

PIN OAK



OLE WEEK

rites of
passage

LEADERSHIP

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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.

A Day in the Life of Oxley College

'It takes a village to raise a child', so the African proverb goes. What then does it take to run a school? At Oxley it takes a large community of dedicated, passionate professionals, volunteers, parents and carers, a diverse team working collectively at a multitude of different tasks, for a cohort of 840 students, who are the number one reason Oxley College exists.

On any given school day during school term, up to 100 plus staff and volunteers can be found at Oxley. Like musicians in an orchestra performing a symphony, bees buzzing around their hive, or the billions of individual cells that combine to create the incredible human beings we all are, everyone in the Oxley community has a role to play. We all know our own part, but how well do we understand what some of the other roles entail?

In 2023 Oxley College will celebrate its 40th year. In recognition of this significant anniversary and to acknowledge the achievements, major changes and milestones in the life of Oxley from 2005 to 2023, a book is being produced. With the working title, *To Think, To Dare, To Dream*, Oxley College Bowral 2005–2023, it will pick up Oxley's story from where Linda Emery's book, *A Lovingly Woven Tapestry*, Oxley College Bowral 1983–2004, finished. *To Think, To Dare, To Dream* will reflect on the past eighteen years of the school's life and celebrate everything that makes Oxley special now. That means YOU - the students!

A photographic essay, themed: *A Day in The Life of Oxley College 2022* will be a highlight of the book and all students are invited to contribute. On one day this term (tbc), we will invite students to photograph moments, people, places or objects associated with their life at Oxley College and write a sentence or two about why they took the photo and what it means to them. It can be anything they choose – portraits of friends or teachers, a favourite view from a window, school bags lined up outside a classroom, a bird or dog who visits the grounds regularly, friends, a lesson in progress, or something that just looks interesting. It's entirely up to the students.

Photographs can be taken on camera or phone and because they might be published, they need to be 'high resolution' images. Further details will be available to students soon! By Amanda Mackevicius, author of *To Think, To Dare, To Dream*

ANGELS IN OUR TOWN



Calling All Angels!

**We are looking for
young people to be in a
street parade and concert!!**

Angels in Our Town is a street parade and concert on December 10th at 6.30pm Bowral, to make visible all the volunteers, Service Groups and First Responders in our community and loudly thank them! Register to walk in the parade as an 'angel' or parent or service personnel. www.ANGELSINOURTOWN.com.au

From all over the Southern Highlands, firemen, police and mounted police, SES, RFS, CWA, Nurses and many more Service groups and volunteers will be escorted along Bong Bong Street by a sea of 250 children dressed as 'Angels' with wings, in a grand street parade. Join us!

We are looking for 250 Children and young people to be costumed as angels. Some may wish to be a dancing angels or cricket angels or skateboard angels or football angels..... or just a regular everyday angel!

We would love you to play your part in this fun event.

Children will see and experience the joy they bring to the spectators at the parade and feel valued by their community. After the parade, all will be invited to sing the Anthem, *Angels in Our Town*, in a mass choir at 8pm in Corbett Gardens.

A recording of *Angels in Our Town* anthem will be available on the website so you have time to learn this simple song.

We promise it will be a joyful and fun afternoon and evening for everyone!

The people we celebrate in *Angels in Our Town*, 'give' to us all year round and deserve our acknowledgement. It will be so inspiring and uplifting!

We will bring joy and love to our community at Christmas and initiate a new Australian Tradition!

"Christmas is a time for giving and community and this event encapsulates both of these things." -Santa

Further information contact: Antoinette Sampson 0410543664 & Julie Haseler Reilly 0488585439
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HEAD OF COLLEGE'S REPORT



Welcome back to a rapid and busy Term 4 for 2022.

I thank staff for their wonderful contribution to the numerous camps, excursions, events, and tours over the past four weeks. All these activities provided enriching opportunities for the students.

Year 12 are doing their HSC examinations. I have written to all parents about how we measure the results.

In staffing news, we have received resignations for the end of the year from Ms Catherine Dobner (Director of Curriculum) due to a promotion position at Canberra Grammar School; Dr Fiona Radford (Head of History) due to family reasons for a position at Pymble Ladies College; and Mrs Victoria Rintoul (Head of Monash House) due to a promotion position at Newcastle Grammar School. Mrs Annik Schaefer (Head of Science

and Outback coordinator) is retiring from the teaching profession.

We lose four fine educators and suitable replacements are being sought at present.

The Chairman of the Board of Governors has written to parents about the exciting new facilities Masterplan and detailed planning has begun.

A new and exciting specialist Year 5 and 6 Centre, and new Junior School Art and Music rooms, are to be in place for the start of 2023 to cater for the commencement of building works and to reduce future disruptions. This six room complex with an extensive covered veranda and bathrooms will replace the current two room demountable near the turning circle. This new centre will also provide a dry place for Junior School students to wait at pick-up times.

By Dr David Mulford, Interim Head of College

WORK EXPERIENCE

Our inaugural Work Experience Week was a great success with wonderful feedback about our students from their work experience placements. Here are some of their comments.

Isabelle Hessey- Hospitality

Isabelle has been a great work experience student. She has been involved in preparation and planning of meals. Isabelle completed two full days on site and was set tasks to complete on the remaining days (recipe and meal planning).

Taylor Anstee- Real Estate

Taylor was assigned to property management. He is well-spoken and very helpful.

Darcy Stocks- Finance

We really enjoyed having Darcy with us this week. He has been an incredible student, we wish we could keep him!

William Barnett- Engineering

Will went well and engaged in the company activities during the three days on site. He was involved in group meetings, factory process audits and engineering design tasks. He shadowed both electrical and mechanical engineers working in both a manufacturing factory and design office environment.

Marla Washbourne- Graphic Design

Marla has been fantastic - we've loved having her in the office. Various departments within the team have been running sessions with her, so she gets some hands-on opportunities to try different roles. I think her highlights would be a green screen and post-production workshop with the multimedia team and a design challenge with our graphic designers.

Grace Macquarie- Equestrian

Grace has been fantastic. She has been punctual, appropriately dressed, polite and enthusiastic. She has been exposed to birthing of foals, feeding up stud stock, daily checks, stable management, veterinary breeding work, vet treatments and equestrian horses. I would give her a job any day.

Morgan Morrison - Legal

Morgan thoroughly enjoyed her week and was able to read through actual case notes and examine relevant documentation and photographic evidence.

Remy Hagan- Health

Remy did really well. She assisted with bed changing, showers, performing some observations which is very helpful to the nurses. It has been lovely having her at Bowral Hospital. We definitely look forward to having more work experience students at Bowral Hospital.

Rusty Waters- Education

Rusty was excellent, very helpful, and highly engaged. He filed, sorted out labels, took groups for reading, helped with displays, and was a pleasure to have in the classroom; no task was too big or too small! He is always welcome in the Year 5 classrooms. He has a nice rapport with the students. He joined us on duty and helped in many ways (the class loved his drawings).

Ben Davis-Mechanics

Ben has been involved in general vehicle servicing, repairs and basic automotive maintenance. He dressed appropriately, including turning up in correct PPE gear.

Luke Suttie- Imports

Luke learnt about existing staff routines, operations and basic warehouse duties. He is punctual, polite and dressed appropriately and has shown a keen interest in all areas of import distribution.

Compiled by Karla Rogerson

RED EARTH

Just over 1 month ago, 25 tired Year 10s set off for what would be a more than memorable trip. The first day was an early start, too early to be considered early in the morning and more likely considered late at night with the bus leaving at a crisp 3 am. The first day was a huge amount of travel. But 2 flights and nearly 5 hours in a bus later we arrived at our first campsite. With little time before dark, we set up camp and got to bed.

Waking up with the sun we did a tour of the gorgeous Katherine Gorge and quickly got on the road. After another 5-hour trek in a 4WD bus we made it to our first homeland. Menngen was where we spent the next four days, and it quickly became our home. Our bathroom was a drop toilet and a less than freshwater dam to wash in, a serious case could be made that we came out dirtier. Nonetheless spirits were high in Menngen, with stories and songs from Bill, an Elder from that area with limitless laughs and a sizeable smile. Further experiences at Menngen include late night reflections around the fire and a game in the waterhole that was simple yet hilarious. But perhaps the most amazing experience at Menngen was at the Moon-dreaming rock art site. Here we saw over 60,000 years of a living culture plastered across walls, an experience that truly will never be forgotten.

Day 6 we leave Menngen and say our farewells to Bill and the rest of the community. Ahead of us is another monster bus trip and we only just make it through, fuelled by a sugar hit from Katherine Woollies which involved several lapses of judgment such as buying whipped cream. ABBA, Taylor Swift, and Disney classics became a hit and kept the bus loud and lively. As we pull into our next campsite at Nauiyu the landscape turns from a barren earthy red to a vivid green. We made sure to utilise the pool at Lee and Jenny's campsite and Mr. Dibdin demonstrated

a stunning underwater handstand along with a cunning ability to create a version of water polo/basketball never before seen. Our next three days in Nauiyu flew by as we interacted with the community there, playing with the kids and putting on a cookout. The connections made with some of the kids was amazing and to see their joy and openness to dump litres of water on Ms Whiteley was something truly special.

With the trip drawing to a close we had one final trip left. To see Brutus, the 6.2, 3 tonne saltwater crocodile. After seeing the 100-year-old croc and a few of his compatriots we left to set up camp for the last time before heading home. On the trip home we had a great chance to reflect on what an amazing trip we had. I think everyone took away something different but what was undeniable was the new connections formed on the bus as well as the openness of mind that came from experiencing a whole new part of Australia. From everyone who went on this trip we want to extend thanks to Mr Dibdin, Ms Whiteley and everyone at Red Earth who made it such an amazing experience.

By Will Barnett, Year 10



WHITSUNDAYS

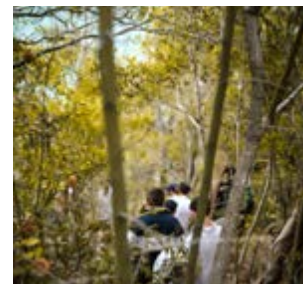
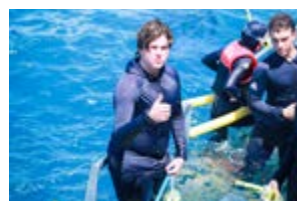
On Friday 7 October, 60 Year 10's gathered at school in the freezing cold to squeeze onto a bus and make their way up to Sydney airport. After the task of getting through the airport and many delays we finally made it to Arlie Beach. All excited at the warm weather and lack of rain we jumped at the chance to go for a swim before dinner. After dinner we listened to an insightful interactive talk conducted by reef experts who work and live on the reef. We learnt all about the importance of the reef, the negative effecting factors and what we can do to help. This talk gave us great awareness that we used the next day on ocean rafting when snorkelling and seeing a wide range of species of fish. The ocean rafting instructors taught us all about the importance of the reef and we got the beginnings of our firsthand experiences on the reef. This day not only taught us about the reef but broadened our friendships.

The next few days consisted of more snorkelling, learning about the reef, seeing crocodiles, and most importantly cleaning up beaches. We saw first-hand the rubbish and learnt all about where the rubbish on the beach comes from, how long it takes to break down and how to collect it. We personally collected numerous of the bleach bottles used to catch fish by pouring bleach directly on the coral to stone and stun the fish which causes them to float to the surface and become easy to catch in large quantities. This is still happening in many parts of our world, killing coral and causing those bleach bottles to wash up on our beaches and destroy many plants and animals in the making. Later we sorted our rubbish at the Eco Barge Clean Seas and had the opportunity to look at the amazing work they do to save the reefs.

On day four we adventured out on a 6-hour return boat trip (where many of us discovered our boat sickness) to the heart of the Great

Barrier Reef where we snorkelled, explored, and discovered the reef for four hours. This eye-opening experience let us see the extent of coral bleaching but also the true beauty of the great barrier reef. We were all exhausted after each day however that didn't stop us from doing karaoke, a talent quest, an ABBA singing contest or simply just debriefing by the pool about our day. This trip was amazing and for many of us our first time seeing the reef, it brought to life what we had heard about and made it relevant, inspiring us all to take action where we can. On behalf of all 60 of us, a big thank you needs to go to the 6 incredibly brave teachers; Mr Staples, Mrs Henderson, Mrs Ritchie, Ms Taylor, Mr Kindred and Mr Marnoch, for giving up their holidays and letting us have such an amazing experience.

By Amelia Dowe, Year 10



HEAD OF SENIOR SCHOOL

Outback, Indigenous Immersion trip to Arnhem Land, Whitsundays Outdoor Education trip, Rural Relief trip to Murrurundi, Year 10 Work Experience, Year 9 Rites of Passage, Year 7 and Year 8 OLE Camps to the South Coast and National Parks – all have taken place since the end of Term 3. It has been wonderful to return to running such important Oxley programmes. The success of these trips is down to the dedication of our staff - for whom it has meant time away from families, being on duty in every waking (and often non-waking) hour, braving the elements and managing all the issues that can arise on such camps. For so many of our students and after two years in which Covid-19 hugely impacted our ability to run such trips, it is hard to understate the positive impact and growth that these experiences will have had on so many of our students, in building connections with others, learning about themselves, finding meaning outside the confines of school, and developing their character.

Year 12 Leadership Induction Assembly, Friday 28 October - Speech

What makes a good leader? I am sure we can come up with lots of qualities and characteristics that we would agree is important for a leader. With the Year 12 Leadership workshop earlier in term we asked this question and came up with some important qualities – empathy, integrity, trust, social skills, passion, perseverance, humility.... All virtues that are important for leadership.

However, and I am going to put my philosopher hat on and say that we are asking the wrong question. How we answer the question 'what makes a good leader' depends on what we think leadership is. And that is a much harder question! Different leaders have different qualities. And different situations require different types of leadership.

Lolly Daskal, author and leadership coach whom the Huffington Post described as 'The Most Inspiring Woman in the World' outlines what leadership is – and is not:

Leadership is not about you. It's about the team. The best leaders devote their energy to empowering others.

Leadership is not about power. Leadership naturally comes with power, but to build trust and respect isn't compatible with wanting to exercise power. Gandhi was one of most powerful leaders in history – he had not title, no political office, no money, no possessions. And yet he was

a leader of millions. His power came from his vision, his values – and his humility.

Leadership is not about doing everything yourself. The best leaders know they can't achieve things on their own. "The greatest leader is not necessarily the one who does the greatest things. S/he is the one that gets the people to do the greatest things" – Ronald Regan, former US President



Leadership is not about public speaking. Whilst the ability to speak well in public is a great skill and may sometimes be important, it is more important to listen. Understanding people is key in leadership, because without it, we cannot bring out the best in others.

Leadership is not about taking credit. Successful leaders know nothing is achieved on its own; most of the great achievements of humankind are a result of outstanding team work and collaboration – after all, Neil Armstrong didn't put himself on the moon.

But today we also acknowledge all our Year 12s, each of whom will receive their Seniors Badge from the Head of College. Whether they have a title or not, all of our Year 12s are leaders in our school. No school rises above its Year 12s. Whilst I might like to think that I have the greatest influence over student conduct at Oxley, it is actually our Year 12s that do so; in their words and actions; as much as the things they don't say, or don't do.

In that, they have a significant responsibility as guardians of our culture. We look to them to be role models of our core values – of being kind to others, of showing courage in being upstanders, not bystanders - of seeking wisdom, by striving to learn and to grow as people of substance. In doing so, they will play their part in building an inclusive and respectful community in which we can all thrive.

Sources: Harvard Business Review: <https://hbr.org/2004/01/understanding-leadership>

<https://www.lollydaskal.com/>

By Mark Case, Head of Senior School

MURRURUNDI SERVICE TRIP

Ten, Year 10 Oxley students hit Murrurundi. During OLE week after a few of us returning from our Northern Territory trip for Service Learning, we jumped on a minibus with Mr Spies and Ms McVean at the wheel. We turned up the tunes and hit the road, after what ended up being approximately a six-and-a-half-hour bus ride with a stop we ended up in the small country town of Murrurundi, a half an hour drive out of Scone. We dropped off our stuff in the questionable Murrurundi Valley View motel and took a quick trip to go for a bush walk to see the famous lookout over the Valley, establishing our understanding and taking in the place where we were working and living for the next couple of days. We had a food prepped for the week and had a nice meal and got ready for a big day the next day.

After a six-thirty wake up we jumped in the bus and headed out to 'Blanford' - a farm in Murrurundi, mainly occupied by horses. We met Cody and Hugh and got straight into helping. We started off with some on foot mustering and relocating of some calves, as misbehaved as they were we managed to get the job done. Then it was time to get into the interesting stuff, the main mission of the day was assisting a vet with the castration of two colts. This wasn't for all but some of us threw ourselves straight into it, we were able to help with the sedation of the horse, rolling on its back and holding the horse in position as we watched and provided an extra hand. Once the castration was successful, we had a quick break and got straight back into work, we had a range of jobs including making and moving fences, grooming, and brushing horses, cleaning the hooves of horses, fertilising, planting trees, tractor work, running horses, stable cleaning and overall tidying, full washes of horse rugs and more. Cody and Hugh were extremely appreciative of our work and said that we helped with the little "jobs they never get around to doing", we not only helped but we learnt and experienced lots too. The next day we drove up to Tamworth to explore the area and visit some sites.

On Thursday we had an early start and headed out to Annette and Brian's sheep farm. Annette and Brian are in their late 80s and are still independently running a successful 2,000-acre, sheep farm. We began by learning a lot about their history and a lot about the area and how sheep farming works. Then we jumped straight in with the lambs and began by docking their tails and tagging their ears. A few of us caught

the lambs and one of us did the tagging and the docking. Then we headed under the shearing shed to do an amazing deep clean, Annette said 'This is the cleanest it's ever been, you could eat your food off it'. Then we began with some gardening, trimming, sawing, moving, driving, chain sawing and more. Unfortunately following the floods, the ground was extremely wet, and the land cruiser got bogged, the harder we tried to un-bog it the more bogged it got, eventually with some hard work we got it out and straight back to work again.

Annette and Brian were emotional about our help and thoroughly explained their gratitude. Brian got us ice blocks and cold water and Annette made us a sponge cake. The people from the ABC radio came and did a news article on our trip and mission after its history, when Mr Spies started the trip five years ago it was set out as drought relief, Oxley developed such a good relationship with the farmers that they welcome Oxley students with open arms. The next morning, we said our goodbyes to Murrurundi and headed home with good stories and so much knowledge under our belts.

By Tika Conway, Year 10

Editor: Oxley received a wonderful letter of gratitude and thanks from Annette and Brian. The Oxley group were also interviewed on ABC Upper Hunter Radio.



HEAD OF JUNIOR SCHOOL



Weekly Awards

Learning Journey

Oliver Barton	K
Ronnie Fragar	1S
Eliza Galwey	2B
Harrison Southcombe	3B
Oliver Chesham	3R
Charlie Halloran	4A
Jack Smith	4W
Madison Chamley	5M
Jameson Clarke	5M
Teddy Blom	5N
Molly Harwood	6S
Lucas Drelaud	6H

Oxley Values

Ellery Black	K
Clara Peebles	1S
Harry Officer	2B
George Abreu	3B
James Fussell	3R
Euan Shedden	4A
Imogen Fox	4W
Nico Herriott	5M
Anna Sutherland	5M
Mariella Vlahakis	5N
Summer Johns	6S
Will Kennedy	6H

Japanese: Ethan Smith 6S and
Jemima Anson 5M

Learning Journey

Archie Gaunt	K
Freddie Paterson	1S
Jordan Pope	2B
Cameron Bailey	3B
Abigail Cullen	3R
Quinn De Haas	4A
Nina Zelunzuk	4W
Ayden Hosseinzaden	5M
Isabella Sicari	5N
Lucas Drelaud	6H
Louis Robertson	6S

Oxley Values

Juliet Nissen	K
Violet Burrows	1S
Thomas Meijer	2B
Xander Fisher	3B
Max Curr	3R
Zara Finlayson	4A
Darcy Jones	4W
Ava Stocks	5M
Augustus Moore	5M
Eloise Richards	5N
Summer Johns	6S
Max Greenfield	6H



OLE week is a week where students get to experience a range of activities not usually undertaken during a normal school day. OLE stands for Other Learning Experiences. The aim of OLE week is to give students an opportunity to step out of their comfort zone. In K - 2 students participated in a variety of activities outside the classroom and in Year 3 - 6 they went on camps.

School camp is the place where social skills grow and develop.

Most activities at camp involve teamwork, problem solving, communication and listening. This helps to strengthen established friendships and to develop new ones by connecting with children they don't regularly talk with at school. Camps and outdoor education programmes involve physical activity, working in small, facilitated groups and connection with the natural world – a combination that is highly effective in improving physical and mental wellbeing. Being on camp creates a level playing field for everyone. We often find the quiet student is in fact a good problem solver or the more confident student learns to listen to their classmates.

Students will often try something new and develop resilience when they are away from the watchful eye of their families. Camp will improve independence and increase a student's personal organisation skills. Lastly and possibly my favourite advantage to being on camp is no technology, no devices.

The comments and photos show all of the above – the connection between student and teacher, the moments shared between students will indeed, last a lifetime!

Stage One OLE Week Reflections:

Annabelle Bullick K – I really enjoyed the reptile show because I got to have a snake around my neck. It was really fun! I like snakes! I saw Spikes the lizard – he was cute and he made people's hair messy with his claws.

Benjamin Cadden K – My favourite part about OLE Week was the movies because I liked seeing all the superheros. I was hoping Hulk was going to be in it! The animals were really funny – one of them said 'I'm the only one without any superpowers', but then he got them straight away! I liked the picnic, too.

Ruby Rogerson Year 1 – My favourite part of OLE Week was the movies because we got to sit in rows next to friends. The movie was good because I was wanting to see it. It was great. The Super Dog Krypto was the best.

Alessia Sicari Year 1 – I liked the rotations with the cupcake making and reptile show. It was good because we got to feel different animals and decorate our own cupcake, I really like dancing too. It was good to be able to do lots of different things in one day. Magic Daniel was funny.

Amelia Gaunt Year 2 – I liked doing the dancing because I want to be a dancer when I grow up and the moves were good because we got to verse the other group.

Finn Kean Year 2 – My favourite part was the blow-up obstacle course because I like obstacles because they're challenging, and I got to race other people. I won. I liked the slide and having to weave through things.

Stage Two OLE Week Reflections

Chloe M – I liked the snorkelling and Kayaking because I'd never done it before and it was really fun!

Clara – The bushwalk at Minnamurra was fun. I learned a few things about nature, like the fact that there are epiphytes that are plants that grow on other trees.

Hudson – Camp was great for team building. I had a blast with my friends and I feel like I got to know people better.

Angus K – When we went kayaking, we had so much fun and we even tried to tip Mrs Rasheed over.

Chloe B – I saw a lyrebird and that's something I've never seen before!

Max – On the bushwalk I learned a lot about nature, but the highlight was finding a penny from 1943. This is now my lucky charm!

Stage Three OLE Week Reflections

Molly - I feel really lucky to have been given this week of exciting experiences and I would like to thank the teachers and camp leaders for helping us along this journey.

Daphne - This year at camp we did so many fun things! From hiking to surfing it was a total blast. On the first day our group went stand up paddle boarding and slept in cabins. On the second day we went snorkelling and slept in tents. On the third day we went surfing and did a giant hike to our next camp site where it bucketed down with rain. On the final day we played some games helped pack up the tents and jumped back on the bus. Over all I really enjoyed camp this year and can't wait for next year when we get to do more cool and amazing things.

By Jane Campion, Head of Junior School

JUNIOR GALLERY



The Bathroom Binary

Violet FitzSimons, Legacy 2022 Speech

Bathrooms, you've got to love them. There are just so many fun choices: hand towel or hand dryer, hot or cold water, medium flush or large flush. But the most daunting choice of all, is that of the door. Which one? Girl or boy? Which stick figure indicates to you which door you're meant to go through?

Now aside from a few awkward instances of my not paying attention and ending up pushing open the wrong door, I've never had much trouble with bathrooms. Unless of course you count my ongoing feud with automatic hand dryers, but that's a speech for another day.

This indifference towards bathrooms is something I am privileged to practice. The fact that I don't fear that split second decision is a privilege.

The truth of the matter is, in 2022 the confinement of two doors is buckling under the pressure of societal change. Suddenly the four straight and simple lines that contain a swinging door are not a passageway to amenities but a box to place people in.

It's nice and neat, half through one door and half through the other. Easily definable as variable a or variable b.

But of course, things aren't that simple. With the rise of LGBTQ+ rights, and the overall increase of information on the spectrum of gender and sexuality we are presented with a new set of variables. A completely new chapter on the topic of identity that previously has been unknown.

Now, you can tell a lot about a person by their Instagram bio, but how do you judge a society's fear of the unknown?

Their bathrooms.

Put simply, our bathrooms are perhaps the easiest gateway into understanding our society's hesitancy to comprehend gender fluidity.

Here's the thing about bathrooms: fluid is always contained. Whether it be the water that stays obediently in the bowl of the sink, or the liquid soap that remains contained in its dispenser we are used to the defined and categorised. It's only logical that we place the next fluid thing into a container also: except gender isn't so compliant.

According to the 2016 Australian census, there are currently 10,000 gender fluid people living Australia. That's 10,000 people pausing at the bathroom door, fretting over defining themselves when their identity itself is undefinable. That's 10,000 people who we define as option g or option b, purely because it is comfortable.

Purely because it is familiar.

Those four walls of the bathroom are a sacred space for people: a constant in a world of flux. At the suggestion that a new door is required, or that there should be no door at all, there is outrage. Arguments fly left and right: everything from labeling such a change as un-necessary to entertaining lunacy.

Even outside the bathroom stalls, the habit of containing and labeling identities seems to be a visceral response. As a society, we are essentially a toddler who has gotten a hold of Mum's label maker. We label this debate as conservative versus progressive. It becomes us versus them. The old versus the new. We trivialize

their dedication to ideas that were based upon love, forgiveness and charity. However misguided they may seem now, these ideas have existed, and have had a huge role in civilizing society for thousands of years.

We become so focused on criticizing the mere existence of these beliefs, and those who hold them, that we overlook what's truly dangerous. The impact that these beliefs have on others. In 2019, a sign was placed on a bathroom in Parliament House. It read, "please use the bathroom that best fits your gender identity". Simple as that. And yet, within minutes of it being attached to the wall, Scott Morrison had publicly stated that he "expected it to be taken down," and that "such things are ridiculous."

This is where it gets dangerous. It's one thing to say that someone shouldn't enter a bathroom, but it is entirely different to discredit their very identity. It's obvious the concept of fluidity makes Mr Morrison uncomfortable, and that's ok. He has every right to his beliefs, what he has no right to do is to undermine the importance of making others feel comfortable.

The irony is, the discomfort he voiced at the presence of the sign is identical to that of members of the genderfluid community who don't see signs like that. Every. Single. day.

But here's the thing, whilst the comfort of binary is all consuming, once we as a society let go of our own desire for definition it becomes apparent that fluidity is freeing, and quite frankly already in motion. Our fashion is fluid, models of all genders wearing clothes of all descriptions on the top runways of the world. Something as simple as using they/them pronouns when addressing someone who you don't know the identity of, or whose identity is outside of the binary. It's not hard, it's a habit.

Embracing a lack of binary is not something so distant from us. It is something that we attempt to distance ourselves from. But this binary we have placed ourselves in is artificial. It's of our own making, and whilst it's instinct for some it shouldn't be an expectation for others.

I know it's all too tempting to shake our fists at those with opposing views to ours, to place this debate into the neat confines of "conservative" and "progressive". But you'll notice, that brings us back to where we started. Option A or option B. And at this point, if we haven't established that the world is far more complex than a binary, I am definitely doing something wrong.

So instead, let's combat the binary with something fluid. With something complicated, and hard, and just as complex as the issue itself. Empathy.

You see, out of all the choices to be made in the bathroom, the most crucial is whether you choose to accept a person, or your preconceived notions of them. Because gender and political views form our identities, and it's only with empathy that we can unshackle ourselves from our discomforts and meet other humans with dignity and respect.

Editor Note: Violet presented this speech at the Legacy NSW State Public Speaking Championships.

Rites of Passage

When planning the Rites of Passage journey, we look at the four needs that Michael Carr Greig identified in 14 - 16 year olds: develop a strong sense of personal identity; build healthy friendships; experience emancipation from parents; and develop a vocational direction.

This year the two week programme took the students to both Canberra and Sydney. With two such different cities nearby, it was a great opportunity to showcase to the students life beyond school, not just by visiting universities but looking at what each city had to offer, as well as exploring the very different urban environments.

Whilst in Canberra the students attended workshops at Geosciences Australia, National Arboretum, National Gallery, Questacon, and National Recycling Centre. We also went for tours at Australian War Memorial and Parliament House not only to look at our history but to highlight the responsibility that they take on as citizens of Australia once they are able to vote, in the not too distant future! ANU and University of Canberra gave tours to the students, with ANU coming up trumps with their square clear souvenir water bottle, in addition to their beautiful campus. We ventured out the Australian Institute of Sport to use their SportEx facilities so the students were able to compete against each other in a whole range of sports. Our accommodation proximity meant one afternoon the students were able to enjoy some free time exploring the city centre which was definitely a crowd favourite, and allowed them to stretch their wings and use their google maps a little. Another afternoon saw the students competing in the Parliamentary Zone Challenge where they had to first to complete a list of activities by exploring this area, taking selfies with certain structures and sculptures and familiarising themselves with the history and the buildings in the area.

After three days and nights in Canberra we made the journey to Sydney, with the first item on the agenda being the ROP Scavenger Hunt. We had eight Old Oxleyans come and join the students as they followed six clues across the city to their final destination back at the YHA. Public transport, wrong turns lots of food stops and many steps saw them all back in time for an excursion to the Night Noodle Markets in Prince Alfred Park. Whilst in Sydney,

students attended workshops at Sydney Jewish Museum, The Big Issue, Australian Museum and Powerhouse Museum, as well as a day learning about the urban renewal of Barangaroo. They toured UTS and Sydney University to give them a taste of some of the options on offer, Allianz stadium to get some insight into the workings behind live sports and visited Sculptures by the Sea to gain appreciation of art in a natural setting. In the evenings they enjoyed Thai and Chinese banquets, a performance workshop with Junkyard Beats, saw 'The Mousetrap' at the Theatre Royal and the trip culminated in a Harbour Cruise on Thursday night.

Throughout the programme the students were provided with opportunities to do some exploring and adventuring around the city to help build their confidence in navigating and exploring new places, while the staff were at a handy distance nearby! The nature of the trip also meant that the cohort had to mix more than they usually would at home so new friendships were made and greater appreciation of each other were forged. I thank the students for embracing the opportunities on offer for the ROP fortnight and for the staff who accompanied the trip.

By Genevieve Whiteley

Year 9 took off to Canberra on Monday 10 October. After a two-hour bus trip and many laughs, we finally arrived at the Village Hostel. We visited many universities and other attractions in Canberra including ANU, Parliament House and laser tag to name a few. We had fun with our peers doing scavenger hunts and going to afternoon workshops together. We left for our four hour bus trip to Sydney on Thursday when we did our city scavenger hunt and went to the Jewish Museum. The following Monday we set off for Sydney. The bus left at 7.45am so we all had to wake up very early. Our time in Sydney consisted of visiting more universities as well as going to the theatre, going on a harbour cruise and listening to junk yard beats. On two separate occasions, we went out for dinner at different restaurants. The first one we went to was Thai restaurant, and the second was Chinese. Our experience on Rites of Passage was amazing and really enjoyable.

By Katie Ayling and Alec Simpson, Year 9



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

cafe edition



"Watch your caffeine intake guys, stay healthy!" – Someone who is totally a student and definitely not a teacher"

"What even is a mocca? I've gotten to the point now we're I'm to afraid to ask? It sounds like someone put a bird in a beverage. Like, I hope that's not the case, but now that my mind has gone there-"

"I know our generation is known for having complicated weird coffee orders, but adults precision with coffee scares me. It's like they're ordering a military charge. "One large latte. Two shots. One sugar. Quick!"

"have you ever noticed how in café's, they are never playing an actually good song? It's always a song that's good the first three times you hear it, and then you want to cram your head in a meat grinder every time after that. Those poor baristas"

"Watch your caffeine intake guys, stay healthy!"

By Oxley's Gen Z

"Look, I love hot chocolates – I really do: but if I receive one more drink with whipped cream on it I'm going to loose. I know, I know – first world problems: but this genuinely a crime against humanity. Whipped cream is cold. Hot chocolate is hot. WHY! Why do you insist on giving weird deflated

"If anyone ordered a Mocca at off the shelf last Tuesday, I think I have that. Didn't want to make a fuss, it was a nice Mocca in case you were wondering."

"I have nothing against cafe's, but I would bet a solid ten dollars that part of the barista training course is the raised eyebrow. You know, the "really, that's what you're putting into your body?". Yes. Yes it is. Now give me by double shot vanilla latte before things go south."

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: current affairs edition.

ART CLUB

Miss Aitken

In Art Club this semester we are learning about Tonal drawings and adding depth to our works. We have chosen a Landscape work to enter the Canal to Creek Prize for 2022. Students are encouraged to work on this weekly to produce a finished artwork to enter the competition. Myles Magill in Year 8 has completed his work *The Second Driveway* and below he talks about the concept and meaning of his work. This semester students will focus on oil painting and learning to create vivid textures in their works.

Art Club takes place every Wednesday and Thursday afternoon from 3.30- 5.00pm in The Studio.

The Second Driveway

"The Second Driveway" is a landscape sketch I drew in art club, Miss Aitken and I have been practising to draw landscapes and she suggested that I enter my drawing into the "Canal to Creek Competition", so after weeks of working on it in art club and a whole weekend, I finally finished it. In the drawing there a few cars, a train and the view outside of the DT/VA rooms, it was frustrating though when I was in the middle of drawing a car, and Miss Bull got into it and drove it away. The hardest part was the hundreds of leaves that I had to draw to form the hedge on the right, I had to spend the whole hour and a half of one art club session drawing them, but it was worth it in the end. My favourite bit is the tree hollow on the left or the stump of the branch of the tree on the right. The most frustrating bit was the big tree in the background and learning to include details. Now, hopefully I do well in the competition- Myles Magill



HALO THE MASTER CHIEF COLLECTION

Thomas Clark, Year 9

Finish the fight with the Master Chief in this iconic collection of legendary Halo games!

(Note: this article includes spoilers)

Starting with Halo: Reach, shows the tragic beginnings of the Human-Covenant war. You play as Noble 6, a Spartan super-soldier sent to investigate strange communication blackouts on the planet Reach, only to discover that the alien alliance known as the Covenant, a coalition of alien species hellbent on wiping out humanity for seemingly unknown reasons, has begun an assault on the planet. Noble 6 and the rest of his squad fight until the bitter end. Knowing that Reach is lost, Noble 6 must deliver an important package to the UNSC (United Nations Space Command) vessel, Pillar Of Autumn. After he delivers the package, Noble 6 stays to fight an army of Covenant soldiers, wiping out many of them before he eventually falls to the overwhelming forces. With Reach lost, The Pillar Of Autumn enters Slipspace to an unknown set of coordinates. Noble 6's sacrifice would not be in vain however...

Following on from that amazing game, begins the legendary campaign of John-117, AKA: The Master Chief in Halo: Combat Evolved. Onboard the Pillar Of Autumn, Master Chief awakes to find himself... in the middle of a battle with the Covenant. Of course, Master Chief sees this as a morning exercise routine and wipes out the invading forces. Chief finds out that the set of coordinates has led the humans to a Halo ring (all halo fans, rise for the gamers national anthem) Chief, after fighting the waves of Covenant when he arrives on the Halos surface, finds out that the Halo rings is worshipped by the Covenant. The Covenant believe that the ring is a way to initiate the Great Journey, a way to send them to what they believe is heaven. It will send them to heaven however, if they activate, as the giant ring is actually a giant superweapon designed to wipe out all life light years away from it in order to stop a patristic life form known as the Flood which (surprise surprise), is also on the Halo. Stop the Covenant and the Flood and save humanity (and all life thousands of light years away from you but hey! No pressure!)

Halo 2: Anniversary is next and BOY this is an awesome game! Not only do you play as Master Chief but also as an unexpected protagonist.

After the Master Chief escapes and blows up the Halo, an Elite (an alien species in the Covenant that are incredibly strong, fast and honourable.), called Thel-Vadam, disgraced after failing to capture the Master Chief, is sentenced to become the Arbiter, who must follow any orders from the Prophets (3 aliens that run the Covenant), no matter how suicidal the orders are. The Covenant attacks the worst place possible, Earth itself! Chief follows the Prophet of Regret to... ANOTHER HALO RING! There Thel, finds out the true nature of the Great Journey. Break the Covenant and stop them from activating the Halo before it's too late!

Halo 3: ODST takes place after Halo 2, following Orbital Drop Shock Trooper 'Rookie' to reclaim the city of New Mombasa from occupying Covenant forces. But enough about that. Halo 3 is the subject for this paragraph. The one of the most gripping Halo games, Earth is overrun with the Covenant, and what remains of the UNSC is in hiding. Luckily, Thel-Vadam has convinced fellow Elites to defect from the Covenant. The war is not over. On the contrary, its just begun. Finish the fight and stop the Halos, the Human-Covenant war and the prophets once and for all!

The final game I will be talking about is Halo 4. 5 years after the defeat of the Covenant, Master Chief has been adrift on the crippled spaceship Forward Unto Dawn in cyrosleep. After a new Covenant disturbs him, he finds out that the disabled ship has been pulled towards an artificial Forerunner planet (aliens that created the Halo) called Requiem. When a new threat emerges, Chief must save Earth from the oncoming Covenant assault and save humanity (For the 6 time)

A must have for any Halo fan, Halo: The Master Chief offers epic stories, amazing campaigns and enough Sci-Fi weapons to keep you occupied for a lifetime!



GALLERY



SENIOR GALLERY



SCHOOL LEADERSHIP 2023

Reflections from the 2023 Leadership team

John Smedley (College Captain):

Being College Captain for Oxley College truly is an honourable position, and with that comes a number of tasks to do to uphold the school values. In this position some of the ideas I look towards to in the future, revolve around the key theme for the 2023 school year, Regeneration. Within this theme I look towards Oxley activities in the past that were stripped away from us as a result of Covid-19 and in doing so plan to reinvent them so that the younger years can have the same Oxley experience I once did.

Leah Halstead (College Captain):

Since my arrival at Oxley in 2015, I have experienced numerous sports carnivals, speech day assemblies, and OLE weeks. The memories and lessons from the student leaders have assisted me and many others in their learning journeys at Oxley. I want the opportunity to give younger students confidence and insight for their high school years, supporting their unique journeys as the past leaders did for me. Moreover, being a leader at Oxley will allow me to learn teamwork and leadership skills and highlight my strengths and limitations for future paths.

Brydie Taylor (College Vice Captain):

Oxley has provided me with so many opportunities both academic and extracurricular and is unique in fostering people to have a balanced approach to success; as a role model this is something I would love to see everyone truly get around! The level of involvement and inter-year engagement is something that defines Oxley's culture and I'll be doing my best to foster initiatives that help this to grow.

Joe Quilty (College Vice captain):

As a leader I would like to do many things in my final year at Oxley. I would like to create bonds between all students at the College that will last a lifetime. I want to foster an even better culture in the Oxley community and further relations between teachers and students. Lastly, but most importantly, I want to be a good role model, and representative for all students to follow, and leave an enduring legacy at the school.

Editor's note: More Leadership Reflections and photos in the next Pin Oak issues.

College Captains

Leah Halstead (Durack)
John Smedley (Floreys)

College Vice Captains

Brydie Taylor (Monash)
Joe Quilty (Dobell)

House Captains 2023

Dobell Captains
Durack Captains
Floreys Captains
Mawson Captains
Monash Captains
Oodgeroo Captains

Milly Arthur Oscar Greenfield
Maddy Bragg Alex Jurgs
Chloe Cassim Hugo Dyer
Eleonora Berzins Jack Ayling
Beth Zupp Benedict Regan
Georgie Morton Monte Francis

Prefects

Breanna Billett (Monash)
Sophie Dunn (Monash)
Spencer Lewis (Mawson)
Patrick Muldoon (Dobell)
Ellanora O'Connor (Dobell)

Co-curricular Captains 2023

Milly Arthur
Jack Ayling
Sienna Bellis
Eleonora Berzins
Breanna Billett
Amelia Carpenter
Pia D'Rozario
Sophie Dunn
Duncan Greig
Laura Holt
Lexi Kennedy
Georgie Morton
Dan Murray
William Nash-Smith
Ellanora O'Connor
Joe Quilty
Bridget Schreck
John Smedley
Matthew Smith
Will Thomson
Beth Zupp

Drama
Football
Equestrian
Music
Spoken Word
Cross Country
Tennis
Athletics, Touch Football and Music
Basketball and Swimming
Netball
Basketball and Football
Hockey
Drama
Mountain Biking
Swimming
Cricket
Equestrian and Snowsports
Tennis
Cross Country
Rugby
Music



OUTBACK 2022

Day 1: Oxley to Billabourie

As the excited new Year 12's we were, the year group left Oxley in the early hours, beginning a long and scenic drive to Billabourie, embracing the Outback lifestyle. 3 students read out letters their alumni parents had written about their journey on Outback!

Day 2: Billabourie to Cobar

We drove to Cobar after an early wake up, arriving in the late afternoon, finishing the night off with Joe on the guitar, playing sing alongs, where the year sung their hearts out.

Day 3: Cobar to Whitecliffs

We drove to Whitecliffs, where we learnt from Ranger Jo about the history of Whitecliffs. We stayed at Glenhope farm, a scenic landscape, where we sat around a campfire and mingled. After dinner, we visited the sheep shed on the property, where we learnt about sheep shearing and where our meat comes from, and the process that takes place from farmer to shelves.

Day 4: Whitecliffs to Broken Hill

We left the campsite and visited the Opal mines, where we toured the historic underground mines, and even searched through the piles of rubble on land (we got to keep any opal we found!). We drove to Broken hill, where we got into house groups and took on the Great Australian Race! (Monash and Durack tied 1st place). We then stayed at the picturesque Racecourse.

Day 5: Broken Hill, day 2

A 4.30am wake up saw us walking to see the sunrise over Broken Hill. We then stood on the actual Broken Hill, learning about the history. After, we visited and toured the Royal Flying Doctor Service, where we learnt of the history and significance of the service. We then drove to Menindee Lake, where students got the option to swim. Lastly, we did the sundown trail walk. It was truly spectacular.

Day 6: Broken Hill to Cameron's Corner

After eating breakfast on the way at the stop 'PackSaddle' and stopping at Tibooburra, we drove along a long dirt road (with misinformation causing us to turn back around and go a different way), where we finally reached the corner of QLD, SA and NSW.

Day 7: Cameron's corner to Broken Hill

We drove along the dirt roads as the sun rose, arriving back in Tibooburra to then turn around and go back to Broken Hill. A journey like no other, a broken trailer (repaired by Mr Bevan and his pit crew), then a popped tyre, and 3 hours stranded at PackSaddle. By 8pm we had all made it to Broken Hill for Domino's.

Day 8: Broken Hill to Cobar

Another early morning and a long journey ahead. We approached Wilcannia and the smell of rubber greeted us as we stopped for yet another tyre change. Arriving in Cobar in time to watch the NRL final!

Day 9: Cobar to Bingara

We travelled to Bingara, where the landscape became hilly and green instead of sandy and flat. But the pit crew's work was not yet over, a few hours later we found ourselves in the possession of an exhaust pipe!

Day 10: Bingara to Coonabarabran

On the way to Coonabarabran, Pommie Rocket's gear box blew. With sports bags in the aisle up to our heads (Mr Madden sitting on top)/ we made it to Gunnedah Museum, where we had to replace the entire tow bar of one of the buses. In Coonabarabran, we drove (part way) to a hike, but Red Dog started smoking.

Day 11: Coonabarabran to Bathurst

With rain on its way we travelled to Bathurst. We arrived at Scots All Saints, where we unpacked the trailers with an assembly line and camped in their sports hall. A tribute to all the teachers and a special song for Ms Schaefer.

Day 12: Bathurst to Burradood

High morale and the day of lasts on Outback, we journeyed through fields of canola back to the Hume Highway. All hands-on deck to clean up and then it was time to say goodbye.

**By Hannah Zupp &
Leah Halstead,
Year 12, 2023**



**Shout out to Mr
Bevan for his
drone footage!**



Glenhope Farm



Broken Hill

NEWSFLASH

AUSTRALIAN ORIENTEERING CHAMPIONSHIPS

At the end of October, Rory (Year 6) and Euan (Year 4) Shedden both headed down to Daylesford in Victoria to compete in nine events over nine days at the Australian Orienteering Championships.

The championships were held in a mix of terrain including very complex gold mining areas and tricky sections through granite boulder fields within the forest where only the best navigators were able to run cleanly through the courses. With close to 2,000 competitors from all around Australia, New Zealand and even some from Europe the standard of competition was very high.

Euan was running in the M10 category for children 10 years and under and had an exceptional carnival running strongly every day. He can now claim to be an Australian champion having won a number of events. His best results being:

- Victorian Middle Distance FIRST
- Australian Middle Distance FIRST
- Australian Sprint Championships - THIRD
- Australian Long Distance Champion - FIRST

Meanwhile Rory was running in a much older age group having being selected to represent NSW in the NSW Junior boys team competing against boys up to 15 years old. This provided Rory with an amazing experience spending the whole nine days away from the family in the athlete's camp with all the other Australian state teams and New Zealand teams. He was the youngest in the squad by some distance but really enjoyed the experience and got to make lots of new friends from around the country. There were some special moments such as the opening ceremony where the squads had to parade into an arena carrying their respective flags and then sing the National anthem which made everybody feel pretty special!

Despite being so much younger than many of his competitors (and team mates) Rory's strong navigational skills meant he managed the technical courses well and achieved a number of very strong results. He narrowly missed a podium in the Australian sprint Championships and finished high up in the field on every day. As a result he was selected to represent NSW in the three person relay as one of the top 15 year old and under juniors for the State. It was in this final event which was the Australian relay championships where Rory arguably had his best run pulling the team up into 2nd place on his leg which the team held onto finishing as the best placed Australian state and only being pipped by a New Zealand team.

Overall the whole NSW squad performed well and capped off the carnival by taking out the Australian Schools Trophy as the highest performing Australian state. Something the athletes, manager, coaches and parents were all very proud of!



OFF THE SHELF

Attention Oxley hot chocolate, chai, and coffee lovers! Have you ever come to get a drink from our fabulous café and thought there was a little something missing? We've got the solution for you! Starting next week (Monday 31 October), there will be a range of breakfast and snack options sold from Off the Shelf, all \$4 or under! If you are gluten free, nut free, or vegan there are also alternative options available. So next time you're feeling a little peckish whilst ordering a hot beverage, add a little extra to your order and get some delicious and energy packed food to get you through the rest of the school day! By Leah Halstead, Year 12 and part of the Off the Shelf team

MARY POPPINS



Year 6 Oxley students, Coco Sewell and Louis Robertson turning the iconic Mary Poppins Statue. What an honour.

OXLEY PIPE BAND TRIUMPHS

It doesn't get much bigger than the AFL grand final! In September, members of our Oxley Pipe Band drove to Melbourne with their Pipe Master, Barry Gray and parent Rebecca Pettaras for the experience of a lifetime. They played 'You're the Voice' with Robbie Williams during the opening performances at the grand final between Geelong and the Sydney Swans at the MCG. They also had an opportunity to meet with Australian singer, Delta Goodrem. Memories forever! The pipers were Oscar Arnold, Katie Ayling, Alexandra Cavanagh, William Cavanough, Grace Pettaras, Cameron Wood.

