work hard at making every moment count, and recently revived our inter-generational care programme with Oxley College. Inter-generational care programmes have been shown to be beneficial because of the special way that older and younger people engage with each other. This engagement is meaningful for all participants, not just residents. In addition to the therapeutic nature of inter-generational activities, these outings are a way for residents to remain connected or reconnect with their community. Benefits for residents include reduced loneliness through friendships, improved memory, mood, reduced incidence of depression, increased confidence and mobility, and an improved sense of meaning, purpose, and agency"*.

COVID-19 may have put a hold on the visits, however we are sure these little gifts will help to brighten their day and remind our Grandfriends that we are thinking of them. Please enjoy a short clip explaining the journey and remember...Kindness Rocks!

https://youtu.be/Yme_Eab1i1s

By Peter Ayling, Acting Head of Junior School

CRAZY TIE DAY

At the end of Term 2, Oxley Junior School had a Crazy Tie day! Students from Kindergarten to Year 6 brought in non-perishable donations for the Rural Australians for Refugees (RAR). Year 4 packed and sorted everything into boxes to be sent to refugee families. Then Year 4 carried all the boxes of food and toiletries to two cars and loaded them in. The organisers were very pleased to see so many generous donations from the students. They were especially pleased that there were so many nappies because there is a newborn in one of the local refugee families. Thank you to our Oxley community for all your donations.

By Lisa Mussett and Harry Gaunt,
Year 4



CAN YOU SEPARATE THE ART FROM THE ARTIST?

Can you separate the art from the artist?

This golden question was the focus for my philosophy presentation last term, a query regularly debated upon in the realms of music, film, literature and visual arts. The age-old question which I believe has a definite answer...no. The following will explore this rather 'radical' view regarding the relationship between an artist and their work, but more so the responsibility placed on the shoulders of the art appreciators.

Imagine that your magical escape to a world of inclusivity soon became an uncomfortable, uneasy space that essentially became the evil it was so adamant in fighting off. This was case for me when last year the author of Harry Potter, JK Rowling, made some more than questionable comments about transgender people tweeting, "'People who menstruate.' I'm sure there used to be a word for those people. Someone help me out. Wumben? Wimpund? Woomud?" The mocking tone and ultimate erasure of trans identify within her tweets revealed a side of Rowling that I had not previously been aware of: One which was in total isolation from any sense of magic and belonging that Harry Potter provided me. The rage of her life long fans, cast members and celebrities alike was one of great disappointment for Rowling's ignorance. In regards to the question, can I continue to enjoy Harry Potter or is it hypocritical knowing my values and respect for everyone in the LGBTQ+ community? For, if Harry Potter taught us one thing, it is that no one deserved to live in a closet!

In reaction to my personal experience, I believe we cannot do such a thing as separate the art from the artist for a multitude of reasons:

1. The high level of bias humans can emoter when fuelled by

our emotions I believe taints any chance of distinguishing the creator from the creation.

2. The dynamic and complex relationship between the art and its creator.

3. Art is very much a part of our real world – it is after all a visceral experience of life itself!

4. The role of the 'art appreciator' has a focus on ethics, integrity, authenticity and meaning.

In order to unpack my list of reasoning, it is crucial to explore the role of the artist – how significant are they are in creating art that is of value to society?

Here are two abstract paintings by a well-known German-American painter Hans Hoffman. In 1983, the pieces won the 'Prestigious Arts Appreciation Award' called 'PAINT THY SOUL'. What are your initial reactions to the paintings? Does their highly recognised value in the art world shape your appreciation of them? What if I just lied... there is no such thing as the 'PAINT THY SOUL' awards and the artwork on the left was in fact painted by a four-year-old as part of a social experiment. Does this change your perspective on the art? My innate manipulation demonstrates the inextricable connection between the 'artist' and their work. When I found out that the painting on the left was a child's, though I may be perpetuating ageist views, I felt disappointed because I so strongly connect the artist to their art and thus finding out it was a child who painted it made me feel less appreciative of the piece.

To provide you with a more holistic reaction to the question, it is crucial to analyse opposing viewpoints.

Janna Thompson, Professor of Philosophy at La Trobe University believes that 'art should be judged for what it



is and not its relation to extraneous factors.' Thompson explores the idea that the biography of the artist can be used for mere insight into the art but the artist's life should not affect your judgement of their work. To play the 'devil's advocate', I believe that this theory is simply not applicable to reality. Our human hearts fuel us too much to ignore an artist's life in efforts to provide a judgement. Our emotions create and maintain our biases and I don't think we can ever be free from our individual prejudices. For example, the following viewpoint showcases a popular belief that doesn't sit right with me, "The brilliance of Michael Jackson's music transcends accusations of paedophilia levelled against him". When I read this quote, I feel as though there is a hierarchy which places the needs of art appreciators above victims of such heinous crimes which is so, so distasteful.

"Artists give art power"

Here is another contrasting view; 'Art belongs to a realm separated from the life of the artist, hence art can't be polluted by the bad things its creator may do.' This perspective I believe avoids Artist responsibility by separating the supposed 'realms' in which art and its creator exist, quite ignorant to the huge impact art has had throughout history as explored in the following, "Art does not exist in its own altruistic, alternate universe. It's part of the world – and the patriarchy." (Article 'The ARTery'). Moreover, artist's give art power, art is a mere product of the artist's visceral life experience – diffusing this sense of separation.

Ultimately, when unpacking "can you separate the art from the artist", you must challenge the extent to which the art appreciators play an ethical role. In relation to JK Rowling and Michael Jackson, if we continue to enjoy the artist's creations, knowing of such alleged evils, are we in fact attributing to a larger societal problem in which victims' voices are continually silenced by an overarching desire to please the needs of the majority? This question, albeit philosophical undeniably relates to the human condition to be in constant conflict with ourselves. So, we continue the ongoing battle and ask ...do we need to reinvent artistic appreciation to be more morally minded in our political climate OR do we simply view the artist in complete isolation from their work?

By Peggy Holmwood, Year 11

INSPIRATION



TV SERIES

Friends

Its very rare for a television show to shape two generations, or really to shape a generation at all, because something always goes wrong. The actors can't act, the writers can't write, or the director can't be respectful to women: either way society generally finds a way of obliterating a shows reputation no matter its "classic" status. This is where "Friends" is truly unusual, it has somehow survived the battlefield of being politically correct in a modern climate. The jokes are decently edgy but not outright offensive, the actors seem relatively unproblematic (considering the fact that they are filthy rich, and filthy rich people do tend to live by their own set of moral standards) and the story line is entertaining and relatable.

The only truly concerning thing about friends is Chandler Bing. Now don't get me wrong, I love Chandler: Chandler all the way. If Chandler was a Hogwarts house, I would totally alter my personality to get in. But the issue is beyond this tv persona, it began in the friends writing room, you see, the character was written to be gay. The decision from corporate was, quite literally, "Write him gay, play him straight". Its obvious from the first season alone that Chandler was practically dripping in homosexual stereotypes and yet the character was adamantly labelled at straight time and time again. This seems to be the cause of distress amongst Friends fans, could the mighty have fallen? Has the last show standing finally crumbled under the strict Politically Correct regimen?

The real question is, why do we want it to? Why is there this need to shoot things down because we see them as flawed? Sure, friends didn't handle the lgbtq+ community representation well, but so many other shows have. It isn't as though we're lacking in representation in modern shows, so why do we need to demand things of "the classics" that, at the time were not fully understood. Now, I'm not saying homophobia is ever ok, and I'm definitely not saying there's any excuse for the writers to of written chandler to queerbait the audience, however we should be able to see past these flaws and remember how truly spectacular the show is.

It was written almost 30 years ago, and it is still one of, if not the most beloved shows of all time! In this day and age the attention span of audiences is about that of a goldfish, and yet a show from the last millennium is still keeping us hooked. Friends deserves not only a five star review, but a medal of bravery for weaving its way through the impossible standards of 2021. So please, for all of our sakes, try to keep this amazing show alive for a little while longer and take it as it is: a funny tv show from the 90's that was never meant to hurt anyone.

By Violet Fitzsimmons, Year 8



TV SERIES

Lucifer

I was quite bored over the weekend, and I was looking for something to do. I had seen my parents watching a TV Show on Netflix over the holidays (Take a guess what that show is), so I decided to give it a shot. Lucifer is a police drama that follows the life of, well, Lucifer, the Devil, Prince of Darkness, etc. As an immortal being, he got very bored of ruling Hell for Eternity, so he left that all behind, and went to Los Angeles to start a nightclub. He now spends his days making "Deals with the Devil" with people who need something from him. In return, he can ask a favour from them, anytime, that they can't refuse. He is also "Popular" with the Ladies of LA, as he can charm anyone who looks at his face. All of this leads to a luxurious lifestyle, with very little challenges. Until one day, he meets a Detective, Chloe Decker, who is immune to his Charms, and doesn't believe him when he tells her that he is the Devil. This meeting sparks a curious interest in the Detective, that Lucifer continues to look into over the course of the first season. He tags along on Investigations with the detective, to try and figure out why she doesn't immediately fall for him. This semi-consistently continues with Lucifer constantly trying to convince Chloe that he is The Devil, her not believing him, and then he demonstrates his powers, and she tries to rationalise what she saw. This culminates with Lucifer, the immortal Lord of Hell, asking to be shot to prove a point. She complies and shoots him. Lucifer expected it to bounce off, but instead, he starts bleeding, something he has never had to go through before. Spoiling any more past this would ruin the episodes left in the season. But, I think that this show has a very witty and dark sense of humour, that leads to the episodes piling on funny gags and jokes, while maintaining an interesting story as a framing device. Lucifer is a very fun protagonist, and the Detective as the straight man to Lucifers antics makes a great dynamic that carries the show. Overall, a very fun time. However, the show is MA15+, so for younger readers of the Pin Oak, sorry for telling you a show you can't watch is really good.

By Oscar Currie, Year 10



TV SERIES

Masterchef Grand Final

Master Chef Australia is the annual competition between the best chefs of Australia. It is a celebration of food and great cooking. The competition kicked off with contestants signing up online at ten play... then spending one hour cooking their own dish for the judges, Andy Allen, Jock Zonfrillo, and Melissa Leong, who then judge them worthy or unworthy to compete. Those who are worthy are given a MasterChef apron and are permitted into the sacred Master Chef Kitchen.

Over the next six months, the contestants are challenged to push themselves far and cook the best they can. Eventually we are left with the top ten, these contestants have climbed a significant distance, and each should be commended for this brilliant achievement.

Finally, we are down to the top three, Justin, Pete, and Kishwar, who must cook two dishes produced by Peter Gilmore.

Peter Gilmore is the executive chef at two brilliant restaurants in Australia: The Quay, and Bennelong at the Opera house. He started his chef apprenticeship when he was sixteen, then in his twenties he gathered experience working overseas.

For the Final of Master Chef Australia, Peter produced two dishes: Squid Noodles (shaved squid with Koji butter, Shiitake custard and pin stripe peanuts), and Golden Crackle (a surprise). In a whopping combined total of 139 cooking steps.

Some of the challenges faced in this very difficult finale were: There was time management and unfortunately *Spoilers* Kishwar lost vital time and could not plate up every aspect of the Golden Crackle desert. The squid! With its slimy tentacles flipping unnecessarily, and that beak gives a new definition to flightless birds. The contestants had to skin and then shave pieces of the squid into what appeared to look like pasta. It looked rather tasty... Finally, there was the chocolate, six different types were used and mixed. But in the end the contestants each put a plate up, some parts were missing, Pete and Kishwar both had not finished the puff rice.

At the end of this amazing episode of cooking we have a winner. Justin!

All should be inspired; through the course of six months these contestants have come far in their own passions and developed new skills. Even if you do not like cooking, you can still take lessons of enduring times that are tough and pushing on to develop a greater strength.

By Toby McErlane, Year 11



Coronavision

How the Pandemic Feeds Our Apathy

Fading into the New Mexico sky, Unity 22, a Virgin Galactic spacecraft successfully ventured 85km up to the 'edge of space' on the 11th of June before successfully returning to Spaceport America. Onboard, the entrepreneurial enigma; Richard Branson, promoting his newest venture. Preceding a lifetime of innovation, having created his own magazine, record company and airlines, we find his name plastered on our credit cards and even fitness clubs.

Looking on from Australia, by means of video streaming, social media, and news outlets, one cannot help to feel a creeping jealousy. We are told that we have so much, that we have things easy, that we should be grateful for our position ... yet this simply isn't the consensus on the street. What are we doing, while this 71 year old businessman propels himself into the fringes of space? For the best part of us, despite wishing that we could find it in ourselves to be of such a moral calibre to remain in unyielding gratitude for our quality health care system, and a political structure that at its core, continues to protect and promote the livelihoods of the Australian people through this 'unprecedented' time, our empathy for the Covid-19 situation is wavering.

Traversing the expanse of the internet recently, I came across the headline, regarding the devastating flooding of Germany and Western Europe, "Le pays sous le choc" – "The country in shock". At first, I deliberated the profound devastation, the insurmountable feelings of loss these people must feel, a nation having lost nearly 100,000 to the pandemic. At a time when the pandemic dominates the news, to a point of suffocation, another story put forward a fleeting grab for attention - rightfully.

Pondering this, one is led to question "what else are we not hearing about, what other important stories are we missing for the violent assertion of the perils of Covid-19"?

Above all, Covid-19 is with us, showing no signs of soon abating. While among us, we choose how we respond. I see an unhealthy fixation among our community, a great fear amongst the elderly community – yes, but among younger generations also, paired with a sore resentment of what has been lost, of what could have been – holidays, careers, ambition, lives. We have become increasingly apathetic to humanity, with every increase in cases, with every unwanted headline informing us of the bad news, lockdowns narrowing our horizons and world view ...

So, I urge you, as we find ourselves subjected to the uncertainty of today, of what the future holds, to propagate what excites, what you believe is worth fighting for, the recently flooding in Germany reiterating the recent inattention to the pertinence of the climate crisis, realised in an extreme weather event of such devastation. In a world where the internet is ruthlessly battling for our attention, be assertive in what you digest; make it intentional. Be inquisitive, and take this time to be gracious and serene, despite the negative insistence of the media. Refocus yourself on what matters, and seek to act accordingly. For if in these uncertain times we lose sight of what is truly valuable, to us, within a broader context, we submit ourselves to apathy. I challenge you to do otherwise.

By Pat Muldoon, Year 10

SENIOR GALLERY



VIRTUAL GALLERY



Making art whilst wearing a mask does not appear to be a problem, and particularly not during the co-curricular programme, Art After Hours (Years 7 to Year 11).

The variety of artmaking and the buoyant tone of our motivated and creative artists continues in Semester 2. Any student is welcome to attend and can develop their own art project.

Classes held in Room 20, run every Wednesday afternoon from 3.30pm – 5.00pm. By Matt Bentham

2021 WIMBLEDON

This year's Wimbledon was one of triumph, disappointment and of promise. Home-grown Ash Barty joined an exclusive club this Wimbledon. Becoming one of just five Aussie women to win Wimbledon and the first to do so in 41 years. This is her second grand slam title in her career, firmly cementing her place at the top of women's tennis. Meanwhile in the men's draw 39-year-old legend Roger Federer suffered defeat in the quarterfinals of his greatest tournament. He became the oldest person to ever reach the quarterfinals of a slam. His loss came at the hand of 24-year-old 6'5 giant Hubert Hurkacz. Hurkacz won in straight sets, winning 6-0 in the final set. He is the second person in the 21st century to win 6-0 against Roger Federer and shows promise for the years to come.

Another star on the rise is the 21-year-old American, Sebastian Korda. Korda beat the Aussie De Minaur (who is ranked in the top 20 in the world) in his first-round match and made it to the round of 16 where he took former world number eight Karen Khachanov to five sets in a nearly four-hour struggle. It is also hard to speak of young superstars and fail to mention 17-year-old Coco Gauff who is already ranked as 25th on the women's tour. In June she got perhaps the best result of her career, reaching the quarterfinals of the French Open, no mean feat. She will continue to prove herself on the tour in years to come.

This Wimbledon will be remembered for years to come, whether that be that it is the year Barty won or Roger's last defeat or perhaps the rise of new superstars onto the tour.

By Will Barnett, Year 9



IN THE NEWS



THE ZUMA RIOTS

Over the last few weeks there has been escalating insurrection across South Africa, in protest of Jacob Zuma's arrest. Mr Zuma was President of South Africa from 2009 to 2018, a period where alleged corruption festered domestic government and the African National Congress. However, upon his resignation a mandated commission was launched to investigate Zuma's alleged criminal activities whilst in government. External suspicion of Zuma's corruption arose in connection with the South African Arms Deal, known as the "Strategic Defence Package" worth R30 billion (equal to US\$2.5 billion or £2 billion). Consequently, on Tuesday 29 June, South Africa's Constitutional Court sentenced Zuma to 15 months' imprisonment for contempt of court for failure of testimony, where he was subsequently arrested. This invoked widespread protest against his arrest as civilians have turned to violence, looting and riots to draw media attention to his alleged injustice. Organised groups have begun targeting large shopping malls, factories and warehouses, many of them in impoverished townships, where residents have been severely affected by Covid-19 infections and government-imposed lockdowns. Some residents have even formed vigilante groups to protect their communities from this increasing organised violence. The current president, Cyril Ramaphosa has urged civilians to refrain from posting and circulating inflammatory messages on social media, and from spreading rumours or false reports. However, as of last week the death toll has risen to 212 as police have been ordered to protect supermarket deliveries after days of widespread looting has induced mass food shortages. An estimated \$1bn (£720m) worth of stock was stolen in KwaZulu-Natal with at least 800 retail shops looted, a mayor in the province said.

Cyril Ramaphosa:

"If we stand together, no insurrection or violence in this country will succeed," he said. "We are engaged in a struggle to defend our democracy, our Constitution, our livelihoods and our safety."

"This is not a battle that we can afford to lose."

By Emilie Rose Westlake-O'Dwyer, Year 11



ISRAEL PALESTINIAN CONFLICT

The news over the past few weeks has been full of different ideas, interpretations, and views regarding the ongoing conflict between Palestinians and Israel. This poses the question what actually caused this conflict in the first place? In this article I am aiming to give a brief, unbiased answer to this question through providing some context for the current situation.

One of the biggest myths surrounding this conflict is that it has been going on for centuries and is all about religious hatreds. While religion plays a key role in the conflict it is not the main motivation for the dispute. This conflict stems predominately from two groups claiming the same land and these two groups coincidentally are of different religious beliefs.

In the early 1900s, the land we now call Israel-Palestine was occupied by the Ottoman Empire, people within this area were beginning to generate an identity associated with this land and begun referring to themselves as Palestinians. At the same time many of the Jewish population of Europe were moving towards the idea of Zionism. Zionism refers to the belief that Judaism is not just a religion but, instead a nationality, and this nationality deserved a nation. After their history of persecution, the Jewish people decided that making a Jewish state was their only hope for protection and sought land in the Middle East as it was close to where Judaism originated from.

After World War One, the Ottoman empire collapsed and the British and French quickly claimed land in the Middle East. Britain ended up taking control of the area we now refer to as Israel, except back then it was referred to as 'The British Mandate for Palestine.' The British enabled Jewish immigration to this land at first but, as tensions grew between the Arabs and the Jewish people, they started to limit immigration which caused the Jewish inhabitants to become frustrated.

After the Holocaust during World War Two, Britain was tasked with setting up a "National Home" for the Jewish people which they decided would be in Palestine (Israel). The Palestinians resisted, as they saw the land as theirs. Initially, The United Nations planned to give each group part of the land through splitting it into two states, with Jerusalem as neutral as it is a holy site for many religions. Although this was a good idea in theory it failed. Since then, Israel and the surrounding Arab nations fought several wars over the territory. The lines observed today greatly reflect the effects of two of these wars, one fought in 1948 and the other in 1967.

These tensions between Palestinians and Israelis have not dissipated even though there have been many attempts to bring about peace. The conflict we are observing today was triggered on Thursday 6 May, when Palestinians launched protests in East Jerusalem over a predicted decision of the Supreme Court of Israel regarding the deportation of six Palestinian families in Sheikh Jarrah.

Here are some links to look at if you are interested in learning more about the history of this conflict:

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

<https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer>

<https://www.youtube.com/watch?v=CUBQ6WNBR54>

By Jillian O'Connell, Year 11

SKI NEWS

Congratulations to Phoenix Sparke in Year 9 who came 1st in the NSW/ACT Cross Country Sprint and 1st in the NSW/ACT Distance (5km) in Snowsports.



Duke of Edinburgh's International Award - Gold-Silver Adventurous Journey

After a couple of false starts and route changes, 16 intrepid Year 10 and 11 students found themselves on the side of the road at Sassefras, ready to embark on a three day journey through the Budawang Range, a wilderness area in the southern part of the Morton National Park famous for its peaks; Pigeon House Mountain and The Castle. A long hike through burnt scrubland was required to reach the start of the trail, where the first camp was made. After a cold night, an early start saw the group follow an increasingly overgrown track through ghostly gum trees recovering from the devastating fires of 2020. The track was frequently blocked by fallen, blackened trees which made progress incredibly slow, but despite this and the drizzly weather, the walk was attractive, and the morale of the group remained high. Finally, however, the track was completely lost and it took considerable skills in navigation to find the route. Lunch was taken at a clearing alongside a swollen creek with fine views of the Budawang hills and crags, but such was the lateness of the hour a critical decision had to be made whether to continue forward or turn back. It was the latter which prevailed. The return journey was just as difficult, with head high black wattle, prickly bush and still no track! Map and compass was soon replaced by GPS which guided the group back to the camp site at Red Johnny's Cave. There a pleasant evening was spent under the stars with a welcome fire to celebrate the solstice. The next morning was quite magical, a rolling fog eventually clearing to reveal a sun-drenched, dew-soaked landscape with countless spider webs revealed in all their glory. It was satisfying to finish in the dry and the sight of the bus was a relief to tired people with sore feet and scratched legs! By Tim Dibdin

CULTIVATE

On Tuesday, the Year 9 Cultivate class went on an excursion in order to experience what regenerative agriculture on small-scale farms looks like in person, as we have been studying it as a class. We went to 3 farms, Pecora Dairy sheep farm, Jamberoo Mountain Egg Farm and the The Pines Dairy farm.

Pecora Dairy is a farm located in Robertson and farms east Friesian sheep (a breed of milk sheep) and cheese and yoghurt is made out of the milk farmed. They have a strong connection to creating a high-quality product, fostering the cheese community in NSW, caring for sheep welfare and preserving the native forest, creeks and biodiversity that they have on their property. The sheep were lambing when we were there and so were not being milked. They then move to a shared milking system where the lambs and cheese making share the sheep milk until the lambs are onto solid food.

Jamberoo Mountain Farm is located in Robertson. The farm is predominantly an egg farm and have a hybrid Isa Brown chicken. However, they also have a small beef herd consisting of Angus and belted Galloways. This farm constantly moves their hens around (roughly once per day), this is great for the environment as the chickens fertilise the soil making it healthier and makes for better grazing for the cattle.

The Pines Dairy is located in Kiama, they have Friesian cattle which are a dairy cow. They milk their cattle twice a day and produce cheese and gelato out of the milk they produce. The Pines Dairy is constantly moving their herd to different pastures daily, so the cattle don't ruin the soil by trampling it and eating too much of the top part of the grass. This allows the soil time to regenerate and hold carbon more easily. It also makes the milk more nutritious and produces a higher quality yield to make into their milk products.

This excursion was a great experience as it showed us the relevance of what we have been learning.

By Hunter Ritchie, Year 9

