

PIN OAK

A person wearing a dark hoodie is sitting in a meditative lotus position. The background is a vibrant blue, filled with a dense, chaotic web of glowing, thin white lines that resemble tangled threads or digital data. The person's face is partially obscured by the blue light, and their hands are resting on their knees in a mudra. The overall mood is ethereal and digital.

ALUMNI

PHOTOGRAPHY

FATHER'S
DAY

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Acknowledgement of Country

The writers, editors, and designers of Oxley's Pin Oak begin today by acknowledging the Gundungurra people, Traditional Custodians of the land on which we learn and work and pay our respects to their Elders past and present. We extend that respect to Aboriginal and Torres Strait Islander peoples within the Oxley community.

Alumni Careers Day

As you might remember from your school days, it is hard to imagine what opportunities are out there after you leave school. One of the most valuable ways to explore careers is by hearing people's career journeys and being able to ask them questions. If you are an ex-student of Oxley College... that's where you could get involved!

The Alumni Careers Day is a chance for you to informally mentor Oxley students and share your career journey in study and work and other pursuits since you have left school.

Date: Monday 17 October

Time: 9.30am – 12.30pm

Location: Oxley College, Burradoo

Year groups involved: Year 10 and Year 11

Likely activities involved: Talking to small groups of students about your career, and possibly addressing all students as a group in your introduction.

Other details: Morning tea provided

Please show your interest by emailing the Careers and Futures Coordinator at claudia.cowell@oxley.nsw.edu.au

Loaded for Lismore

For the flood affected residents of the Northern Rivers of NSW, the misery caused by homelessness and loss of household and personal belongings continues. We have all seen the images, but may find it hard to imagine the toll this disaster has had on people and communities. Some of us will have friends or family in these areas and hear the ongoing struggle of temporary housing in rental properties or in the homes of kindly, more fortunate residents.

While immediate needs of clothing have been largely met by donations, there is an ongoing shortage of furniture for those who hope to be rehoused soon.

In recent weeks a small group of concerned residents of the Southern Highlands in partnership with Oxley College, have been working towards arranging donations of quality, pre-loved furniture that are no longer used by our families to be collected, packed into a container and transported to a distribution centre in the Northern Rivers. As people are gradually rehoused they will be able to request essential furniture from this centre.

We have called this project 'Loaded for Lismore' and have acquired some storage space at Unit 33, 6-10 Owen Street in Mittagong, where donations of quality furniture can be dropped off ready for packing into storage prior to be transported in the container.

There will be two drop off times over the coming weekends; Sunday, 18th September and Saturday 24th September between 9 and 11 am only.

There will be volunteers present to assess the quality and suitability of donations and assist with unloading. Hopefully, some Oxley students will be willing to assist in this operation – certainly a suitable activity for Duke of Ed or Service Learning.

Most requested items include beds and mattresses, chairs, tables, bookcases, chests of drawers etc.

So, reaching out to the Oxley community, please consider donating furniture which you may otherwise be storing in sheds or spare rooms...Thank you! By Tim Dibdin



HEAD OF COLLEGE'S REPORT



The surveys of parents, students and staff in March of this year highlighted the appreciation of the Oxley emphasis on relationships and community.

Our relationships, our respect for each other, our high expectations on character and behaviour create a climate for success.

Relationships do require time, trust, the art of good listening and, most importantly, respect. Relationships require the ability to say sorry when we get something wrong. Relationships and respect are vital for parents and teachers as they guide teenagers through exciting and, at times, turbulent waters. Often parents and teachers must be the lighthouse – rock solid, firm, unbending, non-negotiable at times – yet always beaming out a light to signify danger.

Teenagers remain teenagers with all the joys and challenges of moving into adulthood. Some will sail into the wind for far too long: others try to abandon ship for too soon (the need for resilience comes up again and again); some hit the rocks and need to learn first-hand of the consequences of actions; others never venture out to sea and prefer to stay in a safe harbour, yet that is not what humans are built for, nor where the lighthouses are placed. Oxley should be about the preparation for the journey.

The line used at Oxley "To Think, To Dare, To Dream" provides a good framework for that journey.

By Dr David Mulford, Interim Head of College

TOURNAMENT OF THE MINDS

Tournament of Minds (TOM) is a programme for all primary and secondary students. It provides students with an opportunity to solve authentic, open-ended challenges that foster creative, divergent thinking, whilst simultaneously developing collaborative enterprise, excellence and teamwork.

Challenges are set in the following disciplines:

- The Arts
- Social Sciences
- Language Literature
- STEM

On Tournament Day, students compete in two challenges - Long-term & Spontaneous. Each challenge is worth 50% of their final score. During Term 2 a team of Stage 3 students worked on developing their teamwork skills. They then had just six weeks to work on their Long-Term Challenge before presenting their solution to a panel of judges at the University of Wollongong on Sunday 21 August. On this day they were also required to respond to a Spontaneous Challenge and demonstrate their ability to work as members of a team.

This year, Oxley entered a Stage 4 team in the Arts Challenge - Who are you? In this Long-Term Challenge, a mystery person is delivered to a police station. They have no memory of who they are or where they have come from and are unable to speak. The person's arms are elaborately painted using body paint, they are wearing an interesting piece of jewellery and they are dressed in a fabric that appears to be representative of a culture. Using the clues (body painting, jewellery, clothing) the police need to identify who this person is, where they have come from and the secret message that is hidden within their adornments.

In order to do this the students conducted research on body painting and jewellery making, and explored the cultural significance of fabric in cultural clothing design. They wrote a script and nominated two presentation skills on which they were to be judged. They collectively settled on props and dance.

In the Spontaneous Challenge, the topic was, "Money doesn't grow on trees". The challenge was for the team

to suggest three things that don't grow on trees and explain why it would be useful if they did.

The students who represented Oxley College in the Tournament of Minds in 2022 were:

Year 5:

- Ivy Bacon
- Theodore Blom
- Jameson Clarke
- Will Kennedy

Year 6:

- Coen Bertollo
- Orson Francis
- Ed Hunt

Congratulations to the Stage 3 Tournament of Minds Team who were awarded Honours at the South Coast Regional Tournament of Minds.

By Linda Maher, Head of Diverse Learning

"Over the past 10 weeks I competed in the Tournament of Minds group. During this period our group was preparing for the Long-Term Challenge for The Arts and the Spontaneous Challenge. We didn't know the topic of this until Tournament Day. The Long-Term Challenge involved putting on a 10-minute performance which answered the question and showed the research we did and how we used the prompt. It was an amazing experience. Although there were a few hiccups along the way, I learnt a lot about how to work well in a team and forged some friendships with my teammates. We allocated jobs within the group, and it was my job to work with others on writing the script for the performance. In the end we received Tournament Honours." Coen Bertollo – Year 6





Navigating Whole School Wellbeing – AISNSW Compass Initiative

“Wellbeing is the foundation of quality of life and human flourishing. Personal achievement, emotional resilience and social competence are predicated on children feeling safe, challenged, supported and connected to others” – Oxley College website

At Oxley, we seek to ‘care for the whole child’ and ensure that this remains at the forefront of the education we provide, through evidence-based and contextual practices, using a consistent language across the College.

We are partnering with the Association of Independent Schools (NSW) over the next 12 months to develop a whole-school approach to wellbeing. In 2019 (prior to the pandemic) we developed an Oxley Wellbeing Framework, a key step in creating a College-wide approach and language about wellbeing. Derived from the work of Martin Seligman and research in positive psychology, a team of staff across the Junior and Senior Schools developed five key wellbeing principles: Build Connections, Stay Fit, Find Meaning, Be Authentic and Show Gratitude. These principles, with associated wellbeing tips and advice can be found on every weekly page of the Year 7-10 Student Diary. The pandemic hit in early 2020 and little further progress was made in embedding this framework across the College.

In Term 2 this year we consulted Junior and Senior School staff about how well we were performing across a range of key areas that impact wellbeing in schools; these areas are based on the outcomes of the Wellbeing Literature Review conducted by AISNSW in 2021 that have shown to increase wellbeing in schools. From this data, our Compass Team identified four priority areas for the next 12 months:

1. Foster Staff Wellbeing

The undervaluing of teachers in our society has been well publicised in recent times. The impact of the pandemic hit all areas of the community, but it has been felt acutely by teachers across education sectors. The attraction and retention of teachers, and the associated shortage of teachers, has been widely reported as a national crisis¹. Of the 14 schools in NSW who are part of the 2022 AIS Compass cohort, staff wellbeing is a focus area for all. Teachers cannot effectively support the wellbeing of students unless their own wellbeing is not also supported.



Image from: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

Social and Emotional Learning is “the process through which students grow and develop their emotional lives and their relationships”². The competencies in the CASEL framework shown above can be developed formally through explicit instruction and informally through day to day interactions and relationships – in the classroom, in the lab, on the sports field, in the performing arts, in the corridor and in the playground. This is already a strength at Oxley, but is one that we wish to enhance further.

3. Take A Whole-School Approach

A whole school approach requires consistency and coherence across all areas of the College. This involves both Junior and Senior Schools, but also across different areas within each. The explicit teaching of wellbeing is core to the Year 5-10 PDHPE syllabus; however, wellbeing programmes independent of PDHPE, through Mentor Group and regular incursions with external providers. Ensuring a coherent and sequential approach, using evidence-based strategies, requires collaboration and coordination across the College. A whole school approach also involves enabling authentic student voice. This goes beyond the formal channels of student leadership and SRC, to other students whose voice may not always be heard: “nothing about us, without us”.

4. Take a Strengths-Based Approach

A core feature of positive psychology is to ‘find the good’ and adopt a strengths-based approach rather than a deficit model. Promoting wellbeing means focusing on what enables individuals to thrive. The embedding of the College’s wellbeing framework is an important part of this. It is also a key feature of PDHPE to focus on individual and group strengths and capabilities. Studies have shown that focussing on students’ character strengths improves both engagement, resilience and academic outcomes (Seligman 2011, Waters, 2011).

The other members of the Oxley Compass Team who are driving the initiative are: Miss Jane Campion, Mr Peter Ayling, Mrs Karla Rogerson, Mrs Mel Sievert, Mrs Rani Ritchie and Ms Genevieve Whiteley.

You will be hearing more about the Compass initiative as it develops over the next 12 months.

1 <https://www.smh.com.au/national/nsw/crisis-building-for-years-half-of-teachers-plan-to-leave-profession-as-shortages-bite-20220802-p5b6pw.html> and <https://www.theguardian.com/australia-news/2022/jun/11/we-cant-lose-any-more-how-the-teacher-shortage-grew-into-a-national-crisis>

2 Collaborative for Academic, Social and Emotional Learning (CASEL)

By Mark Case, Head of Senior School

DIRECTOR OF CURRICULUM



As the days get warmer and we change seasons into Spring we also see a change of season for our students. Many of our students are planning and making decisions about 2023. At this time of the year, the school is well into planning for the following year. Changes to our subjects, our programmes, our rooms and our staff. Just like Spring it feels hopeful.

Year 8 have just had their Elective Taster day. They tried out subjects that haven't been part of their mandatory programme of study during Stage 4. They experienced a taste of Physical Activity and Sport Science (PASS), Information and Technology Software (IST), Commerce and Drama. This day coupled with the information on the Year 8 Canvas page about Subject

Selections will help them make their choices of two electives that they will study throughout Year 9 and Year 10. A reminder that preferences must be submitted by 9.00am on Monday 12 September.

Year 9 are finishing up many of their current units of work and revising for their exams that begin next week. Excitement is also beginning to build about their Rites of Passage programme.

Year 10 have chosen their subjects for next year and I have been working to finalise the lines where the subjects nest together on the timetable. Students were able to make their selection and then have a consult with their parents, Head of House and another Senior Leader in the school. These sessions were spent talking about their proposed programme of study, the priorities that they had for the next years and life beyond Oxley.

Year 11 students and parents also received a briefing recently about the 2023 HSC Programme of study. The key messages were about the importance of preparation for the Year 11 End of Preliminary Examinations, starting on Monday. These examinations mark the end of the three terms of the Preliminary HSC and count as the final, significant assessment task of the year. While this data is for internal use only, it does give us the opportunity to see how students are going, particularly under timed, writing conditions. Students have also applied for Extension Courses which are due in on Friday 9 September. Year 11 will submit their Application for Year 12 Programme of study during Week 10, with confirmation occurring during the Year 12 Transition in Term 4, Week 1.

It has been great to see so many of our Year 11 students taking advantage of Study Club on Thursday nights. Using the quiet space in the library to really focus and get a significant amount of work done has been well utilised by this group.

Year 12 have only a few weeks to go before the HSC begins but more on this group in next Pin Oak.

By Catherine Dobner, Director of Curriculum

SPRING COLLECTION - REVIEW

Ken Done & Rosie Deacon

Kenneth Stephen Done is an Australian artist known for his design work and brightly coloured paintings of Australian landmarks, also turning into a range of clothes and homeware, "Done design".

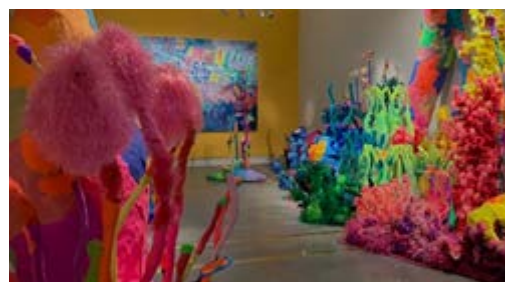
Ken Done's paintings are placed in two rooms of the gallery, one section being the 'Early works', being based on a cabin studio in 1980, when he was 14 years old and other Australian landmarks. There are also artworks portraying different reef types throughout the years including the 'Big Mask reef', 'Wisteria reef' and the 'Sweetpea reef'.

Ken Done's artworks are dispersed through the gallery, also lying between Rosie Deacons art expression.

Rosie Deacon began her award-winning art years whilst she was still in school. Since graduating in 2010 she has become increasingly known nationally and internationally for her "immersive, often interactive, installations".

Deacon has included a reef set in the spring collection, with the inspiration sourced from Ken Done himself. The reef is made from essentially recycled materials using a range of techniques including painting, sculpting, crocheting, beading, pompoming and many other ways of art.

Rosie Deacon also has a display named 'I'm Giving You Everything, It's A Promise (BFF Necklace), 2022'. It is an oversized 80m long beaded necklace and a set of parrot earrings that are "fun and hyperactive". By Hannah Zupp, Year 11





Weekly Awards

Learning Journey

K: Charlie Seehusen, Saskia Aston
Yr 1: Jack Malouf, Clementine Blom
Yr 2: Tom Pierce, James Barnett
Yr 3B: Abi Brodie, Eric Mussett
Yr 3R: Chloe Motycka, Lily Bennett
Yr 4A: Elena Clarke, Cassius Black
Yr 4W: Louisa Wright, Hugh Pratten
Yr 5M: Jemima Anson, Remy McIntosh
Yr 5N: Luca Poropat, Isabella Sicari
Yr 6H: Orson Francis, Phoebe Keith
Yr 6S: Henry Burton, Tom Sharpley

Oxley Values

K: Charlotte Jones, Annabelle Bullick
Yr 1: Ruby Rogerson, Nolan Rees
Yr 2: Charlotte Bullick, Thomas Apostolatos
Yr 3B: Harriet Trenchard-Smith, Frankie Russell
Yr 3R: Nash Elvy-Mourid, Luella Sewell
Yr 4A: Sophie Henderson, Jack Friesenecker
Yr 4W: Bianca Bode, Charlotte Bentham
Yr 5M: Sienna Patrino, Addison Umoren
Yr 5N: Ivy Bacon, Maeve Ryan
Yr 6H: Ollie Johnson, Lily Moore
Yr 6S: Livie Marks, Vivienne Talbot

Excellence in Japanese

Veryan Black
Imogen Fox

Debate State Champion Awards

Daphne Hutchison
Henry Burton
Sam Cottle
Hailey Law
Grace Kean
Rory Shedden

Tournament of Minds

Ivy Bacon
Coen Bertollo
Theodore Blom
Jameson Clarke
Orson Francis
Edmund Hunt
William Kennedy

Winter Sport Coaches Awards

Jordan Pope
James Gregory
Cassius Black
Zac Chalak
Eli Winn
Ben Gregory
Vivienne Talbot
Naomi Robertson
Anna-Sophia Psarakis
Theo Evans
Chloe Watson
Ava Snowden



HEAD OF JUNIOR SCHOOL



I remember as a child having to write poems and stick to a structure and for me, that made me focus on the rules and less on the actual beauty of poetry! The benefits of poetry are:

- Poetry helps build early reading skills like rhyme, rhythm, and sound.

- It helps children develop their memory and brain power and gives them a way to express their thoughts.

- It can also help young people truly find their voice.

- It is good for developmental learning.

- Poetry helps improve ideas.

- Poetry is therapeutic for both the writer and the reader.

- It helps you understand the significance of words themselves.

- Poetry helps you understand people.

- Most of all, poetry is fun! Funny children's poems and limericks can make children laugh.

Junior School students have been writing poems and re-discovering the joy of poetry.

Debating – the Magic of Oxley

Last week, our Junior debaters were the talk of the debating world in NSW as they firstly made it through to the Finals and then won, on the day! They were then given the honour of being the Champion School across all age divisions and two of our debaters were awarded medals for outstanding participation. What is noteworthy to mention is the relationship that had built over the debating season between our Year 6 and Year 11 students. The comradery, the respect, the friendship and the coaching interactions that were the difference between being knocked out in the first few rounds and staying in until the end! The trust between younger and older was obvious, the genuine desire to do well apparent but it is that unmeasurable 'something' that happens when you put older and younger students together for the common cause – it is quite simply the Oxley Magic!

Find your voice

When I was little, I would talk a lot,
Chatty and Happy,
I just wouldn't stop.
That kid could talk underwater, they would say,
I had lots of ideas; I could talk all day.

But then something happened,
I'm not sure why,
I was around 4, I became so shy,
My words stopped flowing.
They were stuck, they were trapped.
I would speak at a mutter,
And the doctor said I'd developed a stutter.

A stutter is when your words come out bumpy,
They get stuck, they get stretched and come out all lumpy.

Sometimes its a sound
A "sssss" or a "bbbbb"

Sometime a word that just can't be found.

It made me feel sad I could not say what I wanted
So many ideas in my head; I felt taunted.

Throughout the years, I learnt some techniques,
Sy-ll-a-ble speech, definitely sounded unique.

Over time my stutter began to fade,
I could talk smoothly and get out what I wanted to say.

It made me realise that we are all so unique,

Some kids may find things hard, like trying to speak.

Some kids might have trouble running down the road

Some kids find that Maths makes their brain explode

We need to except people as they are
And in everyone's differences we should rejoice

To encourage everyone to find their voice.

By Teddy Blom, Year 5

JUNIOR GALLERY



BIG ISSUE

KNOWLEDGE IS POWER



Three people of undefined gender, race, and social standing walk into a bakery. After a minute, two of them select their loaves and pay for them at the counter. Afterwards, the third of the trio says to the baker, "I would like to purchase the bagels kept out back." The other two look at each other, dismayed. They were not aware that there were bagels out the back. Only the third had the information required to access the best possible option, putting the others at a direct disadvantage.

This monologue about baking is not about bread. This metaphor applies to the misinformation pandemic that is running parallel to the COVID-19 pandemic; How can one make a fully informed decision if one does not have all the information? Thus, knowledge is power to facilitate fully informed decision making, a powerful concept, I would argue, is much better than sliced bread.

The centre for countering digital hate has linked 65% of 812 thousand Facebook and twitter posts and 73% of all anti-vax content to just 12 online personalities, the "Disinformation Dozen", if you will. Their hobby horses include, autism, covid causation and government conspiracy.

Why has this had such an impact? Words shape understanding, which shapes opinions & value systems, informing behaviours. Hence, blatant omission or selective usage of information resulting in half truths is highly damaging to consumers of modern media.

Van Bavel and colleagues in 2020 found that media projecting false information elicits a fear response through clickbait and emotive language, influencing individuals to react defensively in dangerous situations, such as covid.

If we receive all our information from sources that are biased against technology that could save the lives of millions, it is impossible to make informed decisions.

Our choices save lives. The future is our responsibility, and right now that's compromised because the relevant information is not accessible. To counter fake news about COVID 19, governing bodies must put strategies into place to eradicate conspiracies and falsehood.

Fight for your right to have valid information. The media must not blindfold us. Having equitable access to health information? I would say that that's the best thing since sliced bread.

By Anouk Hakewill, Year 9

2022 Snowsports Report

Northern NSW & QLD Regional Interschools Snowsports Championships

Junior School

The following students recently represented Oxley College at the Regional Interschools Snowsports Championships - Brayden Anstee, Harper Anstee, Henry Burton, Phoebe Burton, Oscar Johnson, Oliver Johnson, Theo Lawford-Smith.

Results

| | |
|--|---|
| Alpine Individual Div 4 - Bronze medal | Oscar Johnson |
| Alpine Team Div 4 - Silver medal | Brayden Anstee, Oscar Johnson, Oliver Johnson, Henry Burton |
| Ski X Team Div 4 - Bronze medal | Brayden Anstee, Oscar Johnson, Oliver Johnson |

Senior School

The following students represented Oxley College at the Regional Interschools Snowsports Championships - Andrew Campbell, Tom Campbell, Madeline Kirsch, Harry Kirsch, Matteo Perrotta, Rocco Perrotta, Salvatore Perrotta, Bridget Schereck, Madeleine Wright, Xavier Wright.

Results

| | |
|---------------------------------------|--------------------------------------|
| Ski X Individual Div 3 - Silver medal | Tom Campbell |
| Ski X Individual Div 2 - Silver medal | Rocco Perrotta |
| Alpine Team Div 2 - Silver medal | Matteo, Rocco and Salvatore Perrotta |
| Ski X Team Div 2 - Silver medal | Matteo, Rocco and Salvatore Perrotta |

State Interschools Snowsports Championships

Junior School

The following students represented Oxley College at the State Interschools Snowsports Championships- Brayden Anstee, Harper Anstee, Henry Burton, Phoebe Burton, Oscar Johnson, Oliver Johnson, Sapphire Sparke and Rosie Vild.

Results

| | |
|---|---|
| Cross Country Relay Team Div 4 - Bronze medal | Rose Vild, Phoebe Burton, Sapphire Sparke |
|---|---|

Senior School

The following students represented Oxley College at the State Interschools Snowsports Championships – Elliot Bryden, Tom Campbell, Eva Duffy, Hamish Gardner, Nicola Gardner, Abigail Hunt, Harry Kirsch, Xanthe MacDonald, Matteo Perrotta, Rocco Perrotta, Salvatore Perrotta, Chilli Sparke, Phoenix Sparke, Rex Sparke, Camille Vild.

Results

| | |
|---|---|
| Cross Country Classic Team Div 2 – Bronze medal | Nicola Gardner, Xanthe MacDonald, Chilli Sparke |
| Cross Country Relay Team Div 2 – Bronze medal | Nicola Gardner, Xanthe MacDonald, Chilli Sparke |
| Cross Country Classic Individual Div 2 – Bronze medal | Chilli Sparke |
| Cross Country Classic Individual Div 2 – Bronze medal | Salvatore Perrotta |
| Cross Country Classic Team Div 2 – Gold medal Sparke | Matteo Perrotta, Salvatore Perrotta, Phoenix Sparke |
| Cross Country Relay Team Div 2 – Gold medal Sparke | Matteo Perrotta, Salvatore Perrotta, Phoenix Sparke |
| Cross Country Classic Individual Div 2 - Gold medal | Phoenix Sparke |



Australian Interschools Snowsports Championships

Junior School

The following students represented Oxley College at the Australian Interschools Snowsports Championships - Brayden Anstee, Harper Anstee, Henry Burton, Phoebe Burton, Oscar Johnson, Sapphire Sparke and Rosie Vild.

Senior School

The following students recently competed for Oxley College at the Australian Interschools Snowsports Championships – Elliot Bryden, Tom Campbell, Eva Duffy, Hamish Gardner, Nicola Gardner, Abigail Hunt, Harry Kirsch, Xanthe MacDonald, Matteo Perrotta, Rocco Perrotta, Salvatore Perrotta, Chilli Sparke, Phoenix Sparke, Rex Sparke, Camille Vild.

| | |
|---|---|
| Cross Country Classic Team Div 2 – Gold medal | Matteo Perrotta, Salvatore Perrotta, Phoenix Sparke |
| Cross Country Relay Team Div 2 – Gold medal | Matteo Perrotta, Salvatore Perrotta, Phoenix Sparke |
| Cross Country Classic Individual Div 2 - Gold medal | Phoenix Sparke |

Congratulations to all our skiers who represented Oxley College during this very successful snowsports season.

OLD OXLEYAN

Christian Thom class of 1993



Can you tell us a little about your career journey since leaving Oxley College?

- Initially worked in hospitality as a chef, and worked in USA, and UK.
- Currently serving in the Royal Australian Navy in Submarines. I joined in 2005, and trained up to be an electronics technician. It's a very challenging, yet rewarding career.

How is your career journey to date similar or different to the plans you had for yourself in Year 12?

My career plans when leaving Oxley were almost polar opposite of how my life unravelled.

Good grounding and routines at Oxley has helped my approach to the demands of the Navy.

Even when joining the Navy I didn't realise where it was going to take me, but I have generally always enjoyed self improvement and challenge.

I'm now based in Western Australia, married with teenage daughters. Having an good moral compass is always essential to get through the problems life throws at you - whether that be at work or your relationships with friends and family.

What are you most proud of since completing high school?

Serving the nation and wearing the uniform is pretty special.

Qualifying as a Submariner is also another special moment.

How did Oxley prepare you for your future?

The first one that comes to mind is taking pride in the uniform. Being on a submarine with 60 other people means you all have to work as a team. Being at Oxley had such a community feel, that it has also taught me about a small team environment. And last of all, general discipline and routines at Oxley helped me to adopt the Navy routines and culture.

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

Trish Topp and Peter Craig.

If you could do it all again, what advice would you give to your 15 year old self?

Be true to yourself.

INSPIRATION



SERIES

Chernobyl

The HBO mini-series, *Chernobyl*, is a dramatization of, no surprise, the Chernobyl explosion of 1986. The series was filmed and developed under the presidency of Donald Trump when political truth and topics of post truth were prominent in US life. The series follows the people who were involved in and were impacted by the nuclear explosion of Chernobyl in the north of 'Modern-day' Ukraine.

The first episode "1:23:45" is orientated around the explosion and the immediate precautions taken. At this point no one is aware of the danger they or anyone around them is in, let alone knowing what actually happened. Even the power plant workers were oblivious to that fact that the reactor core had exploded.

Following the explosion, the second episode "Please Remain Calm", of the five episode mini-series concentrates on the investigation of the situation and the scientific planning into the mitigation of the scenario. In this episode the 3 protagonists become clear, Legasov, Shcherbina, and Khomyuk. Legasov and Khomyuk are shocked at the evidence leading to the supposedly impossible reactor core explosion that had taken place. Legasov begins to eliminate the fire on the core with boron and sand, unaware of the fact that it will create lava and a potential second explosion. Khomyuk provides a solution to this. At this point the civilians and workers whom are exposed to the deadly radiation are unaware of the danger they are in.

Episode 3 follows are more zoomed out time line as the main 3 continue their work in decontaminating the explosion site. During the episode "open wide, O earth" the people of Pripjat and other neighbouring communities are evacuated, for those within a 30km radius remain in severe danger.

In the second last episode, the final physical precautions are made to achieve "The happiness of all man kind". In this episode the Soviets are seen to enlist hundreds of men to decontaminate and evacuate the radioactive land, though they receive no explanation and are paid in vodka. Back at the power plant the main 3 contemplate how they will remove the core's debris from the roof of the reactor building. Due to the soviet's insisted Statecraft approach, they must resort to "biorobots", or humans in other words. In the closing scene it is revealed that Legasov knows something about the reactor that may have led to the explosion.

The final episode poses many questions:

How did the core explode?

Will Legasov tell the truth?

Who will listen? And how much will the soviets attempt to cover up?

But I'll leave that for you to find out!

By Leah Halstead Year 11



FILM

Hunt For The Wilderpeople

Christened as the #1 film in New Zealand, grab your hunting rifle, call your dog Tupac and put on your hat for the genius comedy *Hunt For The Wilderpeople*.

Set in the bush of New Zealand, the movie stars Ricky Baker, a 13 year old delinquent foster child who is taken in by the eccentric couple Bella and Hector Faulkner. After Bella unexpectedly dies, Ricky and Hector disappear into the vast forests of NZ where they must survive life in the wilderness and evade a national manhunt for the two.

Although *Hunt for the Wilderpeople* is a fantastic comedy, the underlying theme in this movie is a little more serious...The movie addresses the social issue of youths in the foster care system and how it can fail them and disrupt their lives. It also sends a message of hope that there are good people out there and that 'home' can be where you least expect it.

This movie is laugh out loud hilarious (well, it was made by Taika Waititi so that it explains a lot), shrouded in New Zealand culture and slang, and the location just makes you want to get out of the house and head straight for the great outdoors of New Zealand. Okay, that sounds a little biased coming from a Kiwi such as me. Legendary New Zealand characters scattered throughout the plot, such as the comedian Rhys Darby, make this film 'Comic Dynamite' (as quoted from *The Guardian*).

This movie is a must watch for anyone who believes in the 'Skux Life' and enjoys quirky New Zealand humour.

By Thomas Clark, Year 9



THE DILEMMA

For once, with this article – I fear I am taking an academic leap. The topic I attempt to discuss today is shrouded in the mysteries of higher education, in secrecy, and most likely, a large pile of dust. In a word: Batman. That's right, this week I am stepping outside of the safety of classical philosophy. I humbly ask my readers to bear with me, and the comic book lovers of Oxley not to yell at me when I inevitably get something wrong.

Bruce Wayne stands as an agent of the values of Gotham. Afraid of commitment, dashing handsome, and ridden with childhood trauma, he is the ideal bachelor. Wayne industries was estimated to have a revenue of \$31.3 billion in 2007, and has a massive impact on the happenings of Gotham, funding most major medical research, and owning the Daily Planet, Gotham's major news provider. It is very easy to see how problematic this can be. A corporate superpower having major power within society, run by a violence-addicted alcoholic whose hobbies include running around in a bat costume and glaring moodily into the distance.

In many ways, Batman is similar to our so-called "philanthropic heroes" of today. In 2018, \$428 billion worth of charity donations came out of America alone, a large portion being due to the rising number of billionaires throughout America, and the massive donations made by their corporations. These donations can be made public, such as Elon Musk's million-dollar donation to #TeamTrees in 2019, and the Gates' legacy, but can also be far shadier. Donations called 501(c)(4)s allow large-scale corporations to donate huge amounts of money to major social or political causes. Because of these donations to so-called "civic groups", billionaires have an almost insurmountable impact on politics and life within the world, particularly in America, and it could be easily argued that this power is both undeserved and unfair to the people affected.

Another shady situation lies with something called Donor-Advised Funds, which I don't fully understand, so I will endeavor to explain with an example. Take Nicholas Woodman, the CEO of GoPro. Woodman was worth about \$3 billion dollars in 2014 and faced a tax bill in the tens of millions. When GoPro stock was near its peak, Woodman gave \$500 million worth of stock to a DAF within a foundation and was immediately given a \$500 million tax deduction. Here's the kicker; When stocks are "given" to a DAF, it does not immediately have to go to a charity of any kind. The giver can ride out the tax benefits, regardless of the eventual value of the stock. So, when GoPro tanked a few months later, the value of the stock given to the DAF went down with it, but Woodman still got to enjoy a \$500 million tax write-off.

As I said, this is a lot simpler when we think about Batman. In the public eye, akin to the 1%, Batman is seen to be solving the problems of society, a true angel of the public eye. However, behind the mask, Wayne is the root of the problems that Batman tries to solve. If Wayne Industries were more conscious of their impact on the world around them, the need for Batman would be irradiated. However, Bruce Wayne remains to be a problematic man-child, who has far too much power for someone who has so much to gain from a negative impact on the world around him. Find out more about the topic through Patriot Act (Netflix, S5 E4).

Is a positive public opinion of billionaire philanthropists warranted? Should we have billionaires at all? Is my Batman knowledge up to scratch? If you have an answer to one of these questions, are mortally insulted by my interpretation of Batman, or just straight up disagree with me, have your response published in the follow-up article, Ratio Decidendi, next issue, for the chance to win a \$50 voucher to the Bowral Bookshop at the end of the year. (email to anouk.hakewill@oxley.nsw.edu.au)

Sincerely, Anouk Hakewill (year 9)

SENIOR GALLERY



Roxanne Spreag's Memorial Assembly

Friday 26 August 2022

Recently, we hosted a special presentation at our Senior School Assembly led by Old Oxleyan and parent, Alexandra (Ali) Francipane. Ali delivered a moving speech about her close Oxley school friend who tragically died in a car accident in the July holidays of 2003 when she was just 16 years old. We were honoured that Roxy's sister, Zanaida Adams, could also attend this special occasion.

"This morning we will be unveiling "Roxy's bench", which is a memorial for Roxanne Spreag who was part of the grade that graduated from Oxley in 2004.

For us as a grade of young and carefree teens, we were suddenly confronted with this unimaginable loss and as Roxy was buried on Norfolk Island, we decided to create a memorial so that we could still feel connected to her here at Oxley. We created 'Roxy's Garden' at the back of the PCC.

Nearly 20 years later, it was Mrs Ethell's idea to purchase a bench on which a new plaque could be placed - and so here we are today.

Each and everyone of you have something in common with Roxy. She wore the uniform you wear and sat where you sit today.

I can remember being at Oxley and hearing people talk about the "Oxley community" and at the time it really didn't resonate with me how special it is. Everyone here is part of the Oxley community - whether it is for six years in the Senior School or for 13 years from Kindergarten to Year 12 or even just for a term.

By attending Oxley you are part of something bigger than yourself and with each generation, we lay the foundations for our school to continue to grow beyond our own years.

Roxy's bench does not belong to me or to my grade, but to the entire Oxley community as a whole. It is everyone's responsibility to remember those we have lost and uphold a special place for them here at the College.

I really encourage you to use Roxy's bench, not to sit and feel sad about things we cannot change, but to make it a place of fun and laughter where you and your friends can talk, plan and dream for your futures.

My advice - slow down and take joy in the little things for they surely create the fullest life.

In honouring Roxy, please remember - life is short, so live completely and forgive quickly. Love truly, laugh uncontrollably and be sure to make every opportunity count."



GOOD & OTHER NEWS

BOOK WEEK

From Monday August 22 – Friday 26 August, the Junior School celebrated Book Week. It was a wonderful week-long celebration of literature, inspired by the 2022 theme, "Dreaming with Eyes Open."

The week began with a creative task, where students were given a collaborative task to design a Book Week themed artwork to be painted on the library windows. The windows in the library are now looking vibrant and colourful, adding a warm invitation to enter the house of literature at our school.

The following day, students and staff participated in a Book Parade in the PCC. This year the parade was hosted by our wonderful Year 5 library monitors, who all did a fantastic job. It was lovely to see the effort that went into the costumes, bringing books to life! It's always nice to see hand-made costumes, utilising items at home, and to hear students talking about how their costume came together and showcasing the book that has inspired them to dress up in their costume.

On Wednesday, we had an author visit from the highly acclaimed, Jacqueline Harvey. Students were entertained and humoured by her hilarious stories, as she shared her passion for writing and explained how she became an author. The feedback from students about her visit was all very positive, being the highlight of the week for many. Jacqueline also generously signed copies of her books, for students who brought them in from home. A group of extension writers from Years 4-6, also participated in a writer's workshop, gaining some valuable advice in the writing process from a professional in the field.

The next day, students brought in books from home to be donated to a local charity called 'Reading Friends Australia.' This charity is based in Moss Vale and has been providing a reading program to local schools using trained volunteers. Reading Friends Australia also donates books to local children via their Blue Box initiative. We are proud to report, the Junior School donated a total of 766 books to this wonderful local charity. Some excellent drone photography was taken to capture the display of books on the courtyard. Following the book donations, senior school students spent some time reading to the junior school students, in a buddy reading experience, thoroughly enjoyed by all.

The final day of the week was an opportunity for teachers and students to reflect on the week that was. Below is some of the feedback provided by each grade.

Some reflections from Junior School students:

- Enjoyed a whole week, not just one day.
- Donations, swirl, drone photo, cool!
- Buddy reading, connect with Senior School students.
- House collaboration, working with younger students
- Enjoyed book parade and being in costume.
- Liked painting on windows in Library.
- Having an author visit was special.
- Jacqueline Harvey stories, super funny, great opportunity to meet an author, interesting to know what an author does.
- Artworks, grades working together, collaborating ideas.
- Author visit, book signing, writer's workshop was informative
- Book donations was a nice touch

By Belinda Cadelori, Junior School Library Teacher



AUTHOR VISIT - JACQUELINE HARVEY

In Week 6, the Junior School had its Book Week filled with exciting whole school activities. One of the most exciting things we did, was having Jacqueline Harvey visit the school on the Wednesday. Jacqueline Harvey is a bestselling author that has written up to 51 books and is currently writing more. Her stories include, Alice-Miranda, Kensy and Max, Clementine-Rose, Willa and Woof and Fat Cat.

Before recess, Jacqueline Harvey autographed many students' books. Then after recess, she spoke to each stage. Jacqueline spoke to enthralled kids about herself, her books and being an author. The talk included where she got the ideas from for her books, places that she'd been to, and hilarious stories from when she was a teacher. One of my personal favourites were the stories about her former student, Robbie. Hysterical tales about the kid who got run over!

After lunch Jacqueline Harvey hosted a workshop for students from years 4-6 who are in The Writers' Studio. In the workshop we had fun with a range of writing exercises, and Jacqueline Harvey told us more about her life as an author. The writer's workshop wrapped up the day and we all had a blast.

We were lucky enough to have Jacqueline Harvey this year- who knows who will come next!

By Evelyn Hammond, Year 5



NEWSFLASH

GD CHAMPS

This Sunday 11 September, the GD champs will be held at Welby. This is a mountain bike race that celebrates the life of Old Oxleyan, George Dummer, who is greatly missed by many. So get your mates together and get involved! Any aged high school student can enter. All you need is a bike and a helmet and a sense of adventure. The enduro format consists of three timed sections that will take most riders around five - eight minutes, with riders sent off every 30 seconds in a time trial format. To enter, go to <https://rockytrailentertainment.com/rocky-trail-academy/>



MOUNTAIN BIKING NEWS

Some great successes at recent Mountain Bike Championships.

On Sunday 14 August, Harry Greenfield came 8th in U17 boys at the Mountain Bike Marathon National Championships at Wagga Wagga. The 50km course was almost entirely single track and with the difficult muddy conditions it was a fantastic achievement to finish in just over three hours...a real endurance event for his first race at national level.



On Friday 26 August, 31 Oxley students participated in the ACT Schools Mountain Bike Championships at Stromlo Forest Park.

Congratulations to our Junior Girls team (Elsie Hanson, Chloe Doughty, Olivia H) who took 1st place and our Senior Mixed team (Phoenix Sparke, Harry Greenfield, Isla Terry) who placed third.

It was a very successful day, our riders learnt a lot from the competition and how racing made them focus on their form and technique.



PAINTING PHOTOGRAPHY

Recently, Oxley Senior School students enjoyed an after hours light painting photography workshop in the school grounds. It was an excellent opportunity for students to learn how to create slow-exposure photographic light paintings from Peter Solness an established visual artist. The results on page 13 speak for themselves!

<https://www.illuminated-landscape.com>



HOT OF THE PRESS!

HSC DRAMA NOMINATIONS

The following Oxley College Year 12 Drama student's individual performances have been nominated for possible inclusion in the 2022 HSC Showcase season as part of OnStage:

Jennifer Allan, Hal Canute, Hamilton Saeck and Liam Verity.

We are delighted that both the Oxley Group Performances have also been nominated for possible inclusion in 2022 HSC Showcase:

Jennifer Allan, Camille Falshaw, Peggy Holmwood, Molly Knowles, Sienna Spagnol for their piece Mea Philosophia and Hal Canute, Henry Connell, Hamilton Saeck, William Gray and Alister Hill for their piece called McDogalds.

Congratulations to these talented students and their teachers.



WATER TREATMENT

Recently, my classmates and I went on an excursion to the water treatment plant that supplies fresh, clean water to the Wingecarribee Shire and surrounding areas. It was fascinating just to see all the hard work and effort people put into making sure the water we drink is safe. The water treatment plant uses 20% of the power usage in the shire, which really brings into focus just how important it is and how we as a definitely need to start appreciating water more. So next time you flick on a tap and pour yourself a glass of fresh water, think about how lucky you are to have such clean drinking water so easily accessible. Think not only about making sure you don't waste the water, but also about all the work that went into cleaning and looking after this precious resource. - By Sophie Christensen, Year 8

We visited the water and wastewater facilities in the area and we got to see the water processes in the actual facilities. I was fascinated by how it started to what it ended up looking like. The water treatment involves screening, mixing of cleaning chemicals, aerating, filtration, to the reservoir, to the reticulation network and then to our taps and drinking water. Then we went to the wastewater treatment and learnt about how they clean the water and then put it back into the rivers to be collected by the water treatment. After the waste from our homes get to the sewerage plant, it goes through screening, just like the other plant, and then aeration, filtration, to UV disinfection, and then into the river. The next time that we see this water it is back in the water facility. It was an amazing and eye opening experience.

By Mollie Nash, Year 8

