

PIN OAK



learning@home

INSPIRATION

Podcast, Book, Clubs

DOE

Bronze Hike

SPORT

Women's Cricket

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SPORT

ISA and Junior School Sport Update

ISA has developed a plan for the 2020 Winter sports season. The start date will be determined by the removal of restrictions by the Government and the return of the students to the member schools.

In the interest of safety and clarity, the ISA Board have decided to suspend all ISA sport for Term 2. When the Covid-19 situation improves, schools will be given notice and encouraged to prepare their teams during this time. A decision regarding the commencement of inter-school sport will be reviewed by the Board midway through Term 2.

The College should have approximately a month to prepare for the first games once the decision to recommence sport has been made. The season may go slightly longer than was originally planned to enable at least one full round of competition games and possibly a modified finals series.

Junior School Winter sports teams play in local competitions governed by the State body of each sport. These competitions will resume when each local Association is notified that it is safe to return to group sporting activities.

Each student who nominated to play a Winter sport will be sent two programmes next week to enable them to stay fit and healthy during this time. The first document will contain exercises and activities that should be done daily to retain and improve fitness. The other programme will be sport-specific skills and drills that can be done at home with minimal equipment.

VISUAL ARTS



A small selection of Year 7 Drawings from learning@home Week 1. Students have been undertaking targeted drawing tutorials and the teachers are giving feed back through Canvas. They then take on suggestions and repeat. Students are showing vast improvement in their technique. I think this is due to focus and what is essential one on one feedback without distraction.

The Visual Arts teachers are really excited about the quality of the work and the enthusiasm we are receiving back from the students.

By Mark Hetherington

HEAD OF COLLEGE'S REPORT

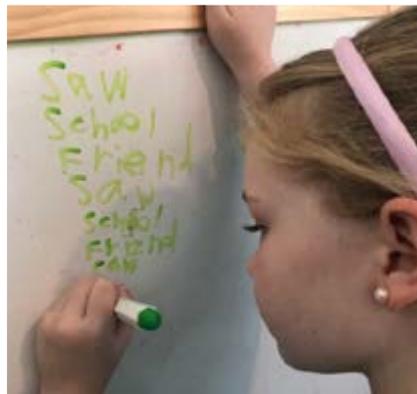


You have all heard a lot from me lately so my words will be brief in this week's Pin Oak. To our students, we miss you terribly. It is just not the same without you all physically at school. However, we must remember we are strongly connected socially if not physically. It felt comforting to know that the majority of Oxley families were listening to our virtual assemblies this morning. As we continue to all learn together, we will become more and more creative with our delivery, and hopefully more interactive.

Thank you parents for supporting the learning@home programme. We are very aware that parents are juggling many commitments and for some it is highly stressful. We are very proud of our community and the way everyone is pulling together during these challenging times. Our students are working really hard and this issue of Pin Oak includes lots of student feedback about learning@home.

Community has never been more important than now. We are all here with you. Enjoy the weekend with your families and the changing season – we are lucky to be in such a beautiful natural environment.

I look forward to being in touch again next week.





JUNIOR SCHOOL NEWS

Weekly Awards

Learning Journey

K: Eliza Galwey
 Yr 1: Lilly Mansour
 Yr 2C: Matilda McCarthy
 Yr 3B: Pollyanna Landrigan
 Yr 3L: Thomas Berry
 Yr 4: Charlotte Bissett
 Yr 5B: Miranda Hunter
 Yr 5N: Tristan McCroary
 Yr 6A: Emily Byrne
 Yr 6W: Zara Clancy

Oxley Values

K: Lachlan Sutherland
 Yr 1: Xavier Halstead
 Yr 2C: Harper Anstee
 Yr 3B: Raphaela Abreu
 Yr 3L: Hadley Morgan
 Yr 4: Scarlett Miller
 Yr 5B: Ginger Elias
 Yr 5N: Julien Simonsen
 Yr 6A: Hamish Murray
 Yr 6W: Fred Hamblin



Students of the Week

Learning Journey

Learning Journey
 K: Whole class
 Yr 1: Whole class
 Yr 2C: Whole class
 Yr 3B: Lisa Mussett
 Yr 3L: Will Cariotti
 Yr 4: Livie Marks
 Yr 5B: Oliver Henderson
 Yr 5N: Madeleine Wright, Ewan Andrews
 Yr 6A: Jerome McIntosh
 Yr 6W: Summer Hagan

Oxley Values

K: Whole class
 Yr 1: Whole class
 Yr 2C: Whole class
 Yr 3B: Robbie Clothier
 Yr 3L: Ava Gomes
 Yr 4: Scarlett Curr
 Yr 5B: Phoebe Mooney
 Yr 5N: Joel Sheeziel, Emma Barnett
 Yr 6A: Flynn O'Brien
 Yr 6W: Ella Loiterton

Curiosity, Creativity and Courage

Well, what a difference a few weeks makes! The last time I was writing here, the world was quite a different place. We are moving through a trial week into very new ways of teaching and learning at-home and online, in ways we had not imagined we would do.

I am so proud of our Oxley Junior School teachers and students who have taken up the challenge not only with enthusiasm, but also with a sense of curiosity, creativity and courage. The teachers and I have been learning quickly, and I know the students and parents are too!

Challenges can make us feel overwhelmed. Or... they can spur us on to be curious, creative and courageous. Curious and creative in finding solutions; and courageous to face what at first may seem overwhelming and new.

We are heading into uncertain times, and so thank you Oxley Junior School community for facing these new challenges.

A New Student Morning Teas

It was a real highlight of the term to host a number of New Student Morning Teas across the week. From Kindergarten to Year 6, over finger buns and fruit juices, we chatted about the best things about the year so far, and I received some wonderful responses.

Kindergarten proudly told me about the things they had learned in their short time at school. Tom said he'd now learned his left from his right, and April told me how much she loves homework. Finn was proud that he now understood about motion and the push-pull factor in Science. They told me that one of their favourite shared books this term is 'One Fish, Two Fish', by Dr Seuss, and that they love their teacher who makes them laugh every day and sings funny songs with them.

New students from Years 1-6 helped me understand all the things they love, including their wonderful teachers, and the funny moments they have had in the playground with their friends. George in Year 1 told me very emphatically that it has been the best year he has ever had. Charlotte told me that the best thing about Oxley is the wonderful friends she has made, and Fred in Year 6 said the best thing was coming into school to find his friends had filled his locker with balloons for his birthday. And finally, Lex in Year 5 told me that the very best thing he had learned was about multiples in Mathematics.

It has been wonderful to have welcomed these new Oxleyans into the College, and to check-in with and find that they have all quickly come to feel at home, in happy friendships, and feeling inspired and engaged in their learning with their class teachers.

Canvas and Zoom

Our trial of Learning@Home continues into next week, and through that period until the end of next week, all Junior School students will begin operating through the main hub of the online platform, CANVAS. This platform was always used in the school from Years 3-12, but will now be expanded to include K-2.

Parents and students will be invited to come on board on CANVAS throughout next week, and while we do so we will continue to use emails in a limited way. Discussion Boards, Zoom meetings and Canvas modules will support learning so that instruction can be more direct and to connect students with one another, and with their teachers. Class teachers will support the transition for all students and parents in their daily email notes throughout next week. Thank you for your patience as we get these online systems firmed up ahead of next week, to ensure a smooth start to the new term.



By Katherine Halcrow, Head of Junior School

learning@home



DEPUTY HEAD PASTORAL



As we embark on our learning@home programme we are very mindful of the need to prioritise the wellbeing of our students in this changed world. The mental health of our students can be impacted as a result of anxiety about the health of loved ones, financial hardship, social isolation from friends and challenging home dynamics, not to mention the continuous news feed to which we are subjected. In developing our learning@home model and its associated increase in screen time, we are also very conscious of the need to maintain physical and mental fitness.

Simple tips for maintaining good health

Maintain a daily routine - wearing school/PE uniform and attend roll call each morning

- Take regular breaks from screen-time
- Spend time outside every day
- Check in with your mates
- Get at least 30 minutes of exercise every day

There is a great deal of excellent information available for parents on how to support the wellbeing and learning of their children during the time, and a huge growth in recent weeks in the number of individuals and organisations offering advice and programmes. However, it is wise to be wary of anyone offering 'self-help' solutions that do not come from trusted sources or that may lack a sound scientific basis. The College is currently compiling a resource base for parents that will be available on the website from reliable sources. We will continue to add to this over the coming days and weeks (please see the link below).

We know that positive wellbeing correlates strongly with feeling socially connected. In order to support this, we have made a slight change to the timetable next week, by ending each day with a Tutor Group meeting on Zoom. We will also trial using Zoom for roll call each morning next week. 'Topping and tailing' the day with roll call Tutor Group is one way we can maintain the important bonds that exist within Tutor Groups. Zoom is easy to use – students will receive an email from their Tutor containing a link, which they open to join the Tutor Group.

The learning@home agreement issued to families last week was developed from the same principles that underpin our approach to behaviour management; these principles apply equally in an online learning environment:

Respect for Self	I have a responsibility to be honest, kind, courteous and ethical.	I have a right to feel safe and valued at Oxley College.
Respect for Others	I have a responsibility to co-operate, be respectful, kind and not distract others from learning.	I have a right to be treated with kindness and compassion and free to learn.
Respect for Oxley College	I have a responsibility to be well dressed and be a positive role model within the school and community.	I have a right to be proud of my college.

Oxley students have a strong record of standing up, not standing by, when they see something at school that they know is not right. Whether it is intervening, speaking to individuals privately afterwards or letting parents or staff know, students must look out for each other more than ever. As I said to students last week and reiterated in our online assembly today, precisely because of our physical dislocation, community has never now even more important than it is now.

Every family and person faces unique challenges in the months ahead. Reframing our conversations with young people can be incredibly difficult to do, but doing so can change our perspective and improve our wellbeing: What opportunities do these changes create? What character strengths can you draw upon? What character strengths does this new paradigm challenge you to develop? (see pages 10-11 of the Year 7-11 Student Diary for a full list of character strengths).

Two months ago, we were sheltering inside due to smoke and fear of fire. Spending time outside this week, experiencing the change in the seasons and breathing the clean fresh air was an exercise in gratitude as well as a helpful reminder of impermanence: that nothing lasts forever is a fact of life that we so often fear, but which might now be a source of reassurance and hope for us all.

Parent resources

- <https://www.oxley.nsw.edu.au/news-events/covid-19-parent-help-desk/>
- eSafety Commissioner COVID-19 online safety kit for parents: <https://www.esafety.gov.au/about-us/blog/covid-19-online-safety-kit-parents-and-carers>

Maintaining health and wellbeing during the COVID-19 outbreak

Manage your exposure to media coverage as this can increase feelings of fear and anxiety. Be mindful of sources of information and ensure you are accessing good quality and accurate information. We have provided some links below.

Follow a "calm yet cautious" approach – do your best to remain calm and be mindful not to contribute to the widespread panic that can hinder efforts to positively manage the outbreak. Ensure you are following directives issued by the government, medical advice and observe good hygiene habits.

Show compassion and kindness to one another – these times of fear, isolation (both physical and social) and uncertainty are when it is most important that we strengthen our sense of community by connecting with and supporting each other. Remind ourselves that we can manage this much better together in solidarity, and that COVID-19 doesn't discriminate – it can affect anyone regardless of age, gender, nationality or ethnicity.

Actively manage your wellbeing by maintaining routines where possible, connect with family and friends (even if not in person), staying physically active, eating nutritious foods and seeking additional support by contacting Lifeline or further professional support as required.

Source: Lifeline website - <https://www.lifeline.org.au/get-help/topics/mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

By Mark Case, Deputy Head Pastoral

DEPUTY HEAD LEARNING



When I spoke to students and staff at the beginning of the year about our mission “to equip them for their futures in the exciting, dangerous and uncharted waters of the 21st century”, I had been focussed on the bushfires. Little did I know that we would have two back-to-back challenges like the ones we are facing now. I dare not use the word “unprecedented” as it has already been almost overused, similar to the way that the notion of a “journey” makes most teenagers I know, groan (thanks to the English syllabus). I suppose, my main message today is bigger than academic and curriculum matters – I truly believe that we at Oxley are blessed to be able to walk the talk daily – a school that is forward-thinking, a school of choice, a leader in education, global in outlook, creating the young people that will continue to change our world for good.

A change of our traditional learning environment has been new for all or most of us. As a staff, as we were designing our new programme, we asked ourselves these questions:

What will “school” and our “classroom” look and feel like?

How can we deliver our curriculum in a way that works best for our students?

How can we have enough structure as well as flexibility as teachers to help our students flourish?

The answer is our evolving learning@home programme. We are so proud of our students and teachers already! As you will see from various places in this Pin Oak, it has been very encouraging to see the way our community has embraced this unexpected bump in our schooling.

I believe though that we are already proving that we are an agile and future-focussed learning community: the pace of change is great, but our response has been positive, fluid and constantly evolving. As staff, we have all already learnt a lot about each other – our different strengths, who copes best with what, and how truly our vision and mission is becoming more real every day.

A couple of comments that have particularly warmed our hearts:

learning @ home has been a very new experience for me. I do miss an environment where I can talk to my peers during class, however, I feel this has helped me in my ability to work independently.

Just wanted to let you know that learning@ home is going great and is working out well and I’m really glad with the help and support I’m still able to get from teachers at home. Thank you for all the help.

In regards to learning@home so far, it is going well I am finding most of my teachers are giving us engaging work and are keeping in touch with us very frequently which is really helpful. I have actually been very productive the last few days which is great and is very helpful for my learning development. So far this has been a great solution to this very difficult situation so thank you to you and all other staff and teachers involved in setting this up for us.

By Kate Cunich, Deputy Head Learning

VIRTUAL WORLDS

In an ever-changing age of uncertainty, it seems that self-isolation and quarantine have rapidly become synonymous with the Australian lifestyle. Indeed, on only Tuesday PM Scott Morrison announced a set of even more restrictive provisions in an attempt to stem transmissions of coronavirus. However, for those who have restricted themselves to the four walls of their house, there is some good news. The virtual world offers plentiful experiences and opportunities to spend your undoubtedly-abundant free time.

The Cincinnati Zoo is offering keen internet explorers the opportunity to survey animal habitats, a viable solution to keep children entertained for hours. The Facebook Live stream, accessible every day from 3pm, will include some of the zoo’s most iconic residents, such as Fiona the hippo, and the live stream will also nominate activities keen onlookers can participate in at home.

Animals not your style? How about a one-on-one culinary instruction course delivered by renowned chef Massimo Bottura? His free, online cooking classes will no doubt excite your inner chef, and introduce you to exotic dishes from around the globe, all experienced from the comfort of your kitchen.

There are also dozens of excellent online libraries such as Project Gutenberg, which offer a myriad of books from all genres. No matter if you are after an intellectually-stimulating read, or a light-hearted rom-com, these virtual resources will not fail to disappoint!

Be sure to check out other online offerings, such as livestream or virtual concerts being held by the Metropolitan Opera, fully-digitalised museum tours of the British Museum of Musee D’Orsay, and even explore new frontiers on a virtual dive through the blue depths of the American Samoas! (organised by National Marine Sanctuaries). The world is literally at your fingertips.

By Ava Lambie (Year 11)

learning@home





WOMEN'S CRICKET

INTERNATIONAL

Recently, the Women's Cricket T20 World Cup was held in Australia, and what a tournament it was. Prior to the semi-final, Australia played New Zealand, and while during this game, superstar all-rounder Ellyse Perry tore her hamstring off the bone. This was a big set-back for Australia. However, they powered through and defeated South Africa in the semi-final. This meant they went on to play India in the final.

With the crowd being at 86,174 people, it was the highest crowd ever at a women's sports event in Australia, and the girls performed to it and impressed us all.

"a crowd of 86 174 people"

Australia won the toss, and elected to bat first. With opening batters Alyssa Healy and Beth Mooney, Australia were off to a tremendous start. The two batters had no problem in getting Australia to 50 runs in the 7th over, and continued to push for many more runs. Healy hit an astonishing hat-trick of sixes which later resulted in her receiving player of the match. Healy unfortunately made an exit at 75 runs. Australia finished with 4-184, which meant India had to put their foot down.

Australia got some early wickets from India, which resulted in them getting India all out on 99 runs with 5 balls to go. This meant Australia had won the final, Australia won their 5th World Cup Title by 85 runs. What a way to end such a great tournament, and having won on home soil, makes the victory 100 times better!

By Olivia Bow (Year 10)



LOCAL CRICKET

Recently, The Bradman Foundation fielded their first women's cricket team in the Fair Break Smash at Bradman Oval.

Alex Blackwell, a 2002 recipient of the Bradman Scholarship captained the NSW stars of the future team against the Global XI - a team of the best female cricketers in the world!

The Global XI was captained by Pakistan super bowler Sana Mir. The current Vanuatu captain Selina Solman and the American captain Sindhi Sriharsha were also standouts in a stellar line-up.

Oxley students Georgie Morton, Sienna Soster, Emily Rodger and Chilli Sparke of the Robertson Burrawang Wombats all-girls team assisted with field duties during the match.

Oxley student Annalee Watson, who plays for East Bowral, was invited to play in the pre-match, a fantastic achievement.

The Bradman Foundations aims to assist young players to balance cricket and tertiary education. It supports community engagement, respect, sportsmanship and equality, both on and off the field.

The match was televised to a global audience, and was an honour for the Oxley girls to be a part of.

It was a wonderful afternoon full of great cricket, great inspiration and great sportsmanship.

FUN THINGS TO DO WHILST IN SELF ISOLATION

I agreed to write a feature article for this issue of The Pin Oak (Issue 102- we should get matching upper back tattoos for issue 109) under the pretences that

1. I wouldn't be writing it the day before
2. There would be something to actually write about

However, despite this I still found myself in the backseat of my parent's car typing on my phone screen with blue painted nails (That I somehow have to get off by tomorrow) the day before this is due- and characteristically suffering from excessive writer's block. Of course like any dignified writer, I turned to the news- hoping to find an article to copy from a low-level publication to pass off as my own. However to my utter dismay, every single article is about the Corona Virus- which (along with being a major world issue and stuff) SOMEBODY HAS ALREADY WRITTEN ABOUT.

Wow.

But upon being greeted by the still blank page of the notes app I decided; "Let's make a mockery of an international tragedy"- after all its better than writing about the only other substantial news story "The bankruptcy of Kikki K" (Yes, I cried).

So here are some fun things to do whilst in self-isolation.

Rewatch the high school musical trilogy

If there's any time to get a free trial of a streaming service it's now. So get your fake emails and your mum's credit card at the ready because it's time to swoon over Troy Bolton like it's 2008. Plus, it's high school musical- emphasis on the school bit so your are essentially just studying.

Make time to reconnect with people

What better time is there to reach out to estranged relatives when it is physically inconceivable to actually have to go see them. Send a couple of Facebook messages, tell them about how you just watched all three high school musical movies! You'll be best mates in no time.

Get really deep into astrology

Do you believe in planetary ascribed biological predeterminism? Well guess what; Now you do! Don't relate with your star sign (why are Aries so angry??). Create your own! I'm an "igloowian" our animal is my ginger cat (he is really cool) and no you can't sit with us.

Get fit

There is no excuse not to continuing exercising, get out the Wii put in "Just Dance 4" and party! If you don't have a Wii or just dance 4- just get them delivered... some things transcend disaster.

Actually learn how to do the Nutbush

I am consistently simultaneously shocked and horrified at the number of people who are unable to do the nut bush. There is no excuse to not know the steps to Tina Turner's Nutbush city limits. 5, 6, 7, 8 right foot to the side and bring it back.

Make a graph

This game has to be one of my favourites, periodically refresh your emails to see what events you have purchased tickets for (18 months in advance) are cancelled and make a tally. Going to see the football on Friday? yeah nah. Paying upwards of \$200 to meet your literal heroes in June? Hahaha, that's cute.

Start a family vlogging channel

Get out your iPod touch 5th generation and start chronically all of the monotonous moments in your life- You'll be the next Kardashians I'm no time! I dubs being North West.

Make a museum exhibition

Rummage through your desk and find artefacts from a different time. I'd recommend 2016- fidget spinners, the bottle flip challenge; we were really wilding out in 2016.

Create a Wikipedia entry

Do you have knowledge on a particular subject? Nope? Who cares! Flood Wikipedia! My favourite is to make up birthdays and star signs (please see section "Get really deep into astrology") for fictional characters; yes Troy Bolton and I have compatible rising signs.

Reread all those books we liked in 2013

Year five me thought I was so cool for reading divergent... the hunger games, maze runner. We were really ready for a revolution in 2013. #trobias #everlark #dauntless #misunderstood

Create a podcast

Actually don't, nobody cares what you have to say.

By Pearl Bendle (Year 11)

INSPIRATION



THE IMAGINATION CLUB

A new club is being formed in the Junior School, but this is something very different. The Imagination Club will begin in Term 2 and will give everyone the chance to let their creative side show. Each week a theme is set to inspire you to do anything you like: make a painting, write a story, or even compose a song.

"It's the freedom of imagination that inspired me to make the club," says Poppy O'Sullivan, the Year 6 student who came up with the idea. "I want people to use their imagination more to help build their minds and encourage them to go further in life."

So what will an Imagination Club session run like? Poppy suggests that when you walk into the room there is a poster saying the theme, then you can create whatever you want based on that idea. When you finish you can choose to take your creation home or to enter it into the competition. Label your masterpiece, give it a name if you want, and leave it in the room for judging. An elected teacher will judge who was the most imaginative.

Poppy has identified it could be a challenge, if there are lots of kids at the club, to keep everyone staying creative. Her plan is to have some Year 5 and 6 students to help the younger students.

"I just want to learn," says Poppy. "Learning from other people is a great. Especially if you didn't ask them to teach you, just by observing."

By Emily Byrne (Year 6)



BOOK Anne of Green Gables

Recently, I read the classic story of Anne of Green Gables. As you may already know, it follows the story of a young girl who is mistakenly been adopted, as two elderly farmers were originally looking for a young boy to help out around their estate of Avonlea. Thankfully, the two take her under their wing and eventually become inseparable as the loving, caring and creative character of Anne becomes closer to their hearts.

Only a couple of years ago the book was reimaged in a live action tv show, Anne with an E. It was very successful as a Netflix original, and has since released several more seasons. I have really enjoyed both reading and watching the story of Anne and her life as I love her character and the overall feel of the book. I like how Anne is so persistent and passionate, how after troubles and difficulties throughout the novel, she is always finding a way to use her unique personality to her advantage. I would definitely recommend reading Anne of Green Gables and possibly watching the show as well!

By Daisy Macdonald (Year 8)



PODCAST Ologies

The suffix-ology, adapted from the Ancient Greek-logia (λογία), means the study of something. From volcanos to pumpkins, this podcast has an episode with commentary about a specific area of study, from both the host and a special guest who is an expert in that field.

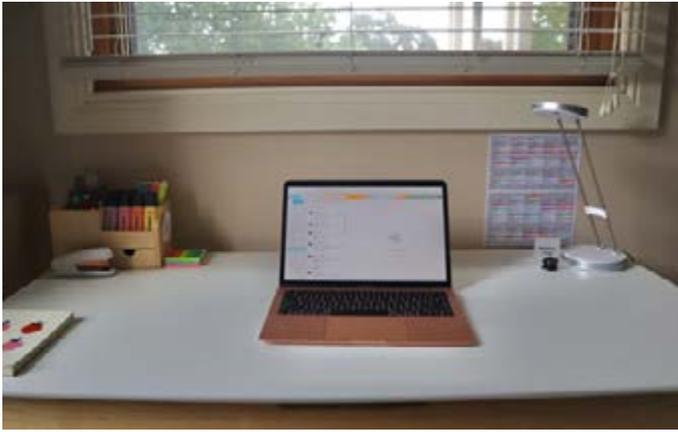
For example, one of the most recent episodes, which was about Volitional Psychology (Procrastination), Alie invited Dr Joe Ferrari, a research psychologist and professor at DePaul University in Chicago to talk about why we procrastinate, when it becomes harmful, some myths about procrastination and most importantly -- what to do if you are a chronic procrastinator.

Each episode is at least 15 minutes long and at most one hour and 30 mins. This variety in episode length means that you can listen to it a long car trip or just simply the bus ride to school in the morning.

As well as being a mechanism for education, some episodes are highly topical and very important to inform a different niche of people about serious global phenomenons. An example being the most recent episode about COVID-19 (Corona Virus), in which Dr Shannon Bennett, a microbiologist, molecular epidemiologist and virologist, discusses and answers many of the world's concerns about this unpredictable virus.

This podcast will leave you with a heightened knowledge of mostly random but fascinating topics that you may not have known existed. There is an episode catering to everyone!

By Lucy Pike (Year 11)



LEARNING @ HOME

We are now a week into our Learning@home programme, and it's fair to say that life feels different to say the least. Two weeks ago, our biggest concern was where all the toilet paper had gone, and most of us had probably never heard the term 'social distancing' before. Since then, COVID-19 has been declared a pandemic by the World Health Organisation, and a substantial proportion of the world's population has gone into self-isolation. This drastic escalation in events has left us very little time to adjust to anything, let alone a new method of education all together. So, what have we learnt from one week of online classes?

The major benefit that the Learning@home programme is providing us is the students ability to both gain more independence and work in a distraction free environment. In a regular classroom setting, there is always the possibility of disruption caused by other students and external factors, whereas online, students are don't have as many opportunities to distract classmates as they are able to work independently in a comfortable environment. The independence that this initiative also provides us is skill that becomes increasingly prevalent in the senior years and after school. As heard in Mrs Ethell's speech on Tuesday, the school received an outpouring of positive feedback with all the statistics indicating that majority of the school's cohort had a productive first day of learning.

As with all new changes, Learning@home does have a few downsides, the most major being the lack of face-to-face contact. As students, contact with both other students and teachers is a concept that we are conditioned to thrive on, due to the fact that our entire existence for the best part of thirteen years is spent in an environment that requires social interaction. However, due to the climate of the situation we've been thrown into, this is no longer a viable situation. The solution to this problem would be to introduce more video conference classes, allowing pupils to receive the in-depth explanations required to effectively comprehend the content given. This format of online classes will be rolled in throughout the coming weeks, as students and teachers adjust to our current circumstances.

Here is some feedback received on the Learning@home programme, provided by a variety of students from the College:

"I really like it at the moment, I think it is giving me the independence I need, I do think it is hard to focus sometimes but for the most of it I think it is working fairly well. My only

problem with it, is sometimes the workload is too much and some of the teachers are giving up a lot to cover only with 50 minutes to do so. Although this may be the work we cover usually in a school setting, I think it is harder to do so at home without the face to face interaction with the teachers and students. But overall, I think it is working with the current circumstances."

- Hannah Neath (Year 10)

"Honestly I'm finding it quite hard to get motivated to do the work, and the days are quite dull, for some reason the work seems to take more effort and I feel more tired after as well."

- Student (Year 11)

"Learning@home has been a very interesting experience so far with online tutor groups and online discussions for classes, receiving heaps of emails, working alone with no one else, but it has been a very fun and enjoyable experience. I am really enjoying Learning@home because it takes the pressure off of having everyone else at school and having distractions in class whereas at home I can focus and work diligently by myself. Learning@home has been going really smoothly and has been working really well for me."

- Lara Fischer (Year 9)

"I think the learning at home is quite different. It has definitely been a big change and a weird way to start Year 7/ high school. It is great to be able to get you work done fast, without having to stop for the teachers to explain for 10 minutes. It is very weird though, without your peers, friends and teachers. I am finding it a bit hard to understand some instructions, but we are all still getting use to this new way of learning so I know it will change. It is definitely different and harder, but it is also a great experience and a great new way to learn. I am enjoying it, but I hope that we will be back at school in no time."

- Arkie Francis (Year 7)

The final verdict: Learning@home is different, but it's a new experience which is sure to bring along a number of positive outcomes. However, we are only a week in so far and with the speed that conditions change, no one really knows where online classes will lead us. But for now, I'm sure many of us will enjoy the extra sleep in that Learning@home brings us.

By Ruby Zupp (Year 11)

STUDENT GALLERY



VIRTUAL GALLERY

Artist: Meg Gordon
"Geisha"

Acrylic on Canvas

Statement: I chose to paint a portrait of a Japanese Geisha because I have always loved the expression that they carry on their faces as well as their traditional dress. I was inspired to paint a Japanese Geisha because of an artwork I had seen and fell in love with that was done at the cowshed (Kirsten Deakin).



Artists! Showcase your works of art in our brand new Pin Oak Visual Arts Gallery Page. Any medium or subject matter can be submitted. We are keen to share your works with our community. Please see Mr Hetherington if you would like to be considered. We will publish a new work each issue (non-art students may also apply - all welcome- any year group). We look forward to your exciting works coming to life in print.

DUKE OF EDINBURGH'S AWARD BRONZE HIKE

Each year, students take on the challenge of Duke of Edinburgh's International Award camps. As the days counted down, our two-day, 25km bush hike, became a 29km ocean walk.

At 8.00am we arrived at Oxley, put our packs on the bus, said our "goodbyes" and set off for Kiama. We did the "D of E shakedown" to ensure we had all the essentials to be confident hikers (including toilet paper!). We set off on our adventure, hiking the coastal paths of the beautiful Kiama. Everyone had an opportunity to navigate and determine the schedule. After 17km and eight hours of pouring rain, greenery, slippery sand dunes, wet socks, and Mr Gauchat's humorous dad jokes, both groups arrived at Gerroa to set up camp. With tents set up, we gathered beneath a sheltered picnic area, where we cooked delicious meals of nachos or even steaks! After dinner, we formed a circle under the moonlit sky, to collect our thoughts and play a few games.

With lights out, most of us went to sleep ready for tomorrow. With a sunlit sky and no rain, we were all ready to start the day. With Weet-Bix and fruit breakfasts, we packed up and planned our route. Day 2's 12km walk was by the beach and through the beautiful bush of Gerroa. With sore ankles, sandy socks and eager to eat, we arrived at the Shoalhaven Heads where, thankfully, our bus was waiting for us. We farewelled our amazing camp leaders, boarded the bus and after two hours of sleep, cucumber throwing and laughter, we arrived back at Oxley College ready to sleep in our own beds. Thanks to Ms Rees, Mr Gauchat, Mr Dibdin and "Land's Edge" for their efforts – we are now professional tentmakers, bushwalkers and cooks. We had a great time and I encourage everyone to take on the challenge of the Duke of Edinburgh's International Awards.

By Beth Zupp (Year 9)



GOOD & OTHER NEWS



What Your Childhood Favorite Barbie Movie Says About You

I write to you dear reader from the aisle seat of the train returning home from a Design and Technology excursion in Sydney (No need to worry this is certainly not a review!). I plug in my headphones ready to tune into a quick movie to fill the void of friendship on my fretful voyage home, when to my utter dismay- I couldn't decide upon what to watch. That was until I stumbled across...

The Barbie films

As a very smart scientist, the sheer variety of films was astounding and I hypothesise that your choice in Barbie movie is highly indicative of your personality. (Don't copy this for your year 8 SRP)

Fairytopia

- B A S I C
- You have a cool Instagram aesthetic though!
- You also use the word aesthetic a lot
- Too much.

Barbie in A mermaid tale

- You had a HARDCORE tumblr girl phase in year 5
- You have rocked a side fringe before
- You used to beg your parents to go to SeaWorld but then you watched blackfish in year 8.
- sAvEtHeTuRtLes

Mermaidia

- the same as "Barbie in A mermaid tale" but like 100 times cooler

Barbie and the Three Musketeers

- You did French as an elective in year 9
- Literally so good at just dance on the wii; like how?
- You play a winter sport AND do equestrian.

Barbie as the Princess and the Pauper

- You have a Pinterest board dedicated to your wedding that you have been adding to since year 6.
- Part of the choir, but not really a musician
- You did try and learn piano one time but quit because you had stage fright.

Barbie in the 12 Dancing Princesses

- Probably an only child
- Never really did dance but BINGED dance moms.
- Your greatest fear is that your future lover will hate all of the baby names you have secretly written in your phone notes.

By Pearl Bendle (Year 11)



CONSPIRACY CORNER

The Bermuda Triangle and Malaysia Airlines connected?

The phrase 'Bermuda Triangle' was officially named in 1964, after the recurrent cases of ships and planes started disappearing mysteriously over a patch of sea in the Western part of the North Atlantic Ocean. Each individual boat or plane was last to be reported outside the triangle before losing all contact and disappearing without a trace from the rest of the world. Still, there is zero evidence today of the location and where about of those missing aircrafts and ships. As the rising number of similar occurrences and events continue to happen over the years, more and more people are starting to question the mysteries and unrealistic characteristics of the triangle. Through the years, many stories and explanations have been made to try and place a finger on this unknown piece of sea, when not too long ago the case of flight MH370 opened doors to new ideas and theories.

Flight MH370 disappeared out of sight in 2014 when the plane went dramatically off course and lost contact with Air-traffic-control. Pieces of the plane were later found on and off the coast of Africa. The original destination point for MH370 was to be landed at Beijing Airport, though nearly an hour after take-off all contact was lost, and the plane disappeared from all radars. At the hour mark, many researchers believe this was when the aircraft started to turn around and head in a completely different direction. But how does this mysterious and untraced aircraft connect with the Bermuda Triangle? Well, there are many theories that promote the extra-terrestrial side of this all, such as that the flight MH370 disappeared on an area of ocean that is roughly the exact opposite side of the globe to where the Bermuda Triangle is located. Other theories suggest that aliens are taking everyone and everything aboard the aircrafts and vehicles hostage, while others that say that the ancient city of Atlantis is tied in with the many intriguing and unexplainable incidents. Perhaps the Malaysian flight of MH370 was not at all something out of the ordinary or strange but was just a huge coincidence. Or maybe...those crazy theories could have some believable elements. It's up for you to decide!

By Your Conspiracy writer

NEWSFLASH

SPORT



Recently we had our final weekend of ISA sport! Grand Final weekend! We had two basketball teams making it through Junior A girls and U14s boys, both resulting in a win after a close and good game. The girls won 25-23 and boys, 39-32. Congratulations basketball.

Junior As softball team made it through to the semis, winning 11-10, which sent them through to play the Grand Final later that afternoon, unfortunately falling short to St Paul's in the final, 7-4.

Congratulations to all teams making it through to the Semis and Finals. The summer season is over; however, it was all very successful.

Thank you to all coaches for all their hard work and time. Thank you to the Sports department for organising all bus trips and sporting draws.

By Liv Bow (Year 10)

ART EXPRESS EXCURSION



On Wednesday 4 March, Year 11 and 12 Visual Art students travelled to Sydney to experience ARTEXPRESS. ARTEXPRESS is put on each year to showcase the top HSC art major works. The trip consisted of visiting two different galleries and we were allowed to roam the galleries at our own pace. The showcase includes works from students all over the State that expressed their ideas through a multitude of different mediums. The show included works like short two-minute videos, detailed pen works, sculptures of all sizes and huge canvas paintings. The artworks showed a range of ideas from having a chronic illness to expressing the inner workings of our subconscious. The experience overall was a great one, I was very inspired with ideas for not only this year's Major Work but possibly my HSC Major. We all talked about our favourite works, why we liked them so much and the broad ideas behind the artworks. It gave my peers and me a better understanding of how what we can achieve our goals for our Major works.

By Emma Sommerville (Year 11)

Learning@home Masterchef Challenge



Dene Patterson's Year 7 Food Technology class has been working on a Masterchef challenge this week in an attempt to give students an experience similar to what they would have at school. Students had to plan a meal for their family, prepare, cook and serve it and send photos to Mrs Patterson in their double lesson. Here are a few of the Masterchef's creations!



SHAPE EXCURSION

Wow, what a journey of self-discovery and self-improvement! Let's just say that our excursion to the Powerhouse museum was prodigious. It all started on a humble early morning, a typical cold morning was apparent as we all gathered at the Bowral train station. Morale was high and with the beep of the opal card, everything seemed surreal. We arrive at Central Station, greeted by the beautiful sounds of the buskers, after a quick food stop we ventured into the museum. The feeling was unworldly, the museum contained items ranging from Indigenous artefacts to the Wiggles! The space segment to the moon was my favourite. We had two seminars discussing what is design, its importance and how to implement it into a useable product/situation. We saw last Year 12's designs and took notes on how to create a successful portfolio. We are so grateful for Ms Lanser and Mr Madden to take us on this excursion and just missed the full impacts from the COVID-19 outbreak. We really appreciate everyone's effort to enable such a wonderful and informative trip.

By Archie Pulbrook (Year 11)