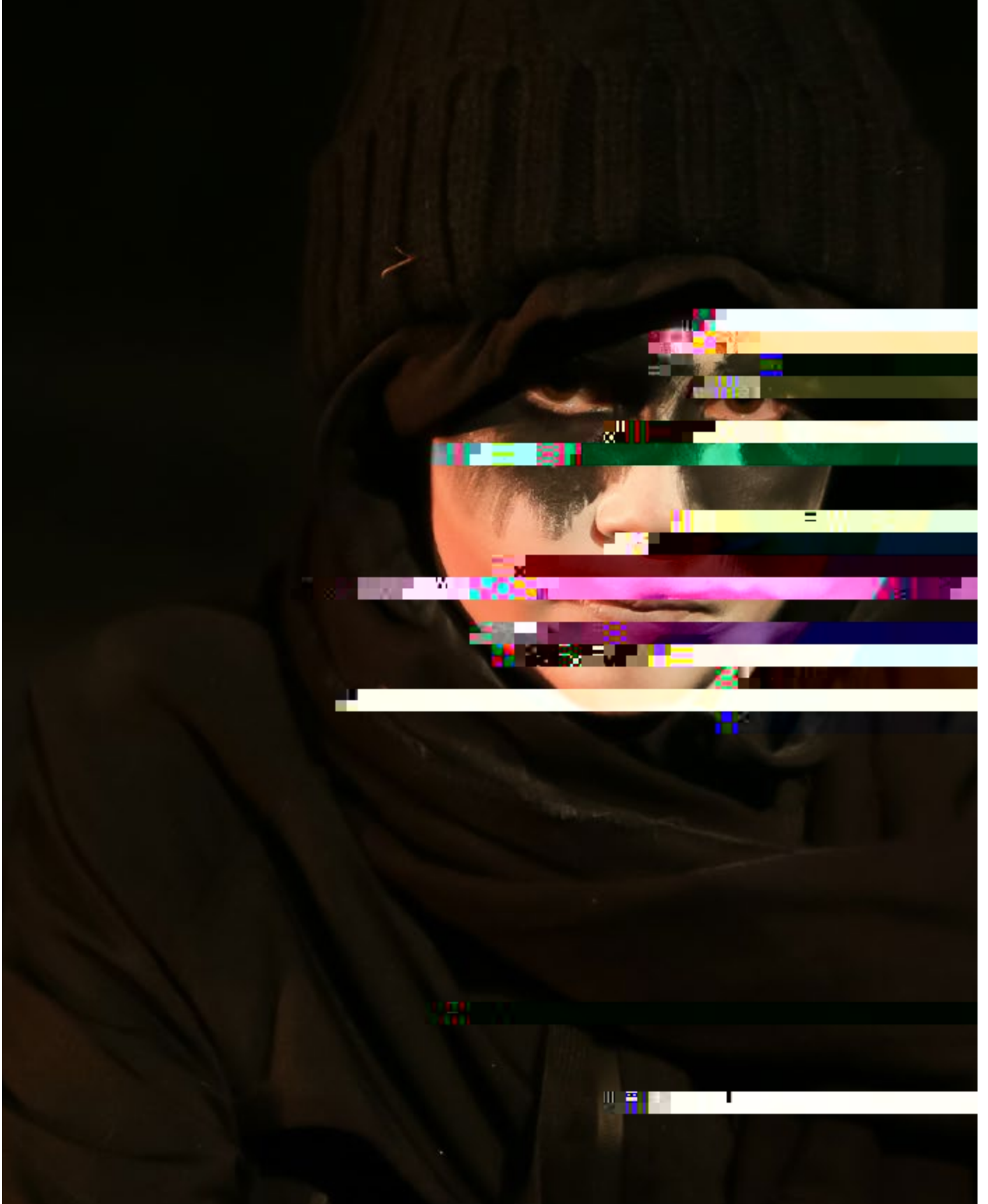


PIN OAK



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On Monday 28 May, the Oxley College Cross-Country Team departed school at lunch and after a quick stop in the Blue Mountains to view The Three Sisters and the Jamison Valley, we arrived in Bathurst at 6.30pm. Staying at The Newhaven Park House proved to be a perfect stop for the team. We were all so excited that this trip had be organised for us.

That night we had dinner of Lasagne, ice-cream and chocolate cake for dessert. After dinner we all went back to our cabins got got ready for bed. The teachers said it was quiet time but we were not quiet.

We were playing murder in the dark from 7.30 - 9.00pm. Lights out was at 9.00pm and we all fell asleep quickly as we knew what lay ahead of us the next day. We woke up the next morning at 6.00am ready for breakfast at 7.00am. After breakfast some of us had to do the ICAS Science test while the rest of the team had a tour around the farm which was interesting because the scenery was so beautiful but the drought was evident by the dry earth and lack of grass for the stock.

We boarded the bus for the drive to Orange where the carnival was held at Orange Anglican Grammar School. The team was excited as well as nervous for the big day ahead.

When we arrived, we settled under the Oxley Tent and then walked the course. We were all very nervous about how complicated and hilly the course was. Overall, everyone ran exceptionally well and these students placed in the top 20 in their race:

8/9 years boys 2000m - 1st from Bryce Rodger (Year 4)

8/9 years girls 2000m - 1st from Mimi Legge (Year 4)

10 years boys 2000m - 6th from Sam Harwood (Year 4)

10 years girls 2000m - 14th Nicola Gardner (Year 5)

11 years boys 3000m - 20th from Oscar Plummer (Year 6)

11 years d tqick rrying 10urs0 -15)



BIG ISSUE

13 Reasons Why Take 2

Against our better judgment, we did it. We watched '13 Reasons Why' season two. Drawn into, or rather addicted to, a "good drama", like so many of us so easily are. Isn't it interesting that we're drawn to the darker sides of humanity, we're drawn to the sad stories, drawn to others struggles - entertainers have to keep upping their game to meet this new demand. Far gone are the days when teenagers were entertained by the harmless frivolities of the "Brady Bunch" of our parents day, somehow we have ended up here.

13 RW had the opportunity to explore the experiences that teenagers have throughout the

Instead of exploring the complexities of mental illness, we were gifted a truly addictive, dramatic

hating or feeling annoyed by Hannah, society, victim blamers, schools, ourselves, and most of all BRYCE WALKER.

the supposed "13 reasons", or people who Hannah Baker places the blame for her suicide. For Hannah, lots of little things build up (although some pretty big things happen to her too) and there is no one person to blame for her death. At the same time, the causes of suicide can not simply be put down to "13 reasons" and to suggest this is simply naïve.

The second season explores the court trial of Hannah's parents against the school, over who is to blame for her death. This is a somewhat unrealistic situation, that gives us all the entertainment a courtroom drama promises. Each episode is

their own side of the story, this unique method of storytelling makes the show all the more compelling and interesting.

Season two has a particular focus on rape and sexual trauma - following the prosecution of Bryce Walker and the stories of several people trying to get on with their lives - whether it was themselves who were assaulted or someone they loved. For once the show's intent has been delivered very well. The experience of those recovering has it portrayed as being a raw and vivid way, and hasn't been romanticised at all unlike Hannah Baker's suicide. Perhaps the most vividly realistic and sickening truth in this story is that Bryce Walker ultimately walks away unharmed, reminiscent of the typical 'victim' blame-game. Approximately criminal justice system.

season two gave viewers plenty of warning about warnings were at the beginning of each episode and help resources were displayed when the good these actually did for viewers, it's very easy

in the middle of a gripping show, and think we can handle what we are about to see. It would be interesting to see if these warnings actually made anyone think twice about watching the episode, or simply served as a legal requirement to make it seem like the show was actually doing something proactive.

This imperfect portrayal of the "teenage experience" has both inaccurately romanticised suicide and its aftermath, while also shedding some light on the heartwrenching realities of sexual assault victims whose voices are not heard.

By Jemima Taylor and Maya Chance (Year 11)

Love Island or Vanity Island?

Channel Nine's hit new dating show 'Love Island', is stirring the pot and raising comments regarding the huge lack of diversity within the show. The show contains 10 Caucasian contestants all within the ages of 21 and 27. The clear absence of diversity highlights the media and television industry ignoring the rich and mixed culture we have here in Australia. The MA rated show supposedly 'represents'

When researching about the show, I stumbled across the casting application page. They ask you for your height, they ask for your cultural background, they ask for the number of followers you have on social media and they ask for your weight. Should this show be called Vanity Island? Why does this reality entertainment mean white skinny

JUNIOR SCHOOL NEWS

Head of Junior School: Just ne Lind

There is a wealth of information to support schools in the carriage of duty of care of their students. The nurturing and wellbeing of the whole child is something we care deeply about at Oxley. I particularly love the concept of eudemonia, the notion of human

We pride ourselves on being a 'Place of Welcome', a place where that sense of openness, inclusion and connection is lived by each individual member. We cannot be a place of welcome unless each individual within our place can be welcoming to others. We do not shy away from such audacious ideals and yet we know that in reality there are times and individuals who feel that we as a community have let them down in some way or on one day.

I interviewed an extraordinary young man this week who will be part of our Year 5 intake next year. During the interview I asked him to describe the kind of school that would be perfect for him. He said, "I'd like to go to a school where everyone felt really comfortable and connected to everyone else but where they also felt challenged to step outside their comfort zone in learning." I told him that we speak often about being a place of welcome, of showing grace to others and about being gentle with each other when we are feeling tired or a bit stressed. At the end of the interview I asked him if he had any questions. Usually this is the time when future students ask about the

Instead he asked, "Is Oxley a place where everyone feels comfortable and connected and challenged to step outside their comfort zone?" I was struck by the insight and wisdom in his question and tried to answer with the degree of truth and sincerity that would honour the calibre of his hope. I said that I believe that this is true of Oxley most of the time for most of our students.

Inherent in my answer is a sense that we probably can't get it right for every child all the time. Firstly because teachers are human and don't always have the time or presence of mind or insight to respond to each child in just the way they need at any given moment and secondly because sometimes the disappointments are in the interactions of peers, children who like us all are still learning to

or disappointment or distress. This is the time for patience and support as we treat each interaction as

resolution, responsibility and forgiveness so that all of us may be better the next time we are asked to be gentle with the hearts of others.

Great schools know that they don't and can't know everything but they that need to seek to know. For this reason, we have recently completed a survey of all students to identify areas of the school that feel safe and happy and those that feel less so. We have also asked the students to complete anonymous surveys about the positive and negative interactions and dispositions of others in each cohort.

Weekly Awards:

Students of the Week

Learning Journey

KL: Jacob Reeves
Yr 1S: Hamish Aston
Yr 1W: Hadley Morgan
Yr 2: Adelaide Lawler
Yr 3: Kallan Rendell
Yr 4: Willa Soster
Yr 5C: Alec Simpson
Yr 5H: Jess Pinczi
Yr 6A: Hunter Ritchie
Yr 6L: Madeleine Grill

Oxley Values

KL: Ian Phillips
Yr 1S: Thomas Berry
Yr 1W: Ava Gomes
Yr 2: Coco Sewell
Yr 3: Ivy Halstead
Yr 4: Sienna Wimborne
Yr 5C: Sasha Privalova-Pratt
Yr 5H: Jameson Greene
Yr 6A: Cameron Wood
Yr 6L: Carter Evans



Students of the Week

Learning Journey
KL: Harper Anstee
Yr 1S: Samsara Pout
Yr 1W: Andrew Clothier
Yr 2: Daphne Hutchison
Yr 3: Imogen Diver

Yr 5C: Abi Hunt
Yr 5H: Chloe Legge
Yr 6A: Oliver Deakin
Yr 6L: Xavier Gray

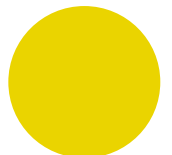
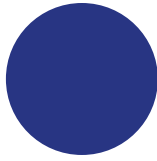
Oxley Values

KL: Zara Finlayson
Yr 1S: Lexi Mendes da Costa
Yr 1W: Oscar Le Guay
Yr 2: Sophia Denington
Yr 3: Brigitte Pietsch-Liddell
Yr 4: Georgie Marks
Yr 5C: Anouk Walker-Levy
Yr 5H: Juliette Johnson
Yr 6A: Madeleine Garton

This is part of a well-regarded programme called Friendly Kids, Friendly Classrooms that assist schools in identifying broad areas in need of support within the school culture. The results of these surveys are used to inform future initiatives and programmes delivered through our PDH curriculum, buddy programme and social service learning initiatives planned for later in the year.

In addition, we are excited to announce the upcoming Parent Seminar with acclaimed educational expert, Dr Loretta Giorcelli. I have been privileged to work with Dr Giorcelli in three of my previous schools. She brings tremendous expertise, insight and compassion in supporting schools to do their best by all children. Her particular focus and work with us at Oxley, is in

school wide and classroom strategies to support the diverse needs of all learners. The focus of her session with parents will be on "The Critical Role of Parents in Nurturing Your Children as Learners". Dr Giorcelli will present in the last week of this term, Tuesday 26 June at 6.00pm in the Orchestra Room. Her sessions with parents are profoundly enriching and supportive of our vital roles in the lives of our children. This is one not to be missed.



100% READING

A miracle

Over the last few weeks in the library, since the start of the term, a miracle has occurred in our Wide

Gca Y'ghi XYbhg'fYUX'XJ YfYbhm

Children in the early years of schooling are explicitly taught to read, and there is an expectation that by around Year 3 they are literate enough to read instructions, maths problems, and reasonably

that impact their ability to read, comprehend and enjoy text. Some need adequate time to read and process meaning, for others, traditional font size and text layout are a barrier and others have no trouble comprehending oral language but struggle with print. By the time they get to Year 7, students are usually

student's reading problems surface as poor behaviour, reluctance to pick a book to read, length of time spent "choosing" a book, staring into space and endless trips to the bathroom. For these students reading is anything but pleasant and they will avoid it whenever they can.

indicated that over 40% of adults in Australia had literacy levels below the level required to be successful in life. In primary schools, 2016 data from the PIRLS, Progress in International Reading Literacy Study, showed around 20% of Australian Year 4 students did not meet the Intermediate benchmark for reading.

challenge.

We have attempted to address this problem in the past via various means. We have purchased high interest, popular, books with short, punchy blocks of text like "The Darwin Awards" "Hell Island" and "Honey Badger". We added eBooks to the collection so our students could adjust font, background colour and text size. We purchased audiobooks on CD and added them to the collection, and we even signed some students up with the giant Bookshare eBook library in the US so they could access machine-readable eBooks. Although each strategy had limited success, none had any long-term transformative impact. We were not able to turn struggling readers into leisure readers.

Kindle Read and Listen

Then, in Term 1 this year, a conversation with one of the English teachers, Grahame Chambers, and some online investigation led to Kindle eBooks, Amazon Australia and Audible. Amazon is a giant retail behemoth that owns both Kindle and Audible books, its online collection of books numbers in the

Books purchased on Amazon with Audible narration appear in the Kindle app on our ipads, providing our students with an entirely new reading experience incorporating both audio and text. The sound delivered

students listen to a book like The Martian while they read, it is as if Matt Damon is standing next to them, relating his experience.

The Kindle eBooks change the Wide Reading experience into a social one. Students borrow an iPad, headphones and a splitter at the library desk and as many as four students can plug their headphones into the one device.



They set their ipad up on a desk then follow the text with audio keeping them all reading at the same

DEPUTY HEAD REPORTS

As our Headmaster wrote in the last issue, it was very

that so much of what is recommended is already being addressed at Oxley. We are proud to celebrate that our vision, mission and daily learning experiences speak to the core of what we do here. Indeed, there are moments when the report clearly mirrors our Oxley vision:

Australian students should receive a world-class school education, tailored to individual learning needs, and relevant to a fast-changing world. They should be challenged and supported to progress and excel in learning in every year of school, appropriate to each student's starting point and capabilities. Schooling should enrich students' lives, leaving them inspired to pursue new ideas and set ambitious goals throughout life.

The Sydney Symphony Orchestra

The Sydney Symphony Orchestra did not fail to impress. In a spectacular performance Friday Week 4, this group of talented musicians put on a stunning one-hour performance for a number of schools across the Southern Highlands including our Year 10 and 11 Music students and Senior Strings members. They featured many classics by Beethoven and Mozart as well as solos, duets and an incredible opera singer. Throughout the performance, the audience was informed about all the parts and roles of an

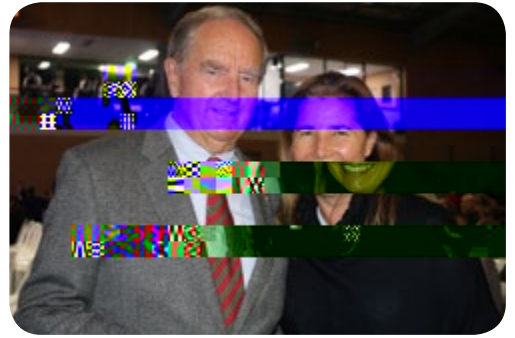
audience singing along to the Aussie favourite 'Waltzing Matilda'. Afterwards, three Oxley students, Rose Barnett

were lucky enough to take part in a one-on-one master class with a musician from the orchestra specialising in our instrument. In the masterclass we each performed a piece of our own in front of an audience and received advice and feedback from the musician. This tutoring was incredibly helpful, providing new insights into the character of the pieces and assisting us improve our technical skills and musical expression. In all, a fabulo alcharthe musician. T2 1 Tf057004C »235 @05n-oneshtuden7.9 (I)-2.w

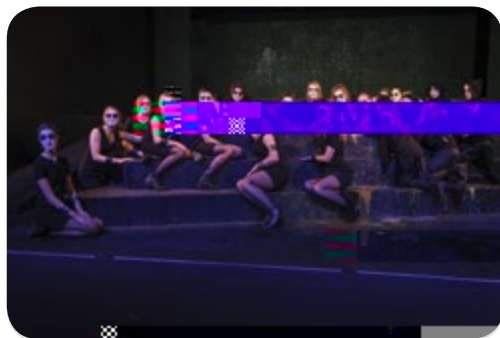
WHAT'S HAPPENING? IN THE WORLD...

World No Tobacco Day

World No Tobacco Day, Thursday 31 May, advocates the risks of smoking and the horrible and preventable outcomes. The World Health Organisation (2018) states that over one billion people smoke around the world and leads to more than seven million tobacco associated deaths every year. The day encourages 24-hours tobacco free. The theme of World No Tobacco Day is "tobacco and heart disease." 17% of heart disease related deaths around the



GALLERY



NEWSFLASH

WORLD ENVIRONMENT DAY



Oxley's most recent production which had opened on Wednesday 30 May, 'Where in the World is Frank Sparrow?', was met with thunderous applause and praise. The play focused on Frank Sparrow (Lachlan Moore) and his walk down struggle street in the ominous setting of Stab City, a gritty gang-controlled city in England. The surreal play was stolen by the performances of the resourceful Kira (Lucie Drysdale), the peckish Nyx (Hal Canute) the foxy Warren (Benjamin Canute), and the confused Frank (Lachlan Moore). Every aspect of the performance worked