

PINOAK

ANZAC
DAY

WELCOME
DRINKS

CROSS
COUNTRY

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WELCOME DRINKS



HEAD OF COLLEGE'S REPORT



At my first full Senior School Assembly I spoke about the word 'discipline!' I was brave because with students it can have a negative connotation as it is often only used in a behavioural sense.

Yet the Latin origin of the word is pupil and has an educational grounding. The word can be used as a noun, verb or adjective. One can study a subject discipline. It can be related to motivation and can be used in relation to character development.

My focus was on the last point. I stated my hopes were for Oxley students to be themselves at their best. To be oneself requires self discipline not be influenced by peer pressure or social media. Difference should be celebrated. To be at your best requires the discipline of putting in your best effort to all matters.

I used a range of examples to highlight the necessity of self discipline to enable one to have the freedom of creativity, imagination and enjoyment. Examples include:-

- The pianist needs the discipline of the scales before having the freedom of the keyboard.
- The actor requires enormous self discipline whilst on stage.
- The cricketer requires the self discipline of learning the core skills before they adapt any natural talents for the game.
- The scientist requires the discipline of an enormous amount of trials and errors before announcing any new discovery.
- The famous rock artist often has the background of a classical music training or membership of a choir. They have learnt the discipline of music before they use it for their preferred music genre.

With student academic pursuits one requires the self discipline to persevere, to have resilience, to comprehend and not be comfortable until you do, to ask and challenge, and to dare to think differently.

I stated that I looked forward to witnessing Oxley students putting their self discipline into action. I reminded them that their reputation was determined by what they do and not by what they say about themselves. My mantra has always been that good education is about turning young people of promise into adults of substance.

Finally, I look forward to the very special Foundation Day activities on Thursday 19 May 2022.

The format will need to change this year due to a number of factors. The main one being that parking will not be possible on the ovals due to the recent high rain fall levels. We will be holding two separate Foundation Day celebration gatherings for the Junior and Senior Schools during the school day. Communication has been provided by Mr Case (Senior School) and Miss Campion (Junior School). The events will be staggered which will help with parking. Both occasions will be recorded and available for parents to view at a later date. By Dr David Mulford, Interim Head of College

THE STUDIO OPENING

This week, we were delighted to host special guests including The Hon Nathaniel Smith MP, directors of local art galleries, parents of Year 11 and 12 Visual Art and Design and Technology students, students and Ben Quilty to officially open The Studio.

The Studio at Oxley College is a new unique, bespoke repurposed art and design technology space made up of two large rooms equipped with cutting edge art and design technology equipment. The building sits in landscaped gardens that invite further creativity with views looking up to the hills behind Oxley. Our enormous thanks to the Oxley Building Committee for working tirelessly to create this innovative new space.

Before officially opening The Studio, Ben Quilty addressed the Senior School assembly about the importance of the arts in the community and inspired students to follow their passions. It is wonderful to see this dynamic new space now used on a daily basis by Senior School students.



DIRECTOR OF CURRICULUM



The academic life of the College, fuelled by the energy of our young people, continues to enrich our community. Students across all year groups are entering their work for the annual Portrait Competition, Oxley's version of the Archibald Prize! The Year 7 and Year 9 students are experiencing NAPLAN online which we use to measure their growth in literacy and numeracy. The Year 11 students are stretching themselves, road testing their examination strategies and finding out how much they know during their Half Yearly Examinations. They will use the feedback they receive from this important exam block to direct and refine their academic progress as they move into the second half of their Preliminary Year. Year 12 students have completed half of their HSC year and have received their reports.

Academic Consults

On Thursday 5 May and Friday 6 May, Ms Simpson and I conducted Academic Consultations with each member of our Year 12 cohort. This was a valuable opportunity to touch base with each student, reflecting on the recent Half Yearly Examinations and the advice provided by class teachers in their reports. We also set goals for the coming Semester – the business end of the HSC year with both Trial and HSC Examinations approaching – and discussed strategies to maximise efficiency and effectiveness in academic preparation. Our Year 12s also had the opportunity to seek guidance and clarification from us, and our time together will inform the workshop series Ms Simpson will run later this term. We would like to thank our Year 12s for the open-hearted approach they have taken to our academic feedback in all of its forms, and for participating with energy and good humour in this important consultative process.

"The consultation was a good way to clarify the way forward for me academically. It took a bit of poking and prodding but I was able to formulate some specific goals and achievable goals which will help me prepare for the coming examinations"

Liam O'Connell, Year 12

"I really enjoyed the opportunity to check in about my progress so far and to brainstorm some strategies to help me achieve my best." Ali Cavanough, Year 12

Applying to University

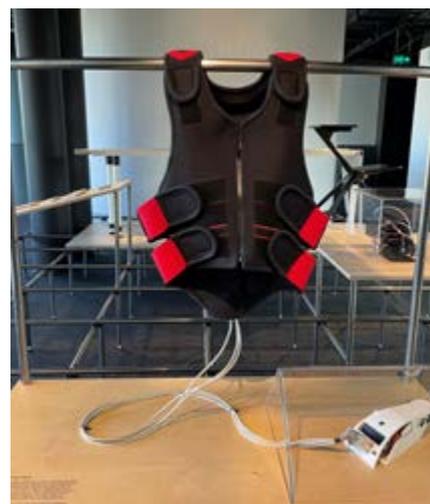
This week Year 12s attended 'How to apply to university' workshops with Careers and Futures Coordinator, Ms Claudia Cowell. University applications opened for Year 12s in mid-April and will close at the end of September 2022. Students learnt about how to make a decision on which university and university course to apply to, how to apply through the UAC centralised application system, and other essentials to think about when considering a university pathway such as course and other costs and scholarships.

g Design and Technology – Shape Exhibition

Last Friday, Year 12 Design & Technology students attended the annual Shape Exhibition at the Powerhouse Museum. They were able to see some of the most inspiring Year 12 projects from Design & Technology, Industrial Technology and Textiles. All the projects had QR codes where the students could access certain aspects of the projects portfolio. A huge highlight was seeing Arlo Berry's project in the exhibition from last year's Oxley Year 12 Design & Technology class. The HSC Design & Technology course focuses on creativity, innovation and the successful implementation of ideas. The project each student selects can be a product, system or environment. The course develops conceptual understanding, their appreciation of the historical and cultural influences of design and the interrelationships of design, technology, society and the environment.

'Shape not only allowed me to view some of the phenomenal, exciting and innovative projects made by some seriously talented students, but it also gave me some much-needed perspective on the level needed to achieve a BAND 6. Furthermore, attending the exhibit with my first-rate peers allowed me to discuss some of the featured projects in greater detail, which aided my overall takeaway from the day.' William Dowe, Year 12

By Catherine Dobner, Director of Curriculum



HEAD OF SENIOR SCHOOL

ANZAC Day 2022

It was wonderful to have such a strong turnout of Oxley students for the first ANZAC Day March in Bowral since 2019. The Oxley College Pipe Band had the honour of leading the march to the War Memorial and also of playing during the ANZAC Day Service. The Pipe Band, led by Pipe Major Barry Gray, performed professionally throughout the march and in the service, with Alexandra Cavanagh, Year 12 providing a moving recital of the Lament. The pipers certainly did the College proud!

The College held a very special ANZAC Day Assembly on the first day of term. Mr Bruce Stannard AM, grandfather of Year 1 student Isabella Francipane, presented the College with a seedling directly descended from Lone Pine, the tree that stood on the ridge above ANZAC Cove. Mr Stannard is a maritime historian, publisher, environmentalist and author of 16 books, who was awarded Membership of the Order of Australia for his work in preserving Australia's maritime heritage. He worked as a journalist covering wars and conflicts in Vietnam, Timor and Afghanistan. Mr Stannard spoke movingly at the assembly about the Gallipoli Campaign and the journey of the seedling. His speech is reproduced in full via this link: <https://www.oxley.nsw.edu.au/anzac-day-address-by-mr-bruce-stannard-am/>. Mr Glenn Kolomeitz, a former Australian Defence Force Officer who has served in East Timor and Afghanistan also addressed the school. Mr Kolomeitz is now a defence analyst and lawyer specialising in veterans' mental health-related criminal cases and refugee work for Afghan nationals. In his address, he spoke about the evolution of the role of the Australian Defence Force since its foundation in 1901 and the changing motivation for Australians to serve since that time.

Following our assembly, the Lone Pine seedling, named 'the Tree of Remembrance', was planted at the top of the main driveway, with help from Isabelle and some of her Year 1 classmates. Generations of Oxley students, current, future and those yet unborn - will be able to witness its growth into a fully fledged Turkish Pine. It will grow to a height of around 20 metres and provide a place of quiet reflection and contemplation under its branches that will one day span more than 10 metres. A plaque will soon be installed to read "The Tree of Remembrance / This Turkish Pine (*Pinus brutia*) was grown from seed taken from the battlefield at Gallipoli in August, 1915. It is a direct descendant of the Lone Pine that stood high on the ridge above ANZAC Cove. The seedling was planted at Oxley College on 26 April, 2022 / Lest We Forget".

Effort Tracking: 1-1 Meetings with Mentors and Goal Setting

Following the input of Term 1 effort grades by both teachers and by students, 1-1 conversations were conducted last Wednesday in Mentor Groups, to reflect on these and to set goals for Term 2. You can find out more about Effort Tracking in my article in Pin Oak Issue 139. Students in Years 7-10 should also have completed their goal setting exercise on page 37 of their School Diary.



Head of Oodgeroo House

As previously communicated to Oodgeroo House families, Mr Phil Cunich has stood down as the Head of House after 15 years in the role. Mr Cunich's support, guidance and leadership has been valued by countless Oodgeroo families throughout that time and he has nurtured a strong sense of identity and belonging in Oodgeroo. Following an internal recruitment process, the new Head of Oodgeroo House is Mr Grahame Chambers. Oodgeroo students and families were informed of the appointment yesterday. Mr Chambers has been a teacher at Oxley in the English and Humanities Departments since 2017, was Acting Head of English in 2021 and a valued Mentor in Dobell House from 2017-2021. He was also the Head of a Boarding House for 10 years in his previous role at The Scots College, Sydney. He is passionate about student wellbeing and will bring valuable skills and experience to the role.

Spoken Word News

We are now over halfway through the HICES Debating Competition, with eight teams across Years 6-12; several of the teams are currently on track to compete in the Grand Finals. This week, two Year 10 students, Isabelle Hessey and Ellen Melrose-Rae, competed for the first time in the Plain English Speaking Competition, the premier national public speaking competition, and acquitted themselves admirably. The House Public Speaking competition kicked off today with our Year 12s. As ever, it was a tightly fought contest and the quality of our public speakers at Oxley continues to impress. This year, the winner was Jennifer Allan from Durack House. Jen will reprise her speech at next week's Foundation Day celebrations. The House Public Speaking Competition for Years 7-11 will continue at lunchtimes throughout Week 5.

By Mark Case, Head of Senior School





Weekly Awards

Learning Journey

K: Grace Barnett
 Yr 1: Ruby Rogerson
 Yr 2: Tom Pierce
 Yr 3B: Frankie Russell
 Yr 3R: Nash Elvy-Mourid
 Yr 4A: Phoebe Burton
 Yr 4W: William Palmer
 Yr 5M: Sienna Patruno
 Yr 5N: Mariella Vlahakis
 Yr 6H: Henry Jones
 Yr 6S: Piper O'Sullivan

Oxley Values

K: Charlie Motycka
 Yr 1: Jack Malouf
 Yr 2: Grace Byrne
 Yr 3B: Oliver Di Bartolo
 Yr 3R: Zoe Choo
 Yr 4A: Leo Le Guay
 Yr 4W: Charlotte Byrne
 Yr 5M: Jemima Anson
 Yr 5N: Eli Winn
 Yr 6H: Jake Linde
 Yr 6S: Ed Hunt

Excellence in Japanese

Tessa Hunter
 Eric Mussett

Junior School Summer Sport Coaches

U12 Spirit Girls Basketball Team
 Raphaela Abreu
 U12 Flames Girls Basketball Team
 Lisa Mussett
 U12 Hawks Boys Basketball Team
 Frederick Florida
 U12 Boomers Boys Basketball Team
 Jett Loiterton
 Stage 1 Lightning Cricket Team

Learning Journey

K: Polly Pemberton
 Yr 1: Magnus Rasheed
 Yr 2: Edison Feller
 Yr 3B: George Abreu
 Yr 3R: Harry Berry
 Yr 4A: Lili Giro
 Yr 4W: Elsie Hopkinson
 Yr 5M: Markus Simonsen
 Yr 5N: Bailey Fox
 Yr 6H: Lily Moore
 Yr 6S: Theo Evans

Oxley Values

K: Charlie Seehusen
 Yr 1: Eden Mason
 Yr 2: Archie Taggart
 Yr 3B: Xavier Burrows
 Yr 3R: Hannah Cochran
 Yr 4A: Charlie Hammond
 Yr 4W: Luca Sicari
 Yr 5M: Hadley Morgan
 Yr 5N: Luca Poropat
 Yr 6H: Brodie Murray
 Yr 6S: Edie Cavanaugh

Excellence in Music

Hailey Law



HEAD OF JUNIOR SCHOOL

As the new Head of Junior School, I have had a term to settle in and to work with teachers very closely. I have been excited to share my passion for learning and to facilitate future opportunities for teachers to improve their craft and to be active learners.



Here at Oxley, we often talk about what makes a difference to our students – what is our secret? Firstly, we use an effective mix of direct instruction and inquiry-based learning. This gives students the freedom to be curious and explore the world around them. Then we mix in opportunities through our Visible Learning philosophy, for self-reflection, time for collaboration and the knowledge of how to assess themselves as learners. Finally, we give students the opportunity to proudly present their learnings to their teachers, peers and parents. (Then repeat - we repeat the process until students are ready to take on the world.)

For me, there's one more ingredient that is absolutely crucial. Teachers who find joy and challenge in learning. Otherwise the whole mix can fall flat! So, I have been sharing my love of learning and facilitating professional learning while working with teachers to make our love of learning contagious to the students!

Teachers who are enthusiastic about continuing their own education, and who are passionate about seeking better ways to facilitate and inspire learning for students will create a wonderful place for students to thrive.

Professional Learning occurs daily through all our interactions, in addition to courses and workshops, and it ensures that teachers remain effective in the long run, helping them in four areas.

1. Go Above and Beyond Normal Curriculum Knowledge

We believe that "curriculum" goes beyond just subject area knowledge to concepts and approaches to teaching. Teachers should be constantly figuring out new ways to engage students—whether that's including the latest developments in their field or looking for ways to interact across fields to fully explore concepts through the lens of multiple subject areas.

2. Improve Student Learning

Teaching is a field that evolves as researchers and practitioners find more effective ways to reach students. We are constantly looking for new ways to improve our curriculum at Oxley. Teachers are encouraged to find ways to take risks to ensure we are providing significant, challenging and relevant learning engagements for each and every student. To achieve this we promote shared professional reading and professional action research in our classrooms to improve and assess the quality of our teaching and learning in each classroom. Assessment not only provides a picture of where students are in the learning process, it helps teachers better understand the students as learners. Oxley teachers then use the insights they gain from assessments to shape their teaching to improve student outcomes.

3. Improving Technology Knowledge and Use

A school can't prepare students to use the tools of the future if it continues to use the technology of the past. That's why we have just completed a technology audit and are making plans for introducing new devices, innovative curriculum in both STEM and integrated core subjects and the teaching of 21st century and beyond skills to all K-6 students. When we bring in new technology, however, teacher development is critical - it's important to push teachers to go beyond using technology for the sake of technology. Our teachers are being upskilled in the latest gadgets and gizmos, strategies, programmes and future innovations – exciting times!

4. Working Collaboratively

No one understands the challenges teachers face in the classroom better than other teachers—which is why collaboration is a crucial part of teacher professional development. When teachers get the chance to help each other and learn from one another, like we do in our Professional Learning sessions each week, they are able to share their experiences and research, evaluate each other's learning engagements in the classroom, and join forces to provide more creative and innovative educational experiences.

Learning is a lifelong process of keeping abreast of change - the best teachers are the ones who are constantly pushing themselves to learn about new research in their field.

How else can we ensure teachers are able to take advantage of the latest research in their classroom, know how to take risks by including new concepts, teaching approaches and technology in the curriculum and inspire each other to be other educators?

By Jane Campion, Head of Junior School

JUNIOR GALLERY



Ask About Aliens



Ask about the Aliens

The best way to find out what sort of person you're talking to is to ask this simple question:

"So, do you think aliens are real?"

The reaction is instant. Whether you receive a firm glower, an excited smile, a questioning glance or are completely ignored as they gaze knowingly off at the sky: you have your answer. The topic of aliens is something that despite its ludicrous nature, is deeply controversial. Once you've asked the age-old question, in an instant, you've divided a room.

There's a palpable element of snobbery that comes with this topic: the people who you talk to who will turn up their noses or start to slow their speaking as though they don't think you've got a firm grip on reality. But despite this prejudice, even the firmest non-believers have the gut instinct to be wary of the unknown. If you tell them, you have a photo of a UFO on your phone, their eyes will most likely widen and they'll reach over to take a peak.

Now here's the interesting part: that wariness and debate doesn't stop in the school yard. The greatest scientists in the world are currently stuck in a very similar situation.

Except instead of debating the existence of aliens, scientists are discussing how ethical it is to contact them. The world's greatest minds sit and ponder if it would be a bother to disturb our inter galactic friends with a radio frequency containing earth's location and an invitation to visit. Well actually, they discuss if they have any right to "speak for earth" when they could potentially summon a dangerous force.

Essentially, despite the fact that most scientists would look down their noses at you if you were to ask if aliens were real, they're

still hesitant to shout out our location to possibly threatening life forms.

One such scientist who stands by this slightly hypocritical hesitancy is a little-known guy, rarely makes headlines. His name was Steven Hawking if that rings a bell, and before his death he was outspoken on the issue of sending the coordinates of earth to aliens. He publicly stated that if we were to give away earth's coordinates, aliens would be given the opportunity to destroy humanity.

Steven Hawking.

Afraid of aliens.

On the other hand, you have the scientists who either stand by their belief that aliens do not exist and don't think aliens would be that big of a threat. Or at the very least, if there was an alien civilisation that it would not developed enough to already know earth's location. Therefore, even if a developed alien colony did exist the fact that we're all still alive is proof enough that they're no threat.

But despite all this, there is genuine interest in sending earth's location out into the universe. Billionaire Yuri Milner has placed an offer of one million dollars for the best design to communicate earth's coordinates.

It's puzzling to see the world's greatest scientific minds debate over a topic usually reserved for science fiction. Instead of associating aliens with the white robes of princess lea, the topic is now far closer linked with those pottering around in white lab coats. It's a genuine discussion as to what earth's defences would be, and how this might impact our society.

You almost want Obi one Kenobi to emerge from behind Mount Gibraltar and summon you to fight against the aliens threatening to invade. Except there are no aliens waiting to invade, instead we have a group of bright minds fretting over how to phrase the message:

"Hey- it's earth. No biggie or anything but please come visit us – if that works for you- or not- we're totally chill. Promise."

Despite the situations ridiculous nature, it is interesting to see the amount of thought that goes into a situation so far-fetched. Or really any situation with political consequences. We often imagine these communities of politics and science to be fast passed, frantic and romantic but in this case, we are met with the thought-provoking image of patience.

Or perhaps is it simply fear? Or indecision? Maybe there's some scientific version of Sir Humphrey Appleby lurking in the wings preventing anything from going forward. No matter what the cause is there is a deeper question to be addressed.

Despite all the interesting points of politics and science with this issue there is a conceptual element that brings real depth to it. Perhaps, when we get to this point of development in our society, this gatekeeping, hesitancy and debate is unavoidable. Do we get to the point where discovery and development is so frequent that something so splendiferous as alien life become something as normal and refutable as denying a cup of tea from a parent, or choosing a blue tie and not red? Is it fear that prevents scientists from reaching out to aliens, or de-sensitisation?

Think about it, when you read the first line of this article - I doubt you were overly shocked. With the likes of Elon Musk and Jeffery Besos gracing our screens we've become accustomed to extremes in space travel, to lavish mistakes and incredible dreams. One hundred years ago, the idea of having a camera, a map, a photo album, a compass, a phone and a telegram simultaneously at our disposal would have been staggering. Now, we shove such a device into our pockets and drop it into bodies of water to see what will happen.

The fact that contacting aliens is no longer something of children's books is both thrilling and tragic - it's most kid's fantasy turned into a military operation.

So, the next time you're sitting in awkward silence waiting to walk into a classroom, or at a loss for conversation starters at dinner, ask about aliens. That conversation is more complex than you think.

Written By Violet FitzSimons, Year 9



OLD OXLEYAN

Gareth Whitton Class of 2003



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

Straight out of high school, I decided to start a chef's apprenticeship as I had been doing some cooking and kitchen hand work whilst studying during Years 11 and 12. After working at a small restaurant in the Highlands for a few months, I went up to Sydney which kick started my career. Since that point, I have been working at some of the world's best restaurants both here in Australia and Europe, up until moving to Melbourne to open Heston Blumenthal's Dinner in the Crown Casino.

What is your biggest achievement since high school?

During the lockdown that Melbourne suffered at the beginning of last year, my partner and I started our own business selling baked goods to our neighbours in our apartment building. Nearly a year later, and we've turned it into a small business which has been incredibly successful and opened many doors for the future including a partnership with a luxury car brand, features in various newspapers, magazines and cookbooks, and a book deal on the horizon.

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

Absolutely not. All I wanted to do in high school was play rugby.

How did Oxley prepare you for your future?

I still remember my first days at Oxley College vividly. After doing Year 7 at a local high school, the warm and welcoming atmosphere was almost surreal. The friendship group that I had at Oxley are still the oldest and dearest friends I have, and I will always acknowledge that the philosophies and culture of that school as being the reason that my best years were spent there. Respect and hard work were paramount in my learnings at Oxley, and they've shaped me into who I am today.

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

Many teachers still stand out and always seem to come up in conversation with old school mates. Peter Craig was always a big presence in my school years as being so heavily involved in the rugby and cricket, and Helmut Schaefer was always one of my favourite teachers. Mr Lowe had me for home room the whole time I was at the college, and Tristan Bevan coached me in rugby three years in a row. All were big inspirations, as they showed belief in me as a student as well as a young man. Honourable mention to the ever-patient Ms McVean as my Head of House at Durack.

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

The friendships. Playing footy on the oval at lunchtime, heading into town on a Friday afternoon, handball on the basketball courts at recess all would be empty experiences without your school mates. I also miss representing your school at sport. Playing and training alongside your best mates - nothing beats it.

What would you say to your fifteen year old self?

Pay more attention to people whose job it is to help you. Despite being the son of a teacher, I have only just recently learned about how much importance your development and progress owes to these people. Don't take your time here for granted. The HSC isn't the be all and end all, but how you grow as a person over these years is going to mean so much long term.

Editors note: This week on Channel 10's Masterchef, Fat Duck pastry chef, Gareth Whitton, set the pressure test with his smoked pecan and butterscotch tart.

INSPIRATION



PLAY

The Wider Earth



GAME

Assassins Creed Black Flag



BOOK

We Were Liars

Charles Darwin was a world-renowned naturalist, geologist and biologist. He single-handedly changed the way the world understood the natural world with ideas that, back in the 1800s, were nothing short of revolutionary. The Canberra Theatre Centre brings Charles Darwin's story to life. Presenting "The Wider Earth".

Prior to Darwin, it was generally considered that, thousands of years ago, God created all the Earth including mankind. The common belief was that species were not connected, related or changed throughout generations.

So, you can understand that when Darwin initially suggested that all animals had evolved through time, this was considered highly contentious. To argue with history, the law and religion was unheard of. Darwin was thought to be insane and blasphemous even by his own family given that his father was a priest.

In short, Charles Darwin introduced the theory of biological evolution. He defined evolution as descent with modification, the idea that species change over time, give rise to new species, and share a common ancestor. When just 22, Darwin received an invitation to observe and collect specimens of plants, animals, rocks, and fossils on board the HMS Beagle, a Naval exploration ship. Whilst on board, he noticed the finches on the island were like the finches from the mainland, but each showed certain characteristics that helped them to gather food more easily in their own environment. Through ups and downs, Darwin persisted and proved the whole world wrong.

The Canberra Theatre Centre portrayed his story in a unique and wonderful way. They used impressive visual elements such as puppetry displaying Darwin as a young adult discovering these uncharted lands and animals. With only a mere cast of nine, these talented individuals worked as actors, dancers, choreographers, and puppeteers of about 30 life sized puppets. The production also had remarkable props. A replica of the HMS Beagle was one of the most noteworthy. The producers were very clever in the way they used it. The ship had wheels attached to it, they rotated numerous times to achieve what seemed to be different perspectives.

With the impressive set, costumes and actors, The Wider Earth enabled younger generations to engage with such an important part of history and older generations to reconnect. The story of a man who dared to be different. This production displayed Charles Darwin as a fresh and witty young man sharply in contrast with the white-bearded man immortalised in history books.

By Emilie Henderson, Year 7

The Caribbean, Year 1720

Two ships collide, one bearing the flag of the royal navy, the other flying the black flag. The attacking pirate crew leap to assault the surprised British crew. The defenders are unaware of a hooded figure, leaping from rigging to rigging. He effortlessly disposes of the two scouts posted up on the top. The Naval Captain below is issuing orders to repel the attack, wearing the Templar's red cross. A shadow falls upon him, and the last thing he sees is the Assassin descending, a blade extended from his wrist.

Assassins Creed Black Flag is probably the best game out of all the Assassins Creed series which also includes Unity (French Revolution), Origins (End of the Roman Empire) and Brotherhood (Italian Renaissance Rome). Set in the 18th century Caribbean, this game follows the historical struggle between the heroic Assassin brotherhood fighting for humanities freedom and the Templar order who seek to control all of human-kind. You follow in the footsteps of the pirate Edward Kenway, a young privateer who will soon be caught up in the battle between the two orders.

Assassins Creed is rated MA+ due to violence and coarse language, so for younger gamers, check with your parents/guardians. This game is AMAZING! With tropical locations such as Havana, Kingston and the pirate controlled town of Nassau, there are plenty of town and ocean settings for epic parkour and combat. Earn your reputation as the feared pirate of the high seas, end Templar tyranny and become the Assassin you were born to be. Ramming ships to pillage their cargo is a personal favourite of mine!

Furthermore, the soundtrack is amazing! I definitely recommend this game if you love history, pirates and continuous mission repeats which happen when you get spotted by the guards for the 12th time!

By Thomas Clark, Year 9

Adventure. Suspense. Romance. This is 'We Were Liars' by E. Lockhart. We Were Liars is a 2014 young-adult novel that is modern, sophisticated, and suspenseful. The book tackles teenage romance, coming of age and friendships.

The plot is a shocking and twisted tale. It starts off with introducing the seemingly perfect Sinclair family and their trips to their private island. Four friends spend their summers on the island, happy and in love, but a traumatic event changes everything. Lies and secrets are exposed, and cracks tear the family apart. A dramatic ending leaves readers raw and emotionally drained. Throughout this book adventure, suspense and romance are twisted into the plot. Adventure is the basis of every chapter and romance is added to create drama and more excitement. Suspense is used creatively, a cliff hanger in every chapter. The characters are well built and throughout the novel you are connected to each and every character and the events they experience.

To date, nearly two million copies of 'We Were Liars' have been sold, making it one of E. Lockhart's bestselling books. The book has been described as "a rich, stunning summer mystery with a sharp twist".

We Were Liars is a sophisticated, modern, young-adult novel. The plot always leaves you in suspense and the characters are so well-written that you can't put the book down. Adventure. Suspense. Romance. This is 'We Were Liars' by E. Lockhart.

By Lucy Anderson, Year 8

DIGITAL AGE PROPAGANDA

Instagram has become Gen-Zs go-to source for political news, updates alongside the influx of poorly constructed 'memes'. For those left in the dark, the colloquial term refers to 'an image, video, piece of text, etc, typically humorous in nature, that is copied and spread rapidly by internet users'. Though informed by my own political bias, one indeed fuelled by my desire – nay human right to a clean, healthy and sustainable environment; In the following I aim to explore both Liberal and Labor's use of memes throughout their political discourse. Keeping in mind my mildly subjective satirical lens. Do they succeed in swaying younger voters or are they merely making a fool of themselves? I dare say it – is Australian politics ... a joke?



Meme 1:

'Finding Dory', the classic yet forgettable 2016 spin-off sequel to 'Finding Nemo' explores the trials and tribulations of amnesiac blue tang fish, Dory. Such sub context is, of course, crucial in effectively analysing the source. The meme clearly aims to challenge Albo's credibility whilst adding a degree of light humour! The Disney and Pixar fonts display a piercing message fuelled by economic angst. Lingering in the background swims Adam Bant morphed into 'Crush', the green surfer-dude turtle whose presence throughout the film was, I thought, an incredibly radical creative choice. There's a lot of political, social and cultural layers to unpack here, however, I move on.



Meme 2:

Next up we have Labor's visually appealing, slick and quite effective depiction of Scomo's (Aka Scott Morrison) commitment to his role as PM. Run, avoid and ignore! But who am I to be so critical, everyone needs a holiday, right? It's a tough job, I couldn't do it – that's for sure! I can imagine that it would be very difficult to show humanity and leadership in challenging times at your place of work. Thank goodness he has two daughters to remind him of his conscience! On another note, my only quarrel is that the natural surrounds evoke a sense of connection and value between Scomo and the environment...how could they get it so wrong!?



Meme 3:

I appreciate the rhyme, it provokes a lyrical, albeit poetic air of mistrust! The unflattering grey-washed cut out of Albo was necessary in successfully completing the scare campaign and ensuring polarising politics – kudos! Once again, the threat of economic collapse is an underlying thread between a lot of Liberal's memes which makes for quite unoriginal and bland digital propaganda. I'd appreciate at least some flair.



Meme 4:

Now, this is flair! My favourite aspect of the source is the incredible coupon in the left hand corner. Just genius! The colour scheme flows and contrasts well with the colourless, lifeless illustration of Scomo. Once again, polarising tactics are employed to ensure the political discourse is ridden with absolutes and 'ad hominem'. Indeed, the boldened black font, protruding arrows paired with numerical statistics justly satisfy the scare mongering agenda. Additionally, the crunched paper backdrop, mocking that of a receipt, promotes a degree of humanity...the party of the people.

I understand my commentary may leave a sour taste for some, yet this is a symptom of my impatience and yearning for change. However entertaining these Instagram 'memes' may be, they do not accurately reflect the seriousness of Saturday 21 May. Please do your research. Your vote matters.

By Peggy Holmwood, 17 years old and sadly unable to vote

SENIOR GALLERY



GOOD & OTHER NEWS

Whitsundays - Year 11

On Friday 8 April, 50+ Year 11 students, along with teachers, left the cold climate of Bowral at 5.30am, to travel up to the Whitsundays, for what would be seven days of living on boats, adventuring and exploring the Northeast Coast of Queensland. After being stuck in the long queues of the domestic terminal, the students and teachers arrived at Airlie beach, ready to set off for a memorable trip. The group was divided onto three boats including Solway Lass, The Siska, and The Endeavour. Not to forget the Southern Cross, which joined us on the journey after some minor technical difficulties. From then on rivalry between boats was high.

Over the seven days of adventure, we visited sites such as Whitehaven beach, Hook Island, Hill Inlet, Chance Bay, Nara Inlet, and many more spectacular places. The glistening sunsets and sunrises were one thing to remember alongside jumping of the boats into the crystal clear waters of the Whitsundays at 7.00am.

The daytimes consisted of multiple snorkelling trips, barefoot walks across the islands to find the best swimming spots, beach footy, three-hour boat rides between each anchorage, sailing the Siska and Endeavour and eating well prepared food by the onboard chefs. The snorkelling expeditions were remarkable. They gave me more perspective as to how much is out in the oceans, off Australia, however, how much is dying off rapidly as a result of human action and climate change.

The rivalry became stronger between boats by night, as Solway Lass hosted Hawaii night and Mamma Mia night. Hawaii night included dressing up in the theme of Hawaii and putting on a talent show for the students, staff, and boat crews. Mamma Mia night was one to remember. Dressing up based on the theme of the movies, each boat group prepared a Mamma Mia song, going up against each other, with tension staying increasingly high. Solway Lass performed a remarkable, self-written mashup of many of the Mamma Mia songs, with choreography put together, whilst the boys on the Southern Cross impressed the audience with their performance of SOS. Although the competition became a stitch up to the finalists and meant to be winners of Solway Lass....the Southern Cross boys put on another great performance, of Lay or your love on me, coming out on top.

By the later times of night, our worn-out selves sung songs from all eras, reflecting on the day we had. From embarrassing stories to saying what we want to do when we leave school, each group created memorable bonds and memories.

Although we won't miss the feeling of putting on wet wetsuits two sizes up, blistering lips and feet from the burn of Whitehaven sands, 30 seconds showers or losing things overboard, this trip is one to remember, taking in all the spectacular scenery, but also teaching us the importance of the reef.

Thank you to all of the teachers involved, especially to Mr Gauchat who navigated and organised the trip.

By Hannah Zupp, Year 11



Junior School Production

The Junior School Production is well under way with rehearsals since late last term with the leads and introducing the ensemble and dance ensemble this term. Our directors and helpers are all very proud of the Year 3-6 students who continuously put in so much effort and hard work to create an incredible performance. To get all our Oxley students excited, we have interviewed some of our bright young actors on what it is they think everyone should start looking forward to for our debut in Week 7. We have included a few of our favourite responses below. We look forward to showing you our take on 'Fight with all your Might, the Zombies of Tonight', by Matthew Whittet.



Who is your favourite character and why?

Andy: Fifi Reef: she's mean and it's just Zoe does a really good job of it.

Eli: Uflidor: he's a bit clumsy and funny

What is your favourite thing about rehearsals?

Robbie: The funny bits of improvisation and the time to learn lines and relax between scenes!

Orson- Spending time with friends, collaborating and acting with learning lines!

What should your parents look forward to the most in three words?

Ed - laughing, seeing the effort everyone has put in, seeing everyone have fun!

Sapphire - watching us play our different characters and seeing the home-made costumes.

Describe the play in three words.

Zoe - fun, funny, exciting

Elodie - exciting, fun, creative

Arthur- Exciting, funny, suspenseful

As you can see from our responses you will be in for lots of fun, some funny moments, some scary suspenseful ones and a whole lot of excitement! Be sure to look out for more information to come in the next few weeks. By Elise Davies, Year 11

Da Vinci Decathlon

On Thursday 5 May, eight Year 7 students and eight Year 8 students travelled at 7.00am to The Illawarra Grammar School to compete in the Da Vinci Decathlon. Teams of eight from 20 schools competed in this competition from our region across 10 disciplines: English, Mathematics, Engineering, Art & Poetry, Ideation, Creative Producers, Code Breaking, Legacy, Cartography and Science. Congratulations to the Oxley teams who achieved the following results: Year 7: 2nd place English, 3rd place Legacy; Year 8: 3rd place Engineering.



In the Da Vinci decathlon, I think our team did quite well, facing around 20 other schools on the day. In the engineering challenge, we were instructed to make something within one hour relating to the theme "chain reaction". With an assortment of materials, including blue tack, paddle pop sticks, and marbles, our team managed to pull together a ramp that would lead the marble into a swing to launch it. Pretty magnificent! This resulted in not only a challenge for our brains, but also a third-place victory in engineering. Although we only walked away with one podium in one of the disciplines, we still had an amazing day, meeting new people from other schools, and challenging our minds. By Flynn O'Brien, Year 8



The case of the missing chicken

Ok, picture this: It's a humid Saturday morning and my doc martins are rubbing in all the wrong ways as I weave through tables at the café. I've been working for about an hour and a half (and three minutes – I know this because I was watching the clock like it was my salvation) when I was stopped by a customer. He gave me the customary polite nod and took in a sharp breath to begin explaining his order. Green tea, ham sandwiches, coffee, a milk on the side for the lady, he lists, and I scribble along amiably.

"And one chicken salad without the chicken please."

I pause slightly, pen hovering above the page.

"You wouldn't prefer one of our other salads without chicken?"

He looks at me as though I have just suggested the earth is flat, so I nod awkwardly, shuffling away to the kitchen.

Buy one, get another one for the exact price you were going to pay anyway

One time at an equestrian event, they were running low on staff and I wanted to lend a hand (it was a really important international event) so, they set me up in their clothing shop. Inconveniently I hadn't done this before... ever. And once I started I got a whole crowd of people coming. There was a line bigger than I could possibly imagine. I think my handy trick worked of using 'Both of these shirts look wonderful on you, How about you buy them both' and 'Maybe this vest would go great with this belt' may have helped with draining out the stock and getting the line moving!

Big Brother is watching you

I worked at a store that sold food. Not even the type of food that you can eat straight away, or make dinners out of. It was the type of food that your great aunt gives you at Christmas because she couldn't think of anything else and it seemed adequately expensive. As you might imagine, as a result of this food being so very niche we didn't have a lot of customers.

So, while I sat alone at the shop desk, if there hadn't been a customer for 10+ minutes I would pick up a book and start reading. I thought it was a nice compromise. I wouldn't look like a degenerate on my phone, but I wouldn't want to peel my eyes out of my head from boredom. Better yet, I would be in sight from the window to attract customers and wouldn't leave the shop looking empty by hiding out in the back room.

My employer didn't share this sentiment. I show up to work the next day and there is a strict no reading ban. As it turns out, the security cameras weren't just for catching shop lifters.

Work Experience is a new anonymous student voice column in the PinOak, for kids to pass on funny stories and cautionary tales from their part time jobs. Please contact Violet FitzSimons to submit your story.

NEWSFLASH

CROSS COUNTRY

Fresh back from school holidays, the mighty students of Oxley partook in a Cross Country carnival that will never be forgotten. The Junior School had the privilege of running in the sunny morning, though the ground was still wet and muddy, their performance was outstanding. The senior school was not so fortunate, and let's be honest nobody thought it would go ahead at lunchtime on that rainy, cold Wednesday afternoon. It was not the traditional cross country, with spectators gathered along the bunting cheering on the runners in their final lap, but the team spirit was still looming on the track. The ovals were deep in sloppy mud, our feet sticky with every step. Various people appeared victims to these conditions, their brightly coloured house shirts drenched in mud. Despite the conditions, everyone was supportive of one another, cheering runners and walkers on and warning those behind of a sticky situation in front. To finish a carnival like no other, the Senior school house tug of war debuted after almost three years of silence!

Thank you to all the organisers of the Cross Country and the maintenance team for their ongoing contributions to the sporting community at Oxley.

By Leah Halstead, Year 11

Age Champions 2022 Junior School Cross Country		
Age/Gender	Champion	Runner-Up
Girls 5/6	Elsie Herrmann (F)	Pippa Rodgers (W)
Boys 5/6	Emil de Haas (F)	Christo Galwey (C)
Girls 7	Charlotte Keats (W)	Ruby Rogerson (W)
Boys 7	Hugo Tait (W)	Albie Fisher (W)
Girls 8	Rose Hurst (W)	Naomi Robertson (F)
Boys 8	Harry Adams (F)	Joshua Lawrence (C)
Girls 9	Luella Sewell (F)	Stella Bacon (C)
Boys 9	Angus Kean (W)	Xander Fisher (W)
Girls 10	Gabi von Sperl (W)	Hadley Morgan (C)
Boys 10	Euan Shedden (F)	Remy McIntosh (F)
Girls 11	Pixie Hanson (F)	Molly Harwood (F)
Boys 11	Lucas Drelaud (C)	Levi Olsen (W)
Girls 12+	Coco Sewell (F)	Grace Kean (W)
Boys 12 +	Harry Keats (W)	Brodie Murray (W)

Champion House		
1 st	Flynn	
2 nd	Chisholm	
3 rd	Walton	

Age Champions 2022 Senior School Cross Country		
Age/Gender	Champion	Runner-Up
Girls 12	Claudia Carpenter (Dob)	Matilda Pope (Mon)
Boys 12	Blake Ramear (F)	Joel Ramear (F)
Girls 13	Mimi Legge (F)	Annalise Wright (Mon)
Boys 13	William Fussell (Maw)	Bryce Rodger (Oo)
Girls 14	Elsie Hanson (Oo)	Ella Loiterton (F)
Boys 14	Fred Hamblin (Oo)	Archie Cosgriff (Dob)
Girls 15	Lily Smith (Oo)	Xanthe MacDonald (Du)
Boys 15	Harry Kirsch (Dob)	Harry Greenfield (Dob)
Girls 16	Amelia May (Dob)	Sophia Hamblin (Oo)
Boys 16	Phoenix Sparke (Oo)	Will Barnett (Maw)
Girls 17	Amelia Carpenter (Dob)	Neala Yang (Mon)
Boys 17	Matt Smith (Oo)	Monte Francis (Oo)
Girls 18	Molly Knowles (Du)	Ellen Watkin (Maw)
Boys 18	Dom Uliana (Du)	Kade Hanrahan (Maw)

Champion House		
1 st	Dobell	
2 nd	Monash	
3 rd	Oodgeroo	

SPORTS REPORT

We have had a great start back to Term 2, getting into the spirit with Oxley sport. We started the first week of school with the Cross Country carnival, which although the weather was not ideal, was a lot of fun. It was great to see so many people get involved and have some normality back at the school. Congratulations to all of the Age Champions and Runner-Ups. Congratulations to Molly Knowles and Dom Uliana being named Cross Country Captains. And congratulations to Dobell for coming out as the house on top!

For many sports, we have also had a great start to the Winter ISA sports season. While both the boys and girls football games were washed out for the first week, they both got to play in the second round. The 1sts Girls travelled to Blue Mountains and won 3-1. The 1sts Boys stayed home and battled against Redfield, finishing the game with a draw. The 1sts Hockey won against Blue Mountains in the first week, however, lost to Barker in the following week, after putting up a good fight. 1sts Netball played Blue Mountains at home in the first round, defeating them, but had a much harder match against Oakhill away and only came away with a two point win. The Rugby Boys had a training the first week, followed by a trial match against Chevalier in the second week. The boys played a great game and it was also good to see a big crowd supporting in school uniform as the boys defeated Chevalier 27-7.

As I said, it has been a great start to the winter season and we look forward to seeing how the remainder of the season plays out.

It would be great to have as many people as possible come and support the home games each week and enjoy the atmosphere that comes with watching Oxley Saturday Sport.

By Olivia Bow, Year 12

DOM LINDSAY

Recently The Wiggles received one of the most coveted awards in the Music industry at the APRA Music Awards - the Ted Albert Award for outstanding services to Australian Music. Our masterful maestro, Dom Lindsay has been included as one of the recipients of this award along with the four original Wiggles for his involvement in song writing, arranging, recording and performing.



As Dom writes: "I feel incredibly lucky to be able to do all these things while being at the frontline of children's music...by teaching music and especially teaching our young students at Oxley. All these things are greatly cherished by me. " Congratulations to Dom on this incredible achievement.

IPSHA

Oxley Junior School sent 39 students to the IPSHA Cross Country carnival on Wednesday. We are so proud of all the students that competed in the event but especially proud of Harry Keats and Pixie Hanson who won their respective races. A fantastic achievement!



EASTER SHOW



Year 1 student, Isabella Francipane, aged six years, entered the under 13 years Baking competition at the Royal Easter Show and came away with the following results: 1st - cupcakes (under 13 years); Highly Commended - chocolate cake (under 13 years); Highly Commended - Coconut Ice (under 13 years). An amazing achievement.