

PIN OAK

A large group of students and staff are posing for a group photo on a dirt path in a wooded area. They are all smiling and waving, and many are throwing their hats into the air. The hats are of various colors and styles, including straw hats, fedoras, and baseball caps. The background shows a dense forest of tall trees under a cloudy sky. The ground is a mix of dirt and small stones.

OUTBACK

GEOGRAPHY

PORTRAIT
PRIZE

CONTENTS

3. Head of College Report
4. Head of Academic and innovation
5. Head of Senior School
6. Junior School News
- 7-8 Junior Gallery
- 9-10. Feature
11. Take Inspiration
12. Big Issue
- 13-14. Outback
15. Newsflash
16. Things Gen Z Don't Say

Oxley College Portrait Prize

2
0
2
2

Requirements:

Create a portrait of someone you care about.
Use any art materials you like.
(Draw, paint, sculpt or photograph)
Maximum size is A1

Due Date: Friday 5th May (Week 3 Term 2)



Prize Categories

Junior 0-11 yrs

Youth 12-18 yrs

Adult 18+ yrs

Family Excellence Award

Ben Quilty Award for Breaking the Rules

Winner and Highly Commended Awards
for each and every category

Submission Details:

Artworks must be submitted to a Visual Arts teacher in school or at reception
Email contact: bentham@oxley.nsw.edu.au

Pin Oak Team

Student Editorial Team
Violet FitzSimons, Thomas Clark, Lucy Anderson

Designers
Lara Fischer, Mollie Nash,
Chloe Hanrahan

Head of Marketing and PR
Emma Calver

Staff Editor
Jodie Swan

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

Photography: AJ Moran



WE ARE SEEKING VOLUNTEERS

Are you a family member or
ex-student who would like to offer
support to Oxley students?

We are looking for passionate,
committed and reliable individuals
who have strong skills in reading and
writing.

If you are interested, please contact

Linda Maher
Head of Diverse Learning

Email: linda.maher@oxley.nsw.edu.au

HEAD OF COLLEGE'S REPORT



It is a privilege to be able to serve Oxley as the interim Head of College.

I first visited Oxley in 1992 with the founding Head (and philosopher) Dr David Wright. Oxley has always maintained an enormous respect by fellow educators across New South Wales. It has earned a well deserved reputation for a school that fosters the

individual to think, dream and dare. Students are at the core of all programs, policies and actions.

I remember Mr Chris Welsh telling me that Oxley was a school "big enough to cater, small enough to care." I like that ethos.

Oxley has always been blessed with a highly dedicated staff, an engaged parent community and a lively and talented student body. I look forward to meeting with the students both formally and informally over Term 2.

Throughout my career I was always keen for students to be themselves at their best. Difference is good, respect for others essential and character development crucial. Good schools nurture students to move from being a young person of promise to a young adult of substance.

I encourage parents and students to introduce themselves at any gathering. I have to try to learn 838 student names, 130 staff names and 1600 parent names in a short period of time. It will be impossible but I will try. I must be inspired by the Oxley distinctiveness of knowing community members very well.

My goals are to maintain stability, foster the existing strong sense of purpose and to help the Board and staff with a number of reviews to aid future planning. I do not have, nor been given, a major change agenda. That would be unfair to the new Head of College or the current school community. I will be actively listening, researching matters to gain data and gaining impressions from my experiences for input into the future planning processes.

The feedback from the current externally run survey for parents, staff and Board will be highly valued. I intend to run focus sessions with students to hear their voice in Term 2. A new educational strategic plan is overdue and the research mentioned will help the new Head of College to develop future directions.

Finally the ongoing COVID-19 complexities continues to cause havoc with planning, events, normal operations and programmes. I apologise for the disruptions with a number of recent affected events. We quite rightly must be constrained by health advice and directives. Teachers across Australia have had a traumatic couple of years and the way they have responded to the complexities remains most praiseworthy.

The April break has come at a good time for all. I hope Term 2 can be restored to some normality for all.

I wish you all a safe, relaxing, family orientated and reflective Easter period.

By Dr David Mulford, Interim Head of College

DR MULFORD Q&A

What are your first impressions of Oxley?

Oh, very impressed. I've known Oxley for a long time, I knew the first headmaster here Dr David Wright, and then I knew the second headmaster very well – Mr Chris Welsh – and I used to visit back in Mr Welsh's day. So I've known the school for a long time and I've always been very impressed. They talk about the Oxley distinctiveness, which is everyone knows everyone -it's a community.

What do you believe all students should keep in mind in the upcoming year?

I'd want Senior students to be engaged in the upcoming election and to start to be engaged in the democratic process - researching, listening, debating, arguing. And so, that would be an important thing in an election year, we often underestimate the power of our democracy. Climate change – I would hope that students are incredibly active in fighting climate change at the College. Finally, we've got to make sure in Australia that we do embrace the benefits of multiculturalism and to respect and understand people – to accept that difference is good.

Who was your favourite Headmaster when you attended school?

Well, I didn't have good experiences at school. I lived in the country, I went to a State country high school and it was not a great experience back in those days. In those days you were taught to pass the exam, you weren't educated. So I don't have many good memories of past principals, but I have had good experiences working with them in education!

By Violet FitzSimons, Year 9

Have you tried Gumnut Patisserie yet, and if so, what's your favourite item?

No, I haven't - I haven't heard about it. I've only been here a few days! But I will do that this weekend.

What was your favourite subject in school and which subject did you teach?

My favourite subjects in school were probably English and History. But my teaching subject areas – my first degree was Economics – so I taught Economics, Philosophy and Studies of Religion. I like an argument. All those subjects don't have agreed answers because no-one can agree on anything in those areas- I love debating and public speaking.

How do you feel about Oxley's co-ed learning environment?

I used to use this line "life's co-ed, therefore it's good to educate co-ed". A co-ed school has a greater opportunity to teach healthy and respectful relationships between genders.

What is one thing you want students to know about you?

I'm passionate about learning and teaching.

HEAD OF ACADEMIC AND INNOVATION



Well here we are! The leaves on the Pin Oak are more and more brown and less green than they were last time I wrote, and the only explanation is that Autumn is in the air and that holidays await.

I have had numerous teachers tell me this week how much we need this break – I’m going to universalise that statement and say that we all (children, parents, teachers, staff, community) need a little “time out” just to stop, catch up and take stock of all that we have gone through this term. But most of all, I hope the Easter break conjures all sorts of memories that make you feel excited. Whether it’s camping in wet weather, the new PJs, the first time to read a book again since Christmas, gathering with family and friends – whichever means the most to you, I hope you can enjoy.

As I write this, the image of little ones in Easter bonnets keeps getting in the way. Facebook this week was full of mothers crying out for help as they glue-gunned bits of things to cardboard, often unsuccessfully. Why, why they ask do we still have to do this in 2022? My observation? Anything that can make us smile, laugh or feel united at the moment is worth its weight in gold. A quick glance into Junior School classrooms this week, instantly provided joy.

This term we have battled floods and covid, we have seen so much rain that we start to wonder about The Ark, but through it all, we all kept going, determined to make it to at least Easter. We’ve done the Year 5 Camp, Year 6 Camp, the Duke of Ed Hike, Year 10 Rites of Passage and Year 12 Outback, not to mention Naplan Online Readiness testing, Year 12 Half Yearly Examinations, HSC Minimum Standards, Elevate Study Skills etc etc. And the celebration is that we are still standing, still getting ready for House singing, still looking forward to many of the things that we hold dear here.

One of our highlights here is the regular collection of student voice. I always love to include some messages from our students when I can, so here are a couple that made me smile after their Elevate session:

- I learned about how effective loose leaf paper can be for you compared to a laptop or a textbook

- Learning how our brain works is the most effective way to make our brains work

In particular, I would like to thank our inspired and passionate teachers of Oxley. As a profession many are talking about us – even ministers who do not know much. But at Oxley, we are proud that the same teachers who deliver HSC courses are the ones coaching sport on Saturdays, guiding a mentor group and even driving buses on Outback. They are willing to do a great deal to support the growth of our young people; and gratitude is owed daily to the many who go above and beyond.

So it is important to celebrate and reflect on the journey we have had this term. To all the families, students and teachers who have felt a little out of control at times this term – now is our chance to breathe, laugh and have lots of lots of chocolate to make us feel better. We look forward to seeing you on the other side of the break – refreshed and ready to learn again.

By Kate Cunich, Head of Academic and Innovation

STAFF FAREWELLS

Imre Hirka has been with the College for 10 years and has been integral in the strategic direction of ICT within the College. His expertise and easy going nature and rapport with staff and students has ensured our IT has been well managed, and supported. Imre has worked with many stakeholders from students in K to 12 and all staff so is a testament to his versatility. We are sad to see you go, and wish you the very best for your future. By Em Cassin

Jodie Swan, teacher of Visual Arts finishes with us this term to take up her exciting new position at the Ngununggula Gallery where she will share her wider knowledge with many others. Jodie started at Oxley in 2021 and in her time with us has quickly become a widely admired teacher, known for her high expectations of her students. Jodie has worked on the Pin Oak this year and her calm, creative and professional approach has been evident in everything she has done. We wish Jodie all the best in her new career - she will be sadly missed by students and staff. By Kate Cunich

We farewell Adriana Neill-Stevens today as she relocates to WA during the holiday break. By far the Oxley canteen food and offerings is the best we have seen, and the team is run like a well oiled machine. We will miss the way in which Adriana has approached the running of the canteen, her service to the staff and students, and her management of the team. We wish her well for safe travels during her relocation. By Em Cassin



HEAD OF SENIOR SCHOOL

I am sure everyone is ready for a holiday after this term! The combination of the resurgence of COVID-19 and the devastating floods have provided huge challenges to staff and students alike, with the disruption leaving an emotional and mental toll, as much as a physical one, for many. Nevertheless, there is much to be proud of and grateful for in recent weeks, not least the way in which the community has worked together in these difficult times. Year 12 Outback returned on Wednesday and was an outstanding success. We received a heart-warming email from a retired couple who encountered the group, describing the students as "very courteous and patient" and "we cannot overemphasize how impressed we were with their behaviour and team work... the entire contingent was a credit to Oxley College". Whilst Year 10 Rites of Passage had to be curtailed, students were able to complete six out of the ten days of the programme, and plans are underway to include some of the elements that were missed in the second week for later in the year.

Effort Tracking

"One thing on which teachers, parents and students can all agree is the desire for all students to do their best. However, the systemic measures available to determine students' progress are exam results and academic grades, which indicate relative levels of achievement rather than whether a student is trying his or her best". – Robin Nagy, Effort Tracking website

Measuring and evaluating effort presents schools with a much greater challenge than measuring academic achievement. This week we are relaunching Effort Tracking, a tool developed by educational consultant Robin Nagy, that we used for several years until the start of 2020 when the pandemic started. The methodology that underpins Effort Tracking builds upon the work of John Hattie (Visible Learning), and Carol Dweck and Martin Seligman (Positive Psychology) amongst others, shifting focus from achievement outcomes to mindsets and behaviours. The data produced informs forward-looking coaching conversations, with the opportunity to compare student and teacher perceptions and the development of measurable and specific goals at the beginning of each term.

Since we last used Effort Tracking in 2020, we have reviewed how we talk about and measure 'effort', culminating in the new Learner Profiles that have featured on students' subject reports last year. For those that remember the previous system, we found the subjectivity of the terms 'excellent', 'very good', 'good', 'fair' and 'poor' was problematic. By talking about behaviours, for example respecting the culture of learning, effectively collaborating with others or completing academic prep, and using the measures of 'always', 'usually', 'sometimes' and 'rarely', we can generate quantitative data that can more effectively measure and track effort. We have also revised the three areas of effort, each one incorporating the language we have used in the Learner Profiles in the reports last year to reflect the way in which academic effort is presented – 'Respect', 'Focus' and 'Application'. Key elements to Effort Tracking include:

- Student reported effort grades – to enable a comparison with teacher assessment of effort
- Termly effort grades – to provide timely and ongoing evaluation / goal setting
- Data-informed 1-1 coaching conversations with Mentors at the beginning of each term

"Rewarding effort, in addition to achievement, not only highlights which students are doing their best, but encourages all students to value and invest in the processes of learning, developing growth-mindsets about their own academic ability and subsequent achievement. Focusing on effort also reduces the stress and anxiety felt by many students from the pressures of high-stakes tests and examinations and decreases the 'don't try, can't fail' mentality, prevalent in many students' thinking." – Robin Nagy, Effort Tracking website



For more information about Effort Tracking visit <https://www.efforttracking.com/index.php>

Kangaroo Valley – Moss Vale Road Closure

The extensive damage to Moss Vale Road as a result of the recent floods has closed the road between Fitzroy Falls down Barrengarry Mountain to Kangaroo Valley, causing massive disruption to families living there - Kangaroo Valley has been effectively cut off from the Southern Highlands. With the prospect of the road taking many months to repair, local agencies and politicians have been engaged in consultation to work out what can be done. There are eight Oxley families who are significantly impacted by the road closure – it is roughly a 3.5 hour round trip to drop students at school in the morning and do the same in the afternoons. Transport for NSW and the NSW Government have established safe pedestrian access across the slip site on Barrengarry Mountain to a Berrima Buslines bus, that takes the approximately 40 students to their schools in the Highlands each morning. Students are dropped off at the Kangaroo Valley side of the damaged road and are escorted on foot to the bus, with the same in reverse in the afternoons at the end of the school day. Whilst this is a positive development for students, it still leaves a degree of isolation for families who are connected to the Southern Highlands. For example, it is much harder for Oxley students to attend their co-curricular activities after school or participate in Saturday sport, given the drive times - especially with the colder and darker months ahead. For some, the only way around this is for students to stay with friends or family in the Highlands. We hope to hear some further news in the next few weeks, including a timeline, about the long term solution for the road.



Anzac Day March 2022

The Anzac Day March in Bowral is a wonderful tradition in which students from the local schools march along Bong Bong Street to the War Memorial, where the Bowral RSL sub-Branch hold an Anzac Day service. This is the first time since 2019 that the march has taken place on this scale. This year, the Oxley College Pipe Band has the honour of being at the front of the march, immediately after the veterans. Oxley will be the first school in the march, behind the Pipe Band, which will make it extra special. Students attending the march should meet in the Coles Car Park (near Kidstuff) at 10.00am in full school uniform.

By Mark Case, Head of Senior School

JUNIOR SCHOOL NEWS

Weekly Awards

Learning Journey

K: Sebastian Lansdown
Yr 1: Eddie Sheer
Yr 2: Piper Winn
Yr 3B: Sahara Sorensen
Yr 3R: Chloe Motycka
Yr 4A: Anna-Sophia Psarakis
Yr 4W: Hugh Pratten
Yr 5M: Jemima Anson
Yr 6H: Yr 6S: Sam Cottle

Oxley Values

K: Yr 1: Scarlett Druery
Yr 2: Em Hunt
Yr 3B: Raj Sidhu
Yr 3R: James Fussell
Yr 4A: Euan Shedden
Yr 4W: Charlotte Bentham
Yr 5M: Gabi von Sperl
Yr 6H: Yr 6S: Rosie Vild

Excellence in Japanese

Darcy Jones
Lexie Seehusen

Excellence in STEM

Sebastian Lansdown
Grace Barnett
Christo Galwey
Isaac Choo
Evan Callan
Emil de Haas
Clementine Blom
Alessia Sicari
Archie Taggart
Esther Saviana
Otto Richards
Charlotte Bullick

We made it - Term 1 done and dusted! Back to fulltime face to face teaching and learning has provided so many wonderful moments for both students and teachers. I would like to acknowledge our amazing staff for providing such a beautiful, warm, caring, engaging and innovative environment for our students. A big thank you to our families for making my first term here at Oxley so welcoming – I am adjusting to the weather! Someone joked with me on my first day here about four seasons in the one day – so true!

Please enjoy some wonderful family time over the holidays and stay safe!

Earlier this week, our K-2 students went to visit our Grandfriends at Harbison to sing some Easter songs and share some handmade gifts with them. What a wonderful time we all had and our friends at Harbison were tapping their feet and clapping their hands and thoroughly enjoyed connecting with our youngest students – a special memory!

Our rescheduled Grandparents' Day will be on Friday 29 April at 10.00am. We look forward to seeing you all in Term 2 and celebrating this special day for our grandparents and friends.

By Jane Campion, Head of Junior School





GRANDPARENTS' DAY

FRIDAY 29 APRIL 2022, 10:00AM – 1:00PM

GRANDPARENTS, GODPARENTS AND SPECIAL "GRANDFRIENDS" ARE WARMLY INVITED TO OUR GRANDPARENTS' DAY.

OUR STUDENTS ARE EXCITED ABOUT THE OPPORTUNITY TO SHARE THEIR SCHOOL WITH YOU.

PROGRAMME

- 10:00am Arrival and morning tea on Elvo Lawn
- 10:30am Classroom visits and Book Fair
- 11:30pm Musical performances on Elvo Lawn
- 12:15pm Picnic lunch
- 12:50pm Closing Remarks
- 1:00pm Farewell and Depart

REGISTER NOW AT
<https://www.trybooking.com/BYUEA>

WE LOOK FORWARD TO WELCOMING YOU TO OXLEY COLLEGE.

OXLEY COLLEGE K-12

T: 4881 1886
E: office@oxley.nsw.edu.au
W: www.oxley.nsw.edu.au
RAILWAY ROAD, BURRADOO, NSW, 2576.

to think
to dare
to dream



School Holiday Art Camp

12-14 April & 19-21 April

4-7yrs: 9.30-12.30pm 8-12yrs: 1.30-4.30pm

BREAKAWAY TUITION, BEAUMONT GARDENS
60 BOWRAL RD, MITTAGONG

Activities: 3 day mural, coloured salt sculptures, oobleck, stick buildings, recycled robots, galaxy jars, nature hunt
★ slime, cooking art, snow domes, alien nation and much more!

Cost: \$135/week/child
One-off session: \$60
Sibling Discount: 10%

Contact: Mary Lou
0412 609 917
maryloupav@yahoo.com.au
Mary Lou Pavlovic PhD Visual Arts, MA Fine Arts, BA Fine Arts
Working with Children Check, National Police Check





JUNIOR GALLERY



GALLERY



DISAPPEARING WOMEN

Ladies and gentlemen, someday I will disappear.

I can already feel it happening in small ways, the lingering silence after I finish an anecdote, as though my words have evaporated in front of friends' eyes. The glazed over gaze of my teacher when the class debates the feminist moralities of Shakespeare, which, I'll admit, is not something you want to get into. But for those brief moments I feel as though I'm completely invisible. Like I'm starting a conversation with someone only to end up talking to myself.

However, the worst side effect of invisibility by far, is when eyes are focused directly on me. That long appraising look, or loud shout, or honked horn, or grabbed arm and then that sick feeling in my stomach as I start to walk quicker and evaluate each item of clothing I'm wearing to see what caught their attention. When that happens it like they can't even see me at all. They see a body, sure, but not a person, not a someone they could sit down and start a conversation with. I'm an object essentially, one that they'll forget about before they've reached the next traffic light.

This is the process of disappearance.

But I'm really only in the preliminary stages, at the age of 14 I only get brief moments of disappearance. Most of the time I'm thoroughly visible. I have the privilege of teachers wanting to help me to learn and people who are always open to talking with me. Despite those fleeting moments of disappearance, I feel mostly secure in my visibility. But I still feel as though there is something looming over me. This process of disappearance, once you really focus on it, is strangely slow and methodical. Women start to lose relevance and respect at a certain age, beautiful turns into trying too hard and self-love turns into narcissism.

Let me walk you through what I can see.

From what I understand the phenomena of the disappearing women begins around teenagehood. This is the age when girls have traditionally started to become women. Generally speaking, at this time we start to become sexualised, the idea of dating and relationships comes into play so it's only natural our physical appearance is highlighted.

In less academic terms, this era for women is very similar to wearing a Crop Top. It looks great from an outsiders' perspective, you'll probably be noticed more now that you have it on, but the person actually wearing the crop top doesn't feel all that great. You're always worried you're showing too much, or that someone's looking too much, or if you should of even gone out in the first place because a crop top really just isn't weather appropriate. But despite this discomfort, as I said earlier, there are still so many people out there who are willing to listen and learn from girls this age.

Ok, so then comes the 20's. At this point that brutal visibility



only increases. Women are further sexualised and more often objectified as relationships become more adult and meaningful as the timeline for traditional marriages starts to loom over people. This is the time of peak visibility and interest, women at this age are seen by everyone. This age is particularly interesting. It's like when you see a bride in full wedding get-up walking with her bridesmaids is a seemingly everyday situation. You're immediately intrigued. Again, this age, though perhaps even more visible than the teen years, is still an era of being heard. Women of this age are often viewed as business women, or activists.

Then comes the era of motherhood, when women are traditionally expected to settle down. They are no longer the women who stand out in a crowd, but instead someone who you assume isn't of that much interest. Unlike the bridal era there isn't that immediate interest, and they aren't as visible in those is the crop top era. At this age, women lose the element of mystery. Instead of the curiosity that society had previously, the narrative seems pretty straightforward. These women are probably busy filling up formula bottles and we should leave them to do that. It's as though they've started wearing a school uniform and we can automatically make logical assumptions from that. It's at this point the visibility women previously had starts to disappear, eyes start to glaze over and with them less people are willing to listen. Perhaps it is the presumption that we already know what's going on in their lives, or the process of aging, but women of this age are far less heard.

Finally, there is everything after that - an age with no title other than "elderly". Unlike the previous ages these stages of life are not given the dignity of decades of progression and different characteristics - it seems that everything past 40 for a women can be encapsulated in the phrase "yeah - so?". No longer are they wearing crop tops or ballgowns, they aren't even donning school uniforms. No, this era is like wearing a raincoat. In one fell swoop any previous personality or character you had is covered by one huge swarth of fabric. You lose that sense of individuality and interest because - let's face it - you're wearing a rain coat and there's nothing else really to say.

"I want to understand this process of women, at certain points in their life, loosing and gaining visibility and with it, relevance. The easiest thing I can point to here is the representation of middle-aged women in Hollywood. Quite simply, there is none."

"...invisible women have done incredible things. We, as a society, just tend not to notice. They've been lost in his-story."



So, this is what I'm scared of. This is what I can feel right now, and I'm sure what many people reading this have felt in some way. This is the process of our society making women disappear. Of course, there are always exceptions and people who didn't follow this strange cycle, but the fact that this series of events is recognizable throughout history and now, is terrifying. Women, no matter how impressive or experienced they are, seem to fall into this void of irrelevance.

I'm not trying to be derogatory here, or to simplify the deeply complex aging process. I do however want to understand this process of women, at certain points in their life, losing and gaining visibility and with it, relevance. The easiest thing I can point to here is the representation of middle-aged women in Hollywood. Quite simply, there is none.

Women in their twenties are often playing the love interest to 50 year old men while women in their 50's play wicked witches. I'm not even kidding, the day after her 40th birthday Meryl Streep was offered three witch roles. Three. Her male counterparts were playing James Bond, and other well-known silver foxes while she was donning a witches cloak and breaking out her evil cackle. These small, seemingly mundane changes like being offered different acting rolls, or being overlooked for positions you're still very qualified for, are symptoms of disappearance.

Polina Poritzkova has been outspoken on this issue over the past few years, coining the term for her age group as "somewhere in between JLo and Betty White". Polina was a supermodel. She was considered one of the world's most beautiful women, she got married, she had children, she got divorced and then she fell out of relevance. From that information you might not even care about her. She was a supermodel - sounds like such a hard life. However, will she cope with sinking down to the level of us normal people and being occasionally overlooked in conversation?

But Polina, before she was a supermodel, was an abandoned child in the midst of a war. She was stranded in her home country of Czechoslovakia after her parents had fled via motorcycle and had been too afraid to take her with them. A charity organisation found her case and instead of helping her reunite with her parents they made her pose with her teddy bear, to try and guilt trip their audience. Her mother eventually snuck back for Polina on that same motorcycle six months pregnant with her baby sister. But Polina was never asked about this while she was at her height of fame, instead she was made to pose again and again: just in swimsuits this time. At a young age she was told by society that she was to pose and look pretty and this pattern continued until she was in her mid-thirties and suddenly she wasn't interesting to the public eye. Her self-confidence was considered to be hanging on to her youth, and her shock suddenly being overlooked was attention seeking. For years she had been asked how she dieted and what her fantasy male looked like, but when she finally went to start a deep conversation, no-one wanted to listen.

She had disappeared, shocked to find herself going through the ruthless cycle along with so many of her peers. So, if in an international super model disappears, and is then shamed for

trying to reappear, what chance do I have?

But then it occurred to me, if this cycle has been happening for so many years, there is no way we haven't figured out some nice perks. Surely someone had the foresight to stash a flask under their raincoat and go merrily skipping through the streets, happy as anything using their invisibility to their advantage.

When I dug a bit deeper, I found countless examples of women who had used their invisibility as a weapon. From gate crashing James Packer's wedding, to becoming spies during war times to freeing thousands of slaves from plantations: invisible women have done incredible things. We, as a society, just tend not to notice. They've been lost in his-story.

An incredible example of women using their invisibility as a superpower is the story of Harriet Tubman. She was just about as invisible as a person could be, a woman of colour in America in the 1800's, she could do jumping jacks in front of someone and they probably wouldn't have noticed she was there. So instead of allowing herself to disappear, to become another face in the crowd she escaped from slavery and made a total of 13 missions to save other slaves throughout her lifetime. She could spy, she could plan, and she could change history, all while remaining out of the view of society.

To circle back to my original problem, the thing that drove me to speak about this in the first place: someday my voice will no longer be heard because of this cycle, I will no longer be seen, I will no longer be someone who can start a conversation. But after all this history, after all these amazing women and amazing stories that have been hidden away, I'm starting to wonder if it's really my loss.

Sure, we won't be acknowledged for being really cool people when we're older, but that doesn't mean we stop being really cool. We could probably do without a dependency on outward validation anyway. Sure, we'll eventually have to chuck on a raincoat, but that doesn't mean we can't see what lies underneath. We'll still be able to know our own worth.

The person who is losing here is you.

We have lost sight of so many women, missed the chance to have so many enlightening conversations and learn about so much of life. We've lost in this cycle, and when I disappear that will just be another one on the tally, another story that stops being told. I'll still know these stories, I'll still be accomplished and wise. We all will be. But what do you stand to gain if you don't open your eyes and see that?

So, while I still can, while you can see me, let me start this conversation: Goodmorning ladies and gentlemen, are you going to let me disappear?

By Violet FitzSimons, Year 9

TAKE INSPIRATION



GAME

Halo Infinite

Get ready for the latest Halo game. The one you have been waiting for - it's Halo Infinite!

Set in the year 2560, Halo Infinite follows the odyssey of the Master Chief, a biologically/cybernetical altered human, trying to save humanity from an alien force known as the Banished. For those of you who have played Halo before, you will be surprised that 343 Industries (the company that currently owns the Halo franchise) has not reinstated the parasitic Flood to the game. But what they have reinstated are the ape-like Brutes, so get ready for a new challenge.

Set on Halo ring Zeta, Master Chief goes head to head with the Banished forces occupying the ring. Unsurprisingly, you are going in alone. But as you progress through the game, you will gain UNSC marine support (The United Nations Space Command is on humanities side) and gain access to all sorts of unique and epic vehicles and weapons (hello blood energy sword). The landscape of Zeta Halo is amazing, with lush mountain views, grasslands and many tactical views of enemy fortresses.

Halo Infinite now has a multiplayer option, introducing a whole new chaotic form of combat to Halo. Multiplayer now has many game modes, such as FFA slayer and capture the flag. With all new maps, vehicles and weapons, the board is set.

Let the war begin...

By Thomas Clark, Year 9



BOOK

The Inheritance Games

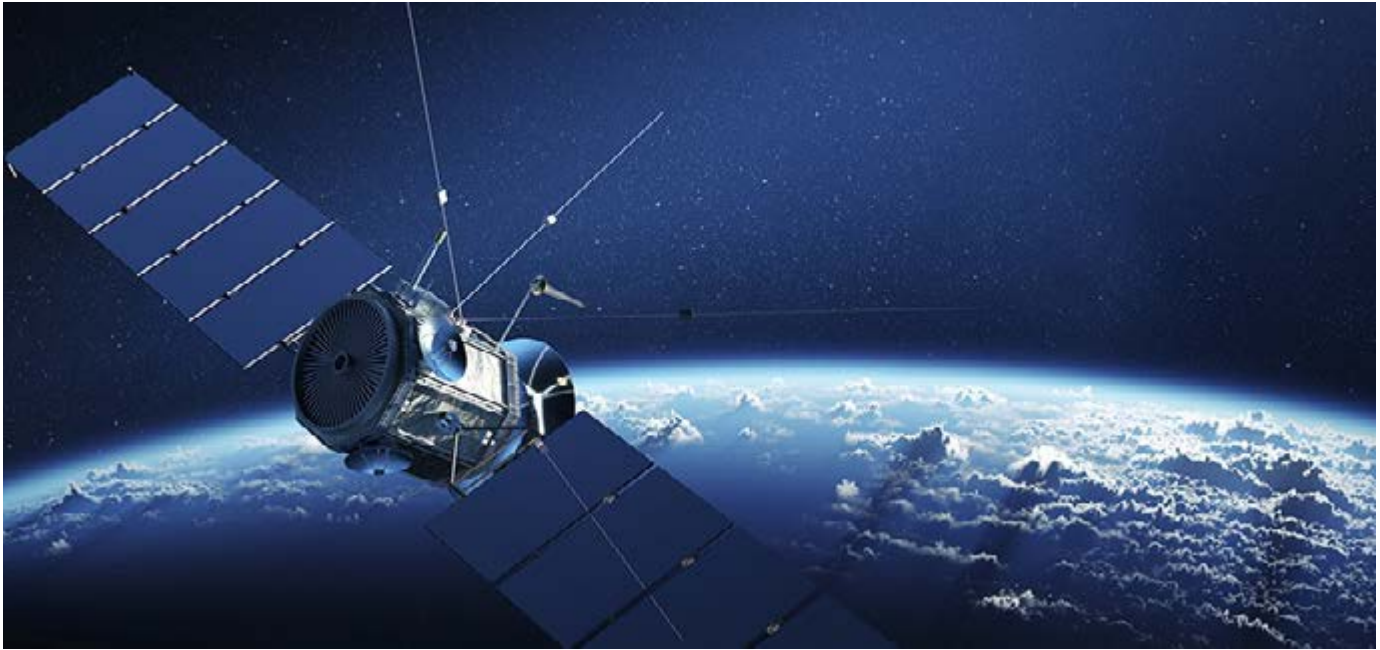
Mystery. Drama. Romance. Suspense. This book has it all. 'The Inheritance Games', written by Jennifer Lynn Barnes, was published on the 1st of September 2020. To date, 750,000 copies have been sold. This makes it Jennifer's most successful book yet. The book is filled with riddles, puzzles, and high-stake twists, leaving you in suspense after every chapter.

This book starts off when billionaire Tobias Hawthorne dies and leaves high school student, Avery Grambs virtually his entire fortune. Avery has never met Tobias and she doesn't know what she is walking into.

To receive this inheritance, she must move into the secretive, passage-filled, and mysterious Hawthorne House. Every room is full of puzzles, riddles, and codes. Tobias left behind his family, that still live in Hawthorne House, including four grandsons of Avery's age. They are dangerous, magnetic, surprising, and mysterious. Avery gets tied up in a love triangle that she can't get out of, rivalry arising from the brothers. Avery has to navigate this dysfunctional family and a house that just doesn't make sense, a twist at every door. She has to play the game to survive.

'The Inheritance Games' is a well-written and enjoyable read. The characters are well developed, and the plot is filled with mysterious twists and turns. You are left with suspense after every chapter, salivating for more. The combination of mystery, drama, romance, and suspense creates a book of pure magic. This is 'The Inheritance Games' by Jennifer Lynn Barnes.

By Lucy Anderson, Year 8



Earth's Space Invaders

2019, the year my friend thought that the world was going to end.

It was a night like any other. The street in the middle of my neighbourhood was peaceful, the stars were shining, and my family, friend and I were out walking the dog. And then, that's when I saw it. A strange constellation, looking like an eerie scar in the sky. It appeared to be a procession of meteors heading straight for us. Pointing it out to my family (well, my dog was chewing a plastic bottle, so she didn't really care), my friend thought we were all going to die.

Later, when we got back home, we discovered that weird constellation was NASA/Space X's collaborative new satellites. This got me thinking, what right do corporations like NASA and Space X have to launch satellites into our atmosphere? Who gave them permission to fill our night skies with thousands of light polluting machines? Who gave them the right to direct satellites over my back yard?

What if I don't want to look at satellites? I have been given no choice. The majority of the planet has not been given a choice. It's like somebody putting up a billboard on my front lawn without my permission and every day I have no choice but to see it.

Officially, there is no law against leaving junk in space. This has led to countries such as America, China and Russia launching an abundance of satellites. And if you are considering launching your own satellite, there is no law against the public sending satellites up (although you will be responsible if it lands on someone's house...) During 2021, The Union of Concerned Scientists (creators of the world's satellite database) calculated that Earth had 6,542 satellites orbiting it. Only 3,372 satellites were operational, leaving 3,170 satellites drifting around Earth. This might not sound so bad; I mean what's so bad about junk in space? Space is very large, nothing to worry about...

There is a lot to worry about.

Active satellites have every possibility of being struck by space junk, fried by solar flares or even being struck by other satellites. Many countries do not see this as a threat and

continue to send more satellites up every year.

The dangers posed by inactive satellites is that, due to loss of control, they could potentially fall into Earth's atmosphere. This damages the ozone layer, as chemicals released by the satellites can be incredibly harmful. Most of the time though, the satellites burn up after hitting the ozone layer. But sometimes, in rare instances, defunct satellites can slam into the Earth's surface, potentially hurting someone or destroying property. The International Space Station has already done 3 debris avoidance manoeuvres as of 2020.

By 2030, it is estimated that there will be over 17,000 satellites in our night sky. The mere fact that companies all around the world are doing nothing to stop the satellite debris belt that is slowly forming around Earth is frightening.

Active satellites increase light pollution around Earth making astronomers' jobs a lot harder. Constant satellite activity is making the study of the universe difficult for the professionals and, if that wasn't enough, it's tricking my mind into thinking satellites are stars, or in my friends case, meteors coming to destroy Earth. Now when we star gaze in the backyard we have to decipher if we are looking at a star or a satellite? Is it a stationary twinkle or a blinking satellite on the move...

This all seems like doom and gloom, but humanity has become dependent on satellites. Why? Because satellites help with telecommunications such as our internet connection, other types of satellites help with astronomy and weather forecasting while others help the military. So, we have no choice but to see the satellites in our night sky. But do we really mind as we look up tomorrow's weather forecast (beach or rainy day activities?), as we call our family on the other side of the world, as we enjoy a Netflix movie or game online (incredibly important)?

I know my answer! But will I regret my acceptance of satellites when I cannot see the stars and a piece of space junk has fallen from the sky, only to land on my car...

By Thomas Clark, Year 9

OUTBACK

Outback 2022 by India O'Brien, Year 12

"Outback" at Oxley refers to the 34-year-old tradition whereby Year 11, (this year Year 12), travel throughout rural Australia on buses together, enduring long, arduous hours on the road that create extraordinary, shared learning experiences.

Last week, Year 12 embarked on the six-day journey through New South Wales. Each day consisted of bus rides fuelled with every artist from George Michael to Taylor Swift, non-stop conversations and jokes between new and emerging friendships and rest stops with strolls through wholesome rural towns.

Due to the lengthy drives, we were able to view the vast landscapes of the Australian bush. Stopping at sites such as the Warrumbungles National Park, Pilliga Forest, and Mount Kaputar National Park, where we hiked to sensational views, stopped by the local museum to understand, and appreciate the local history, and in the Warrumbungles, visited the Siding Springs Observatory where we later applied our knowledge to stargazing in the Dark Sky Park.

Another common theme during this adventure was the inclusion of Indigenous history and culture. The trip featured numerous activities and opportunities to learn about our first nation people's culture with lessons from experts such as Donna the Astronomer, showing us the constellations in the stars and Bradley the tour guide in Brewarrina, explaining the importance of Indigenous culture and its role in reconciliation as well as a history lesson from one of our own teachers- Mr Verco who explained Australia's dark history of Indigenous massacres. These important lessons were further reiterated through the sites we visited, such as stops at the Pilliga Forest and Fish Trap museums, exploring traces of Indigenous life from over 60,000 years ago next to contemporary Indigenous sculptures scattered through the Pilliga Forest and even an opportunity to pay our respects at the Myall Creek Massacre Memorial- a moving and significant experience for all of us.

However, in order to fully appreciate Outback, it's essential that I recognise the importance of the teachers on this trip. The support and consideration shown by the teachers whilst still driving 72 students 3500km around the state was unparalleled. They played an integral part in the bonding between the students and extended the tight support and security network from the teachers at our school. Thank you to Mr Chambers, Mr Collins, Mr Lee, Mr Madden, Mr Marnoch, Mr Verco and in particular:

To Stuart Newton- a non-teaching Outback staff member who kept our buses and trailers on the road with his high engineering and trades skills,

To Ms Patterson- who provided three nutritious and delicious meals to 82 people every day,

To Mr Bevan- who assisted Ms Schaefer with the admin behind the scenes and kept our tired year group moving with his organised, encouraging and enthusiastic attitude.

And to Ms Schaefer- who planned this entire trip (multiple times, altering to fit the limiting Covid restrictions), creating a trip so well organised and curated, it constantly kept us engaged.

Thanks to all the dedicated support from these people, Oxley's Year 12 now possess a common skill set and memories that will serve to move us through the next two terms as a team with resilience and tenacity.

I think it's safe to say on behalf of my year that this trip will be seen as one of the best experiences of high school, and for that opportunity, we are all incredibly grateful.

Outback 2022- by Annik Schaefer

There is Outback, and then there is Outback.

The trip for Year 12 2022, postponed from September 2021 was beset with Covid obstacles from the beginning, but nonetheless it hit the road on March 29 in its 3rd iteration as a modified 3500km, nine day journey around NSW.

The students boarded buses only 14 hours post-exams for many, travelling over 500km on the first day. This theme of travel continued for most of the journey, bringing all of the Outback distinctives of exposure to small, struggling rural towns, ever-changing landscapes and most importantly the essential objective of stretching one's limits while in service to the larger collective; trailers unpacked, tents up, dinner prepared, cleaned up, sleep, tents down, trailers packed, breakfast, another 500km with 82 people through two service station toilets every two- three hours!

At every step of the journey, every student and staff member rose to the daily, ongoing challenges of meeting deadlines and covering ground without complaint and with evident humility. This trip was truly one of the most joyous experiences for every teacher present which is a testament to their own teamwork and the students of Year 12.

Below are some entries from the 'Bus Journals' produced in the final 24 hours of Outback which speak the reality of Oxley Outback intentions:

Outback is a limbo of extremes from climbing a mountain to endless bus trips. It has taught me patience and acceptance through arduous tasks and a constant connection to a collective larger than myself. It has made me re-evaluate the time I spend outside of school. While I can't profess to have enjoyed every aspect of the trip, nor do I think anyone can, it has made me appreciate the luxuries of my own home. Outback recontextualises, and I applaud the Outback staff for creating a truly unique and formative experience for so many young adults.

Outback was an emotional roller-coaster beset by an underlying current of fatigue and discomfort. Nevertheless, I have full faith that this experience will bear fruit via the optimistic vision of hindsight and will become a symbol for friendship and independence.

To future Outbackers, live in the moment and enjoy your last school trip ever. Take this time to remove yourself from social media and life.

Regardless of the change in location and the length of the trip, every year group should strive to bond together because the trip can only show its true potential and purpose through the coming together of both students and staff.

Outback is unlike anything you will ever do. The connections you will make with people will open up new opportunities for friendships and experiences. Everything about Outback has an amazing feel to it, even the massive bus trips. You will be surprised how funny and entertaining your teachers are in their effort to strengthen teacher-student bonds.

When I first got here I was thinking our year group cannot be together as a group, but as the days went on and our night at Camp Cypress it changed for me. I don't wanna go home. I love it here! I've had such a great time learning about others, and most importantly about myself.

Outback, what a trip! Coming to the end of the trip we are now only realising the impact this amazing journey has had on us. ... The power of this trip to form new relationships is truly something special.

I have loved this trip. It has opened my eyes to what lies beyond Bowral and what my future could hold. Thank you for this opportunity and for continuing this precious tradition every year.

I am in awe of how smoothly things ran. Whilst it was quite tough I felt peers and staff were supportive and it overall made me realise that when people are tired a little extra love and patience is required!

OUTBACK



NEWSFLASH

Junior School Production

The Junior School Production "Fight with all your Might, the Zombies of Tonight" is well underway with rehearsals for the leads kickstarting this week on Tuesday and Thursday! Currently the students are conducting live read-throughs: familiarising themselves with their scripts, understanding their lines and establishing the meaning of the play. This year we have a range of talented students from Year 3 to 6 with the ensemble, dance ensemble, advanced dancers, and the leads! A group of unlikely heroes must band together to overcome the villains of both their own worlds and the bizarre world of wolf-cubs, half cat/half humans, meteors, and the dreaded zombies. Mathew Whittet explores the ideas of individualism and the quest against bullying. Over the next term keep a look out for further updates on what we are sure will be the best junior school production yet! Tickets should be available early Term 2, more information to come in the next few weeks.

By Brydie Taylor & Elise Davies, Year 11
Creative Directors



Year 7 Geography Field Trip

On Thursday 24 March, the two Year 7 Geography classes travelled in pouring rain to investigate the landscapes and landforms on the Illawarra Escarpment at Mt Keira. Fortunately, the rain stopped and although the usually stunning view from the summit was a little spoiled by the low cloud, it did not stop the students exploring the beautiful environments at this location.

They practised their topographic map skills while observing local land uses, conducted group work using a range of scientific equipment, enjoyed a bush walk through the forest and finished with an animal catch. Various centipedes, squirt worms, mantis, slugs and spiders were recorded and analysed, but the sheer number of leeches both large and small that were inadvertently collected in shoes and clothing was the overwhelming talking point on the journey home! Thank you Year 7 for a good day out and an opportunity finally, to learn outside the classroom.

By Mr Tim Dibdin



Ash Barty Retires

On Wednesday 23 March 2022, Ash Barty shocked the world by announcing her retirement aged 25. She began her professional tennis career in 2010. She took a break in 2014 to pursue cricket, a sport she had never played before. However, she came back to tennis in early 2016, stronger than ever. She quickly worked her way up to world number 1 by 24 June 2019. She has won three grand slam titles, the Roland-Garros 2019, Wimbledon 2021 and the Australian Open 2022. Ash retired because she wanted to explore other opportunities in her life outside of tennis. She will always be remembered as a legend for both her skill, mindset, and attitude towards tennis.

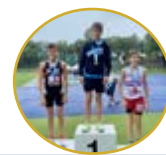
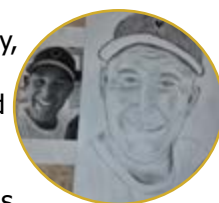
By Lucy Anderson, Year 8



Shane Warne Memorial

When I heard that my idol and cricket legend, Shane Warne had passed away, I was absolutely gutted. To help with the loss I grabbed a pencil and started drawing a portrait of him. The picture I based the portrait off was the last picture taken of Warnie, happy with his friends in Thailand. As the best leg spinner ever, he was the cricketer I looked up to, as I'm a leg spinner too. Warnie changed the game of cricket forever. His first ever test cricket ball, is known as the ball of the century as it spun from outside leg to the top of off. On Wednesday 30 March a memorial was held at Warnie's beloved MCG in honour of him, with a lot of his family, friends, and fans there to say a final goodbye. Whilst down in Melbourne my dad and brother placed my portrait at the base of Warnie's statue, as a tribute to the legend, which was seen by passers by and news cameras. At the end of the memorial his three kids, Brooke, Jackson, and Summer unveiled the new name of the MCG south stand, it read- SHANE WARNE STAND. He will be greatly missed by so many people all around the world.

By Myles Magill, Year 8



Newsflash

Congratulations to Harry Keats, Year 6. Harry recently came 3rd in the Athletics Australia National Championships U14 800m. In the June holidays Harry will be competing in the US National Championships in New York at Icahn Stadium in Manhattan where Usain Bolt broke a world record!

Things gen z people don't say but really wish they could say:

social media edition



"I admit— books are probably better than devices. But books don't sing "Woman" by Doja Cat to me, so, you know, I think the winner is obvious."

"I know everyone's very quick to label our generation as social media obsessed - but do you really think you would have been all that different if you were in our shoes?"

"If you think about it, social media is a lot like a video game. Create an avatar, gain points (likes), compete to see who has the most points, you end up showing a completely unrealistic image of yourself. The only thing missing is someone telling you what on earth you're supposed to do to survive."

"I think the algorithm might know me better than I know myself. Sometimes it just tells me to like things and I'm not bothered to disagree. Apparently, I like K-Pop now."

"I know we don't say it that often, but half the time we don't really know how social media works either. There are so many buttons. It's like an intelligence test."

"Guys, Tik Tok ... assessments are getting close" – Someone who is totally a student and definitely not a teacher at all.

"We all know that social media is dangerous. But for goodness' sake, if one more adult lectures me about it and then pauses to check their Instagram notifications - I'm going to lose it."

Please contact Violet FitzSimons if you have any entries for the column! If you've ever been puzzled by coffee cup lids, outraged by miss-spelt street signs or confused as to why people from the Netherlands are Dutch and not Nethermens (which would be way cooler) this column is for you.

**By Violet FitzSimons
Year 9**

Next week's edition is... things gen z people don't say but really wish they could say: current affairs edition.