

PINOAK



JUNIOR
PRODUCTION

SOCIAL
MEDIA

DEBATING

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Oxley Shop Holiday Hours

WEEK 1: OPEN Tues 28 June-Thurs 30 June
8.30am-4.00pm

WEEK 2: OPEN Tues 5 July -Thurs 7 July
8.30am-4.00pm

WEEK 3: CLOSED

WANTED

Volunteers to read and/or write for senior students during their examinations.

If interested, please contact:

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Head of Diverse Learning

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HEAD OF COLLEGE'S REPORT



I have just finished my first full term at Oxley College. I have enjoyed meeting with students, parents, and staff. The pride in Oxley is very strong. The recent detailed survey results conducted by an external firm is providing a rich stream of feedback for the review process. I thank everyone who contributed to the survey. Here is the link to the Survey Summary: <https://www.oxley.nsw.edu.au/news-events/parent-documents/>

There are some rumbles, or very diverging views about some areas and plans are in place to solve some of the often-complex issues. However, the strength in both community and a united sense of purpose remains strong.

Each Pin Oak I do like to address a theme. For this edition I would like to raise the adverse societal trend from the emphasis on responsibilities to the emphasis on rights.

More and more we witness people demanding their rights, yet they can be the same people who are often very slow in delivery with any of their responsibilities.

Society pushes rights – yet it is often not pushing the habit of taking on responsibilities. Are we all too busy? Are we simply saying we will pay others to do the

responsibilities bit, like any other commodity? Teachers and adults must encourage the young to have:

- A sense of service, rather than encouraging a self-service approach to life.
- A sense of duty, rather than encouraging a duty-free approach to life.

I applaud people who volunteer to help, to coach or manage or referee or umpire, to be part of the P & F, or to be a crucial volunteer in their local community organisation.

The young learn so much when they see adults and senior students taking on responsibilities rather than exclusively talking about or demanding their rights with others. The young learn so much when they see adults and senior students as contributors for good in their community.

I conclude with the great Victor Hugo quote "the mind is fed by what it receives, the heart is fed by what it gives".

By Dr David Mulford, Interim Head of College

ASAP



TIGHTROPE is changing its name and focus. So it is goodbye TIGHTROPE... And hello... The After School Assistance Programme.

Junior School Year 5 & 6 ASAP

Tuesdays 3.30pm– 5.00pm

Venue: David Wright Library

Senior School Year 7 - 10 ASAP

Wednesdays 3.30pm – 5.00pm

Venue: Rooms 29 & 30

The Diverse Learning Team will meet students at 3.30pm and provide support to students in the areas of: Literacy – reading & writing, Mathematics, Organisation, Study Skills, Homework, Assessment Task Completion.

By Ms Linda Maher, Diverse Learning

SHORT AND SHARP

On Thursday two weeks ago, the Year 10 Drama class participated in their first ever "Short and Sharp" theatre performance in Paramatta. Upon arrival at the venue, we were all awestruck by how impressive the theatre was. It had glamorous seating arrangements, circling around the space and multiple levels. The stage was massive, as it had a professional sound and lighting booth set up behind the stage and at the back of the theatre. After a quick welcome and tour of the place the fun began.

We were all thrown into a whirlwind of rehearsals, stage and tech run-throughs while receiving real-time feedback from professionals in the industry! After the dinner break, we changed into our costumes and the night began. Everyone had something to do. Some were performing, others were on hair, makeup and costumes. Whilst two of our students Gen and Gloria, were the MC's for the night. They did us proud.

We were all cheering each other on in our dressing rooms and the performances were amazing! After performing our plays, the results were announced. Although we didn't make it to the finals, we all had such a great time. Big thanks to Mrs Bull and Mr Young for organising it. By Madeline Garton, Year 10



HEAD OF SENIOR SCHOOL

Roll Call & Period 1 Changes: Semester 2

We have made some timing changes to the morning schedule, that we will be trialling in Semester 2. Students currently have roll call each morning (except on fortnightly assembly days) at 8.45am, prior to class starting at 8.55am. Historically, this has been administrative time when a student would collect a paper copy of the Daily Announcements from Student Services – with information about meetings, room changes, events or other key messages about the day – that would then be read out during roll call to the Mentor Group. This year, we have introduced online roll marking in every class and have also enabled all students to access a live version of their timetable on their laptops, containing up to date room or timetabling changes. As a result, we have found that this 10 minute period is redundant for roll call. This extra movement between roll call and period 1 places pressure on students and staff needing to attend roll call in one room, then moving quickly to period 1 in another. Given that the roll is now taken in each period online (including period 1) and that notices timetable changes can be viewed online, period 1 will commence at 8.45am. We have added five minutes to period 1 to allow students to check emails, their online timetable and any notices for the day (making it 55 minutes). We have also returned five minutes to lunchtime to provide staff and students with a greater break during the day. The start and end of the day, the length of other periods, as well as Mentor Group/House time in the afternoon, are all unchanged.

The new schedule is thus:

8.45am: Period 1
9.40am: Period 2
10.30am: Recess
11.00am: Period 3
11.50am: Period 4
12.40pm: Lunch
1.25pm: Mentor Group
1.45pm: Period 5
2.35pm: Period 6
3.25pm: End of the school day

'Pride Month' at Oxley

We value student voice at Oxley – so when our Year 12s said that they wanted Oxley to acknowledge and celebrate Pride Month – we listened. In recognition of this global event, today students were able to dress in their House colours (forming the colours of the rainbow) and we held a bbq at lunchtime. We also flew the rainbow flag and in today's assembly, some of our students spoke about Pride Month: the 2022 theme of "Be Brave, Be Strong, Be You" and the history of the campaign for lesbian, gay, bi, trans, intersex and queer people (LGBTIQ+) to be accepted for who they are.

One in five lesbian/gay/bisexual Australians is currently experiencing depression; this is more than triple the rate of heterosexual Australians¹. We have many 'rainbow families' in the Oxley community as well as those who identify – publicly or privately – as LGBTIQ+. We have members of our community who have loved ones who have suffered significant mental ill-health as a consequence of shame, harassment or discrimination on the basis of their sexual orientation or gender identity. This is something that has to change.

Not everyone will agree that we should be celebrating Pride Month today. In recent years there has been increasing and dangerous polarisation in our society and with it an intolerance of opposing views. One of our greatest challenges in a democracy is to disagree respectfully and compassionately; a challenge that is only amplified by social media echo-chambers. Our distinctive Cornerstone programme provides students with a space to share and exchange ideas and to develop the skills of listening and engaging respectfully with others' views.

As a non-denominational school founded on Christian principles, it is right that we promote acceptance of all people – irrespective of religion, ethnicity, disability, nationality, sexual orientation or gender identity. We want all people in the Oxley community to feel – not just tolerated – but accepted, valued and proud of who they are. Today is a small step to achieving that.



1 <https://www.beyondblue.org.au/media/statistics> – this research did not include transgender people.

Term 4: OLE! Week, Rites of Passage & Year 10 Service Trips

We are excited to confirm that these distinctive Oxley programmes will return at the start of Term 4 for the first time since 2019.

Years 7 & 8: We are running overnight camps for all Year 7 and Year 8 students in Week 2 of Term 4, at different locations, for four nights (Monday 17 October – Friday 21 October); for Year 8 students, the camp will also fulfil the requirements of the Duke of Edinburgh's International Award Bronze Practice hike, enabling students to opt in the Bronze Award in Year 9 2023, should they wish to do so.

Year 9: All students will be participating in the 'Rites of Passage' Monday – Friday of Weeks 1 and 2, residing in both Canberra and Sydney and including workshops and visits to museums, theatres, galleries and universities in both cities.

Year 10: In addition to the Year 10 Service Learning trips to Arnhem Land and the Whitsundays, we will also be running our Year 10 NSW Rural Relief trip to Murrumbidgee in Week 1 of Term 4 and are also planning another service learning trip within NSW for Year 10 students who are not currently attending a service trip during that first week of the term.

Details about these trips will be provided early in Term 3.

By Mark Case, Head of Senior School

Excerpt from Head Girl, Peggy Holmwood's speech at today's Senior School Assembly for Pride Month

'..... It is time for change. And I hope today marks the beginning of that change. You don't have to understand what it means for someone to be non-binary, gay, bisexual, to be asexual or transgender to respect them, – to respect us. Pride began as a riot and this June and all the way through to March, continues to be a time for advocating for equality.

"Why don't we have a day for straight people?" was a question asked to a friend of mine.

Well, this your answer.

Straight cisgender people are not being murdered for being straight or cis.

Not being jailed.

Not being denied medical attention.

Not facing prejudice in the workplace.

Not afraid to travel.

Not illegal in over 70 countries.

Open yourself up to being educated and learning about our community and the importance of working together for a more safe, and welcoming world.



Weekly Awards

Learning Journey

K: Theo Lawford-Smith, Elsie Herrmann
 Yr 1: Eddie Sheer, Evan Callan
 Yr 2: Thomas Apostolatos, James Barnes
 Yr 3B: Sahara Sorensen,
 Yr 3R: James Fussell, Nash Elvy Mourd
 Yr 4A: Sophie Henderson, Euan Shedden
 Yr 4W: Harvey Talbot, Louisa Wright, Lucas Hill
 Yr 5M: Lexi Mendes da Costa, Nico Herriott
 Yr 5N: Zoe Sneddon, Mariella Vlahakis
 Yr 6H: Anna Clark, Harry Keats
 Yr 6S: Henry Burton, Molly Harwood

Oxley Values

K: Archie Gaunt, Charlotte Jones
 Yr 1: Emil de Haas, Leo Rogers
 Yr 2: Fearn Pearce, Joshua Lawrence
 Yr 3B: Drake Ford, Xavier Halstead
 Yr 3R: Stella Bacon, Luella Sewell
 Yr 4A: Cassius Black, Quinn de Haas
 Yr 4W: Beatrix Pearce, Harvey Talbot
 Yr 5M: Ella Reilly, Jameson Clarke
 Yr 5N: Andy Clothier, Raphaela Abreu
 Yr 6H: Fraser Wisken, Jett Loiterton
 Yr 6S: Xavier Druery, Louisa Robertson

Excellence in Japanese

Evan Callan



HEAD OF JUNIOR SCHOOL



While we all try and get back to normal, we know that life offers up 'curve balls' that we must navigate. We want childhood to be a carefree time, but youth alone offers no shield against the emotional hurts, challenges, and traumas many children face. More and more, schools and parents are working together to help children work through these situations.

The ability to thrive despite these challenges arises from the skills of resilience.

The good news is that resilience skills can be learned.

Building resilience — the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress — can help our children manage stress and feelings of anxiety and uncertainty.

Tips for building resilience in children

1. Make connections

Teach your child the importance of engaging and connecting with their peers, including the skill of empathy, and listening to others. Find ways to help children foster connectivity by suggesting they connect to peers in-person or through phone, video chats, and texts. It is also important to build a strong family network.

2. Help your child by having them help others

Children who may feel helpless can feel empowered by helping others. Engage your child in age-appropriate volunteer work or ask for assistance yourself with tasks that they can master.

3. Maintain a daily routine

Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Work with your child to develop a routine and highlight times that are for schoolwork and play. Particularly during times of distress or transition, you might need to be flexible with some routines. At the same time, schedules and consistency are important to maintain.

4. Take a break

While some anxiety can motivate us to take positive action, we also need to validate all feelings. Teach your child how to focus on something that they can control or can act on. Help by challenging unrealistic thinking by asking them to examine the chances of the worst-case scenario and what they might tell a friend who has those worries. Be aware of what your child is exposed to that can be troubling, whether it is through the news, online, or overheard conversations.

5. Teach your child self-care

Teach your child the importance of basic self-care. This may be making more time to eat properly, exercise, and get sufficient sleep. Make sure your child has time to have fun as this will help children stay balanced and better deal with stressful times.

6. Move toward your goals

Teach your child to set reasonable goals and help them to move toward them one step at a time. Establishing goals will help children focus on a specific task and can help build the resilience to move forward in the face of challenges.

7. Nurture a positive self-view

Help your child remember ways they have successfully handled hardships in the past. Help your child learn to trust themselves to solve problems and make appropriate decisions.

8. Keep things in perspective and maintain a hopeful outlook

Even when your child is facing very painful events, help them look at the situation in a broader context and keep a long-term perspective. Help them see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook can enable children to see the good things in life and keep going even in the hardest times.

9. Look for opportunities for self-discovery

Tough times are often when children learn the most about themselves. Help your child look at how whatever they are facing can teach them "what am I made of."

10. Accept change

Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable. It is important to examine what is going well, and to have a plan of action for what is not going well.

I would like to wish you all a wonderful holiday and hope that you enjoy some wonderful family time together! By Miss Jane Campion, Head of Junior School

Source: American Psychologists Association, August 26, 2022.

JUNIOR GALLERY



The Queen: HerStory



The Queen's Jubilee has been a refreshing spectacle to witness over the past few weeks. For once we aren't watching Covid-19 figures spike or political parties fight over bills, but instead a nice old lady sits and happily watches everyone throw her a party. Jaunty hat in position, the Queen has been seen smiling contentedly as the entire United Kingdom celebrates her seventy-year reign, with the occasional stunning musical performance and rouge horse attempting to run to freedom. This event is however, haunted by political discourse. Despite her majesty being a lovely little old lady with a very posh accent, she also just so happens to be one of the most important political powers in the world, with her every decision impacting nations thousands of kilometres away from her home.

For some, that statement brings a great sense of pride: Afterall, it's almost comforting to think there's a well-educated grandma watching over Australia and guiding it through it's political storms and breaks. For others, the mere mention of the existence of a monarchy and the woman who sits atop it is rage inducing.

So today ladies and gentlemen, for your reading pleasure, let's discuss the reality TV show worthy, heavily documented, and corgi ridden life of Her Majesty the Queen.

To begin with, the Queen was never meant to take the throne. Her father was quite comfortably the brother of the heir apparent, the Prince Harry of his time. His two daughters, Elizabeth and Margaret were raised as royal, but without the bells and whistles that a crown looming over their heads would have demanded. Elizabeth of course had a governess, who oversaw her education and she lived the quaint life of an upper class English girl, with all the pretty coats and frocks such an occupation required. This all came to a screeching halt when her uncle, King Edward VIII abdicated from the throne – presumably because he was so grumpy that the royal family hadn't thought of a better name than Edward which had been used so many times before. Either that or he wasn't allowed to marry his girlfriend – who carried the pesky title of "divorced woman" in age in which the concept of an impure woman was something that made upper class England's blood boil.

Either way, Edward was royally (see what I did there) upset with the entire predicament, and decided to opt out of the situation, only requesting that when the time came for the whole thing to be turned into a TV show, the actor who played him had to be good looking. Needless to say, this request was ignored. Anyway, when Edward decided to play "Guess who's going to abdicate? (me)" his brother, who was in the possession of an awful stutter



had a crown thrust upon his head and a microphone placed under his nose. He called his daughter Elizabeth "Lilybet" as a result of this stutter, but this trait was seen as far less endearing in the public eye. He wasn't overly well respected as a king, but there wasn't really much time to focus on this issue as a little thing called World War 2 selfishly stole the attention of the public eye.

This is where Elizabeth really found her footing, if this article were a movie rock music would be playing as she walked from an aircraft hanger with a wind machine blowing her curls out around her face. It was real girl boss moment for Elizabeth, as she decided to fling her frilly frocks aside and contribute to the war effort as a mechanic, saving lives covered in engine oil while explaining basic mechanics to male generals. Rocking an army jumpsuit and a super fashionable flat cap, she spent her time pouring over truck engines, serving her country alongside people of all classes, creeds and races all at the tender age of 18 years old.

The war was Elizabeth's coming of age, her calming demeanour and palpable power was established throughout the blitz bombings and the pollical mayhem of war. Once WW2 had come to its conclusion, Elizabeth was now well and truly a women of the world. With a spanner in hand and oil stains on her pencil skirt she was ready to take on her role as heir apparent with the perspective of a women who had seen chandeliers dangling from palace ceilings, and debris from bombings littered across the English countryside.

Without machines to busy herself with after the war, Elizabeth decided it was time to look for a suitable husband. Enter Philip Mountbatten, a dashing young Lieutenant with the royal navy, who had an unearthly obsession with forcing young children to go on hikes to earn tiny metallic badges. You guessed it, the Queen's hot new boyfriend was none other than the Duke of Edinburgh, or as we Oxley students so fondly call him "the bringer of blisters". With a few smooth moves, and an offer to carry the tent in his pack if he and Elizabeth were ever to go hiking, he was in and their engagement was announced in 1947, their marriage occurring in the same year.

Philip was awfully keen to have a child of his own (presumably so he could force him to go camping and log his service hours) and luckily the monarchy was also pretty set on the idea of having someone to inherit the throne. Because of this happy little coincidence, Prince Charles was born in 1948 in Buckingham palace.



However, the joy of forcing poor Prince Charles to decipher map coordinates was a short lived, as things took a turn for the worse for Elizabeth in the year 1951 as her father's health started to severely decline. Elizabeth stepped in and took his place at several occasions while he rested at the palace, embarking on several successful international trips representing the crown. Tragedy struck just as Elizabeth was making her way to Australia, and before she could so much as a sample a piece of vegemite toast she was summoned home to mourn the death of her father. Appearing from the plane in all black, Elizabeth and her family returned to England, and she assumed the role of Queen.

Elizabeth continued to have three more children, making the bold decision in the 1960's to hyphenate all her children's names to Mountbatten-Windsor, lest poor old Philip's pride was hurt. Hyphenated children in tow, Elizabeth continued her reign somewhat smoothly throughout the years until of course, the annus horribilis.

If you'll cast your mind back to the Queen's firstborn son Charles, I'm sure you would have had a few sirens sounding in your head. To lend a helping hand, does Princess Diana ring a bell? Charles married at the age of 32, and being the level headed man he was he decided he didn't want that big an age gap between himself and his bride, so when he spotted 19 year old Diana he knew he had found his match. This marriage, surprisingly, did not end well.

After giving birth to Prince William and Prince Harry, Diana separated from Charles in 1992 and the two were divorced in 1996. This was a spectacular blow to the royal family, as the public loved Diana and didn't think much of Charles. Once the separation was announced this swiftly turned to the public loving Diana and hating the guts of every other royal family member. Alongside this, in 1992 a fire was started in Windsor castle that destroyed over one hundred rooms, Fergie was photographed in a rather interesting situation and three of Elizabeth's four children had their marriages collapse.

When giving her annual Christmas speech in 1992 Elizabeth was understandably ready for the new year to come, stating "1992 is not a year on which I shall look back with undiluted pleasure. In the words of one of my more sympathetic correspondents, it has turned out to be an 'Annus Horribilis'. I suspect that I am not alone in thinking it so." While clutching at a bottle of gin bellow the table. (For legal purposes, that was a joke).

After this less than successful period, Elizabeth ignored Philip's suggestion of disappearing into the woods with a hiking pack and never emerging again, and instead decided to modernise the

monarchy. Going for the more carefree informal image that Diana had so gracefully embodied, the Queen's attempts were met with mixed results. Philip's prior suggestion almost seemed a missed opportunity as Elizabeth attempted to celebrate her 50th year on the throne while mourning the death of both her sister Margaret and her mother, which was definitely a damper on the golden jubilee party.

Luckily for our daunting heroine, the marriage of Prince William and Kate Middleton served as the perfect pick me up for the English people: who have proven to have an unhealthy obsession with buying mugs with posh people's faces on them. Happily counting the bills from the mug selling business she secretly cultivated on Etsy, the Queen's life began to slow around the mid naughties, especially since Prince Philip was at the point where even he couldn't convince himself to go hiking. Settling into a considerably less demanding schedule, Elizabeth had reached a point in her reign where she seemed unbothered by the dramas the media stirred up around her family.

With a few generations placed between herself and the spotlight the Queen decided it was finally time to realise her long held dream: to wear freakishly bright clothing to all public events for no understandable reason. Happily cultivating pintrest boards of the brightest clothing the world had to offer Her Royal Highness reached her Silver Jubilee this year after experiencing a whopping seventy years on the throne.

Due to the constant surveillance the royal family is under from the media, the paparazzi and mug hoarding civilians, it's easy to get caught up in the scandalous and ridiculous history of the throne. The last five minutes of hot gossip over Megxit and the constant media storm that follows the young royals often blocks our view of who exactly the Queen is, and just how long she's been in such a high-powered role. To have served in the war, lost a father and gained a crown all before the age of thirty is un-imaginable, let alone doing so under constant supervision and judgement. To have continued to rule the United Kingdom over a period of seventy years is an achievement that cannot be overlooked.

Put simply, the Queen is an incredibly strong, experienced, and powerful human being who isn't afraid to blind you with a pink hat. No matter where you stand politically, or how you feel about Monarchies and Commonwealths, this Jubilee is not a celebration of politics. This Jubilee is a celebration of a woman who has done more than she was ever thought capable of, who has exceeded all expectations and who has looked good while doing it.

By Violet FitzSimons, Year 9

OLD OXLEYAN

Josh Torrens class of 2001

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

This is an interesting question. In relation to what I have made of myself as a person, I have travelled the world, worked with some of the most amazing humans on earth and had the privilege to help people living in the simplest of conditions

I have discovered the joy and satisfaction of serving and helping others that have been constrained by their circumstances and inspired and lead teams to achieve amazing outcomes.

In relation to roles and jobs, I really started my career once I graduated from my Masters in International Relations. Starting with one of the largest EPCM contractors in the world, I spent the next seven years working in the mining and oil and gas sector of the business, specialising in procurement and contracts formation and administration.

I was then offered a role as an operations manager in Sydney for a multinational US based corporation specialising in temperature controlled warehousing. Within a short period, I was promoted to General Manager of multiple NSW sites with approximately 400 employees serving a significant customer base including, Woolworths, Coles, Costco, KFC, McCain, Dominos and many more.

It was during this time as a General Manager where I started volunteering at my local Rural Fire Service brigade, as a way to give back to my community.

During the Black Summer fires (2019/2020), I juggled work commitments along with spending every other available minute on a fire truck or supporting brigades, like so many other thousands of paid and volunteer first responders at that time.

After a brief reassessment of my priorities and focus as an individual during this period, I was lucky enough to secure a job with the NSW RFS in a newly created role as Manager of Logistics.

Within several months of commencing, I was seconded over to support the NSW Police in the NSW Government response to the Covid-19 pandemic. Over several months, I supported the organisation and coordination of the multiple warehouses required to store the stock as well as the ordering and distribution process of the supply chain to support the various NSW Government clusters.

For the past 12 months, I have been acting as the Director of Logistics and Equipment for the Rural Fire Service. This role has been responsible for the design and production of all firefighting fleet, asset management, Infrastructure construction, Engineering Services, Airbase maintenance, Heavy Plant. In addition, I support the state logistics capability during major incidents including the basecamp capabilities of the Service, which I am sure most people would have seen deployed to Wilcannia during Covid-19 and more recently Lismore for the floods.

What is your biggest achievement since high school?

Overall, becoming a father. Career related, functioning in my current role.



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

Not at all. I didn't really have a clear idea of what I wanted to do in school. I think I am more aligned with Steve Jobs' philosophy that, "you can't connect the dots looking forward, you can only connect them looking backward. So you have to trust that the dots will somehow connect in your future."

How did Oxley prepare you for your future?

Oxley taught me many things. Discipline, the importance of a presentable appearance, the importance of hard work, how to study, teamwork and many more. The most important thing Oxley taught me, is that you get out of life what you put into it. I did not realise this until Year 11 where school really started to change for me.

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

Many people supported me throughout my schooling at various times and through various events. The most consistent was Mr Craig, who I saw as someone who was always there to support and help those prepared to extend themselves. He is a humble achiever and during my time at Oxley, it was apparent that his focus was always making Oxley and its students, the best they could be. For me, his passion and commitment showed.

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

To be honest, I miss the variety. The ability to spend five days a week, all day, learning about myself and figuring out what topics and subjects I like. Spending the day with friends, the variety of sports, and most importantly, the ability of \$1.10 to magically transform into a packet of carob buds and a strawberry frozen yoghurt.

What would you say to your fifteen year old self?

Knuckle down and work harder, earlier. Do not wait until later to get serious about school, do it from the get go, so that when life presents opportunities, you are prepared and ready to do something with them. Most importantly, school is only a small slice of the world and your life; do not get hung up on other people's opinions or what they think about you. Spending time seeking the popular people's opinions and approval is wasted effort and time. Once you leave school, their opinion will be completely irrelevant in the scheme of life.

COMIC

Story art by

Ewan Andrews Year 7

INSPIRATION



FILM

The Mandalorian

The Mandalorian, a member of an order that rivalled the Jedi. A mysterious gunslinger with advanced weaponry, unparalleled fighting skills and blaster-proof Beskar armour accentuated with his trademark sleek, silver helmet and jetpack.

Set five years after the Battle of Endor, the galaxy is amok with bounty hunters. A disorganised New Republic has risen to replace the old one. In the chaos and disorder, one bounty hunter stands out from the crowd. 'The Mandalorian' is an astounding series about a member of the mysterious Mandalorian order who attempts to protect a force-sensitive youngling of the long lost Jedi order, who looks suspiciously like a baby Yoda... A quest that turns into a dangerous yet comedic journey through the galaxy. Also, a familiar face has reappeared in this series. Someone with green Mandalorian armour, a famous ship, and just happens to be an unaltered clone of Jango Fett... Some may say one of the best Star Wars characters of all time. Boba Fett's comeback has fans ecstatic as he lights up the screen with sonic imploders, his cool composed attitude and his trusty jetpack. Creatures such as desert dwelling Blurgs, Krayt Dragons and Jawas are reintroduced, something that all Star Wars fans will love. Characters such as the lethal droid IG-11, Luke Skywalker and Ahsoka Tano feature throughout the series to keep viewers hooked and loving the storyline.

The Mandalorian is without a doubt, one of the best Star Wars series ever made. It has EVERYTHING you want in a Star Wars series - blaster fights, lightsabres, super galactic starships and countless planetary backdrops each with their own unique characteristics. The only thing it's really missing are Clone Commandos. The series boasts brilliant graphics, colourful characters, rocking explosions and one of the best soundtracks I have ever listened to! The Mandalorian is also full to the brim with Star Wars lore, from the great purges of the Jedi and Mandalorian orders and the Clone Wars to the Galactic Civil War. The Mandalorian has taken the Star Wars universe by storm! While the concept of space bounty hunters was lightly touched upon in the Star Wars movies, it is one of the main themes in this series. If you are looking for futuristic western gunfights, mad chases through alien cities and tons of dogfighting in the atmosphere of amazing planets, you must watch... Doctor Who! Kidding, the Mandalorian is undeniably awesome!

"This is the way."

By Thomas Clark, Year 9



FILM

Jurassic World: Dominion

Five movies. Sixteen species of dinosaurs. One cloned daughter. This all led up to Jurassic World: Dominion directed by Colin Trevorrow. The movie stars Sam Neill, Laura Dern, Jeff Goldblum, Bryce Dallas Howard, Chris Pratt, DeWanda Wise and Isabella Sermon.

The plot leads on from the story line of the previous Jurassic World movie. Four years after the destruction of Isla Nublar (in the previous Jurassic World movie), dinosaurs now live and hunt alongside humans all over the world. This poses the issue of illegal poaching and spiking death rates in people due to dinosaur incidents. This is explored throughout the movie ultimately revealing that it is not possible for dinosaurs to live among humans.

The second plot theme continues the conspiracy of the Lockwood cloning. Owen Grady (Chris Pratt) and Claire Deering (Bryce Dallas Howard) take Lockwood's granddaughter, Maisie, to protect her because of her genetically modified DNA to match her mother's. Scientists beg to study her, ultimately kidnapping her in the woods. Owen and Claire fight for their 'daughter' and try to bring her back thorough out the movie.

The plot is described as confusing and far-fetched in places in the storyline and contains many plot holes. In some areas of the movie, the plot became silly, but all the events came together and made sense in the end. In the movie, there were many great scenes featuring life-like dinosaurs, suspenseful chases, amazing acting, and magnificent music.

Overall, Jurassic World: Dominion was a very enjoyable movie enhancing the story of the Jurassic Park and Jurassic World journey.

By Lucy Anderson, Year 8

JUNIOR PRODUCTION





The Joys and Despair of Social Media

There are plenty of good things about social media — but also many risks Oxley students should be aware of and avoid. Social Media is any digital tool that allows users to quickly create and share content with others. Social media encompasses a wide range of websites and apps. Some, like Twitter, aim to share links and short written messages. Others, like Instagram and TikTok, are built to enhance the sharing of photos and videos. As parents and educators try to keep up with the rapidly changing methods of communication, it is important to maintain and provide an environment that is safe for the Oxley community.

Children at increasingly younger ages are pleading with their parents to allow them to set up a social media account. This is often much earlier than the legal age of 13 years. Some studies have suggested that as many as three-quarters of children aged 10-12 years have social media accounts, despite being below the legal age limit.

Dr Kristy Goodwin believes that if social media is introduced at the 'right' age, carefully monitored by parents and balanced with real, off-screen relationships, then it can be a meaningful communication tool for older children. Dr Goodwin is quite clear in her belief that social media should not be used or introduced to primary school students.

Social media can be a wonderful way to cater to teenagers' need for social connection and can develop a sense of belonging. People from anywhere can connect with anyone. Regardless of the location. The beauty of social media is that you can connect with anyone to learn and share your thoughts. It is very easy to educate from others who are experts and professionals via social media. You can follow anyone to learn from him/her and enhance your knowledge about any field. Regardless of your location and education background you can educate yourself, without paying for it.

Like any technology, social media is merely a tool. It's neither good nor bad. It really depends on how it's used, with whom it's used, when it's used, where it's used and what's used. Dr Goodwin's concern with social media is that children are being dunked in the social media world prematurely before they're socially and emotionally ready.

It's important as parents to help your child understand what sort of digital footprint they're leaving on social media. To do this it is important to have clear guidelines and rules and

ensuring to support your child by educating them in this fast-changing world. It's important that students understand the impact your online activities leave on you, including things you see, hear or read and also things other people say and do to you online.

If your child has any social media accounts, you should consider and discuss a few things to limit their digital footprint:

1. Tighten your restrictions on social media:

- o Only accept friend/ follow requests from people you know in real life

- o Set privacy settings so that the information about your is not visible to the public

- o Change settings so that others need your permission to tag you in posts

2. Delete things that you don't want others to see.

3. Reset passwords. Make sure they are strong and do not share with others.

4. Carefully consider every time you post or share whether you want it to live on forever or if it might affect others negatively.

For more information about raising children in the digital world, I recommend Dr Kristy Goodwin's Parent Blog - [Blog | Parents - Dr Kristy Goodwin](#)

By Mr Jonathan Adams, Head of Learning Technologies

YSAFE

The ySafe presentation to parents held last week is available online until Monday 4 July. The webinar focuses on key areas such as the safe use of social media platforms; research-based information on gaming and screen time; and step-by-step instructions to on how to setup a cyber safe home.

[Oxley College - ySafe Parent Cyber Safety Education Session](#)

SENIOR GALLERY



GOOD & OTHER NEWS

Junior School HICES Debating

Our UNDEFEATED Junior School HICES debating team has successfully argued its way through the first five rounds of the primary school competition. Throughout the semester the team of: Samuel Cottle, Henry Burton, Grace Kean, Rory Shedden, Daphne Hutchison and Hailey Law have worked hard to refine their debating skills. The team's confidence has grown significantly. They now not only prepare a strong team case, but hack away, with increasing accuracy, at the opposition's case with ruthless rebuttal.

They have taken on topics including: 'Children need a dedicated TV channel', 'That Primary Schools should provide lunch to all students' and 'That community service should replace all fines in the court system'.

The team faced a significant challenge against Macarthur Anglican School in the first week of the finals as we were the negative arguing 'That the Olympics should include e-sports.' Not only did the team come away with a victory, but this result means that our Junior debaters are one of the top eight teams in the state. We look forward to our next debate at the start of Term 3.

We are most grateful for the leadership of Mrs Victoria Rintoul and our Senior School Students: Patrick Muldoon, Breanna Billett, Tyra Beckett for their tutelage, guidance and support.

By Mr Jonathan Hunt - Oxley Junior School Debating Coordinator. (A huge congratulations to Mr Hunt)



Year 10 Solar Buddy

In Year 10 Geography, students are studying a unit entitled Human Wellbeing. We want students to act by contributing towards the United Nations Sustainable Development Goals (SDGs), a set of 17 goals agreed by the United Nations in 2015 to end poverty, protect the environment and ensure all people enjoy peace and prosperity. We would like to help achieve Global Goal 7 - Ensuring access to sustainable, affordable, and modern energy for all.

Working with Australian NGO, Solar Buddy, Year 10 students purchased solar light kits to assemble in class. Solar Buddy then sends each assembled light to a developing country to aid children living in energy poverty. Students receive a report and photographs of the community that has benefitted from their light.



Year 9 Visual Arts Excursion

Last Thursday, the Year 9 art students endeavoured on our highly anticipated journey to the local Ngununggula Art Gallery followed by a visit to world renowned artist, local legend and most importantly Oxley dad, Ben Quilty's art studio.

We were greeted by the friendly face of Ms Swan at Ngununggula gallery, to take a tour through the 'Land Abounds' exhibition. The exhibition features work of the Abdullah brothers, sculptures by Abdul Abdullah, landscapes and tapestries by Abdul-Raham Abdullah, as well as video montages by the famous Tracey Moffatt – their expertise and works such as 'Dead Horse' and 'Legacy Assets' demonstrated to us artists, that artworks have the ability to communicate a much deeper and significant meaning than what may appear upon the surface.

Soon after we made our way to Ben Quilty's studio. His space oozed with inspiration, mounds of oil paint and more brushes than most of us had ever seen in one room. Ben guided us through a series of 30 second exercises encouraging the development of our hand eye co-ordination and how to then apply those same creations onto the canvas, as 'anyone can draw from a picture but drawing from the eye is a real talent'. Although many of our initial attempts appeared as though we had never picked up a pencil, many of us were able to recognise the progress of the group by the end of our session. As a group we left the studio with a sense of awe, seeing how some of our passions could progress to a much larger scale than just within the classroom - It's safe to say the ride home in our school bus, was filled with discussion anticipating our next visit.

By Clementine Heinrich, Year 9



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

fashion edition



"There are just so many holes! In everything! It's winter people- I can't do ripped jeans anymore!"

"Now I'm no scientist- But isn't it slightly weird that we wear ties? I know there's probably some long winded historical story – but genuinely – why? Why do we hand strips of colourful material from our necks?"

"I don't even understand fashion anymore. Looks like if you wear anything and look sulky it's fashion. Which is do-able I guess. I do enjoy looking sulky."

"Here's my problem: I don't mind if you only stock skinny person clothes. That's cool. You do you boo. But don't say you have inclusive sizes. You don't."

"Just a reminder – only one earring in each ear, shirts tucked in, hair tied up and no jewellery." – someone who is totally a student

By Oxley's Gen Z

"I like clothes, truly, they're great- saves me from walking around naked which would be awkward. But seriously, if I find one more shirt that says "I'm not like other girls", I will of lost faith in humanity completely."

"Why is it, that all these fashion brands decided to create their own sizing? How did that happen? Did no-one ever stop and think – hey, this could be problematic?"

"Pockets. So simple. Just a folded over piece of fabric. Why must their be fake pockets? What is their purpose? Are fake pockets some sort of clothing form of a Demeter – do they thrive on creating human anguish? All I want are pockets."

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.

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

NEWSFLASH

RUGBY

Phoenix Sparke, Year 10, is representing the Bowral Blacks in the U16 Illawarriors team who won the NSW Country Championships on the weekend. Oxley Year 12 students Rex Sparke, Tom Pike and Dom Uliana played in the U18 Illawarriors team, who came third in the NSW Country Championships.



CROSS COUNTRY

Amelia May, Year 10, placed 2nd at the NSW CIS Cross Country Championships. Amelia ran four kilometres in the 16 years Girls event with a time of 15:24.9.

Pixie Hanson, Year 5, won the NSW Cross Country Championship (U12 girls) last Saturday. The 2.1km course at Willandra, near Nowra, was a proper undulating XC course with a hard uphill section to the finish line. Pixie is now focussed on the NSW CIS Cross Country Championships in July.



CONGRATULATIONS to

Ben Bragg, Year 8, selected in the 15 years Boys NSW Hockey squad following the 15 years Boys State Championships in Grafton last weekend.

Ollie Linde, Year 9, the Co-Junior Berrima District Sport Award winner for May. Recently at the NSW CIS (Combined Independent Schools) Swimming Championships, Ollie placed 1st in the 15 years 50 metre freestyle, 2nd in the 15 years 50 metre backstroke, 3rd in the 15 years 100 metre freestyle and 12th in the 15/16 years 200 metre freestyle. He is now focussing on training for the Country Short Course Championships and the Australia School Sport National Championships.

Alister Hill, Year 12, the Berrima District Sports Awards Senior recipient. Alister competed at the National Junior Men's Epee Championships in late May and placed 13th in the individual event and 5th in teams. He also competed in the NSW Schools Fencing League Under 19 Individual Epee Premiership and placed 2nd which boosted his Australian Junior (U23) Men's ranking to 11th.

THREDBO - AUSTRALIAN ALPINE RESORT

The 2022 ski season is off to a cracking start, "the best in more than 20 years", the long weekend welcomed guests with 125cm of fresh snow and more than half the lifts and runs open. Not only the mountain was covered in the sweet white powder of winter wonderland, but the village was also stunning, it felt like Europe! With little to no lift lines and freshly groomed runs, it was some of Australia's best skiing in many years. The temperatures averaging, still, below 0°C, firming up the icy foundations for the season with loads more snow expected in the coming days. All sides of the mountain are open, with freshly dusted and groomed connecting traverses, more are expected to open next weekend. Not to mention the off-piste 'trails' all over the mountain. If the snow keeps up (and doesn't melt as it usually does) the 2022 Australian ski season is expected to break many records.

Not only was the snow phenomenal, but the activities in the village that follow an exhilarating day of skiing are also limitless. Each Saturday night, fireworks, live bands, and parties by the warm fire pits. To warm up a bit after a chilly day the day spa or even the pool and water slide at the leisure centre. or if you just can't get enough of the snow, the afternoons are perfect for snow play in the village green. And for those of you with fitness streaks to keep up with, a well-fitted out gym has all the weights and equipment you can dream of, but it is advised to wear gloves, those metal dumbbell handles get quite chilly!

For more information on trial openings, ticket sales, ski/snowboard lessons, accommodation, hire, and more head to the Thredbo website (thredbo.com.au). An exciting season awaits! By Leah Halstead, Year 11

BASKETBALL

Congratulations to Max Maclachlan (Year 8), Harrison Kirsch (Year 9), Luca Colloridi (Year 9), and Ben Hogan (Year 9) who play for the Moss Vale Magic U16 Representative Basketball team. They won the preliminary final against Canberra Gunners 84-78 and then held on in the Grand Final to beat Albury Cougars 75-70 on Sunday 29 May. This victory at the Southern Junior League championship earned the squad a berth in the state competition in July. At the June long weekend at the John Martin Country Classic, the team went 6-0 in their pool, defeating Central Coast, Bathurst, Newcastle, Coffs Harbour, Queanbeyan, & Port Macquarie. This earned them the Grand Final game vs the winner of the other pool, Gilgandra. They defeated the Gilgandra Windmills 54-43. Since the 1-6 start, they have now won 13 games in a row and so are 14-6.

Lexie Kennedy, Year 11, is currently playing with the Moss Vale Magic U18 Girls Representative team. The team played within the Basketball NSW Spalding Waratah Southern Junior League across three weekends during the months of March & April. The Moss Vale Magic team finished on top of the table, ahead of Albury, Tumut & Wagga Wagga and went on to win the tournament. By winning the Southern Junior League, the team now proceed into the 2022 Spalding Waratah Junior State Cup. The U18 Girls then also played in the Country Championships in Bathurst and finished on top of the table. They went on to win the Grand Final and Country Championships by beating Tamworth 48-28.

Futsal In January this year, Lexie also played for the Southern NSW Futsal U16 girls team at the Australian Futsal Association's (AFA) National Championships in Brisbane. As a result of her performance, Lexie has been selected to play in the AFA's 17 Girls Australian Representative Team to tour the United States in July this year. The team will compete over four days in the US Futsal National Championships.

EQUESTRIAN

Straight from the horse's mouth - the Oxley Equestrian team have been at it again, riding rings around the competition. We are proud to announce that Grace Macquarie, Year 10, recently competed in the Sydney International Equestrian Centre Horse Trials and received 20th place overall. Was that impressive result enough for her? I DON'T THINK SO! Grace also finished in fifth place in the Albury Wodonga Horse Trials AND the Canberra Horse Trials. If you add two fives together you get TEN OUT OF TEN, or perhaps you would just prefer to give her two high fives for such amazing results. With people like this taking part in the State Interschool Championships over the break, the other competitors should be shaking in their horseshoes. By Dr Fiona Radford