

# PIN OAK



*SPEECH  
DAY*

—  
**YEAR 6**  
Graduation

—  
**FEATURE**  
Influencers

—  
**ART**  
Murray Walker Prize

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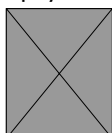
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## OXLEY COLLEGE ONLINE PAYMENT PLATFORM

Oxley College is introducing an external payment platform called FACTS which will assist our families by providing a secure way to pay fees online. This payment platform replaces our in-house direct debit facility currently offered to our families. FACTS offers a flexible way to manage tuition and other payments throughout the year with options that are designed to suit each family's financial circumstances.

- The implementation will allow families the option of making payments over a longer period-of-time instead of a single tuition payment each quarter. These options include fortnightly, monthly, or quarterly payments.
- Online registration for payment plans is simple and easy.
- Payment methods include credit and debit cards and bank account payments. Families are also able to pay online, over the phone, by mail, or with auto-debit.
- You can manage your account from any device including your phone.
- Payment reminders are available and sent regularly to avoid bank issues.
- A FACTS customer service support desk is available to you as well as our Oxley Accounts team.
- All data is protected by industry-leading security standards.

SIGNING UP TO FACTS  
What to expect next?



You will receive an email invite from FACTS Management early in January 2022. The email will include instructions on how to create your account and set up your payment plans. Once your plan is set up, you will receive a confirmation advising this. If at any stage during this process you have any questions the FACTS Management team are available to take your calls on 1300 322 871 between 9.00am and 5.00pm (AEST) or Oxley College Accounts on 4861 1366.

The Oxley College Accounts team will also be available to assist you with your payments in the usual way.

## ORIENTATION DAY







## HEAD OF COLLEGE'S REPORT

The final two weeks of the year have been a true celebration of learning with many special events and activities taking place. This last edition of Pin Oak for 2021 captures the joy and engagement of the students who truly embrace every opportunity provided for them. A huge thank you to the Pin Oak editorial team, Mrs Calver, and in particular Ms Lanser who is taking a well-deserved year of leave in 2022. We look forward to seeing her back at Oxley in 2023.

The talent of our students have been showcased time and time again and their talent never ceases to amaze and inspire, whether it has been as part of the House Festival, Junior School Talent Quest, Personal Interest Project Exhibitions or Festival of Ideas and Spark! In addition to these great learning activities beyond the classroom, we have also been able to celebrate in person with our Year 6 & 12 students at their respective graduations as well as recognising excellence in all its different forms at Speech Day and finally welcoming our new 2022 students as part of their Orientation Days in preparation for 2022.

While 2021 has been disrupted and many of our community events have had to be re-imagined and held virtually, it has been wonderful to witness the strength and support of our community. I feel very grateful to our parents and care givers for their support and encouragement during the year. I look forward to welcoming everyone back on campus in 2022.

At the final assembly the students acknowledged and celebrated the service of staff who will be finishing their time at Oxley College. We wish Mr Cameron Van Reyk, Mrs Jaina Van Reyk, Dr Bek Duyckers, Miss Eloise Rocca and Ms Natacha Brochard all the very best as they leave Oxley College and take up new positions at schools in NSW, Queensland and Western Australia. Mr Ethell will also retire from teaching his classes but will still be around to support me and lead our important Rites of Passage programmes for Year 9 & 10 in 2022. We also farewell Mrs Sue Hanrahan who is retiring after an outstanding career as a Science teacher. Mrs Hanrahan has cared for and supported many generations of students over her 21 years of dedicated service at Oxley. I would like to thank Sue for all she has so generously given to Oxley - from her teaching, leading of many trips and even knitting neuron and DNA models for Science Fairs and exhibitions. We wish Mrs Hanrahan every happiness as she begins her new phase of life.

2021 has been a big year for everyone and I am truly grateful and thankful to my leadership team and teaching staff for their professionalism, dedication and genuine care of our students. I must also pay tribute to the unsung heroes of Oxley College our Support and Operational staff; Administration, IT, Canteen, Cleaners and Maintenance teams who all take their roles seriously to ensure our students and teachers are well supported and provided for. Thank you, thank you!

And finally, we were able to celebrate in person our Speech Day and excellence in all its forms. Whilst we had to limit our parent numbers and performances, it was so wonderful to be able to celebrate as a K-12 school with all students. So as part of this Pin Oak Edition I have included my key message from Speech Day for the wider community to read.

*COVID-19 has triggered many changes in all of our lives in 2021, just as it did in 2020. Too much change*

*can be exhausting, and I know I am not the only one in this room who is looking forward to a restful holiday.*

*But the reality is that change is inevitable, and the challenges it brings unavoidable.*

*When our College's namesake, John Oxley, conducted expeditions that opened up the Liverpool Plains, change was a constant in his world. His work as a surveyor, along with other early surveyors and cartographers, was pioneering.*

*But within a single generation, most of the unknown terrain, unknown to Europeans at least, had been mapped and the challenge had shifted to the development of technology so that the fledgling commonwealth of Australia could communicate with and govern its most remote areas, as well as raise its voice to a geographically distant world.*

*As the 19th century drew to a close, it was already clear to a few far-sighted people that Australia's future lay in technology. That technology had different names to the words we use to describe technology today. Words like "the overland telegraph" were the topic of discussion as well as "telephones" which took a very different form to the devices we carry in our pockets today.*

*And in 1901, when Australia became a federated nation, technology was evolving at such a rapid rate that our Founding Fathers had the vision to make allowance for its continued emergence in our Constitution. To be precise, in section 51 of the Constitution, there is reference to postal, telegraphic, telephonic and other like services.*

*In this way, Australia's Founding Fathers future-proofed our Constitution.*

*It was only 30 years after Federation that Turing developed the first computer. And yet, because of three words – "other like services" – our Constitution has adapted to a change which was not just unforeseeable, but unimaginable, to the drafters of that document. They prepared Australia for inevitable change.*

*Much later, in the 1970s, a famous futurist called Alvin Toffler wrote a book called Future Shock, which predicted, among other things, the internet and a consequential shift towards remote work and education, which has gained enormous global momentum due to the pandemic.*

*But before we knew that these predictions were correct, before the internet or COVID, when the ideas of men like Toffler were still outliers, unproven and unmapped, the stuff of an uncertain future rather than recent history, a different group of pioneers were risking unknown terrain. It was in from this world that the founders of Oxley College envisioned not just this school, but the future itself, as evidenced by the living community we are all part of today.*

*And, as a school and as a community, from its inception, Oxley has accepted the inevitability of change and we have been adapting, growing and evolving ever since. Always as pioneers of the future.*

*As the students of Oxley College, from our youngest Kindergarten to the members of our first ever Year 13, you will become the pioneers of the future, the future of the Southern Highlands, Australia, and the world. It is a future which, just like the past, will be characterised by change.*



The term that has been coined for your generations, are Generation Z for those students older than 10 years and Generation Alpha for our youngest students. Generation Z identifies you as values-driven and ambitious, determined to make a difference and placing a high priority on wellbeing. Academics internationally have been studying your generation – which makes up 1 in 7 people on Planet Earth – and our own Think Tanks which captured your voice support their findings.

The challenge for us as your educators is to ensure that we embed the College's vision and mission while also continuing to evolve, to risk the unknown terrain, as we move towards the future. Key skills like the ability to analyse the information with which we are bombarded, creative expression, agility and learning through collaboration need to be acquired at school, if we are to 'future proof' you.

Our PIPs programme is part of our focus on the future. Starting in Year 9 and continuing into Year 10, these Personal Interest Projects are an opportunity for you to develop your skills and capabilities within an area of passion. It is the process as much as the product which is important here – our PIPs programme is based on the Stanford University's design thinking framework.

This framework is an evidenced based methodology for creative problem solving, and it is entirely transferrable, to other subjects at school or university, or to real life problems. And as we saw recently in our Exhibition the diversity of problems our Year 9 & 10s wanted to answer were phenomenal like Isabelle Wrights- How are Smart Mirrors created and how can you make one at home? Or Orlando Uliana's problem of; How can I retell and relive my Bis-nonna's history and life throughout the ages? He did this through designing a fashion label and learning how to make couture dresses from his grandmother.

Another impressive problem was Alexander Jurgs-How can I teach people how to build a computer and explain the function of each part within the computer and how they communicate with each other? He solved this by designing and built a computer from scratch and videoed the process to explain it to others.

And finally, Lara Fischer's problem of How can I use my knowledge of using charcoal to create a drawing of an unfamiliar subject matter? She did this through a well developed piece of Artwork and built a website showcasing her process which included a time-lapse video.

Our Global Thinkers programme, run for the first time this year, gives students not just a voice, but the skills and strategies to realise their lofty visions for our world. From micro-credentialling to increasing biodiversity, this is not education for an ATAR, important though it is. This is education for life.

Information whether in the form of maps, or equations, or poetry, or in forms we cannot yet imagine, is still the most important commodity in our world, and it will continue to be highly valued as you enter the workforce as adults.

But whereas in the past it was the acquisition of information that education facilitated, today we can access a treasure trove of information on demand, with the click of a button. The key challenge for us as your educators is to teach you the skills you will need to interpret that information.

Of course, the essential skill underpinning all interpretation of information is critical thinking which lies at the heart of another Oxley distinctive, Cornerstone. Cornerstone is a course that prompts you to consider the 'big questions' of life and provides a foundational understanding of critical thinking and collaborative learning through discussion.

Change is inevitable. You and your world are changing. And quietly, universities have been changing the way in which your generation will access tertiary education, with an increasing emphasis being placed on the skills and attributes that cannot be measured by an ATAR but are vital for life

beyond school. These skills and attributes can be acquired in the classroom but also through community and service learning, sport and other cocurricular pursuits, in part time employment and a myriad of other ways.

Increasingly we are seeing that universities and also employers of the future value, not just ATARS, but also experiential learning. Our Oxley distinctives including Rites of Passage, Outback and OLE week aim to provide you with rich and diverse experiences which are meaningful now, and also in the future.

So, the things you learn while completing your PIPs, in Cornerstone, Sport and Drama, are just as important as your learning in our Maths or English classrooms. We are preparing you to be the pioneers of the future, young people who can confidently raise their voices and be the agents of change.

But before you can change our world, you must be able to collaborate successfully with others, which requires emotional intelligence. You must develop the social, emotional and intellectual intelligences and experience which will enable you to be a truly independent thinker. Before you can change our world, you must be able to articulate clearly and cogently what you believe in and our focus on student voice and agency aims to future proof your education.

Enlightened academic rigour is still core business at Oxley, but we see our role as much broader than that. In many ways, our role is to prepare you for life and our focus on the whole child means that we recognise that as much learning happens outside the traditional classroom setting as within it.

As the changes keep coming, as university entrance criteria evolve and employers broaden their focus, our commitment to you as students is that Oxley College will remain agile and adaptive, to ensure that each of you leaves school with the skills and capabilities you require to be successful citizens and to lead meaningful and rewarding lives.

And the brave young people who are gathered here today as Year 13 are about to do just that – to launch themselves into their lives – with the ability to connect, collaborate, reason and the courage to voice ideas which might just change our world. Like graduates before them they go with the skills, abilities and character to become pioneers of their future. We congratulate them knowing they will leave a legacy for others to follow.

Thankyou.

We would like to take this opportunity to thank our Oxley families for their support and working in partnership with us and wish you a joyous festive season and relaxing and enjoyable summer holiday. Best wishes!

By Jenny Ethell, Head of College







## Head of Academic and Innovation

Well, we have made it! So many words have been spoken already about the journey we have all been on in 2021. However, as we now reflect on all that has been learnt, there is nothing more important than to be grateful that we are at this point: the HSC examinations are over, many successes have been celebrated and we are all looking forward to a time of rest and relaxation. Our Oxley students are core to everything we do here – they are the ones that get us up in the morning and inspire us to keep doing this wonderful vocation. So, I thought it fitting that we finish the year with the story of one of our students, Asher:

This is the story of my Junior School journey and how I have progressed from my kindergarten self, to who I am today in Year 6 2021.

The first 5 years of my Junior School experience, going to my local public school in Bondi weren't what I needed. It was a great school, but it was just not for me. From Kindergarten all the way through to Year 4 I felt as if the work I did and the opportunities I was given were not enough. I felt as if my work was too easy and I wanted more of a challenge, more opportunities to work hard and do the best I could. Aside from work, I had quite a lot of friends who I would mess around with in the playground, but no best friends who I could talk to and trust. Those 5 years of Junior School in Bondi did none of the things I wanted and I needed a change. By the end of Year 4 I was bored and I felt disconnected.

When my parents told me that I was moving to the Southern Highlands and moving to a different school, I thought that it was going to be extremely difficult and scary. This was going to be one of the biggest changes I had ever endured. At first, I was under the impression that the move was too much of a change and that going to a new school would not do me any good. Boy was I wrong. This new school I was going to would prove to be one of the best things that ever happened to me.

On the first day of Year 5, I was definitely not my most confident self. After being dropped at the school turning circle, I felt quite nervous and daunted. But it only took a few minutes of walking around to realise that there was no need to have ever felt anxious. I was amazed at how nice the school was and the amount of luscious green grass and tall shady trees there were around the grounds. I also really enjoyed meeting my new teacher Ms Candelori and making some new friends. After returning home from school that day, I already felt like I belonged and I knew there was no school better than Oxley. I was so excited to continue my school journey, and I knew I was at the perfect school to do so. The rest of Year 5 went around so quickly, and I was sad it was over. I had so much fun throughout the year, and I had endless opportunities as well as many challenges in my learning. Not only that I had formed a great group of friends. Some of my highlights of Year 5 include: the great excursions, all the opportunities in my learning as well as all the team sports and games we played, including the shoe game which was a major favourite of mine and everyone else in the year. After I finished my last day of school, I felt as if I was at home. I knew this was the school I needed.

There are many great teachers in the Oxley College Junior School. My Year 5 teacher Ms Candelori was always very supportive to me and everyone else in the class. She also helped me adapt to the different style of learning that I was not used to. My Year 6 teacher Mr Hunt has definitely been one of the most influential teachers I've ever had. He always made sure that I was doing the best I possibly could and that I was focused on my learning. Mr Hunt is a very kind teacher and he tries to always be supportive and motivating to everyone, but if someone is doing the wrong thing and not respecting their teachers or peers, he will make sure that they get back on task.

Although I am not in his class, Mr Smith has also been great at encouraging everyone to work hard, whilst also making sure we all have a great time, with an occasional game to have some fun. These 3 teachers that have taught me over the past 2 years have all played a major part of my learning journey, and I feel privileged to have been taught by them.

Without Mr Ayling, I am not sure what would the Junior School would look like. He has been excellent at managing incidents the right way and always making sure he takes the no-nonsense approach to the situation. Mr Ayling is definitely a fun teacher at heart and an important part of the Oxley Junior School, but if you have done something seriously wrong, you should definitely brace yourself for what's to come. An important piece of advice for anyone in trouble with Mr Ayling, NEVER say: "I was just joking around." No student in the Junior School can ever forget the feeling when Mr Ayling walks into your classroom with a serious look on his face. Immediately, everyone starts scanning their memory trying to remember if they had done anything wrong. Overall, I really appreciate Mr Ayling and how he always solves any issues within the Junior School, as well as being a prominent figure within the Oxley community.

Year 6 was the best year of Junior School by a mile. Some of the many highlights include: the school camp in Canberra where I had one of the times of my life, the UOI assignments which were all a challenge and the public speaking which I thoroughly enjoyed, not to mention all the great and competitive games we have played throughout the year. I think that Oxley has pushed me to try hard, made up a big part of who I am today and supported me throughout my journey. Now at the end of Year 6 I am confident I have made some lifelong friends, and I have enjoyed collaborating with all the students in the year. I am unimaginably appreciative of Oxley, the great teachers, and the breathtaking grounds and I don't even want to think about what my life would have looked like without Oxley College. What a school! My learning journey at Oxley has only just begun, and I am beyond thrilled to be going into high school at this extraordinary school and environment. Thank you Oxley!

Yours sincerely,

Asher Braham (Year 6)



By Kate Cunich, Head of Academic and Innovation

# Head of Senior School



## A Testimonial to Year 12 2021

You have attended school for approximately 1100 days since Year 7 – although I may have grossly overestimated that for some of you... But for most of you, that's over a thousand times of putting on your school uniform, getting in the car or catching the bus. How many of those do you remember? What will you remember 10 years from now, about your HSC? You remember the moments, people, places, experiences that are meaningful. You may remember your first day at Oxley; you may remember your last day at Oxley, you may remember going to Botswana, Fiji or Nepal, Outback, Rites of Passage in Sydney, performing in Oklahoma! or the 25th Annual Putnam Spelling Bee, or performing at Foundation Night; perhaps a bus trip to Bathurst to play sport, a Duke of Edinburgh hike; you will remember your favourite teacher, the funniest moments, the embarrassing moments, the most rewarding moments. The moments that were meaningful.

It has been extraordinary journey for an extraordinary group of young people. It is a cliché that leads to plenty of eye rolls from every Year 12 cohort that the HSC is a marathon not a sprint. Every marathon runner knows that they must run for 26.2 miles. Not a mile more, not a mile less. However, the Year 12s of 2021, with the finish line in sight, were told to stop – take a breath – and then go an extra mile. No other year group has had to experience this as they approach their HSC and the pinnacle of their school career.

It's safe to say Year 12 did not play out like you – or we - had planned it. Perhaps you felt angry, or cheated, or exhausted by it all. You're probably also sick of being told that you should be grateful for what you do have, because others have not been so lucky. But I do hope that at the end of your schooling journey, you can genuinely feel grateful for growing up – at least in part – at Oxley and as valued members of this community. You may have heard me say before that being grateful is the difference between entitlement and privilege. We are privileged to live in Australia, in the Southern Highlands, and we are privileged to be part of this school community. We're certainly not entitled to it. And for all those things we should be grateful.

Whether on the sports field, in the classroom, through leadership roles or through the many conversations I have had with you around this place, I know you to be wonderful young people and I am proud to have shared part of your life's journey.

## Looking Forward: Friday 28 January – 'Meet the Mentor' Day & Year 11 Preparation Day

We will be arranging Zoom meetings for all parents and students in Years 7-12 on Friday 28 January. This is a valuable opportunity to connect - or reconnect – with your child's Mentor just prior to the start of the new school year; to reflect on the 2021 School Report and to discuss some goals for 2022. You will receive an email on Monday 24 January inviting you to select a time for this 10 minute Zoom meeting.

Year 11 students will be on campus all day on Friday 28 January. We have arranged for 'Burn Bright', an organisation that provides evidence-based wellbeing programmes to enable young people to flourish, to work with students on this day. Year 11 students will attend their Meet the Mentor session in person (joining parents on Zoom) during the day. You will receive more information about this in the coming week.

By Mark Case, Head of Senior School





# JUNIOR GALLERY





# JUNIOR SCHOOL NEWS

What a busy and productive period it has been for Stage 3. It has been another successful term for Year 5, with a return to onsite learning and the resumption of a wide range of activities. From fund raisers to sporting events, incursions, and culminating assessments, students have taken the challenges of Term 4 in their stride, approaching life at school with courage care and wisdom. This care extended beyond the walls of our classroom, with a group of girls making items to sell, raising \$635.80 for WWF Australia, as well as the entire Year 5 actively partaking in KIVA. Furthermore, students have thrived on the benefits of the swimming programme and enjoyed competing in relays at the Bowral Swimming Pool. The classrooms have been buzzing with collaborative learning and inquiry-based projects, investigating this term's topic of Natural Disasters. The Talent Show is fast approaching, and students are excitedly preparing their performances to represent their houses in the Inter House Competition. Over the last two weeks, an impressive number of Year 5 students were involved in the leadership programme. The calibre of students has been outstanding, and it is clear they are ready to lead our school in 2022.



During, what is their last term of the Junior School, some of our wonderful Year 6 students have commented on some recent and upcoming events. Our Year 6 students are enjoying their final weeks and are now starting to look forward to the next chapter of their learning journey in the Senior School.

## Secret Friend and Buddy Friend Cards (a focus on reconnection)

To welcome our classmates and buddies back to school Year 6 students created cards and puzzles for others to enjoy. We all wrote and received a card from someone in the year group who we were not all that familiar with. No one knew who had written them. The cards included a kind message and a mathematics puzzle that was focused on the person's interests and hobbies. We all made cards for our buddies as well, to show them how happy we were that we had come out of lockdown. (Maddy Wright & Estelle Beckett)

## Swimming Programme

Although this year has been challenging, I had some fun with a number of activities. This Term's swimming programme has been both enjoyable and challenging. When we were doing the survival program challenge, I had to calm down when a cold rush of water filled my body, this shows one of Oxley's Values of courage. It's the same courage that I have to commit to when I'm working in the classroom. When I'm having trouble with something that I don't want to do, I must try and take the extra leap to succeed. (Maddie Kirsch)



I felt as though the swimming program has been enriching, and it has also built everyone's confidence in the water. Friday's 'Safety Day' was extremely fun; everyone got to bring old clothes and jump in the pool with them on! Mr. Kindred created a whole backstory and taught us what to do if we are ever in a dangerous situation in the ocean. Overall, I think the swimming program at Bowral pool was a great experience. (Louisa Hogan Baldo)

## Journeys of a Lifetime project

I enjoyed completing our unit 'Journeys of a Lifetime' project because I got to learn about my nana's life and what it was like to live during a different period in time. I enjoyed making a PowerPoint that reflected her senior school years. It was also really nice to spend the time talking to my nana. We spoke over zoom and she answered all my questions! Thank you, nana! I can't wait to show her what I've made. (Emma Barnett)

I have been enjoying the 'Journeys of a Lifetime' project because I was able to connect with my grandparent and find out a lot more about my Grandma's life. I think it is very interesting because we can research national and worldwide significant events that happened when our grand friends were young. I learnt a lot about Australia and what looked like in the 1950s and '60s. I have also learnt a great deal about my Grandma's life. (Alexander Psarakis)

Recently Year 6 have been doing a project, 'Journeys of a Lifetime' researching about our elders. I interviewed my Nanny and asked her 5 questions about her senior school years. Comparing my experiences to hers and thinking about how times have changed. As part of this project, I had to research the answers she gave me. I then created a PowerPoint all about documenting this research. The most important thing I have enjoyed is sharing the PowerPoint with my Nanny and also hearing about her experiences as I head into senior school myself. (Leila Palmer)



## Lessons focusing on the book, 'The Arrival' by Shaun Tan

The Arrival is a book written by Shaun Tan with no words, although pictures was all we needed. The colour and the drawings are beautiful even when it's dark. This is a story of hope as the man in the story has ventured away from his family to see the world and find his purpose and place. The way this story begins is with a man packing up to run from what looks to be a monster that follows him wherever he goes even when he travels by ship. When he gets to his new home, he must be checked out for sickness before becoming part of a new culture. We are enjoying this story. (Hayden Zupp & Saxon Mellish)





## Weekly Awards

### Learning Journey

K: Clara Peebles  
Yr 1: Grace Byrne  
Yr 2: Lilly Mansour  
Yr 3B: Jack Smith  
Yr 3R: Elsie Hopkinson, Tessa Hunter  
Yr 4A: Eloise Richards, Zoe Sneddon  
Yr 4W: Rhodes Feller  
Yr 5C: Lily Moore  
Yr 5N: Molly Harwood  
Yr 6H: Caelan Granger  
Yr 6S: Olivia Hill

### Oxley Values

K: Jack Malouf  
Yr 1: Harry Officer  
Yr 2: Max Curr  
Yr 3B: Leo Le Guay  
Yr 3R: Maxwell Guilly  
Yr 4A: Nico Herriott  
Yr 4W: Will Kean  
Yr 5C: Thomas Sharpley  
Yr 5N: Rosie Vild  
Yr 6H: Fraser Findlay  
Yr 6S: Miranda Hunter



## Math's revision

I greatly enjoyed the Maths in the Fast Lane group's maths tasks. In our first lesson we were taught how to prove whether multiplication of positive and negative numbers would result in a positive or negative result. Right now, we are learning about sets. The group also has the privilege of using Maths Pathways, which is a high school learning site with various modules that teaches you different topics. The difficulty of each module ranges from about Year 3 level to Year 10 (Oscar Vasak)

At the start of the year Maths was one of my worst subjects. I still don't find it as engaging as other subjects like Japanese, but I have made significant improvements! At my old school I was only good at my times tables. I knew them by heart which was helpful although I hadn't improved in other areas of Maths until joining Oxley. One person I can thank a lot is Mr Hunt. He taught me a great deal about division and fractions! I think I've improved a lot in Maths! (Lulu Eagan)

## Looking forward to our trip to Jamberoo

Spending the day at Jamberoo Recreation Park is going to be great. It's a fantastic way to end this weird year because we haven't been able to go on excursions. So after a long period of learning@home it's amazing to finally be able to do something fun with my friends. I can't wait for Jamberoo, it's going to be awesome! (Matthew Morschel)

## Planning for the Junior School BBQ and Morning Tea in Week 9

Year 6 are excited to hold a bake stall for Year's K-5. Instead of Market Day, Year 6 will be holding a sausage sizzle and bringing in baked goodies for a morning tea. Students will be able to buy yummy treats such as cookies and cupcakes and other delicious snacks. There will be dairy free and gluten free products for people with dietary needs and there will be absolutely no nuts involved. All donations are going to the Year 6 gift to the College. All treats will be home-made by students in Year 6 and available to anyone who wants to buy some sweet morning tea snacks. We hope you enjoy this magnificent morning tea. (Bronte Morgan, Emilie Henderson and Dakota Winn)

## Planning for our Year 6 film and Year 6 gift

Recently, we have done a lot of planning and filming for the Year 6 video. We are including many special aspects of life in Year 6, for example, we filmed a lot of games such as 'the shoe game', 'infinity tip', and 'cake'. Our gift to the College took a bit of time to settle on with a lot of voting, but finally we agreed on.....sorry, we can't tell you yet, but everyone will find out when we present it at some point next week. (James Blanche)

By Jason Smith, Stage 3 Coordinator





# YEAR 6 DINNER







## INFLUENCERS

When we hear the word 'influencer', we often manifest images of oat-milk latte drinkers, athleisure wear enthusiasts, yoga fiends and sticklers to western beauty standards. However, our misconceptions are inevitably founded within our prejudices and in-built stereotypical lenses. Therefore, the very means of being an 'influencer' has drastically changed and become increasingly complex. To be influential is to be distinguished in action, word and behaviour; to be noteworthy. To exert influence in this current climate may foresee the greater advancement or subsequent decline of society and its values, therefore it is both a promising tool and a striking weapon. To prolong the metaphor, such a weapon is inevitably sharpened by its adherents, ultimately penetrating society. The vicious cycle is evident in that new influencers arise to remedy such 'bloodshed', again, again and again. Therefore, an influencer is not synonymous with superhero as they can just as easily be cast as the villain.

Conversely, TIME magazine announced its list of 100 most influential people in 2021, breaking them into six subsequent groups; Icons, Pioneers, Titans, Artists, Leaders and Innovators. These groupings undeniably embody the complicated notion of being influential. Throughout this piece, I will explore the work and impact of influencers from across all categories, learning and reflecting upon their actions.

### ICONS

Defined as – "a person or thing regarded as a representative symbol or as worthy of veneration." Amongst the crowned 'icons' was 24 year old tennis player Naomi Osaka. Throughout the year Osaka has opened up about her struggle with mental health, lessening the stigma and increasing awareness in the sporting community. She also participated in the Black Lives Matter protests throughout her time at the US Open, the competition that she

ultimately won. Osaka similarly showed the intertwined role of vulnerability, advocacy and impressive athleticism in shaping an iconic and innately influential figure. In addition, on International Women's Day she pointedly said, referring to importance of female leadership in the sporting community, "I hope it's an inspiration to a young girl with big dreams to know that anything is possible".

### PIONEERS

Defined as – "a person who is among the first to research and develop a new area of knowledge or activity." Indyra Mendoza and Claudia Spellmant are LGBTQ+ women who have been dedicated to fighting for justice for transgender woman Vicky Hernández, who was murdered. Such systemic attitudes towards transgender people were challenged when the women brought the case to the Inter-American Court, highest court of the region with jurisdiction to hear human rights cases. The case was a significant turning point in creating LGBTQ+ legal protections across Latin America.

### TITANS

Defined as – "a person or thing of very great strength, intellect, or importance." Nikole Hannah-Jones has displayed titan-esque behaviour in her work as an investigative journalist. She is a Pulitzer- Prize winning reporter covering racial injustice for the New York Times and creator of The 1619 Project, analysing the legacy of slavery in the US. Barry Jenkins wrote in the Times saying, "The light Nikole wields is titanic, a blinding beam that illuminates and scorches." Such a poetic description speaks volumes to the atmosphere Nikole both births and shapes throughout all her mediums of work.

## ARTISTS

Defined as – “a person who practises or performs any of the creative arts, such as a sculptor, film-maker, actor, or dancer.” Bowen Yang is an actor, comedian and writer, well known for his involvement in the American high-profile show Saturday Night Live (SNL). He has been described as “‘changing the late night comedy landscape’, carving out a space for queer characters whose sexuality isn’t always the punchline”. Yang therefore is both a pioneer and artist for his role is integral to breaking down heteronormative barriers and stereotypes whilst also providing terrifically absurd entertainment!

## LEADERS

Defined as – “the person who leads or commands a group, organisation, or country.” I take issue with this definition. I believe leaders are not always the head of institutions but rather accumulate within the adherents, the people that make up the collective and their subsequent voice. Leaders are not necessarily bound by political guidelines or playground rules, leaders are often and paradoxically so, lone wolves whom are anomalous within society. That being said, the array of listed influential leaders is intriguing. Donald Trump was unsurprisingly one of the crowned leaders, Nancy Gibbs reported “Although he has left office, he remains a magnetic force, propelling others who have taken up his antidemocratic mantle and challenged the validity of our elections.” Alongside Trump was conservative television host and political commentator Tucker Carlson, a man not afraid of ad hominem.

## INNOVATORS

Defined as – “a person who introduces new methods, ideas, or products.”

Cameroonian virologist John Nkengasong was reported by Time as a “modern-day African hero.” John is the founding director and leader of the African Centres for Disease Control and Prevention, he has played a pivotal role in saving lives during the pandemic and increasing access to vaccines throughout the continent. John also helped to empower and train young African scientist to assist in responding to the pandemic. The transparent and communicative approach John embodied ensured the sharing of covid-19 data across the African continent, improving testing and immunisation rates.

Ultimately, these six groups and subsequent listed ‘influencers’, showcase the power of the individual in creating change. To fall prey to cliché, in a bookend fashion, I would like to reference back to my opening line where I taunt the nature of ‘wannabe’ influencers. However unfortunate, our coffee order and aesthetic workout sessions do not constitute any means of influence. Rather, they accumulate in the commodification of identity in that the creation of the individual is now subject to trends alongside the social acceptability of our lifestyles. Therefore, I ask you to view these deemed influencers (perhaps not Trump or Carlson... yet this is at your discretion) as examples of people who have rejected the status quo in order to succeed and subsequently have become an inspiration, perhaps ‘influence’, to those around them.

By Peggy Holmwood, Year 12





# *YEAR 12 DINNER*









# YEAR 10 SCIENCE

## *Evolution models*

In Science, models are an important tool for illustrating concepts in a simplified way. Designing a model is quite challenging to do well, as numerous aspects need to be considered in terms of what is being represented, what the main players are in the event/ process, and how the process itself can be illustrated effectively and clearly. Models will invariably have some limitations which scientists should be aware of, nonetheless they serve an important role in improving understanding and communicating ideas.

In Year 10, Science students have been studying the Theory of Evolution by Natural Selection, and were tasked with designing their own working model to illustrate the process.

Essential components of these models included:

- Variation of a characteristic in the population of organisms
- A selective pressure imposed by the environment
- Survival of individuals with a suitable characteristic in the face of the selective pressure
- Reproduction over generations to pass on the characteristic to offspring

Below are some of the models presented in class.



Variation = some individuals are magnetic

Selective pressure = a predator with magnetic claws

Outcome = overtime there are more non-magnetic individuals in the population



Variation = hairiness/texture of individual

Selective pressure = environment that sticks to hairy organism

Outcome = Overtime there are smooth/less hairy individuals in the population as the hairier individuals were trapped and caught by the predator.

By Annik Schaefer

Variation = some individuals are magnetic

Selective pressure = a predator with magnetic claws

Outcome = overtime there are more non-magnetic individuals in the population

# INSPIRATION

## TEXTILE TROUBLE



### FILM Inside

Bo Burnham is an anomaly. He is an ever-changing character, morphing from a YouTuber to a full-blown comedian, to a film director and, in his new(ish) Netflix special *Inside*, a mix of all three. *Inside* is the epitome of life during COVID, despite never mentioning the pandemic by name. Instead, the agoraphobia caused by the single room setting, as well as the DIY effects that somehow manage to successfully emulate the lighting and atmosphere present in a real-life comedy hall. As mentioned previously, the special is filmed over one year in one location, with Burnham serving as simultaneous director, writer and cinematographer. The piece feels like a 'passion project', with Burnham seemingly wearing his heart on his sleeve as he sings and talks about his experiences during his lockdown. The piece is classed as a comedy, however in reality it is a surrealist, absurd pastiche of catchy yet disheartening songs and profound bits that hide behind a veneer of simplicity. The songs are cynical yet relatable, ranging from hard-hitting topics like mental health and the harmful effects of the internet to more light-hearted riffs on sexting and, my personal favourite, a "white woman's Instagram". The tunes themselves are surprisingly catchy, with Burnham dipping his toe in genres ranging from EDM to circus-like ditties. The special will simultaneously have you laughing out loud and slowly dying inside. One particularly admirable aspect of the special is the cinematography. The entire special is recorded in a single room over a year, and Burnham alone is able to craft shots and angles not reachable by some of Hollywood's finest cinematographers. Burnham's descent into insanity is captured beautifully, somehow transforming the plain small room into a variety of twisted settings that slowly devolve into a mental hellscape. Furthermore, the unique nature of this special lends itself to a meta-styled view of itself, with Burnham using seemingly meaningless facets of time like hair growth and styling in order to convey not only the passing of time, but also the emotions and desperation attached with the special's creation. As noted by The Sunday Times reviewer Dominic Maxwell, *Inside* is truly "the first comic masterpiece of the COVID era" – and something that will be ever present and relevant for years to come, both as a comedy special, but also as a work of art.

By Liam Verity, Year 12



### GAMING Subnautica

Phew! Another term done and dusted! Now before you all get onto your devices, here is another amazing game for you to sink your teeth into! Strap on your scuba gear and prepare to dive into the beautiful (and a little bit terrifying) world of *Subnautica*. Set on the oceanic planet 4546B, you are the only survivor after your ship, the *Aurora*, somehow crashes. Equipped with little except a damaged life pod and your PDA (Personal Digital Assistant) you must do whatever it takes to survive on this isolated planet. Planet 4546B houses amazing wildlife, from the tiny Peeper to the gigantic Leviathan class Reefback. Of course, not all the wildlife is friendly. Trust me, if you hear a faint roaring sound echoing from the murky depths, swim the other way!

The planet boasts a vast variety of biomes, and the soundtrack is amazing! *Subnautica* also includes a fascinating twist - a mystery! What happened to your ship, what happened to the other survivors and how do you get off the planet? *Subnautica* is a unique blend of alien wildlife and futuristic technology, keeping you on your toes around every corner! Like the Reaper Leviathan that keeps circling my base!

Have a great holiday and happy gaming into 2022! \*

\*Disclaimer: I am not responsible for any injuries sustained from Leviathan class organisms and/or predators...

By Thomas Clark, Year 8

If you ever at a loss when trying to start a conversation with an Oxley student, the simple question "so, what do you think about the uniform?" will open the floodgates. No matter who you ask there's always a long list of grievances and commiserations -- and if you ask the right person you'll be regaled with the heart-breaking tale of "the squat that ripped the school shorts in two" - a personal favourite of mine. In this flurry of information, the one thing I can guarantee you won't hear about is where our uniforms come from. With all the ill-conceived seam placements and unfortunate button projectiles, we seem to overlook the fact that our uniforms have taken quite the journey to land on our backs.

Most of the clothes we wear start in America, or more specifically, in Mississippi. The amount of water from the state's namesake allows for incredible cotton growing conditions, so most cotton farms are in that area. People like Bowen Flowers harvest the cotton via specially designed machines, with electronic tracking systems ensuring they don't double pick a certain area. 90% of the cotton on American farms like Bowen's is genetically altered to produce the prime result for consumers – this is a pretty recent scientific development.

After the cotton is picked, its stored in bales and run through a high speed machine that removes all of the genetically altered cotton seeds. Since the 1950's cotton demand has almost tripled, farms like Bowen's producing enough cotton for 9 million T-shirts each year.

Once the cotton has been thoroughly cleaned, its shipped to Indonesia to be spun into yarn and woven into a sheet of fabric with machines like this:

All of the workers who run these machines and oversee the weaving process are played a minimum wage, allowing for more clothing to be produced quicker and for less. As a result, our clothing has the luxury of going in and out of style, as well as being suited to specific seasons and environments. But there's no time to discuss the ethics of this conundrum, as our clothing still has a long way to go.

Through the magic that is the world trade route, our woven cotton arrives in Bangladesh where workers like Jasmine work wonders with sewing machines. The sheets of cotton are taken to clothing factories in the heart of Bangladesh, and workers of all ages (even those that are not particularly legal) get to work transforming them into shirts, skirts and pants. Jasmine is legally allowed to be there, however her co-workers often consist of girls as young as 10 or 11 -who miraculously vanish when building inspectors arrive. The pay is, once again, appalling to western standards – younger workers receiving less than elders who do equal work due to the fact that they aren't even recorded as being there in the first place.

There's one final stop for our now fully formed clothing items, once their boxed they travel across the world to arrive on our doorsteps. As consumers, the weight of this knowledge can be a bit confronting to manage. Afterall, the idea that you've been complaining about your uniforms pattern while women in Bangladesh are shlepping fabric in factories isn't the nicest thing to think about on a Friday afternoon. But if you can take anything away from this article, let it be a new conversation starter. Instead of awkwardly inquiring after an Oxley students uniform preferences, ask them how much they know about where their clothes come from and if they have any opinions on the topic.

By Violet Fitzsimons, Year 8





## Integrity: Australia's biggest COP-out

*Scott Morrison doesn't seem to grasp that, while he likes to emphasise his relationship with the ordinary Australian, as Prime Minister he is not an ordinary Australian. – AAP/Paul Braven*

From catastrophic bushfires to global pandemics, the Murray-Darling Basin to Indigenous cultural heritage sites, this man handles it all. Unfortunately, none too well.

If it wasn't already clear to us from the smugness on Scott Morrison's face, having just put another nail in the proverbial coffin of Australian-French relations, that we were in for yet another series of disappointments, it certainly was by the time the 26th Conference of the Parties talks came around. While it was only natural to hold out a small hope prior to Morrison and Taylor's appearance at COP26 in Glasgow, it was simply a matter of time before I once again found myself wondering if meaningful action will ever be taken to mitigate climate change by an Australian government.

To understand the current government's apathy to an uncertain predicament which arguably threatens all life on Earth, we have to grasp the roots of the matter.

Australia has long had a poor record on climate action, and perhaps even environmental protection as a whole. It was one of the last higher OECD countries to sign the Kyoto Protocol 1997 10 years after it came into force as a result of tumultuous internal eco-political disputes, involving powerful fossil fuel stakeholders using their commercial influence to dissuade politicians from regulating such industries. They established lobby groups and conservative thinktanks, such as the Lavoisier Group and the Institute of Public Affairs, aimed at discrediting the newly emerged scientific data showing direct correlation between increased, human-induced greenhouse gas emissions with rising global temperatures. According to Marian Wilkinson in her recently published book, *The Carbon Club*, these groups had "a big influence on climate change policy within the Liberal Party and the government".

Since this point, despite increasingly chaotic domestic weather patterns involving widespread bushfires, floods and droughts, compounded by the devastating effects occurring in other parts of the world, trying to introduce even the most basic measures to mitigate or prevent further climate change have each represented a part of the whole, hopeless endeavour.

In particular, this government's consistent refusal to, at times, even acknowledge the issue let alone act on it. Following Australia's worst bushfire season on record, the 2019 'Black Summer', not only was Morrison enjoying a quiet holiday in Hawaii during a state of national emergency, but he remained steadfastly opposed to a review of the government's climate policy. Instead of coming to us with solutions, he offered us "Thoughts and prayers".

More recently, at the COP 26 climate summit and after persistent pleading from Australians and other parties to the conference, Scott Morrison, accompanied by Angus Taylor, Minister for Energy and Emissions Reduction and the Member for Hume, announced his government would be supporting a 'Net Zero' policy on carbon emissions by 2050.

However, what makes this implausible is not only the fact that there has been no plan yet identified to bring Australia to this important threshold, such as a secure 2030 emissions target, but that the government continues to approve new fossil fuel projects.

One such project, a gas fracking operation in the Northern Territory's Beetaloo Basin – an area twice the size of Tasmania – is predicted to emit 34 billion tonnes of methane gas (The Australia Institute, 2021). This is quite likely to jeopardise Australia's emissions target – if it indeed has one. If Morrison continues to insist that Australia is "already doing enough", whilst ensuring that we continue to be the world's largest exporter of coal and approving 72 new coal projects and 44 new gas projects on the Australian continent, he is delivering nothing but inconsistent contradictory sound bites or, to the ears of many, apparent dishonesty.

Year 12 (2022) have recently completed our study of Orwell's 'Nineteen Eighty-Four'. As a part of this, we investigated – among various other syllabus components – the impacts of totalitarian regimes on the collective and individual identity. Since I didn't get the opportunity, I urge the next Year 12 cohort to use the Morrison government as a case study or indeed a contemporary example of one such regime.

While we may still have some of our inherent freedoms, we are seeing the checks and balances on executive power being slowly eroded. From prosecution of whistle-blowers conducted in secrecy (e.g. Witness K and Bernard Collaery) to eye-watering budget increases for internal security forces, Australia is becoming more authoritarian and committed to 'big government' – a reality supposedly anathema to self-serving traditional Liberal government claims. Heaven forbid the National Party would be so shameless whilst enjoying decades of government subsidies. Given this 'trend' in policing of individual rights and freedoms, we are on a disingenuous-fuelled decline into a debased circus such is the current state of Polish 'government'. Moreover, the Morrison government's repeated disregard for transparency means that, without vehement political and legal action opposing it, the continuing pattern of honouring freedom of information laws more in the breach (virtually unnoticed by voters and a compliant media) facilitates enjoyment of exclusive economic privileges by their donors with little if any public accountability. Do not even start me on the financial bonanza available in the private sector to former Ministers of the Crown.

We, as the youngest generation of voters, have a moral responsibility to oppose this blatant abuse of power and trust which threatens the future of our livelihoods and the democratic foundations of a nation envied globally for its quality of life. And yet, as was made self-evident by the results of the 2019 "unwinnable election", political sway as a result of baseless lies, ahem... I mean hollow unfulfilled policy platform commitments, remains as prevalent as ever.

It does beg the question: are we so consumed with myopic personal, economic self-interest that we can't foresee the implications of our actions? Or do we simply just not care so long as our pockets are full? Or have decades of 'party politics' for the sake of only electoral victory, assisted by an ever shrinking diversity and quality in media 'analysis' simply infected us with indifference? For many of our so-called leaders, particularly Scott Morrison, these questions require urgent consideration before next year's election.

By Hugh Corbett, Year 12



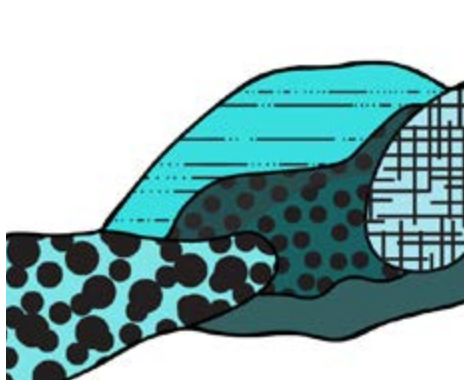
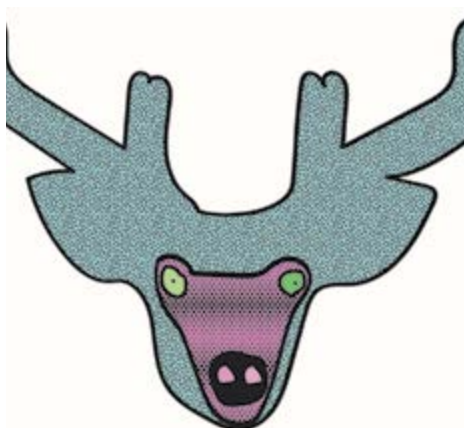
## A collage of 15 photographs showing students participating in various activities during the 'Smart Minded' week. The photos include students working on projects, performing, playing instruments, and displaying their work.



# ***VIRTUAL GALLERY***

## **Year 8 Visual Arts**

This Semester Year 8 undertook a unit of work called Animal Instincts. Students worked within a range of expressive forms including digital illustration and watercolour.



## LOCAL ARTIST VISITS OXLEY

Danie Mellor is an Australian artist born in 1971 in Mackay, Queensland, who currently lives and works in the Southern Highlands. Last Wednesday night the Year 12 Visual Arts students had the privilege of meeting him and listening to him describe his material and conceptual practice.



Mellor's artmaking interacts heavily with our current Visual Arts Case Study, 'Deconstructing Identity', which examines and critiques constructions of Australian cultural identity through works of art. Mellor is a contemporary artist whose works focuses on the hidden identities, histories, and stories of Aboriginal culture. He explores themes of Australia's colonial past and its landscape as he draws on his Indigenous and Anglo-Australian heritage. Mellor works across a range of media including painting, photography, and sculpture and his works have been featured in many acclaimed galleries both nationally and internationally.

Infrared photography is one of Mellor's prominent choices of media and he uses his photography of the Daintree rainforest to explore the concealed histories of that land, including his knowledge of the Dreamtime. He also uses his indigenous families' archival images, and frequently collages them into his photography and painting. Mellor's photo-realistic paintings of landscapes show his connection to the land and his exploration of post-colonial Australia. Mellor works are often large scale. He currently has an immersive photographic work installed at Barangaroo which is 300m long and depicts a pre-colonial, undisrupted Australian landscape. Danie Mellor's enthusiasm and contemporary approach to his artmaking has inspired all the students who attended his talk and motivated me individually to think of new ways of viewing the Australian landscape and respecting the traditional owners of the land.

By Aiofe Barrett-Lennard, Year 12

## HAIR WITH HEART

On Friday 26 November, myself and five other girls; Molly Knowles, Lily Hogan, Aiofe Barrett-Lennard, Jen Allan and Fairlie Pulbrook, decided to make a difference by cutting and donating our hair to be made into a wig for someone who has lost their hair due to a medical condition. The day was a tremendous success as we were able to gather a crowd to watch the big chop happen – and it was such a wonderful atmosphere for it to happen in.

We began fundraising throughout lockdown which has been going so well. We have decided to keep the fundraising page open until the end of school and have some donation boxes sitting in the library for anyone to drop a gold coin into there. By making a donation to Variety – the Children's Charity, you can help provide a wig or other vital equipment to a child in need. By Liv Bow, Year 12



## INTERVIEW: PUBLIC SPEAKING FINALIST VIOLET FITZSIMONS

**What first interested you about public speaking, how were you drawn to it?**

In preschool I was chosen to say "Jesus is the true gift" at the Christmas pageant and from there I gained the confidence to continue and pursue it.

**You recently participated in the Legacy Public Speaking Competition at State level. Can you tell us about your experience?**

It was really interesting! Because of covid you had to record yourself and not do it impromptu, so I won that round. I got to the next round and you actually had to do an impromptu speech and in that I placed second which was really cool and from there I got to the state finale. Unfortunately though I was with an adjudicator who didn't really favour my speech so it was a bit unfortunate in the finale but I had a good time regardless!

**You gave two speeches at the Legacy State Competition. Could you provide us an overview of the two topics that you presented?**

Okay! So in the State finale my prepared speech which was what I wrote before lasted for five minutes. Within the speech I spoke about how public speaking had become so forced that no one actually said what they believed anymore and was also sought of gate-kept because there was a certain level of skill you had to reach before you could even speak, which was not a crowd favourite! And then for the impromptu I spoke about how – the topic with impromptu, they give you a topic and you have five minutes to write and two minutes to speak. The topic was "missing the point" and so I talked about body positivity, we classify people as overweight, skinny like healthy, whatever, but we as a collective we are missing the point as we should classify people as happy, safe and loved.

**You mentioned gatekeeping, do you think widespread problem in public speaking?**

Definitely, I mean I'm probably the only person in my year group who was interested in this competition, which is concerning in its of itself because speech is an incredibly important skill for the entirety of schooling education but also in later life. But theirs just this terror of public speaking that seemingly everyone has, maybe even worse than arachnophobia at this point and it just gets worse because those in the community don't feel the need to teach people how to take part and don't feel the need to sought of destigmatise and take away the intimidation that comes with public speaking.

**In your opinion, what qualities does a good speaker need?**

I think a good speaker needs to be able to get over themselves. Because obviously you have to put yourself out there to do public speaking and there is a lot of nerves that come with that. So you have to be able to like take yourself lightly and to recover when you do something wrong because at the end of the day the art of public speaking is just making up something from nothing so you need to make sure that your prepared to not take it too seriously.

By Victor van der Schalk, Year 12