

PIN OAK



*Kindness
Rocks!*

FEATURE

Women in Sport

BIG ISSUE

Sport

ART

Lino Prints and Etchings

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Pin Oak Team

Student Editorial Team

Ava Lambie, Peggy Holmwood, Pearl Bendle, Olivia Bow, Myles Magill, Jillian O'Connell, Emilie-Rose Westlake-O'Dwyer, Will Barnett, Amelia Dowe, Sienna Danaher, Archie Maitland, Toby McErlane, Jackson Wolstencroft, Samuel Johnston, Violet Fitzsimons, Patrick Muldoon, Tika Conway, Oscar Currie, Mollie Nash, Sam Johnstone

Designers
Lara Fischer

Head of Marketing and PR
Emma Calver

Staff Editor
Beattie Lanser

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

Photography: AJ Moran



HEAD OF COLLEGE'S REPORT



Year 12

- Our Year 12s are on their HSC journey and on Monday we welcome them back from their HSC Trial Examinations. We can be very proud of how they have focussed on the process with strong preparation and planning.
- Our regular Senior Supervisor of examinations, Mr Richard Ross, wrote to me to pass on this message about our Year 12s.
- Year 12 are to be congratulated on completing their Trial HSC Examinations so well. They conducted themselves so well in every aspect of sitting these exams. They were on time, brought all their equipment and observed exam conditions as soon as they entered the Hall, as well as at the end of each exam. They took all their exams seriously, and worked through the entire time of each exam. All of them followed instructions to the letter. They were outstanding in doing the right thing.*
- One incident impressed me greatly. When Mathematics Standard students were released from the Hall thirty minutes before their Advanced and Extension 2 colleagues, there was absolutely no noise on the way out or outside the Hall, because of consideration for those students who were still completing their exams. I had not issued any instructions to the students regarding this behaviour; that was all to their credit.*
- The way Covid-19 protocols were observed without complaint was exemplary. It can't have been easy to have worked through three-hour exams whilst wearing masks.*
- These things matter, and Year 12 have excelled in terms of their attitude and co-operation throughout the Trial HSC Examinations. It was a pleasure to assist them in completing this stage of the HSC process.*
- Congratulations Year 12! We are proud of you.

Year 8

- On Friday 13 August, we will be having a focus on wellbeing with our Year 8 cohort. 'Conversations in Year 8' will involve small group information and discussion sessions about pornography, vaping, drugs and alcohol, respectful relationships and mental health. Each session will be run by Wellbeing and PDHPE staff. These conversations will take place throughout the morning, with timetabled classes after lunch. We look forward to some fruitful and open discussions with and between the students, as well as delivering some informative content.

Sustainability and Masks

- As we all wear masks and they become part of our everyday protection against Covid-19, the College has been providing disposable masks to students who forget to bring one to school or lose their own. To reduce the waste and to promote a more sustainable approach to wearing masks, the College has purchased a re-usable mask for students with several replaceable filters. On Monday 9 August, the College will be distributing reusable facemasks to each student from Year 6 to Year 12. The pack contains a face mask, two filters (which are optional to use) and a polypac with their name on it. We want to encourage students to have their own mask and to ensure they have one each day when they come to school, and to do this in an environmentally friendly way. Importantly, the College will stop providing disposable masks and if students forget their mask, they will be able to purchase another at a cost of \$5.00. The masks provided can be washed and re-used.

Covid 19 Vaccinations

- The College has been notified by NSW Health that from Monday 9 August, children aged between 12 to 15 years old with either specific medical conditions, who identify as Aboriginal and Torres Strait Islander or live in a remote community will be able to receive a Pfizer-BioNTech COVID-19 vaccine.
- This follows a review of the Pfizer-BioNTech COVID-19 vaccine for use in children aged 12- 15 by the Australian Technical Advisory Group on Immunisation (ATAGI), which has recommended its use for children at a higher risk of severe illness if they contract COVID-19.

HEAD OF COLLEGE'S REPORT *continued*

The Australian Government has accepted ATAGI's updated recommendations, which include the following groups of children aged 12 to 15 be prioritised for the Pfizer vaccine:

- children with specified medical conditions that increase their risk of severe COVID-19, including severe asthma, diabetes, obesity, cardiac and circulatory congenital anomalies, neuro developmental disorders, epilepsy, immuno-compromised and trisomy 21
- Aboriginal and Torres Strait Islander children
- all children aged 12–15 years in remote communities, as part of broader community outreach vaccination programs that provide vaccines for all ages (≥ 12 years).

This means that around 220,000 children aged between 12 to 15 years old will become eligible for the vaccinations.

What can we learn from the Olympics?

There are 11,326 athletes from 205 countries competing for gold at the Tokyo Olympics. One of those Olympians, Nathan Katz who represented Australia in the Judo competition, joined our students via video at today's assemblies from his quarantine hotel. Nathan spoke about his journey as a dual Olympian and making it to the top sixteen in his competition.

Our Olympians have sacrificed so much for their dream. They spent many hours training and then were faced with the postponement of the Games due to COVID-19. They then faced another year of sacrifice, and in some cases, had to train in isolation. Some of their team members retired, and the remainder chose to continue, knowing that there was again a possibility of the games being cancelled. How did they continue to remain focussed, maintain their mental health, and continue their quest for gold?

They boarded the plane amid COVID-19 to endure quarantine, mask-wearing and daily tests. No family support team was permitted nor spectators, and each day the heat and humidity that Japan delivered added another complexity. And yet, these athletes showed courage and commitment, making Australians incredibly proud, not to mention how they have provided us with so much joy over the past 10 days.

There's no doubt talent, physical skill, and strength play a significant role in their success, but mental toughness and resilience are what ultimately enables athletes to win medals.

"At the elite level, talent is a given, and mental strength is what sets apart athletes who qualify for the Olympics from athletes who don't."

Shayne Hanks - Sport Psychologist Tweet

Success comes to athletes who can perform their best and handle the intense pressure and expectations. Even if you're not an athlete, mental toughness helps us overcome adversity and successfully follow through anything we set out to do. This may be in your education, work, health and life. Mental toughness is far more beneficial than physical strength.

Champions in sport may show speed, agility or strength, but they all show determination, grit and self-belief. Olympians deal with gruelling training schedules, and when they compete, they are prepared and give it their best shot.

According to Dr Loehr, world-renowned performance psychologist, mental toughness is the ability to bring to life whatever talent and skills you have on-demand.

Schools need to encourage students to think like athletes, to believe anything is possible and that if they have done the preparation, they can achieve their best. They should be excited by challenges, not nervous, face them head-on, and believe they can overcome any hurdle they meet.

Developing mental toughness is like building muscles. We need to put in the work to see improvement. Have you heard of the 40% rule? The 40% rule, first coined by David Goggins, is a term used to explain that when our mind and body start to tire and we feel like giving up, we're only at 40 percent of what we truly can achieve. Our mind has a massive advantage over us because it knows our fears, it knows our insecurities, and all of our self-doubts, all of which can stop us and make us give up. If we focus on making small decisions every day that push us outside our comfort zone, these small successes will give us courage. The courage to continue to grow and achieve a level of learning that we thought was beyond us.

Before our athletes headed to the Olympics, they prepared for what might go wrong and what might distract them. A great example of this was when Jessica Fox gained bronze in the women's K1 event. Jessica was the favourite for the gold but clipped a pole and incurred a penalty, and she received a bronze medal. Jessica showed incredible mental toughness by putting this behind her, winning the women's C1 event, and obtaining her first gold in three Olympics.

Athletes consider these situations and plan how they will manage scenarios and get back on track after disappointment. Such strength is needed in these situations.

As parents and teachers, we can learn from this. We need to talk to our students about managing disappointment, the worst-case scenario, and how they can move forward — reframing failure as an opportunity to grow and learn. Learning is not just about the endpoint; it is about the journey.

By Jenny Ethell, Head of College

*"At the elite level,
talent is a given,
and mental strength
is what sets apart
athletes who
qualify for the
Olympics from
athletes who don't."*





Head of Academic and Innovation



I don't think there is any one of us who is not feeling the impact of the ongoing challenges of our times. Even those of us who are the most optimistic are finding it harder and harder to keep smiling....so.....what do we do?

Personally, I listened to a podcast that reminded me that there is always something to be grateful for, always, always, no matter what (and that there is always someone who is worse off than me!)

So, here is a list quickly collated from our Year 12 students and staff to help keep us all going:

I'm grateful

- *That the sun comes up every single morning (even on cloudy days)*
- *That Year 12 have now got through every one of their HSC Trial Examinations on campus*
- *For my dogs*
- *That despite the wind, the Pin Oak branches bow and bend and stretch, but never break*
- *That students are being creative with their masks – a favourite is one with a tiny, hand drawn moustache*
- *That my friends are always supportive and that I can trust them*
- *For being able to use the Study Centre, before, during and after exams...it has made such a difference.*

Think Tanks and "Deep Thought-ing"

One of my most favourite conversations with a Junior School student in a previous school was to be told to that I needed to stop my teacher-talking as they were "deep-thoughting!!" That inventive description has stayed with me for many years, as I think it so exciting that we are continuing to evolve the thinking skills of students in a number of ways in upcoming weeks.

This includes our very first Student Think Tanks, which will occur over the next two weeks. Parents and Staff have now completed their respective Think Tanks, run as an Appreciative Inquiry by our Thought Leader in Residence, Dr Bek Duckers. Today at assembly, all students in Year 7 – 9 were invited to use their voice by being part of a dreaming stage about the future of schooling in the 2030's! Year 5 and 6 will also do this the following week, with our Year 10 – 12 students providing their voice in a different format as well.

We are also excited that our new Excelsior Suite is starting to roll-out with Maths in the Fast Lane, The Writers Studio and Stem-EX already underway in Stages 2 and 3, with Stage 4 about to commence their suite of additional opportunities too. In particular, we are delighted that our some of our senior students will work regularly each week with Dr Duyckers as Thought Leader, coached and mentored as they grapple with the biggest ideas, global connections and learning unleashed. There will be more to hear in coming weeks.



By Kate Cunich, Head of Academic and Innovation

Head of Senior School



Years 7-10 Academic Endeavour Awards: Semester 1, 2021

"We are what we repeatedly do. Excellence then, is not an act, but a habit" – Will Durant, American Philosopher, 1926.

As part of the launch of the College theme for 2021, 'One School. One Focus on Excellence', I spoke to students at the start of this year about the meaning of the word 'excellence'. The quotation above (falsely attributed to Aristotle), is nevertheless an apt description of his concept of excellence in the context of virtue ethics; that is, positive character qualities, or virtues, are developed through repeating behaviours that reflect that quality. This concept of 'becoming' what we think or do is also reflected in both the Buddhist tradition and Positive Psychology.

The five new Learning Attributes, used in all subjects for students in Years 7-10 in the Semester 1 Reports, reflects that principle, as well as the types of attitudes and actions that enable students to thrive – to be the best they can be. Students in Year 7-10 who achieved 97% or higher in 'Always' demonstrating these attributes in all of their subjects in their Semester 1 Report (that is out of a possible 45 or 50), will receive an Academic Endeavour Award before the end of Term 3.

The first of these attributes is Respects the Culture of Learning – this includes being organised, ready to learn and on task, as well as constructive and engaged with others in the classroom. It is perhaps the most basic expectation an Oxley student can fulfil in the classroom. Uses a growth mindset and feedback to improve aligns with a core principle of Positive Psychology, that a student's attitude to learning is open and positive, flexible and not fixed. Beneath this attribute lies the quality of resilience – an ability to take criticism and use it to improve. This flexible, stress-tolerant approach to learning is one of the key qualities identified by the World Economic Forum in 2020 for workers of the future. (1) Success at HSC level and beyond requires students to see mistakes as not just inevitable, but valuable opportunities to learn and improve. After all, nobody ever scores "100" in the HSC!

Demonstrates Self Directed Learning Qualities reflects a transition into young adulthood, away for passive pupil to pro-active student. Again, this is a key quality of a successful student in senior years; seeking out help or guidance, whether in class or outside of class, or a willingness to engage in further reading or extension activities. Collaborates effectively with peers also reflects a key skill needed in the coming years. In my Philosophy class last term, we explored the history of major scientific breakthroughs. Over the past two decades, these have been made through teams of people rather than individual; some working together across timezones and continents, to contribute to the growth in knowledge.

Meets Academic Prep Expectations indicates the need for students to demonstrate an authentic commitment to learning outside the classroom. This will take different forms in different stages and subjects, but building this capacity for independent learning maximises the benefits in the classroom of face-to-face learning.

In the same way that an Olympic athlete focuses on training and daily habits and routines to work towards sporting achievement, these attributes can provide students with an opportunity to reflect on those aspects in which they can strive for greater consistency, in order to be the best they can be.

By Mark Case, Head of Senior School

(1)<https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/>



JUNIOR GALLERY



Dear Alan
have you had your birthday yet
if you have this is your present
now I am going to tell you about
the school holidays. In the school
holidays I got a whole day of iPad it
was so fun and I went bush
walking, bike riding and went rock
climbing then went to the beach. I



Dear Harold
In the holidays I did soccer ^{camp}
do you like soccer?
I liked the toys.
we are looking forward to
seeing you soon, on the
holidays I ^{Sydney}





Weekly Awards

Learning Journey

K: Leo Rodgers
Yr 1: Amelia Gaunt
Yr 2: Lulu Sewell
Yr 3B: Hugh Pratten
Yr 3R: Oscar Jones
Yr 4A: Teddy Blom
Yr 4W: Charlotte Holmes
Yr 5C: Charlotte Gordon
Yr 5N: Piper O'Sullivan
Yr 6H: Fraser Findlay
Yr 6S: Ingrid Lawson

Oxley Values

K: Ruby Rogerson
Yr 1: Edison Feller
Yr 2: Rose Hurst
Yr 3B: Fergus Talman
Yr 3R: Charlie Officer
Yr 4A: Gabi Von Sperl
Yr 4W: Jameson Clarke
Yr 5C: Henry Jones
Yr 5N: Will Coram
Yr 6H: Madeleine Wright
Yr 6S: Thomas Bode

Excellence in Art

Jameson Clarke
Eli Winn

Excellence in Japanese

Charlotte Bentham
Madeleine Wright

Excellence in Music

Harrison Peebles
Molly Edwards

Students of the Week

Learning Journey

K: Edward Sheer
Yr 1: Lachlan Sutherland
Yr 2: Felix Chamley
Yr 3B: Charlotte Byrne
Yr 3R: Max Guilly
Yr 4A: Sapphire Sparke
Yr 4W: Luca Poropat
Yr 5C: Rory Shedden
Yr 5N: Sam Cottle
Yr 6H: Bronte Morgan
Yr 6S: Phoebe Mooney

Oxley Values

K: Hugo Tait
Yr 1: Harry Adams
Yr 2: Lilly Mansour
Yr 3B: Greta Saviana
Yr 3R: Beatrix Pearce
Yr 4A: Ayden Hosseinzadeh
Yr 4W: Aston Herriott
Yr 5C: Lily Moore
Yr 5N: Coco Sewell
Yr 6H: Brigitte Pietsch-Liddell
Yr 6S: Matthew Morschel

Excellence in Art

James Gregory

Excellence in Japanese

Leo Le Guay

Excellence in STEM

William Carioti
Pixie Hanson



JUNIOR SCHOOL NEWS

Stage 1

It's been an exciting and busy start to the term for our Stage 1 students and we can't believe we're already at the end of Week 4! This term Year 1 and Year 2 are studying visual literacy, an essential component of 21st century communication. Over their schooling, it is vital that students are skilled in interpreting written texts as well as learning how to 'read' or 'view' images critically, to develop multiliterate students. This involves developing the understanding that illustrations are constructed through careful arrangement of a number of elements and choices about techniques such as media, colour, light, angle, frame, etc.

Year 1 has begun their unit by exploring how symbols and pictures can send messages. They looked at common symbols found in everyday life and analysed why these symbols, rather than words, were chosen to send a message.

"You wouldn't have room to write all the words but if you see the picture everyone knows what it means, like P for parking". – Charlotte Bullick

"Sometimes it's safer too because you wouldn't be able to read all the words really quickly" – Piper Winn

"It doesn't matter what language people speak because you don't need to be able to read words to know what it means" – Tom Pierce

Year 1 students are exploring Jeannie Baker texts to investigate how visual literacy techniques are used to portray different messages. These texts also link to Unit of Inquiry concept, Sustainability, exploring the need and responsibility of the community to protect the natural environment.

Year 2 has been looking at how authors seek to evoke an emotional response from their audience. Using the work of artist Kadinsky as inspiration, the students listened to six pieces of music: In the Mood by the Glen Miller Band, Hymn of the Sea from the movie Titanic, Can't Stop the Feeling from the Trolls movie, Thunderstruck by ACDC, the Brahms Lullaby played by flutist Kenny G., and March to Battle by Ivan Bertolla. While listening, they selected colours and drew lines and shapes to represent their emotions. The students reflected that darker colours and straight, sharp lines were mostly used to represent the stronger beats, while soft colours and curved shapes were used for the lighter music.

"For the jazz music I drew stars and chose bright colours and thin lines as I felt energetic. When Thunderstruck was playing I drew thick, black crosses, red and black zig zags and a black and red rectangle. When Can't Stop the Feeling from the Trolls movie was playing, I chose bright colours and many shapes because it is an exciting and happy song." – Amelia Gordon

"When the lullaby was playing, I chose light colours, and I drew waves and light dots as it was relaxing. When the March was playing, I drew stars and pressed harder than the lullaby. My colours were brown, silver and black as I felt strong. When Can't Stop the Feeling was playing it made me feel happy and energetic, so I made my drawing look happy and energetic." – Zoe Choo

"When I heard the jazzy music, it was quick and then calm so I drew swirls and lines in bright colours. Thunderstruck reminded me of a frightening thunderstorm so I drew lightning bolts in thick lines on dark colours. I also heard deep beats, so I drew big circles. When I heard the lullaby, it made me think of toys I used to play with as a baby. It made me feel calm and happy so I drew wavy lines and happy shapes in bright colours." – Felix Chamley

Kindergarten students welcomed Miss Ellie Rocca full time into their class as she began her final practicum. They have begun their unit inquiring into the concept of growing food and researching ways farm produce is packaged before being moved from the farm to places where food is sold or made into other products for sale. In Mathematics, the students have been investigating volume and capacity. They listened to the story Mr Archimedes' Bath by Pamela Allen and discussed why the water kept spilling over the top of the bath when all the characters got in. Students all agreed that the reason the water was spilling over the edge of the bath was because of the space that the characters took up in the bath. The class decided to test this by making their own mini bath and using rocks as people. The bath overflowed when all of the rock characters were in the water!

As Mr Ayling discussed in the last Pin Oak entry, our Grandfriends from Harbison can't visit at the moment due to COVID-19 restrictions. However, the bond remains strong. Along with their 'Kindness Rocks', Kindy students have also selected books for the residents based on their interests that were discovered during classroom visits in Term 2. Year 1 and 2 students wrote letters and drew pictures for their Grandfriends to display on their walls. This term, Year 3-5 students began Creative Club as an afternoon Co-curricular Club. They, too, have made gifts to send to our Grandfriends, including decorative plates, mugs to hold succulents and coasters. We are so glad to be able to continue our connection with Harbison during this tough period of restrictions and want our Grandfriends to know we are thinking of them! We look forward to seeing our Grandfriends back on campus very soon. By Lara Shiels, Stage 1 Coordinator



Changing Worlds?

The Olympics is almost impossible to avoid, it lurks on laptop screens, echoes through the PCC at lunch, clings to the family TV screen despite the fact it well past your parents' bedtime and slithers its way into Pin Oak articles (admittedly that last one's on me). However, behind the haphazard fanfare of mask wearing athletes and officials there lies a far deeper problem, perhaps even more horrifying than the relentless ads for *The Voice Australia* during Olympic programming.

It's been well established in the media that the way women are portrayed in Sport is truly disturbing, the most striking example of this is the Norwegian Women's Beach handball team being disqualified from their competition for refusing to play in bikini bottoms. They were disqualified from their national competition because they refused to play sport in thongs. No matter how many times I type that it doesn't seem to sound any more believable. Similar ridiculous requirements for women have been a sort of secret tradition in the Olympics, sort of like lighting the Olympic torch except with lots of added sexism and misogyny (as a special added bonus for us girls).

It all started when women were given permission to enter the Olympics in the first place in the 19th century. Instead of demanding their female competitors dress for a day at the beach, the Olympics requested for women to look "feminine enough to attract a husband" which required all competitors to wear corsets and full-length dresses while in the games to protect their modesty. Rest assured however that the Olympics soon realised there was a slight problem with this design, and promptly introduced this oh-so-freeing uniform in 1908 to solve the issue.

You've got to hand it to them, whoever oversaw design that year really knew how to make something loose in all the wrong places. The concept of a women maintaining her modesty and femininity in sport was clung to for another 30 years, the link between all sporting attire being the feminine bodice and concealing skirt. As time went by the occasional uniform included short sleeves (let the emphasise lie heavily on occasional) and scandalously, the skirts sometimes allowed onlookers to view the female's ankle!

The male gaze was the deciding factor on everything to do with young girls, so when the uniforms took a drastic turn

“It shouldn’t matter how much skin we can or cannot see or how confronting the athletes’ choices are: it’s their decision, it’s a valid decision and we have no right to comment on it”

in 1930 it was reflective of how a male’s expectations had changed from “modest and pretty housewife” to “housewife who wasn’t so modest”. Instead of long skirts and restricting bodices girls were equip with a short adaptable jumpsuit. Now dear reader, before you start to panic that the male gaze has become slightly less misogynistic, rest assured that the intention behind this was just as revolting as before. Now that women’s limbs were clearly in view they could be openly objectified by men, the interest in showing up at all girls’ netball match rising significantly, though few eyes were ever actually trained on the ball.

Of course, as the feminist movement began to effect society’s view of young girls their sporting attire developed further, for once including useful features such as breathable fabric and shorts that actually allowed you to move. Modesty was still valued, most uniforms hiding the midriff and upper thigh, but in comparison to previous designs this change was revolutionary. So, the question is: how did we go from such ludicrous modesty to expecting women to walk out in bikini’s and feel perfectly comfortable?

The answer lies in our perception of who women should be, how we display them in the media. Now you can label this the male gaze, or the result of some deep misogynistic undertone in society, but we cannot escape the fact that the issues taking place with women in the Olympics reflects just how poorly we as a society have handled the rise in feminism and gender equality.

Despite 2021 being labelled the year of acceptance and female empowerment, it needs to be realised that the way women are portrayed in the media, and in the Olympics, is not their choice but that of the male gaze. The feminist movement has allowed for women to explore their sexuality through clothing and appearance but has also opened the door for men to expect bold displays, that for most women, is completely out of their comfort zone.

Protests such as the Norwegian team wearing shorts have been happening frequently through the Olympics, the most notable example being the full body leotards donned by the German gymnastics team at the Tokyo games. But can we really deem a woman wearing something which she finds comfortable to be a protest? The Norwegian team’s decision to wear shorts had nothing to do with the audience, or the adjudicators or the sport itself: it was a personal decision that made them feel more comfortable.

If this recent revelation about women’s attire in the Olympics can teach us anything, it’s that its none of our



business what they’re wearing in the first place. This whole problem of women’s perspectives not being acknowledged or considered stems from the fact that society deemed itself worthy of making their decisions for them. From this, we as individuals seem to of gathered that we have the right to judge them at all.

These women are incredible examples of athletic excellence and yet what brought them to our attention was their clothing. This is the truly revolting thing, that instead of the headlines reading “athletes wronged by competition” they read “bikini bottoms refused to be worn by female players”. The Olympics is founded on the principal that sport unites all of us, no matter our race, gender, religion, or sexuality, as equals. It shouldn’t matter how much skin we can or cannot see or how confronting the athletes’ choices are: it’s their decision, it’s a valid decision and we have no right to comment on it.

All athletes should be able to wear what they want without comment. If that’s a bikini, that’s great! If it’s not, that’s amazing as well. But at the end of the day its none of our beeswax, and quite frankly, we should mind our own business.

And be thankful that the whole naked thing was taken out of the Olympics a couple thousand years ago.

By Violet Fitzsimons, Year 8

INSPIRATION



TV

The Expanse

OH BOY! If you love space TV shows, then you are reading the correct column! Introducing The Expanse. In the future, humans have spread through the solar system, but have become divided between: the noble and rich Earthers, The war born Martians, and the oppressed citizens living in the asteroid belts (Belters). Mars and Earth are at a fragile peace and on the brink of war, whilst the Belters fight for their freedom. But when a Martian warship is accused of destroying the Canterbury, an Earth-Belter mining ship, the fragile peace sees its inevitable end...

This TV series is fantastic adventure that follows the journey of multiple characters; A detective investigating the disappearance of a wealthy Earther. A politician on Earth trying to maintain peace. And the survivors of the Canterbury searching for answers and stumbling on something out of this solar system...

It is a fantastic show for space lovers, with a truckload of epic and realistic space battles. The series is based on the original nine novels of The Expanse, from Leviathan Wakes to Leviathan Falls, and are brilliantly written.

By Toby McErlane, Year 11



FILM

A Quiet Place 2

Whisper it...

Much like its predecessor, A Quiet Place Part 2 offers another dose of harrowing eeriness, characters who continue to throw themselves into situations with admirable gusto and an even larger dose of those spooky, flower-headed aliens.

Mere minutes tailing the sequence that concluded the first movie, the Abbott family are thrust back into that apocalyptic wasteland of peril and paranoia. Following the death of the Abbott family patriarch, Lee, the now - family of four - are forced to depend on each other for survival as well as a newly, introduced misanthropic loner, Emmett.

As they continue to fill in shaded areas upon the map that exceed the confines of the farmhouse, they encounter new threats and suspenses that que many an intense action sequence. Each scene never fails to deploy the presence – or absence – of sound that only ramps up the anxiety; an experience that when watching in a room full of socially distanced people feels like a communal holding of breath (mask or not).

The dual storylines of which director, John Krasinski, creates enriches all of its satisfyingly drawn characters - including deaf actress Millicent Simmonds', Regan and Emily Blunt's, Evelyn – as well as effectively renewing that missed sensation of being frightened in the dark.

So bring on part 3... quietly.

By Breanna Billett, Year 10



RECIPE

Caramel Slice

Your stomach grumbles like a dormant volcano, a tremor here and there but nothing comes up. Your stomach continues to grumble, the emptiness collapses in on itself like a black hole. This singularity can only be satisfied by one thing... Caramel Slice.

Fortunately for you, caramel slice is very easy to make! What you need is:

Base:

- 1 Cup of flour.
- ½ cup of brown sugar.
- ½ cup of desiccated coconut.
- 125g melted butter.

Caramel:

- 2x tins of sweetened condensed milk.
- 1/3 cup of golden syrup.
- 125g melted butter.

Glaze:

- 160g dark chocolate.
- Slosh of sunflower oil.

Quickly now, put all the base ingredients into a bowl and mix with a fork. When combined, press into a square tin lined with baking paper. Bake for 10-13 minutes in the oven, 180.C.

Put all the caramel ingredients in a saucepan and whisk over medium heat for no longer than seven minutes, a good indicator of when to definitely stop is when it starts burning. Pour the caramel over the freshly baked base and put back into the oven for 15 minutes, 180.C.

When the 15 minutes is up, take the caramel slice out of the oven – careful, it may be hot – and put into the fridge to cool down, 30-60 minutes. When cool, melt the chocolate in the microwave, three minutes should do. When melted add a slosh of sunflower oil and stir to combine. Pour on top of the caramel slice, you can tilt the tin to spread the glaze. Then place back in the fridge to cool. Now put an end to that black hole and eat caramel slice!

By Toby McErlane, Year 11

OLD OXLEYAN

Jane MacMaster Class of 1989



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

It's been 32 years since I left Oxley (1989) and it has gone so quickly! In 1993 I graduated from Sydney University with a mechanical engineering degree and I worked as a management consultant in institutional banking for a couple of years before realising that I did really want to be an engineer. I was fortunate enough to then have a role as a systems design engineer for British Aerospace in their Melbourne office designing the Evolved SeaSparrow Missile (ESSM) which is a NATO supersonic self-defence system that protects ships (including some of Australia's). I was there for 14 years then worked as a senior adviser within the strategy unit of the Department of the Prime Minister and Cabinet. Then I established my own business built around an approach to complex problem solving that I developed, called Navigate Complexity: 20 Questions for complex problem solving, strategy and design, which I taught into all faculties at university and which was a training course for all Commonwealth government agencies. During that time I was a volunteer for Engineers Australia and a bit over a year ago I became Engineers Australia's first Chief Engineer. Along the way I got married and we have two gorgeous teenage boys, who I adore, and a few pets on our farm.

What is your biggest achievement since high school?

I think it would undoubtedly be becoming Chief Engineer at Engineers Australia (the peak professional association for engineers in Australia). It's such a privilege to have this role. I am passionate about the engineering profession and its role in society.

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

Not in the slightest. I didn't even have engineering on my shortlist of preferred courses initially. I've had five chapters to my career and not one of them was planned. I have just done things that have interested me and which I felt contributed something to the world.

How did Oxley prepare you for your future?

When I started at Oxley, it was only in its second year of operation. There was only one main building besides ELVO. I had my four unit maths classes in an old gardening shed. We had to take a heater and a packet of Tim Tams in to be comfortable. We only had the core subjects on offer. There were no fancy halls or music facilities. Yet I wouldn't have traded it for anything else in the world. Oxley was like a big family. I reflect on my time there with such fondness and gratitude. While I certainly learnt everything I needed to in terms of curriculum, what I really learnt were the underpinning values and principles which I've carried with me ever since.

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

I had and still have the highest respect for our teachers. It's hard to single some out but I have such fun and fond memories of Peter Craig, Martin Pluss, Stephen Armstrong, Jeremy Von Einem.... We still joke around with Peter Craig about his brightly coloured shirts and I still remember Mr Von Einem's cheeky smile. And I still keep in touch with my Year 7 geography teacher and his running efforts (I too like running). If a teacher can make learning fun and inspiring, is there any more important job in the world? I don't think so.

What would you say to your fifteen year old self?

Every day presents an opportunity to observe and learn. So make the most of it. Some days will be boring or difficult, but they are still opportunities to learn things. The more you learn the more insights you have to draw on in the present and it's amazing how quickly one, three, five, 32 years go by and you find yourself with a large pool of accumulated observations on which to draw and combine into valuable insights and judgments. Also have fun along the way. In terms of figuring out what you might like to do after school, my advice is to ask not only 'What do I want to do or study after school?' (which is often a difficult question to answer), but also, 'What is the difference I want to make to the world?'. That might help steer you in a direction you'll thrive in.



Oxley Sport is still alive!

As you would be aware, we have made the decision to withdraw from interschool and community club sport activities for the remainder of the winter season based on the advice from NSW Health and the NSW Department of Education. As communicated by our Head of College we will be continuing with intra-mural (internal) school sport fixtures and trainings where possible. We will begin to transition to our summer sports over the coming weeks.

This decision was not taken lightly, and the current COVID-19 environment has meant we had little choice. On the upside, this decision has shone a light on the purpose and value of sport within our school community. Sport carries significant benefits for not just our physical health but also social cohesion, mental health and emotional well being. All highly valued attributes of an Oxley College education and more broadly in society. It is for this reason many families will be aware that some club or community-based sporting programmes are continuing. This is because these sport programmes provide a huge amount of value to the local and state economy, not just in financial terms but the opportunity cost of community connection and mental health. These decisions and actions have made it very clear that sport in Australian society is much more than breaking records, kicking winning goals and scoring game winning try's. Sport is also about parents talking to each other on the sideline sharing tips about parenting teens. Or the conversations a father has with a son on the way to a rugby match in the car. Or a mother sharing an inspiring story about the first time she played netball as a young girl. It is about volunteers helping set up tents and cooking the BBQ for their clubs, not because they have to,

but because they want to contribute to the local community they are a part of. It is the brothers, sisters, sons, daughters, cousins, uncles, aunties, grandparents, teachers, coaches, umpires, friends, mums and dads who live in a community coming together to enjoy each others company through the unity of sport. The joy that the Tokyo Olympics has brought to many people in Australia in recent weeks is a testament to the power of sport. Sport provides a connection between people which holds a deep seeded sense of value greater than the competition itself. Sport is a vital part of our social fabric and will remain so now and into the future.

We will continue to offer sport to inspire our students to achieve, learn and develop, albeit in a different format and under certain conditions. For we know and are extremely passionate about its value to your sons, daughters, and the Oxley College community.

By Mr Tom Kindred, Head of Sport and PDHPE

SENIOR GALLERY



VIRTUAL GALLERY



Artist: Harry Kean
Year 7
Title: Parrott at Sunset
Media: Lino Print with watercolour



Artist: Arki Josephs
Year 7
Title: Red Belly Black Snake
Media: Lino Print



Artist: Kate Drysdale
Year 8
Title: Galah
Media: Dry-Point Etching



Artist: Xanthe Macdonald
Year 8
Title: Lion Cub
Media: Dry-Point Etching

FAKE NEWS?

What is true and what is false?

Who tested positive at school? We are going into home-school tomorrow! Is the coronavirus a cover-up for the government's naive evil plans? Sound familiar? When it comes to times like these, knowing what is true and false is more important than ever as rumours, gossip, and fat lies are becoming more popular around schools during NSW's second wave of the coronavirus. So here are three steps to tell the difference between hot gossip and legitimate truth.

1. Check your sources.

Checking your sources is a great way to differentiate between what is garbage and what is truth. By backing up your sources with legitimate information FROM A TRUSTED WEBSITE you are not only finding out the truth but also putting an end to untrue rubbish. Look for things like .gov, .au and .org, these three things are clarifying the authenticity of the website/source. When receiving gossip, always ask "where did you hear that from?" or "who told you that?" This is so you can have a brief understanding of who gave the giver the information.

2. See who else is reporting the story.

Finding out who else is reporting the story is important. This way if numerous sources are reporting the story then it is more likely to be true. If there is the odd story out that no one is reporting on, on a dogy non.gov or .org website then it is probably false.

3. Check that it sounds right!

Finally, some news sources are trying to manipulate your thinking. Bear in mind that fake news is designed to feed you a whole load of rubbish, it is kind of their job. So it is probably unlikely that Nike is giving away free sneakers to everyone that shares, likes and copies a link.

By Archie Maitland, Year 9

LOCAL BUSHWALKS

Exploring Closer to Home

In our current movement-restricted State, the underlying (or often very visible) urge to explore, to move around, to go places becomes increasingly pressing and our inability to do so leads to discontent among some of us, or even boredom. So, in a time when daytrips and weekend getaways are off the table, the health of our community and ourselves taking definite precedence of any 'insurmountable desire', we can turn to nature, specifically the abundance of bushwalks and scenic spots within the local area that promote physical, but especially mental health amongst the uncertainty today. You'll be pleasantly surprised by what you find.

Forty Foot Falls via the Red Trail

Difficulty: Moderate

Duration: 1.25-2 hours return, excluding time spent at the falls

About: An incredibly scenic and variable hiking track featuring the picturesque Forty Foot Falls, perfect for a family bushwalk, including the dog.

Route Description: Setting off from the Lake Alexandra playground carpark, trace the North-West side of the lake, passing the barbecue area before crossing the bridge and taking the first path off to the left, denoted by the yellow sign 'Forty Foot Falls – 3.7km'. Descending towards the base of Mount Alexandra, crossing two log bridges, take the path to the immediate left after the second bridge, soon joining Lee's Fire Trail in the direction of Welby. Continuing across a (tiny) creek, follow the trail for a short time uphill before taking the first trail to the right, labelled with a red pole. Following this narrow track, sight the small gorge to the right, featuring captivating rock formations. Tracing the track down a short steep section (somewhat of a challenge with a large dog), turn right at the intersection with Scar Fire Trail, following the trail uphill parallel to Gibbergunyah Creek, filled with tremendous boulders and an abundance of native flora, including several currently blooming wattle species. Passing under the mammoth Hume Highway bridges (the road and the track are very much separated), the trail continues downwards before exiting left off the fire trail at the sign and descending a set of stairs, being the largest on the hike to the intersection of Gibbergunyah Creek and the Nattai River below. Crossing to the opposite bank requires a small amount of rock hopping, given the bridge only traverses a small portion of the creek, though is entirely achievable with small kids (albeit with the potential for some wet feet). The track then continues along the Nattai River for approximately 1km, through an almost rainforest environment very dissimilar to the bushland surrounding Lake Alexandra. After following the trail to the left at the intersection of Nattai River, the path continues for a few hundred metres slightly upwards to the lower rock formations of the falls, an ideal picnic spot or a place simply to enjoy the highly scenic surrounding area. It is possible to walk under the falls, by continuing up two (battered) ladders and following the trail to the left, though this area can be slippery, hence making it a challenge to safely navigate with small kids. Enjoy the solitude of the surrounding bush, seeming a world away from nearby Mittagong

and the highway, before making one's way back the same way.

Notes: This walk is most easily accessed by parking at the Lake Alexandra playground car park or by walking from the nearby Mittagong Train Station. While potentially seeming a confusing route, the trail is quite intuitive to follow, especially if using the AllTrails app, the route called 'Forty Foot Falls via Red Trail'. It's worth noting that the walk can also be accessed from the Box Vale Tramway carpark, fire trails and a long set of stairs, though the described route is more scenic. For a more challenging hike, make a loop of the trail by continuing straight along the Nattai, fording the river where once was the Box Vale Coal Mine and ascending the (very) steep 'incline' to the Box Vale Walking Track and nearby spectacular Nattai Gorge Lookout, which can be connected to the steep stairs of the alternate route that lead down to the falls (Difficult, allow 5 hours).



Mount Gibraltar Rim Track Loop

Difficulty: Easy to Moderate (depending on whether the hike is walked in its entirety)

Duration: 30 minutes (Rim Track only)/ 1.25-1.5 hours (Rim Track Loop)

About: With the possibility of an easier walk by starting at Bowral Lookout and ending at Mittagong Lookout or challenging oneself by completing a loop from the end of Ellen Street (off Oxley Drive, Bowral side), this hike close to Bowral affords great views and frequently sightings of wildlife.

Route Description: Considering one has chosen the loop, continue straight along the uphill path from Ellen Street to the intersection with 'The Gib Steps', following the recently rebuilt (steep) sandstone staircase (this is an attraction in itself) up to the Bowral Lookout carpark. From here, follow the track in the direction of Mittagong, leaving the carpark adjacent to the male toilets along the Rim Track. This section undulates through the bushland of Mount Gibraltar Reserve, with views of Bowral along the way to Jellore Lookout, where Bowral, Mount Jellore and 90 Acre Hill can be sighted. Leaving the lookout, be sure to take the branching path to the left to continue along the Rim Track towards Mittagong Lookout, instead of returning to the road. More great views can be had at Mittagong Lookout, where less adventurous bushwalkers can be picked up or return the same way, while the more intrepid can follow the Reservoir Track steeply downwards (the intersection being shortly before Mittagong Lookout in the Bowral direction). This section of trail is steep and rocky in parts, coming to a fork in the trail several hundred metres down the trail, where one should take the left track (the right eventually leading to Mittagong). This connects

with the Gib West Fire Trail, turning left at the intersection, following the sign towards Bowral. While a fire trail, this section of the walk varies in scenery, eventually connecting with Soma Avenue, a quiet street to be followed until its intersection with Cliff Street, leading upwards to the base of 'The Gib Steps' and Ellen Street.

Notes: While this walk is a combination of different trails, AllTrails can be used to navigate the entirety of this hike, also showing how the walk can be altered to start from Railway Parade in Mittagong, among many other combinations. The walk can be extended slightly to include the waking past the historic Mount Gibraltar Sandstone Quarry, where one can see Bowral Lookout above. Dogs are also permitted to walk this trail.



Rainforest Walking Track – Robertson Nature Reserve

Difficulty: Very Easy (Pram Accessible)

Duration: 15-20 minutes

About: Part of a once sprawling 2,500 hectares of dense rainforest in and around what is today the town of Robertson, the Rainforest Walking Track is a short, 600 metre long amble through Robertson Nature Reserve. The walk is set within a small 5.3 hectare parcel of land set aside by an early 20th century farmer to preserve a small fragment of the area's once sprawling and rich biodiversity. It is estimated that a mere 1/5 of the rainforest that covered the area prior to a period of extensive clearing in the 1860's exists today, in small, isolated fragments throughout the greater area. An accessible, wide gravel loop track, the walk offers a nice change of scene for a day in Robertson, various benches at intervals along the loop allowing for appreciation of the rainforest.

Route Description: Starting from a small grass carpark near the Eastern end of South Street in Robertson, across the railway from the town centre, the walk enters the reserve before coming to a loop which can be walked in either direction. Along the way, notice the abundance of vines, shrubs, ferns, and mosses that grow in this rainforest environment.

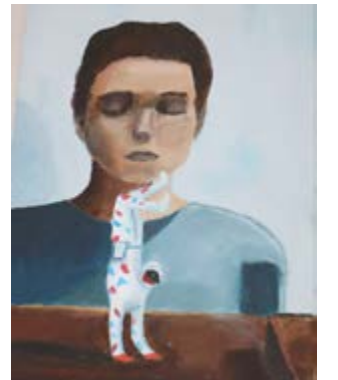
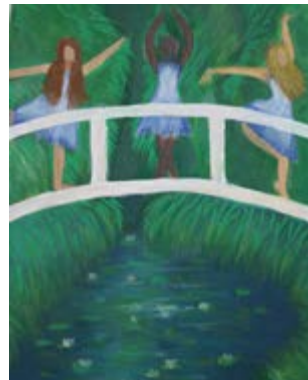
Notes: Given the nature reserve is managed by the NSW National Parks Service, and the fragility of this ecosystem, it is highly important that no dogs or other animals accompany you on this walk, so as not to disrupt the landscape.

By Pat Muldoon, Year 10



NEWSFLASH

YEAR 7 ART



YEAR 10 ZOOM SESSIONS WITH IVAN O'MAHONEY

Documentary producer and Oxley parent, Ivan O'Mahoney, has been helping Year 10 English classes with the production of their own documentaries. During zoom calls, Ivan gives insight into the industry and fascinating stories of the dilemmas which arise, helping to answer some of our deeper ethical questions. Ivan's most recent release, *Firestarter: The Story of Bangarra*, was viewed by the students in class. Ivan's experience ensures respect of culture and tradition at a professional level that gives deeper understanding as to the importance of diversity and representation within the film industry. Students found particular interest in issues around interrogation and the high sense of responsibility Ivan feels towards his subjects. It has been a pleasure to learn from him.

BY Harmony Barker, Year 10

