

PIN OAK



WATER

Wingecarribee Water

BIG ISSUE

Teenagers

ART

Landscapes, Sea,
Nature

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The Social Dilemma



"There are only two industries that call their customers 'users', illegal drugs and software." Edward Tufte

Three great films spell out the pervasive impact of the social media giants. Through them, we discover the details of what many of us have long suspected and probably tried not to think about, their worldwide influence and the extent to which they impact our personal lives.

The first to be released was *The Social Network*, a re-enactment of the formation of Facebook. Shocking and misogynistic as well as showing the sharp business focus and ethical deficits of Facebook's creator Mark Zuckerberg.

Next came *The Great Hack*, an eerie documentary that chronicles the rise of Cambridge Analytica, its data collection partnership with Facebook, and its role in two of the great surprises of the twenty-first century; the election of Donald Trump and the vote for Brexit.

Then, in 2020, Netflix released *The Social Dilemma*, a film combining documentary footage of ex-executives from Big Tech discussing the intricacies of surveillance capitalism with the fictional story of an average family using Social Media apps. This clever combination provides both the narrative and the evidence for understanding the power of online tracking algorithms to sway behaviour. The most chilling of the statements to the camera is from Guillaume Chaslot, former YouTube engineer; he's the guy who writes the algorithms delivering YouTube video suggestions when you search.

"People think that the algorithm is designed to give them what they really want. Only it's not."

Guillaume Chaslot

Ironically, YouTube is currently hosting the full Netflix feature, *The Social Dilemma*, free until the end of September and I urge you to watch it with your family.

By Elizabeth Antoniak, Head of Library

CLICK & COLLECT

Our wonderful Library staff have created a Click & Collect system so students can continue to borrow books during lockdown. Students can either check the online catalogue and select books or they can nominate to receive a surprise! Families are requested to pick up after hours from the shelf outside the Library. Please remain in your vehicle and send one person to pick up. If you are interested in accessing this fantastic service, please email library@oxley.nsw.edu.au



HEAD OF COLLEGE'S REPORT



At the still point of the turning world...

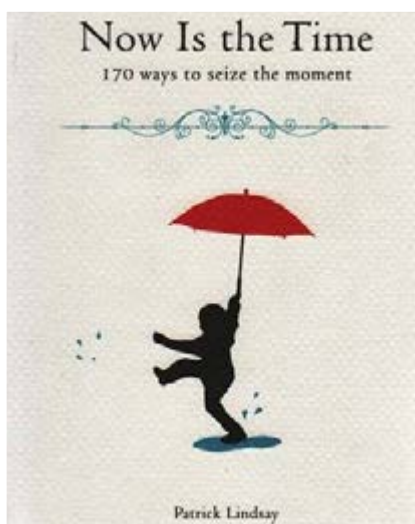
This timeless quotation from T.S. Eliot's poem *Burnt Norton* takes on a particularly poignant resonance as we find ourselves in an extended lockdown. Whether engaged in work, educational or domestic activities, our homes have become synonymous with multi-purpose living – and the rest of the world revolves around us at a distance.

Fortunately, with a virtual world most of us can stay connected to those outside. We can access the latest news, 'see' and talk to friends and extended family and engage in work and learning. In many respects we are lucky to be able to access technologies and infrastructure to enable these touchpoints with others. In addition to our families, socialising and interacting with others is key to our positive sense of self and well-being.

It is in comparison to those who do not enjoy this sense of security and connectedness or are fortunate enough to even have access to a job or an education, we must keep our situation in perspective and demonstrate gratitude for what we have and can do, rather than what we can't do or are missing out on. We can employ restraint for the collective good, we can empathise with and support others; we can cooperate in confinement and we can make the best of our circumstances with a positive and optimistic mindset.

One of the things we can do is 'seize the moment' to help our mindset, explore a new opportunity, take an action. When I am looking for inspiration one of my favourite books is *Now Is the Time* by Patrick Lindsay.

"One of the things we can do is 'seize the moment' to help our mindset, explore a new opportunity, take action."



Lindsay has many suggestions to seize the moment including observe nature, trawl through your photos, start a journal, make a gift, discover people's back stories, find your own song, write someone a thank you letter, write a love letter, support a cause or work in the garden just to name a few.

During the extended lockdown last year, I made a decision to seize the moment and to write a card or letter to someone who had been influential in my life and to thank them and tell them how important they were to me.

This simple act of looking back into my memories and remembering people in my past and then taking the action to write to them, was both rewarding and uplifting for me. While I was unsure whether many of the letters would reach their destination, let alone be read, the surprise for me was the effect it had on the recipients and the many responses I received. Uplifting all around.

In these challenging times I encourage everyone to 'seize the moment' and do something that will encourage a positive and optimistic mindset.

Perhaps it's time to seize the moment and 'develop your own traditions.'

Why not blaze your own trail.

Embrace the things that bring meaning to your life.

Find the things that give joy to you and your family.

Keep them as your personal traditions.

Allow others to share in your enjoyment.

Pass on your traditions.

Or is it time to seize the moment and write a personal note?

By Jenny Ethell, Head of College



Head of Academic and Innovation

As Mrs Ethell has said, school is just not the same without our students on campus. We very much miss the daily interactions, questions and activities that keep us occupied so much when things are normal. Whilst just a week ago it seemed that there were not enough minutes in the day to get everything done, now the days stretch on as buildings and playgrounds are empty – we all know which we prefer! So our thoughts are very much with all students and families at this time. It seems that while we have already settled more easily into learning@home this time around, the familiar longing for a prompt return has already started. That said, we continue to be impressed with the creativity and resilience of our students, teachers and families who continue to smile, be kind and show courage.

Think, Think, Think!

Despite our temporary time off campus, there is still much to celebrate in learning@oxley! In particular, it was joyful to unleash the big ideas of our Year 7 – 9 students last week, when given the opportunity to be part of Student Think Tanks.

At Oxley, we speak often of student voice, so boy, now do we have it! We are indebted to Dr Duyckers, who masterfully negotiated a large number of students through a facilitated inquiry about what they want for their futures, and what Oxley needs to do about it! You will hear more about it, but just a

couple of gems:

We want to be happy pursuing our passions.

We want to be surrounded by people we love.

To have attitudes of positivity, grit, courage in the face of adversity.

To be brave and strong and strong.

Global Thinkers (the GTS)

Last week we also launched another part of our Excelsior Suite: The Global Thinkers. This is a vertical “big ideas” discussion forum for students who have displayed a thirst to go beyond the curriculum in their learning. Two groups of students gathered with our Thought Leader in Residence to bounce off ideas, to find out more about what they don’t know yet, and to generally feel at home with like minds. My office is now home to lots of butchers paper – covered in mindmaps, big ideas and messages for us to keep in mind as we continue to co-create and design the learning journey of the future.

By Kate Cunich, Head of Academic and Innovation

Head of Senior School



Conversations with Year 8 – Friday 13 August

As was indicated in the Head of College’s Report in Pin Oak #127, Year 8 had a series of sessions last Friday focusing on some key wellbeing topics. The sessions were conducted by our PDHPE and wellbeing staff. We hope that opening up conversations on these sometimes difficult but important topics will encourage further discussion and reflection, which will help our young people navigate these issues as they develop into young adults.

Respectful Relationships

What is a respectful relationship? Different types of relationships, including friendships and romantic relationships; the use of language and the difference between ‘banter’ and being unkind. What does a negative relationship look like? Discussion about consent in the context of physical play outside and what the law says – not only is ‘no response’ a ‘no’, but an ‘enthusiastic yes’ is required.

E-Cigarettes and Vaping

The law around selling, buying and using e-cigarettes/vapes; the known health dangers and implications from these devices; the potentially devastating effects of exposure to pets; the dangers of unregulated overseas producers of these devices.

Sexuality & Pornography

Data around young people who have viewed pornography; the important differences between pornography and reality; the harms associated with exposure and consumption of pornography; the importance of respect, consent and communication.

Mental Health

What is mental health and what does good mental health look like? How to identify poor mental health; personal support networks – who can I turn to if I need help? Looking out for friends – what I can do to support them; what if my friend doesn’t want help? Where can I go for help and advice? What can I do to look after my mental health?

Further advice and resources:

Headspace – free online counselling service: <https://headspace.org.au/eheadspace/>

Kids Help Line (for children, teenagers, young adults and parents): <https://kidshelpline.com.au/>

Lifeline: <https://www.lifeline.org.au/>

Paul Dillon (Drugs & Alcohol Research & Training Australia): <https://darta.net.au/recommended-reading-for-parents/>

Oxley Cyber Safety Hub: <https://www.oxley.nsw.edu.au/wellbeing/oxley-cyber-safety-hub/>

Maree Crabb (‘It’s Time We Talked’ – Young People, Sexuality & Pornography Today - resources for parents): https://itstimewetalked.com/wp-content/uploads/parent-tips-sheets/Online_parenting_resources.pdf

By Mark Case, Head of Senior School

Weekly Awards



Learning Journey

K: Jack Malouf
Yr 1: Joshua Lawrence
Yr 2: Harry Berry
Yr 3B: Nina Zelunzuk
Yr 3R: Archie Adams
Yr 4A: Anna Sutherland
Yr 4W: Rhodes Feller
Yr 5C: Thomas Sharpley
Yr 5N: Thomas Adamson
Yr 6H: Ewan Andrews
Yr 6S: Emma Barnett

Oxley Values

K: Scarlett Drury
Yr 1: Fearne Pearce
Yr 2: George Abreu
Yr 3B: Leo Le Guay
Yr 3R: Tessa Hunter
Yr 4A: Markus Simonsen
Yr 4W: Arthur Pemberton
Yr 5C: Jake Linde
Yr 5N: Henry Burton
Yr 6H: Cartier Dobler
Yr 6S: James Blanche

Excellence in Art

Fearne Pearce
Elsie Hopkinson

Excellence in Japanese

Oliver Henderson
Claudia Carpenter

Excellence in STEM

Rhodes Feller



JUNIOR SCHOOL NEWS

Stage 2, Term 3

Although we'd all rather see shining, happy faces here at school, we have embraced learning@home beautifully in Stage 2. The teachers are so grateful to our students and their families for the efforts that are being made to keep up with schoolwork and 'tune-in' to daily Zoom calls.

The students in Stage 2 have been working with Canvas as a learning platform for a little while now, so using this to access lessons when learning@home has been a smooth transition. Each morning, a small group of around six students at a time take part in a Zoom call with their teacher. This is a lovely way to 'see' friends (and pets!), have a chat about life in lockdown, as well as ask questions or make comments on the set tasks.

Mornings are for English lessons, whether it be some spelling, a writing task or guided reading. Teachers have been recording 'snapshot' lessons to explain set tasks to students and these can be found on each subject's Canvas page. In addition to these videos, there are written instructions, PowerPoints and online posters to help students understand their teacher's expectations. Mathematics is encouraged after morning tea, with a focus this week on the four operations through a printed booklet that was given to students in their 'take-home' pack on Monday, and supported by online activities on 'Mathletics'.

Our wonderful specialist teachers have put such effort into providing lessons for students to choose from in the afternoons. I've heard all about stunning Ted Harrison style landscapes, musical compositions created using 'Music Lab' and the improvement in ball skills this week through basketball games with Mum, Dad and siblings. Our students are even taking part in instrumental lessons online, giving parents a great opportunity to peek 'behind the scenes' at the outstanding instruction our Music teachers give.

We also have a 'Book Week' challenge where students can read a book in an unusual place and tick this location off a list (although one 3R student who shall not be named dropped her book in the bath!) and 'Optional Extras', where students can choose from tasks like 'Michelangelo Writing', where a piece of paper is taped under a desk, so the writing is done laying down and looking up, or estimating and measuring the weights of different fruits and vegetables at home. Mr Bacon has also written a list of riddles to solve, and we've suggested some ways to be helpful around the house. My favourite one is to fold the washing. I wonder whether anyone's done that one yet!

We're all looking forward to a return to school as soon as we can and we miss seeing each other in person, but in the meantime, Stage 2 are looking on the bright side:

"I've been getting up early in the morning and getting my work done before the school day usually starts. It is great to choose my schedule!" - Max

"My cat works next to me and tries to press the keyboard to answer my Mathletics questions. It's pretty funny when she gets them right!" - Sophia

"I'm happy that I get to see my family all day and play with my pets." - Elsie

"The best part about learning@home is getting to eat while I do my schoolwork!" - Charlotte

"I love learning@home because I can go for walks whenever I want" - Archie

"It is harder to get work done at home without my teacher to explain it in person, but I like using the videos and Canvas to help me understand what to do." - Greta

"I'm liking having a shorter day. I also have enjoyed being able to choose which lesson I do in the afternoons. Art was really cool!" - Harvey

By Alison Rasheed, Stage 2 Coordinator



STAGE 2 Art

Stage 2 art were inspired by Canadian Artist Ted Harrison's landscapes.



Kindergarten Art

Kindergarten have been exploring different methods when creating their artworks. This includes using paint, cutting and pasting and drawing their under the sea creatures.





Teenagers

Are you afraid?

It is a truth universally acknowledged that adults are all afraid of one thing: teenagers. Admittedly, it's a pretty understandable fear. I mean, you can't blame an arachnophobe for not wanting to be bitten by a creepy crawly, so how could you reasonably blame an adult for not wanting a smaller version of themselves roll their eyes and mutter "fine" under their breath after every comment. Teenagers are a pretty scary bunch, it's like watching a virus slowly infect all of your friends' children while trying to convince yourself that your daughter – your charming, well mannered, adorable daughter – would never fall victim to such a thing. You're a good parent, right? You sent her off to school with tissues and nasal spray, really nothing could go wrong.

Yet, no matter how hard you might try, every child falls victim to the horrible phenomena of teenage-hood. Suddenly little Tommy isn't playing with his trucks, but is now wearing oversized hoodies, saying lol un-ironically in a sentence, and acting more like a vampire than a human. But before you check for bite marks dear reader, rest assured that there is some reason behind this sudden transformation and a predictability to how we teenagers behave. Now if you're interested in some light spring reading that would help you to better observe us teenagers, I would recommend *Queen Bees and Wannabees* by Rosalind Wiseman. But to save you the time and energy of actually reading the thing, allow me to summarise: teenagers are basically like animals in the savannah. We each have our own eco systems and environments but the general gist of it remains the same: the number one priority is survival, which means moving up in the food chain.

Of course, it isn't exactly like the savannah, there are a few alterations in the chain:

1. The Queen Bee: this position is usually held by the popular kid. The requirements for this position generally include being good looking, being cool and having an assertive personality. This person holds the most power in the group.
2. The Sidekick: is easily recognizable as the Queen Bee's right-hand man. They can be just as intimidating as the Queen Bee but are far more replaceable, meaning less power.
3. The Banker: this is the person within the group

who knows everything about everybody, they're more approachable than the Queen Bee and the Sidekick and are generally friends with everyone they lay eyes on but have an air of authority that can't be overlooked.

4. The Messenger: is a person who collects gossip. This position differs from that of the Banker as the role is less stable, the individual often reasoning that their actions aren't harmful to others because "they're just trying to be a good friend".

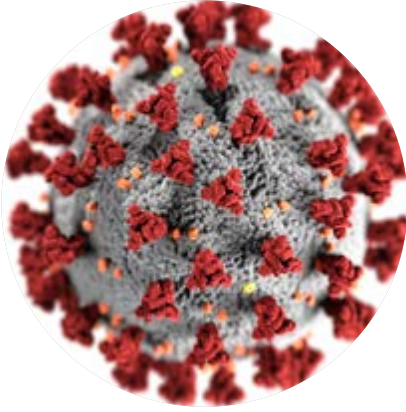
5. The Pleaser/Wannabe: this is the most overlooked member of the group. Not quite able to fit in, and often excluded, this member is desperate to prove themselves: acting more like the Queen Bee to fit in

6. The Champion: is a person who doesn't belong to any group, but instead has close friends in multiple. This sort of dynamic allows for minimal drama, fighting and overall unhappiness, making it the most enjoyable position to be in, though perhaps not the most prestigious.

Now if you've been sitting there for the last five minutes, wondering what on earth I'm going on about, try applying this structure to real group dynamics. We've all been in a group where we've been stuck in a position we weren't fond of or with people we didn't really like. But this social structure manages to keep us in place. *Mean Girls* for instance, was actually inspired by this book (Regina: Queen Bee, Gretchen: Banker, Karen: Sidekick, Kady: Wannabe).

So, the next time you see (or act) like a stropky teenager, try to give them a break. It's not easy to try and stay safe in the teenage food chain, and though those girls may not have claws, well-manicured nails can be just as scary.

By Violet Fitzsimons, Year 8



Falling Prey to the Cliché

I think Covid has revealed a lot about the human condition.

We are loud and quiet, selfish, hypocritical, kind and most potently, we are passionate lovers of liberation... and certainty. Now, we are experts of almost anything and everything, employing retrospective analysis to condemn the actions (or perhaps lack there-of) of our country's governing bodies.

Entering into the 24th hour of the state-wide lockdown, I so poetically contemplate our current circumstance – so very wise. Through the incompetence of my father, obtaining a Betty Crocker box-muffin-mix proved too difficult. I had to, quite literally, venture beyond the four corner, three dimensional and predetermined measurements of the Betty Crocker-box-muffin-mix and make muffins from SCRATCH! At first, I found myself to be quite hesitant. Perhaps the vanilla essence will be too overwhelming to the taste-buds – two teaspoons... no more, no less. My extended metaphor seems to be loosening. Ultimately, the perfect conditions for our satisfaction, I believe, have become so important, so crucial to our stability and happiness. Our ability to be responsive and 'bounce back' has most definitely been tainted by Covid. The big overwhelming issues, such as the unprecedented pandemic have made the little things seem so incredibly big; The Betty Crocker box-muffin-mix now a declaration of war against my independence. To fall prey to colloquial terms, our sense of moderation has been, say, 'thrown out the window'.

My 12 year old sister is the resident epidemiologist in my household. Before 2019, I doubt the population even knew what the word meant. Epidemiologist: "a person who studies or is an expert in the branch of medicine which deals with the incidence, distribution, and possible control of diseases." However, now we are all self-credited with the title OR what I like to call the "should have, "would have" manner of thinking.

'Rules are meant to be broken', a phrase in which I am no stranger...satire intended.

The stories we've all heard, shared and attributed to are once again indicative of the human condition. Those who

have strived to reinstate their freedom, have done so at the hands of utter selfishness, threatening the lives of many. I acknowledge that for the most part, the spread of Covid was not entirely fuelled by self-interests but rather unfortunate circumstance in which those who have strived to keep others and themselves safe should not be blamed. It is those whom directly disregard the purpose of rules that should be condemned. In this current climate, rules are meant to NOT be broken – for the greater health and safety of our communities.

I hope my satirical tone has been one of slight criticism but also serves as comic relief in this testing time. As a self-proclaimed Pin Oak veteran and voice, I would like to send my greatest thanks on behalf of the students, parents and carers to all essential workers in the Oxley community. I am so grateful to all the teachers and staff for the support they are giving us all, it is heart-warmingly appreciated. Thank you.

By Peggy Holmwood, Year 11

WATER RESOURCES

On Tuesday 3 August, Cecilia Kemp, Coordinator Environment & Health Systems at Wingecarribee Shire Council spoke with Year 8 Geographers about water resources in our shire. Students reflected on what she said.

Water we doing?

To most Australians the word "water" brings to mind surprise hose attacks in the middle of heat waves, disappearing umbrellas (that you just know you put somewhere), and suspicious smelling puddles under the washing machine. However, Australia's "she'll be right" attitude towards water use doesn't seem to be holding up too well under the Wingecarribee Shire's expectation of the community. This blasé approach to water consumption is causing far more harm than good.

Ok, so we're not doing a great job with our water accountability. So what? It's not like it's going anywhere, we're practically swimming in the stuff! What with the squelching grass across Elvo Lawn, the spectacular flooding down at the river's turning circle and Oxley's almost incessant use of the hot water dispenser (to create the ever-beloved instant noodle meal in the Pavilion) we're at no shortage. The issue doesn't lie in our current environment, but in the environment that will be created if we don't encourage a higher level of knowledge in the Southern Highland's community.

You see, the water in our shire isn't just for us, our water catchment supplies much of Greater Sydney. But before we dive into the logistics of where our water is running to, let's backstroke to where the water starts. Of course, the water doesn't magically appear in the Warragamba dam (much to the dismay of the Year 8 Geography students), it originates from our streams and rivers. This is where we start to come into the equation. These streams run through our properties and foot paths and we've all witnessed the intense pooch stick battles that occur under the bridges.

The Southern Highlands is home to some of the cleanest water in the world, but floating items such as feathers, leaves and extremely beloved pooch sticks do nothing to improve this quality. That's why we have three water filtration plants in the Shire, which allow our water to undergo a cleansing process, sort of like that annual spa trip that your mum takes except with fluoride and sand filtration. But let's see how this really works: the process begins with removing the larger floating objects, the smaller waste particles are then filtered out and fluoride is added to improve our teeth. Finally, the water is filtered through sand and its ready to be transported. After that, our water isn't tide down to one spot, it travels to all areas of Greater Sydney to help supply people will clean and healthy water.

As any Year 7 studying history will tell you, civilisations are always constructed around water resources: because water sustains all life. So, if this water we're living around is so important, shore-ly we should look after it, right?

Some simple waves to do this are: washing your car over grass, fixing leaks in your plumbing, watering your plants at a time of day when there's a low evaporation rate, trying to ease off the instant noodles and taking shorter showers. And don't submit to peer pressure! Just because a classmate thinks throwing the contents of their water bottle over their head is fun, that doesn't mean you have to join in the water wasting merriment. You can also try to keep our rivers clean, try and persuade your dog to do its business elsewhere and if you see severe erosion or damage report it to council.

It's time we take responsibility for our dam water.

By Violet Fitzsimons, Year 8

Wingecarribee Water

The Wingecarribee Shire is a natural gem. From a natural perspective the local water sources are essential to the environment and its inhabitants. However, we are also responsible for supplying Greater Sydney with quality water as we are part of the Sydney catchment. Our area was given this important role for a reason. The local water is world-class and the facilities we've installed are practical and suitable.

Shire's Water Supply:

- 3 supply dams (Fitzroy, Tallowa & Wingecarribee Dams)
- 3 treatment plants
- 31 storage reservoirs
- 10 Booster Pumps
- 650KM of distribution pipes



Our council has maintained and improved the water, making our area desirable to foreigners and other Australians. In order to extract clean drinking water from the lakes, rivers, and other waterways without damaging our pristine environment we must take care. The process of water coming from the environment into your taps is complicated but critical; the water is drawn out from the rivers and large objects such as logs, tree trunks and stones are removed. A product called aluminium sulphate is then added to the water, the water is then filtered to remove finer particles by draining the water through sand, fluoride is added, and finally extremely bright lights are shone on the water to kill bacteria and unwanted particles that may have been missed in earlier stages.

We are incredibly fortunate to be living in this region and we must not take the resources for granted. Unfortunately, we are becoming complacent and using excessive amounts of water on a daily basis. The 'World Health Organisation' stated that humans require 15-20L of water per person day to meet basic drinking and hygienic standards. This seems sensible, however, the average person in the Wingecarribee Shire uses up to 306L per day! Collectively the shire uses 12ML (Mega Litres) per day! To help you comprehend and understand these statistics, this is equivalent to 5 Bowral swimming pools each day or 143 Litres used per second!

Water is critical to all forms of life and as a community we practically have no limits. This does not mean we should continue to live by these means. As you read this article, I hope you become more aware of how substantial these numbers are. There are simple solutions and changes we can introduce into our lives to decrease the amount of water we use, such as, taking shorter showers, installing water efficient taps, not watering your garden between 10am and 4pm (Water is evaporated before being transpired or absorbed), washing your car on grass and fixing leaks as soon as possible.



Australia is incredibly vulnerable to poor weather patterns and climate change as we are the driest continent on the planet. With our growing population the demand for water is only increasing. If everybody in the Oxley College community adopted simple changes, we could definitely make an impact and possibly inspire other schools to adopt a similar approach. Although the changes may not be visible or sudden, we must remain disciplined and try this before giving up. Encourage others to make these simple changes in their life and we will make a difference within our shire.



The image above is a visual representation of a system which efficiently maximises all possible uses of water with minimal waste and garden flooding. It is a recommended design depending on a houses positioning and terrain.

By Tristan McIntosh, Year 8

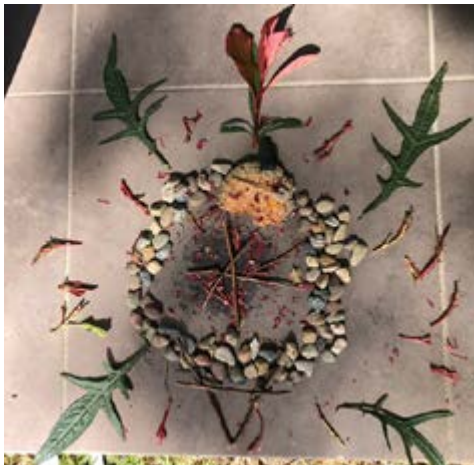
Y7 Art Learning@home



These are some of the ephemeral installations Year 7 created this week around the theme 'circle'.

Their task was to take a walk in nature, even just their backyard, and notice details and collect natural objects to create an artwork.

By Natacha Brochard





OLD OXLEYAN

MAE STACE Class of 2015

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

I graduated from Oxley College in 2015, packed my bags and headed to Adelaide for a new adventure studying Archaeology and French – I haven't looked back since. After graduating in 2019, I have worked professionally as an archaeologist travelling across Australia, exploring other cultures and identities through the artefacts I have the privilege of finding. My specialisation is the study of mortuary practices, in other words I study the dead. I have spent time digging in cemeteries both in Australia and Spain and have examined the mortuary practices of ancient civilisations in Cambodia. What fascinates me most is studying the way societies bury their people.

Currently, I am working as a Heritage Consultant and Archaeologist for a small firm in Adelaide. Our team works alongside Traditional Owners and Aboriginal and Indigenous communities across South Australia and sometimes interstate to support the preservation of their heritage, culture and history.

What is your biggest achievement since high school?

This is a really difficult question to answer... I think my biggest achievement would have to be things that were beyond the expectations that I and others had for me. During my time at Oxley, I wasn't academically driven, and I struggled quite a bit particularly around exam time. After leaving school, I dedicated a lot of effort and time to my university studies, even pushing myself to do subjects I would never have thought I was capable of, including successfully passing three different chemistry topics. If any of my past science teachers are reading, they would know that this is a massive achievement.

I would say, that out of all my academic highlights at university, including First Class Honours and the University Medal, my biggest achievement since high school is the faith I placed in myself and the 'safe' risks I took to try new things that I once wrongly thought, or was misguidedly told, were out of my reach.

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

When I started Year 7 all I could talk about was my desire to be a journalist. I wanted nothing more than to finish school and start a career in writing – a huge passion of mine still to this day. It was not until Year 11 and 12 when I started Ancient History and HSC French that I began to think about a different career.

Throughout my time post-high school, I have travelled the world. I have translated French archaeological material in Paris, I have studied the temples of Angkor and burial sites across Cambodia, I have excavated and analysed skeletons from a cemetery in Spain dating to the medieval period, worked on a building site in Perth that contained the remains of a postcolonial cemetery and studied at a University in London on exchange. If

someone had told me that was what my future looked like, I would never have believed them.

How did Oxley prepare you for your future?

I think Oxley prepared me for my future by giving me the chance to have my own voice. Throughout the Oxley community there were countless opportunities to speak about our passions, our ideas and beliefs. By giving me a voice of my own, Oxley allowed me to see the world in a variety of different ways and to appreciate the multiple views that are presented to us every single day.

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

My pathway has been sculpted by two incredible teachers at Oxley, who consistently encouraged me to reach for the stars regardless of what got in my way (which was usually a bad grade or test mark).

Both Ms McVean and Madame Hamilton continuously encouraged me in my endeavours and always supported me no matter what. In history, Ms McVean introduced me not only to the world of archaeology but an archaeologist and historian, my mentor Linda Emery who went out of her way to support me in reaching that goal both at school and beyond. Madame Hamilton never gave up on me no matter how many times I struggled to grasp key French vocabulary, she continuously put her faith into my learning and most importantly, made sure I didn't give up on myself.

I was enthusiastic about History and French at school but at the time didn't understand how the two would connect intrinsically through my degree. My Honours research connected both the archival material from a French archaeologist that I studied and translated to English but also my love of mortuary archaeology.

While working full time in archaeology I am studying a Masters of Secondary Education, majoring in both History and French teaching and I have these two teachers to thank for inspiring me in their field, which has now become mine.

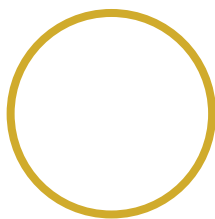
What would you say you miss most about being at school?

I would be lying if I did not mention the canteen food. There's just something about a buttered bread roll, heated in the microwave with tomato sauce that really takes me back.

To speak honestly, Mrs Ritchie's red couch is a space that I wish I still had in my life. Sometimes it's the simplest interactions that we miss the most. There were numerous times during my university degree, and now in my adult life, where I wish I could have sat down with Mrs Ritchie and hashed out all my troubles and stresses. Between her and the ladies in the office, I had such an expansive support network and I really miss that.

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

Think big and bold, and always, always be brave.



WHY WE SHOULD GENERALISE NOT SPECIALISE IN SPORT

Recently I read a book by David Epstein titled "Range: Why Generalists Triumph in a Specialised World". David Epstein is a sport scientist who originally worked for Sports Illustrated in fact checking and research. His first book title "The Sports Gene" was popular for debunking the concept of the 10,000 hour rule within sport. The premise of this book was the sooner people achieve 10,000 hours of deliberate practice in an activity the sooner they have the chance of reaching expertise. A concept largely disputed in many fields.

In Epstein's latest book he argues that having a breadth of experience is vital to success in sport and that generalists are better equipped to excel in the fast-paced and volatile world today.

The book highlights the concept of different expressions of learning environments in sport and how they create varying development trajectories. One being a 'kind' learning environment where the stimulus is stable, the practice is repetitious and suits specialisation. The other being unstable, has a variety of movement patterns, responds to varying stimulus and is termed as a 'wicked' learning environment.

It is the exposure to these wicked learning environments during key stages of life that are highly beneficial for physical development. If young people are exposed to high levels of movement diversity and physical problem solving they will have a higher chance of developing the skills required for success and a reduced chance of injury.

This concept extends well beyond sport, and this level of exposure across a range of experiences is required in all parts of life. The desired 21st century characteristics of entrepreneurship and creativity are connected to a breadth of understanding of a variety of experiences. Novel ideas are often generated from extra ordinary realms of knowledge.

In today's hyper-specialised world sporting clubs and associations push pathways, academy's or development programmes to teenagers (or even younger children). Spreading the message that if they are not "in" they are "out". This is a very narrow view of development and we need to be more sceptical when reviewing these opportunities. The youth sport environment has been inundated with these sorts of programmes. Explicitly or implicitly forcing young people to specialise in sports and ultimately restricted movement patterns.

Epstein's book paints a more diverse approach to the successful development of talent and the ability for young people to find their sweet spot in life through a more experiential process. A process where a variety of skills are picked up in a variety of ways. An approach which aligns with the Oxley College's learning culture and aims.

We should actively promote a variety of these 'wicked' learning environments for our students. We can then challenge their minds, body's and spirits in diverse ways. The result will be students flourishing in the pursuit of whatever passion they choose now and in the future.

By Tom Kindred, Head of Sport and PDHPE

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