

PIN OAK



FAREWELL
Year 12 2021

BIG ISSUES

ART
Year 8-10 VA

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HEAD OF COLLEGE'S REPORT

Oxley College has much to celebrate and be grateful for with being back at school this week after eight weeks of learning@home and lockdown. Our students have re-connected with each other and their teachers and are both energised, more positive and grateful for all the things they have often taken for granted previously - the structure, socialisation and environment of school. After eight weeks of relative isolation they are also finding it tiring with more social interactions and I am sure will all sleep well tonight.

It is obvious that one of the side effects of the lockdown has been less physical activity by our students and I encourage all of them to get involved in sport training and other opportunities to build their fitness and strength.

While we have celebrated and paid tribute to this fine group of Year 12s in previous Pin Oak magazine, the students will finish their formal schooling today, commencing their study leave and final preparation for their HSC which commences on Tuesday 9 November. I am so pleased they have been able to have some final 'fun' and farewells in person. They are a remarkable group of young people who are strong, brave and true. We know they will make a positive impact in whatever path they choose to follow.

World Teachers' Day

Today, we celebrate and thank our Staff on World Teachers' Day for their tireless efforts in helping to inspire, mentor, guide, nurture and educate our young people. We are very blessed at Oxley to have a team who give so generously to the College and all of our students. They are professional, dedicated and incredibly caring of our young people and I feel privileged to have such a great team of people. It is wonderful to see them so appreciated by our families and students through the many messages and cakes provided for the celebration morning tea and lunch.

How full is your Bucket?

How did you feel after your last interaction with another person? Did that person - your spouse, best friend, co-worker or even stranger- "fill your bucket" by making you feel more positive? Or did that person "dip from your bucket," leaving you more negative than before?

This simple metaphor and book written by Tom Rath and Donald Clifton relates to how the use of positive psychology in everyday interactions can dramatically change our lives.

It is based on the theory of the dipper and the bucket where each of us has an invisible bucket and a dipper. The bucket is constantly emptied or filled, depending on what others say or do to us. When our bucket is full, we feel great. When its empty we feel awful.

When we also dip into our own bucket to fill other people's buckets - by saying or doing things to increase their positive emotions - we also fill our own bucket. The reverse is true as well.

This simple concept and choice can have a profound influence on relationships, productivity, health and happiness.

I truly believe we all want to have a positive impact on our school, community and each other. There are many ways to fill someone else's bucket and to make a positive impact. These include; helping others, being courteous, surrounding yourself with other positive people, giving praise when we see something good even to a stranger, telling people that you care about them, listening to others carefully and of course one of the most important - smiling at people as you meet them and being kind.



Positive Impact

Our newly elected student leaders completed their Leader's seminar following being inducted into their new roles at a short ceremony last week. They then began their official leadership of the College for the next 12 months. As newly elected leaders our students have been called to model our values of kindness, courage and wisdom and be role models to the other students. While there are many styles of leadership, student leadership is best represented by Servant Leadership.

Servant Leadership means leading through the service to others. It can also be described as leading with our Head, Heart and Hands - or having the confidence to do what you think is best, provide praise and encouragement to others, showing compassion and forgiveness to those around and to act with courage and generosity.

Our students walk in the footsteps of great leaders who have gone before like our founders of this College. These servant leaders reside amongst us, in our circle of friends, amongst our peers, in the classroom and on the sports field. Our student leaders exhibit the qualities of student leadership including;

- Servant leaders are those who listen and are attentive to the voice of the people.
- They empathise because they understand and share the feelings of another.
- They are aware of self and can read a situation.
- They are creative, inspiring others to achieve goals in new and exciting ways. Servant leaders have vision. Not only can they predict what will happen, but also what is needed.
- Servant leaders are good stewards, carefully caring for others and the planet.
- And finally, servant leaders are committed because they are dedicated to the growth of the entire community.

Our College Leaders - Peggy Holmwood and Hal Canute both spoke at the Leadership Induction about the privilege and responsibility of being elected to their roles as College Leaders and leading their peers. They both spoke with passion about the opportunity and how they looked forward to working with their fellow students to continue the legacy of those who have gone before and to inspire our students to embrace the values and opportunities of Oxley. We are certainly in good hands with their stewardship of our student body.

The 2022 College Leaders are:

Head Boy and Head Girl - Hal Canute and Peggy Holmwood

Deputy Head Boy and Girl - Dominic Uliana and Olivia Bow

College Prefects - Jennifer Allan, Hugh Corbett, Briana Grice, Jillian O'Connell and Liam O'Connell.

Dobell House Captains - Will Dowe and Amelia Hescott

Durack House - Henry Connell and Molly Knowles

Florey House - Lachie Sell and Matilda Longworth

Mawson House - Toby Mcerlane and Lily Hogan

Monash House - Christian Gallina and Hannah Neath

Oodgeroo House - Baxter Gregory and Bridget de Montemas.





Head of Academic and Innovation

It is very exciting to see our students and teachers back on site this week. Really, I don't think we could have gone on much longer without each other! It almost feels like a new school year for us.

I think I can speak on behalf of all our staff in saying that we are purely enjoying being a real-life teacher and being with our wonderful students again! We are focussed on Student-Teacher relationships as our key priority this term. Teaching is a relational profession, so we are intent on making the time it takes to re-establish connection in the classroom. This is already translating into being outside more, definitely less screen and more discussion and collaboration. We are enjoying our beautiful campus more than ever as an outdoor learning environment for all subjects and there are already lots of circle times appearing on all our lawns!

Our core value of kindness, is really being emphasised and we are using this artwork made by our students to remind us, as students and teachers that we are all feeling (and looking) a little different after what has happened in the last months. Our wish for all of Oxley is that we continue to embrace our diversity, honour each other's personal story, find the joy and count the sleeps until the best deserved holiday break ever!



2021 HSC

By the time you read Pin Oak again, we should have already had one week of HSC examinations. So much has already been said about this fine group of students, so suffice it to say that we wish every single one of them the very best. The one thing we look forward to is that our students emerge from their examination venue with confidence and smiles! Our indicator of success is exactly that – not the mark itself, but that students feel well-prepared and ready before they enter and emerge with a sense that they have done a personal best as they leave. We are also very grateful for the work of our Year 12 teachers who continue to provide support and inspiration throughout the examination period. The 2021 HSC Examinations conclude on Wednesday 1 December, 2021.

2022 Year 9 Elective Course Briefing and Selection Process

In Year 9, students have the opportunity to choose 2 elective courses to include in their programme of study. This is in addition to their Personal Interest Project (PIP) that serves as a third, individually chosen elective in Year 9 and 10. A short information session about the 2021 electives courses on offer and the selection process was held this week. Year 8 parents and students have also been emailed the 2022 Year 9 Elective Course Information Booklet which provides an overview of the subjects. We are also very excited to announce that we continue to expand our offerings - these fortunate students have the choice of 11 different elective courses, including three Languages and introduction of PASS. We look forward to continuing conversations as students have more choice in their studies.

By Kate Cunich, Head of Academic and Innovation

Head of Senior School



Year 11 Academic and Co-Curricular Awards

Academic Awards were presented at the start of this term to our Year 12 (2022) students for outstanding dedication and achievement in the Preliminary HSC. Tabs were awarded to 14 students for their excellent level of achievement in Year 11 across the majority of their disciplines, with three students - Peggy Holmwood, Mackenzie Kane and Emilie-Rose Westlake-O'Dwyer - achieving Academic Colours for exceptional achievement across all areas of their studies.

In addition to awards for Academic Excellence, for the first time we also presented Academic Endeavour Awards to students completing their Preliminary HSC. These new awards recognise students' commitment to achieving their personal best across every subject, as reflected in their final Year 11 reports. 33 students were awarded certificates, having been acknowledged by their teachers as 'always' meeting academic expectations.

At the end of Term 3, we presented our first Co-Curricular Colours Awards under our new Awards Policy. Colours is the highest level of Award at Oxley, other than the College Awards for Year 12 students on Speech Day.

The recipients of Co-Curricular Colours were:

- Performing Arts: Aiofe Barrett-Lennard, Brianna Grice, Toby McErlane, Lily Spring
- Sport: Olivia Bow, Bridget de Montemas, Camille Falshaw, Alister Hill, Molly Knowles, Rex Sparke, Dominic Uliana
- Word: Peggy Holmwood, Mackenzie Kane, Liam

O'Connell, Liam Verity

Hal Canute and Lily Spring received Colours in two areas: Performing Arts and Sport; Hal also receiving a Tab for Academic Excellence. Most impressively, Jennifer Allan was awarded 'triple' Co-Curricular Colours – in all three areas of Performing Arts, Sport and Word – as well as a Tab for Academic performance - an exceptional achievement!

By Mark Case, Head of Senior School

Congratulations

Ava Lambie Year 12 2021, Runner Up for the Year 11/12 Category for her story My Treasure in the Whitlam Institute National Writer's Competition - What Matters? 2021. Further details via this link: <https://www.whitlam.org/wm2021>

Rory Fenelon winner of the Year 7 prize in the Wollongong Art Gallery's State wide Student Photography Competition - Home. His photo is featured in this short Youtube clip: <https://www.youtube.com/watch?v=Z9PPDC7Ij18>

Thank you

A huge thank you to the Francipane family for providing 811 cup cakes for our student's morning tea on their first day back on campus. A wonderful and generous treat from The Cupcake Co.



Dear Future Planet...I'm Sorry

The dark side to capitalism – consumerism.

Consumer culture will inevitably erupt our ultimate downfall, otherwise known as the destruction of the planet. The drive to have more, more, more, undeniably builds the very bricks that are tasked with upholding the barrier to environmental protection and preservation. It would be no shock to learn that the 'keeping up with the Jones' mentality of the 21st century is hotter than ever. Online sales and frothing discounts are the new nicotine – one hit and you're out! OR, perhaps a more pulling metaphor is expressed by American author Bryant H. McGill; "The new slavery is consumerism." Such perceived liberation is under threat as we continue to kiss the feet of multinational companies. As to the "why" of such materialistic mentality, I don't know. I don't understand the longing for excess whether it be in the realm of clothes, tech or other confectioneries. Perhaps we are all filling a void...

I can assure you I hear my cynical tone, indeed it is filled with hypocrisy. My knees weaken for a good bargain. However, over the years I have tried to strengthen my defence against such an epidemic, refusing to fall prey. In regards to clothing, the majority of my wardrobe is second hand and when I buy new items I buy them to last the long run. This aspect of independent regulation seems to drain the very means of 'retail therapy', yet it is crucial to the future health of our planet, and ourselves for that matter. The link between declining mental health and materialistic tendencies is startling.

Marie Kondo's decluttering philosophy remedies the overwhelming effects of overconsumption through asking the question: "does this item spark joy?". Though simple in manner, this question essentially acts as a mechanism for unpacking and breaking down consumer culture. The degree to which an item brings you joy is a valid method to regulate buying habits. However, perhaps there is even a more effective way. Perhaps, when we are nearing the checkout, whether this be in person or the movement of a mouse across your screen,

we should stop and ask ourselves "why?". One syllable and three letters long. The word, in some context is profound yet here I speak of it as simply a means of self-regulation and reflection. When we buy a new item, we must ask ourselves what role it will play in our life and more specifically level up the daft environmental impacts of such an item with the pleasure it provides you in this lifetime...does it weigh up?

In an age where "Net Zero" is essentially a greenwashed marketing strategy, we must create change for ourselves. For the time it takes the government to pass legislation targeted at proactively bettering the health of our future planet, we could all be living on self-sufficient communes where coal becomes the antagonist of a mere folktale.

**"Perhaps, when
we are nearing the
checkout, whether
this be in person
or the movement
of a mouse across
your screen, we
should stop and
ask ourselves
"why?""**

So, at the rate our country is going in terms of combatting climate change, I retain my apologies. I am sorry for the pollution meddling in your sky's, rivers and oceans. I am sorry for the forests that are stripped naked all in the name of innovation, victim to supply and demand. I am sorry for the animals that stand homeless as our economic and terribly lucrative motivations were crass.

I am sorry.

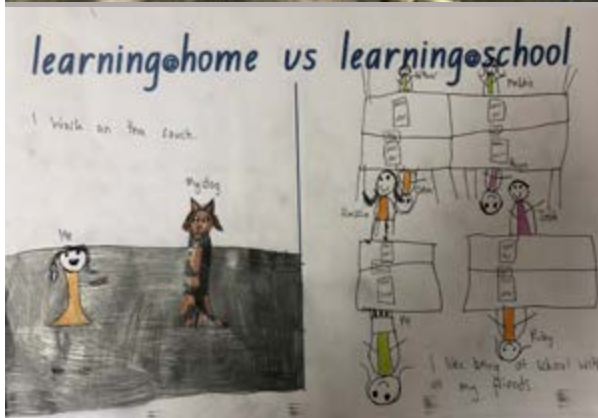
By Peggy Holmwood Year 12, 2022

***Years 8-10
L@H Visual
Arts***





JUNIOR GALLERY



JUNIOR SCHOOL NEWS



Learning Journey

K: Evan Callan
Yr 1: Naomi Robertson
Yr 2: Heidi Sinclair-Hill
Yr 3B: Luca Sicari
Yr 3R: Charlotte Bentham
Yr 4A: Anna Sutherland
Yr 4W: Charlotte Holmes
Yr 5C: Sterling Bryant
Yr 5N: Max Greenfield
Yr 6H: Archer Guilly
Yr 6S: Charlie Knight

Oxley Values

K: Clementine Blom
Yr 1: Eliza Galwey
Yr 2: Rose Hurst
Yr 3B: Ruby Groom
Yr 3R: Harper Anstee
Yr 4A: Isabella Sicari
Yr 4W: Ava Snowden
Yr 5C: Orson Francis
Yr 5N: Ethan Smith
Yr 6H: Tristan McCroary
Yr 6S: Heidi Malouf

Learning Journey

K: George Kindred
Yr 1: Finn Kean
Yr 2: Angus Kean
Yr 3B: Euan Shedden
Yr 3R: Zara Finlayson
Yr 4A: Thomas Berry
Yr 4W: Aston Herriott
Yr 5C: Vivienne Talbot
Yr 5N: Harry Voss
Yr 6H: Saxon Mellish
Yr 6S: Joel Ramear

Oxley Values

K: Magnus Rasheed
Yr 1: Lachlan Sutherland
Yr 2: Harry Berry
Yr 3B: Phoebe Burton
Yr 3R: Bianca Bode
Yr 4A: Oscar Le Guay
Yr 4W: Harry Gaunt
Yr 5C: Theo Evans
Yr 5N: Oliver Johnson
Yr 6H: Henry O'Riordan
Yr 6S: Emilie Satchwell

Learning Journey

K: Eden Mason
Yr 1: Charlotte Bullick
Yr 2: Emily Wright
Yr 3B: Hugh Pratten
Yr 3R: Elena Clarke
Yr 4A: Gabi Von Sperl
Yr 4W: Flor Pereira-Merlini
Yr 5C: Hugo Adams
Yr 5N: Daphne Hutchison
Yr 6H: Cartier Dobler
Yr 6S: Tom Bode

Oxley Values

K: Albie Fisher
Yr 1: Jordan Pope
Yr 2: Stella Bacon
Yr 3B: Quinn De Haas Yr 3R: Anna-Sophia Psarakis
Yr 4A: Jemima Anson
Yr 4W: Elodie Ahern
Yr 5C: Grace Kean Yr 5N: Marshall Devlin
Yr 6H: Dakota Winn
Yr 6S: Oxford Feller

Excellence in Japanese

Madeline Kirsch
Emilie Satchwell
Sophia Denington

Learning Journey

K: Charlotte Keats
Yr 1: Otto Richards
Yr 2: Chloe Motycka
Yr 3B: Chase Holmes
Yr 3R: William Palmer
Yr 4A: Markus Simonsen
Yr 4W: Arthur Pemberton
Yr 5C: Scarlett Curr
Yr 5N: Phoebe Keith
Yr 6H: Brigitte Pietsch-Liddell
Yr 6S: Molly Edwards

Oxley Values

K: Ronnie Fragar
Yr 1: Em Hunt
Yr 2: Chloe Barton
Yr 3B: James Fox
Yr 3R: Sophia Bagnall
Yr 4A: Victoria Feetham
Yr 4W: Ivy Bacon
Yr 5C: Louis Robertson
Yr 5N: Coen Bertollo
Yr 6H: Joel Sheeziel
Yr 6S: Leila Palmer

Poetry Competition:

Madeline Kirsch

What an exciting two weeks, welcoming our youngest students back on campus. It was a joy to see their smiling faces as they arrived at the turning circle on the Monday of Week 3. We were blown away by the growth spurts over the 9 weeks at home! They were greeted by bubble machines, balloons and some groovy disco music (thanks Mr Ayling!). The focus of our week was wellbeing and reconnecting, and the giggles gave us all a much-needed energy boost. We enjoyed teamwork activities, games, building blocks, playdough, drawing, dominos, planting, puzzles, and enjoyed some Specialist subject tasks in the afternoon. The cupcakes and pasta were Day 1 highlights for many!

We were equally excited to slowly return to our academic programmes and we are now well and truly into our Term 4 units. Kindergarten students are starting their Science and Geography unit, inquiring into the concept of Harmony, where they will explore the significance of the environment and the important interrelationships between humans and the environment. Year 1 and 2 students have begun an individual research project under the concept, Curiosity. We have discussed our areas of passion and what makes a good research question. Our students will now use a range of multimodal sources to discover new information about their topic of choice.

Of course, there were benefits to learning@home. The time spent together as a family and enjoying 'back-to-basics' activities like cooking, board games and movie nights will provide special memories for many. Our students also saw the benefits:

Amelia (1): you get more food at home!

Harry (2): Wellbeing Wednesday was fun doing other types of activities and I also got to spend time in the pool for recess and lunch.

Zoe (2): The good thing about home is you get to play with your pets.

Stella (2): It was good to be in charge of my learning because I could start at any time!

But at the end of the day, the joy of returning to school is clear:

Freddie (K): It is more fun being back at school learning.

Lulu (2): The big difference at school is that our teachers are live in front of us.

Harry O (1): At school you get more help with your learning.

Piper (1): It's easier to learn at school because you can be more comfy at your actual desk and it's my area.

Xavier (2): The teachers can help which makes it easier to learn.

Isabella (K): Learning@home was good but it is nice to be back at school.

Lilly (2): It's easier learning@home because whenever you are working you get help straight away but they tell you the answer. That's not good, because the teachers don't always tell you the answer, they help you to figure it out, and I like that challenge.

There is so much to look forward to:

Lulu (2): I'm looking forward to getting back to PE because the sports lessons at home were too hard because there's not enough room!

Beth (1): I'm looking forward to going on excursions.

Naomi (1): I'm looking forward to art because I really like drawing.

Xavier (2): I'm looking forward to PE because we need some more exercise.

Felix (2): I'm looking forward to Inquiry because I want to learn more about things we were doing like Earth's resources.

Max (2): I play the violin and I'm looking forward to the lessons because it's time to learn some new songs.

Heidi (2): It'll just be good to have things back to normal and seeing all the other classes back here too.

And even our youngest students can see the importance of human connection and relationships:

Clementine (K): I love being back at school with all my friends.

George K (K): I loved seeing all of my friends and playing with them outside.

Charlotte (1): I like being back at school because I get to play with lots of my friends.

Hannah (2): You don't get to be with your friends in home learning, but at school you get to be with them and learn with them.

James (2): I like school because there's more equipment to use for learning and for play with your friends. Learning@home was fun, but I prefer to be at school.

What a year it has been for our K-2 students. We are always blown away by their flexibility and resilience, in a world of changing rules and routines, masks and hand sanitiser. Their ability to adapt in their learning over the course of the year has been inspiring, and we are so proud of the progress they have and are continuing to make, every day.

By Lara Sheils, Stage 1 Coordinator



A Speech on Speech

Now I'm not sure if you've noticed, but there's been a spot of bother around the globe recently. I believe it's called COVID? Coolid? Kool Aid? No matter how you choose to pronounce it, the pandemic has caused a lot of things to change at Oxley, including our beloved public speaking competitions (I know, I know, it's just heartbreaking that you don't have to listen to your child lecture you on global warming). Despite the whole pandemic fiasco, this year I took part in the Legacy Public Speaking competition and am about to compete in the regional finals representing Oxley. I've created a speech about a topic I'm passionate about and I thought it was a bit of a waste to just compete with it this year and leave the issue to rest. Now I know you've probably listened to a thousand public speeches before, but I can promise you that you haven't heard anything quite like this. On the bright side, unlike physical competitions, you can stop reading this at any time and I won't be offended! I'll never even know!

So, without further ado, I present "a speech on speech"

You will listen to many speeches today, and I can guarantee you haven't been swayed by anything you've heard. Let's be honest, you didn't really want to come here in the first place. Afterall, there's nothing an adult loves more than being lectured by a teenager. You've probably heard what I have to say a thousand times before: you've ruined the environment! You've ruined equality! You've ruined me! Have you ever used a plastic straw? For shame!

Each and every one of us stands before you, mannerisms practiced to perfection, feet positioned to prevent swaying, trying desperately not to go up at the end of every sentence. We each have a speech polished meticulously by our parents and teachers, the topic politically relevant but so far from our real lives that we don't really understand what we're saying.

Now people are always complaining about politicians, how they weave around answers and never actually say what they believe. Well ladies and gentlemen, welcome to politician training camp! We've created this system of persuading children to behave like adults, talking about things that they don't care about, making jokes that they don't really understand and spending hours trying to come up with something that sounds "smart enough" to win.

This isn't public speech, public speaking is expression, free thought and conveying what we are passionate about. As Socrates said, "knowledge exists knowing that you know nothing". This man is one of the greatest speakers who has ever lived but he didn't try and persuade people of his knowledge or try to educate them. "I cannot teach anybody anything, I can only make them think".

Public speaking began in Roman forums and in Greek agoras, people spoke their minds and gained understanding of each other's perspectives. Communication was a sacred art form, the fluidity of thought and belief spurred on by passion. It was not polished speeches about things that are politically relevant but foreign to our youth, it was the encouragement of thought and debate, discovering new ideas while still allowing for individual beliefs. Somewhere along the way we have lost this beauty, we have lost sight of the artistry speech demands and have instead

drilled ourselves on structure and turn of phrase.

That's not to say that we've lost the ability to communicate complex ideas, but forcing eloquence and elaboration is unnecessary to further our understanding of each other. The most meaningful moments in our lives are not the skilfully delivered seminars and lectures, but the quiet revelations and personal reflections that are life changing epiphanies. Allowing us to talk to you the way we want to is the truest form of rhetoric. You can go to the theatre to see something that is perfectly practiced. But know that the lines they deliver are the same as ours, though they are perfect they do describe who we are or what we believe.

Communication is beautiful in all its forms, and I don't think the way my generation chooses to discuss topics should be degraded. So what if I say like after every word? If I stutter, repeat an idea, or express my view with a limited vocabulary. As Franklin D Roosevelt said, "be sincere, be brief, be seated". This idea of free and honest speech is not distant to anyone here today. We are the people who are trapped within this rigid structure to express ourselves with, and you are the people who only see the precipice of my generation's perspective.

We are all worse off because of this, but luckily, we are the same people who can change this. Instead of looking for politically relevant ideas, look for ideas that are relevant to you. Instead of viewing a competition like this as a battlefield to see who can sound the most intelligent, focus on spreading a message you care about to your peers. We're all here today trying to express ourselves in the best way that we know how, instead of viewing each other as competition we should support each other in sharing our beliefs, our perspectives, and our knowledge. We've been holding ourselves back for far too long, we need to regain that sense of mateship and trust in our peers so we can help each other grow.

So, help us, for the sake of your ears and our tongues please allow us to change the rules. Let us discuss the social pressures in high school, the stress of dating and relationships. Though these topics may not frequent the newspaper headlines, they matter. Because we matter.

It's time to change the way we practice public speaking.

I know it's a lot to ask but I hope I have managed to sway your opinion. But, as Socrates said "be on your guard, do not let yourselves be deceived by the force of my eloquence"

I'll be competing on the 8th of November via zoom, I'll make sure to keep the PinOak posted as to how it goes!

By Violet FitzSimons, Year 8



Exclusive Interview with Mr David Eaton

David Eaton, a man of remarkable skill and passion for his band, Anubis, is also one of great knowledge and wisdom which he voraciously shares with students at his very own Macarthur Music Academy. Over the past year, I have come to know Dave as a tutor, as a musician, and as a friend. In this interview, I will hopefully enlighten others as to his enthusiasm for his own work and for teaching others to become better musicians and – above all – better versions of themselves.

Hugh: Hi Dave! Thank you for taking the time to chat with me. **To start off with, can I ask from what point in your life were you convinced you would be taking up musicianship as a full-time career? What effect do you think this decision had on you?**

Dave: It's a pleasure, truly. My Dad took me to see my favourite band in London in November 1992, just after I'd turned 13. I remember in one of the songs there was a synthesizer bass note that, even way up the back of Earl's Court arena, hit me right in the guts. From that moment on, I knew I never wanted to do anything else. Around the same time, I had the most brilliant music teacher at my school in the UK who encouraged me to be creative, allowed me to use his rather primitive studio (all tape back then) and was a fantastic mentor. It started a very tangible love affair with the recording studio that has still yet to go cold some 28 years later.

Hugh: What was the most difficult thing about getting started in the music industry?

Dave: Finding the right place to be at the right time. I met and worked with some amazing musicians at University that led to a band called Department that was very well liked around the Sydney scene about 20 years ago. We'd play some pretty decent places to good crowds. But back then the record labels controlled everything. I still have a bunch of rejection letters.

My luck, I guess, comes in the form of being extremely obstinate. When that band folded, all my bandmates went, got married, had kids and gave up playing. I just started working with some younger people and tried again. Anubis - the band I formed in 2004 was the group that had the lucky break. We fell onto the scene in precisely the window between the era of record labels gatekeeping to the extent where only a tiny, anointed few could get in but would sell extremely well when they did; and the current streaming era where anyone can get in but instantly gets lost in

the bottomless ocean of music out there.

While the BitTorrent and pirate bay fad was happening in the late 2000's, we leaked our first album online for free. It was a pretty novel thing to do at the time, and it suddenly had tens of thousands of downloads in a few days. Then a German distributor came to us and asked to distribute the CD in Europe on the strength of the interest it had acquired and subsequently an Australian record label came on board and released our second album which did even better, charting in Germany and set us up with a career, an international fan base and an excuse to tour! I'm not denying that extreme good fortune played a large hand in this. But we definitely found the right place and the right time combination and that triggered off a series of lucky breaks that continue to this day.

Hugh: Have you found your tertiary education in music particularly helpful in what you do?

Dave: I owe everything I have and everything I am to my degree; the things I learned and the people I learned with. I would not have my career as a teacher without it. I wouldn't have my school without it. Certainly not my band, my memories of 98% of my friends. I'd be someone else - possibly happy - but I wouldn't be remotely like who I am. It made me, unquestionably.

Hugh: For not wanting to give away too many trade secrets, can you give us an insight into your creative process when working on a new track/album?

Dave: It's 100% about the drive and desire to beat an idea into submission! Working with people I love, who inspire me. The last couple of albums, we'd originated a lot of (admittedly very rough) material from group jamming. Robert (my bandmate and writing partner) and I will sit in our studio, joining bits, extending bits, arranging and rearranging bits, changing keys, chord sequences and even time signatures to try and make a piece fly. And even then, only a handful of things we work on are good enough to go on a record. Then we take this back to the group and they will re-write or rearrange their original ideas and we go back and forth until we fall out or an idea gets finished. We have a lot of unfinished pieces - and our most recent studio album has a sister album of sorts that's sitting unrecorded from all the other pieces we created at the same time. Most of which will remain unheard.

Hugh: Now an established professional in the world of prog rock, what has been your most proud moment and/or

greatest achievement thus far?

Dave: In terms of moments, our last European tour in 2018, in particular, finishing the tour at Lorelei Amphitheatre (which my favourite band had released a video from in the 1980's, and getting to play with the singer from that group that day - one of my all-time biggest influences) is pretty tough to beat.

Our last album made it to number 4 in the Australian charts too, which is still hard to believe. And being interviewed by Classic Rock magazine in the UK (which I read since I was 18) as a result of that was a wonderful feeling. Only let down by the Covid lockdown cancelling our Japanese tour and European plans for it. But it doesn't take away from the experience of having had those things happen.

In terms of terms of the tangible things that last, it's definitely, unquestionably the albums. I'm still incredibly proud of the records. Particularly 'A Tower of Silence' and 'Homeless'.

Hugh: Awesome! One last question: do you have any advice for young, aspiring musicians/artists willing to have a shot and go pro?

Dave: Steadfastly ignore everyone who tells you that you can't, or shouldn't. But - and this is a big but - have a workable backup plan. Teach, record, engineer. You're unlikely to make enough money just as a touring or recording artist to live a comfortable life (although that's no reason not to try). So be creative, make records and tour, but do it alongside other things that can make you live comfortably. Be extremely committed and make work as unlike work as you can. Have as much fun as you can, count the experiences as they come and push your work as best as you can. Nobody will advocate harder for it than you. Work with talented people you admire but also that you could spend 6 months in a bus with. Be generous with your time and energy, don't get distracted by the vices.

Don't be afraid to explore the unexplored, the unconventional as it might be the radical idea that works.

And finally, most crucially, always surround yourself with brilliant people. In everything that you do. Because when you're surrounded by brilliant people, brilliant things have a habit of happening.

By Hugh Corbett, Year 12

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