

PIN OAK



*TERM 2
Begins*

—
ANZAC DAY

—
BIG ISSUE
The In Between

—
OLD OXLEYAN

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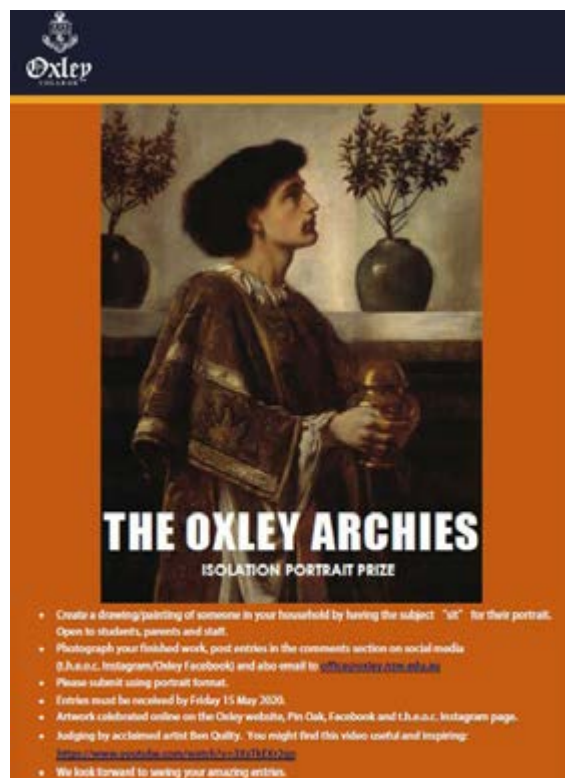
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THE OXLEY ARCHIES



The Oxley Archies Update - Due date extended to Friday 15 May

Artists of Oxley - we have already received some fantastic entries for the Oxley Archies - however; we are extending the due date to Friday 15 May to give you all a little more time.

So - let's get to work - a portrait of anyone you have been in isolation with - any medium - photograph it and send it to office@oxley.nsw.edu.au

Judged by artist, Ben Quilty, this is a fantastic competition open to everyone - good luck and have fun!

Some tips to consider:

- Start drawing lightly with the biggest shapes first - work towards fine details at the end.
- Make sure both you and your model don't move positions - this will change the perspective of what you are looking at.
- Consider some lighting - a lamp is good to create contrast on the face - from here you can try to capture "shadow shapes" on the face as well as some interesting tonal shifts.
- Try a few angles: face front on, profile, three quarters, full body, head & shoulders etc.
- Don't judge your work - have fun, enjoy the process!
- The best advice is to just go for it!!! By Mark Hetherington



These are some current entries. Artists will be revealed after judging.

HEAD OF COLLEGE'S REPORT



What a joy it was to hear the College grounds come alive with students cheerfully greeting each other and their teachers enthusiastically! All the students were very happy to be at school and were very understanding and respectful of the protocols and practices we have in place for their safety and wellbeing. We also had a good turn up of Year 11 students for their introduction to Study Club. I look forward to welcoming other year groups next week as we continue to move forward in our transition of bringing students onto campus. I would like to thank all our parents for your support in keeping our community safe. A few parents have questioned why we are transitioning at a quicker pace than public schools. As an independent school we are fortunate to be able to design our own transition plan taking into account our unique context including total student population, campus size and location. We have had approximately 65-85% of students from Kindergarten- Year 3 and 85% of Year 12. In many public schools this would only be equivalent to a year group. As more students return, the vigilance around hygiene and management

practices for students and staff on campus will continue to ensure everyone is feeling safe and confident coming to school.

As I reflect on the past five - six weeks and the unique challenges we have been presented with and the often-unexpected opportunities with awe and wonder, I am reminded of my favourite picture book, *Window* by Jeannie Baker. The book contains a series of pictures of the view a woman and child have from their lounge room window. It gives the reader an insight into the change which happens to our environment before our eyes. Sometimes for the worse, sometimes for the better. Depends on your view.

We have been given a similar view of how rapidly the world can change and how people view things differently during COVID-19. While there have been many memes, videos and other initiatives during this time, a group that has gone viral is the 'view from my window' on Facebook. This has given us a view into other people's lives and environments from all around the world. Sharing this has given us a different perspective, often experiencing different emotions and thoughts. For many of us it has raised our level of gratitude for the view from our windows.

During learning@home we have experienced a view of our students and school through a different 'window'. Staff have experienced a view of how quickly disruption can force change and how agile and quickly they can learn and adapt their pedagogy for a completely different environment and find new opportunities to engage and enrich learning for students. Parents have been closer to their children's learning more than ever. Seeing different strengths, talents and opportunities for personal growth. Equally many of our parents have experienced a view into the window of life at Oxley, being present at virtual assemblies, witnessing instructional videos, hearing podcasts, supporting learning, seeing and hearing class video lessons.

There have been some real gems that have been uncovered during this time - many you will see in this edition of Pin Oak. I will be forever grateful to our creative staff and student leaders who have developed new and different initiatives that have engaged our community. Seeing photos of some of our pets dressed as Latin Emperors, the ISO Challenges completed by staff, The Oxley Archie's - portrait competition, online music lessons, our student led t.h.e.o.c Instagram challenges and hearing Mr Grahame Chambers' musings in his podcasts have all given us a different view into the world of Oxley.

I know as we look towards our 'new normal' at Oxley it will be different to pre-Covid and we will take the best of what we have learnt and recognise the 'good' that has come out of this shared experience. We have been in this together and we will continue to move forward together.

On Sunday, we will experience a different Mother's Day - we will celebrate in new ways. I thank our Junior School students for sharing some of their ideas and messages at Assembly today. We may be separated from our mothers or grandmothers or not be able to have the normal family gathering that we have always done but if I have learnt one thing through Covid-19, we will find new ways to connect and celebrate that are as meaningful and will form new traditions and special memories for the future. Happy Mother's day to all of our Mums, mother figures and grandmothers.

Remember "There is a story behind everything. How a picture got on a wall. How a scar got on your face. Sometimes the stories are simple and sometimes they are hard and heartbreaking. But behind all your stories is always your mother's story because hers is where yours begin". Mitch Albom, *For One More Day*.



Ms Lanser Hula Hooping!
ISO Challenge



Casablanca
Chambers' Choice Podcasts



Dress your pets as an Emperor
Latin Corona Challenge



House Challenges
t.h.e.o.c Instagram

DEPUTY HEAD LEARNING



Year 12

It has been a joy to see Year 12 return this week. Many of them already looked more mature and grown up after their weeks at home. As we have said many times already, a school is not a school without its students, and our particular gaze has always been on this group – twelve and a half years through thirteen years of schooling done, just before a pandemic - certainly one for the history books (or whatever format history will be written on in the future!)

Year 12 Study Club has re-commenced (with no supper due to Covid-19) and as an added part of our enlightened academic rigour, we have provided students this week with a 2020 HSC Academic Atlas . This booklet has been collated to support the ongoing development of an HSC study timetable and to guide both short and longer term academic goal setting. Arranged in alphabetical order, there is an academic map for each HSC subject which addresses all of the following questions:

1. What are the big ideas and big questions?
2. What skills am I focussing on?
3. What should my long term plan be beyond this term?
4. What should my short term plan be for Term 2?
5. What assessments am I working towards?
6. What should I be doing with my time?



Year 7 – 10 learning@home

We continue to gather feedback around our learning@home model. This term's model was based on the feedback of students, parents and teachers at the end of Term 1. It was important for us to hear the things that were working, what was challenging and what would help. As teachers, we framed this in the context of our three fundamental feedback questions:

Where are we going?

How are we going?

Where to next?

Student and parent voice then provided us with the data, both qualitative and numerical, to plan our learning@home 2.0 model, based on the key messages of what students and parents wanted most in Term 2:

1. To further build and maintain student-teacher and student-student relationship and collaboration (through Zoom).
2. An emphasis on clarity of teacher instruction.
3. Provision of feedback that moves learning forward in a regular and timely way.
4. The use of instructional videos/audio/podcasts for explicit teaching and reference.
5. A balance of set work (on-line and off-screen) with achievable deadlines within school hours.

Weekly Learning Cycles

By now, I hope that parents have seen the Weekly Learning Cycle being emailed to each Senior School student every Monday morning. Its design is a direct result of our desire to communicate in a weekly format that assists students and parents while off-campus, while at the same time highlighting the best practice pedagogy that Oxley has embedded successfully over the last years – intention, success, progression, surface to deep understanding, feedback and evidence of learning.

Ideally, once embedded, The Weekly Learning Cycle will provide students with the opportunity to plan their week of learning. Students will be able to see the “why” “how” and “where to next” of their learning, rather than lesson by lesson. The document clearly identifies the intent and success of the cycle of learning which in turn are the drivers of progression and feedback. By highlighting lessons with direct instruction, if or when Zoom is to be used for clarification and/or discussion, and the evidence of learning due at the end of each week or learning cycle, we hope that parents can see that both students and teachers have a clear plan for the lessons ahead, informed by excellent curriculum design. We look forward to gathering feedback and further refining in the weeks ahead. To further assist our learning@home model, Year 7 – 10 parents can access the Term 2 Curriculum Overviews on our website: <https://www.oxley.nsw.edu.au/learning/learninghome/>

By Kate Cunich, Deputy Head Learning

learning@home



DEPUTY HEAD PASTORAL



Phase 2: Senior School Student Protocols

It has been uplifting to have the majority of our Year 12s back on site this week and in classes with their teachers. We are delighted to be welcoming back students in Years 7-11 from Monday and are all looking forward to the buzz and energy that they will bring to the campus – we have all missed the social interactions and connections that are so important to us in a school community. It is 'welcome back', but it is not, of course, 'back to normal'. Whilst the Prime Minister has stated that schools are exempt from physical distancing measures imposed by government on public life, we feel a strong responsibility to all members of the College and the wider community to put in place practices that protect us all at this time. It is with this in mind that we published the COVID-19 Senior School Student Protocols - Phase 2 document, which was communicated along with the Head of College's letter to parents on Wednesday 6 May. I hope you have the opportunity to discuss this with your child(ren) in the coming days, prior to them coming on to campus. A real challenge for us at school is managing the physical distancing with our students, who we know will be keen to be connect with each other and play games at recess and lunchtime. We all have a responsibility to educate our young people about the 'why' of physical distancing and to strike a balance between enforcement and a laissez-faire approach in the coming weeks. We will also be talking to them about these protocols on their first scheduled day on site in Week 3. Please note that students will not be able to use bubblers at school. Students should bring water bottles to be refilled in the Pavilion.

Here is the link to the new Tutor Group rooms for Phase 2 starting on Monday 11 May:

<https://www.oxley.nsw.edu.au/learning/learninghome/>

Uniform

As we move into Phase 2 of our transition from Week 3, all students in Years 7-11 are required to wear school uniform every day they are on campus (whether on a scheduled year group day or not). Whilst the Uniform Shop remains closed, it is open for telephone and online orders on Tuesdays, Wednesdays and Thursdays. We hope that during this phased transition back to school that students new to the school this year will be able to acquire their winter uniform, if they have not done so already.

Year 12 only are permitted to wear PE Uniform including their Year 12 Jersey on Thursday in Week 3.

Wellbeing: Health & Fitness

Physical inactivity is an unfortunate consequence for many working and learning at home. Communal physical activity promotes good physical health, as well as the social connectivity and release of serotonin that support emotional and mental health.

As we begin our transition of students back to campus in the coming weeks, we are looking to promote health and fitness through optional physical activities. Whilst schools are officially exempt from physical distancing requirements issued by government, we are mindful of aligning with community standards and expectations, where we are able to do so. Applying risk mitigation measures based on the most recent medical advice is challenging and whilst we know many students are desperate to get back to physical activity, including sport, at this early stage of our transition back to campus, we need to act with caution and prioritise the safety of the whole community.

With this in mind, we will be trialling an optional fitness session for Year 12 students, for those who would like to participate, on Thursday 14 May from 3.40pm-4.30pm on Governors Field. Depending on the take up and the success of this session next week, we hope to be able to expand it beyond Year 12 in Week 4. Year 12 will receive more information about this on Monday.

We know that many students are keen to return to their co-curricular activities, including sport and music. The National Cabinet meets today regarding a staged easing of restrictions. When we know what this means for schools, we hope to be able to announce the potential reintroduction of some activities later this term.

ISO Challenges

With increased screen time, decreased physical activity and greater social isolation, Oxley has developed the ISO Challenges. The aim is to promote safe, fun and accessible physical activities that enable students to keep active and stay connected with each other and the school. Led by Director of Co-Curricular, Mr Christophe Gauchat, this initiative has seen teachers demonstrate a range of activities that anyone can do at home, regardless of fitness levels.

Some of these activities can easily be performed in a few minutes in-between classes to promote endorphins, increase oxygen to the brain and get you up and moving. The following short videos are on the College website and YouTube channel (<https://www.oxley.nsw.edu.au/news-events/connectedathome/>), featuring the staff listed below (plus others):

- Mr Madden's Push-Up Challenge
- Ms Lanser's Hula Hoop Challenge
- Ms Gauchat's Ice Breaker Challenge
- Ms Stanton's Mountain Bike Challenge
- Coach Prophet's Football Juggle Challenge

By Mark Case, Deputy Head Pastoral





Weekly Awards

Learning Journey

K: Archie Taggart
Yr 1: Chloe Barton
Yr 2C: Chase Holmes
Yr 3B: Flor Pereira Merlini
Yr 3L: Hadley Morgan
Yr 4: Molly Harwood
Yr 5B: JP Robertsen
Yr 5N: Molly Edwards
Yr 6A: Max Maclachlan
Yr 6W: Sienna Wimborne

Oxley Values

K: Emily Hunt
Yr 1: Hannah Cochran
Yr 2C: Charlie Hammond
Yr 3B: Victoria Feetham
Yr 3L: Ivy Bacon
Yr 4: Fraser Wisken
Yr 5B: Matilda Pope
Yr 5N: Holly Bentham
Yr 6A: Allegra Mineeff
Yr 6W: Henry Adamson



Learning Journey

K: Joshua Lawrence
Yr 1: Albert Herrmann
Yr 2C: Matilda McCarthy
Yr 3B: Oscar Le Guay
Yr 3L: Hadley Morgan
Yr 4: Cecilia Vild
Yr 5B: Saxon Mellish
Yr 5N: Olivia Hill
Yr 6A: Sabine Garton
Yr 6W: Poppy O'Sullivan

Oxley Values

K: Naomi Robertson
Yr 1: Max Curr
Yr 2C: Euan Shedden
Yr 3B: Zoe Sneddon
Yr 3L: Rhodes Feller
Yr 4: Coco Sewell
Yr 5B: Asher Smith
Yr 5N: Ivy Halstead
Yr 6A: Molly Davis
Yr 6W: Bryce Rodger

JUNIOR SCHOOL NEWS

Curiosity, Creativity and Courage

As a school community, our central reason for being is learning and growth. That is true now more than ever, and of all the things we are learning, it is the value of relationships and social connection. The value of simple things, such as our connection as a community, is especially apparent after being apart. We thrive when we are together.

K-3 students this week, have demonstrated the value of the simple things: a pretend picnic together on the grass, 'cooking' in the sandpit, and rolling in the autumn leaves, and generally being back at school with their friends.

There has also been a sense of energy and focus in the classroom. While we had expected that there would be some time of adjustment for the students coming back to school, the students have quickly settled into learning back in the classroom with their teachers. The growth of maturity and independence in our youngest students since learning at home, is marked and there is an added confidence with technology, and air of independence.

We have achieved an extraordinary amount as a school in a very short time. Families have effectively partnered with class teachers over the last few weeks, to support the education of our students in ways we wouldn't normally expect. Parents should give themselves credit for all that they have been able to do while juggling work and responsibilities in the midst of difficult times.

Parents I spoke with this week have also expressed their gratitude to the staff and the school. Our teachers have served our children extremely well, and I do hope you have been able to appreciate the creativity and expertise of our class, support and specialist teachers.

Some staff offered their thoughts on what they believe has been gained through this time.

"The daily connections through various platforms were the favourite part of any day for both students and teachers. The joy and sense of fulfillment in knowing our students value time spent with us demonstrates the strength of our connections and enhances learning and our Oxley Community." - Nikki Coumbiadis

"It has led to a process of challenging the way I do things which may only have come about by such a 'disruption'." - Michael Winkler

"Education has not come to a halt because we are learning at home. As we rise to the challenge of our current global experience we are learning new skills, knowledge and understandings that will prove to be useful as we face the future." - Kathryn Lonze

Kindness Cards

This week, the Deputy of Junior School, Mr Peter Ayling has invited students to write and send a card to hospital staff and other frontline workers in the community. As part of our learning, growth and connection to one another, this initiative will continue in the weeks ahead, as we seek to actively display the value of kindness with those who need our support within and also beyond our own community.

Mystery Book

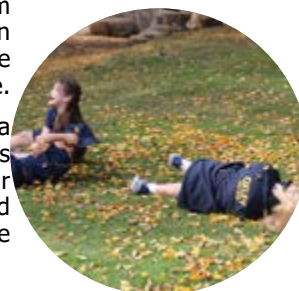
This week I 'ordered' a mystery book from the library, and plan to unwrap it during Friday's assembly. I requested something challenging, possibly poetry, and something I could read with my children.

Reading aloud, to children is underestimated. Research supports the benefits of reading aloud, even to older children. Research shows that adults stop reading to children as young as nine years old, but that children enjoy being read to, and greatly benefit from it as we model reading behaviours and bring the written word to life for them.

With the extra time on our hands, and many still working at home, I encourage you to borrow a mystery book from the library staff and perhaps find some time to read with one another.

By Katherine Halcrow, Head of Junior School

<https://www.readbrightly.com/importance-of-reading-aloud-to-big-kids/>
<http://isliplib.org/reading-aloud-to-older-children/>



learning@home





THE IN BETWEEN

The countless and oddly tiring days it seems we've been placed under during these strange and new restrictions has inspired me to write about life away from this current corona crisis, avoiding the ever so repetitive nature of the ABC 7.00pm news.

These past few months I have pondered over the cliché 'meaning of a good life', due to the introduction of the topic in many of my classes at school. With all this time on my hands, I've gone through quite the YouTube rabbit hole of motivational and philosophical speakers and stories. Yet one especially caught my eye by the well-known Prince Ea. He spoke about labels in a video titled 'I am not Black, You are not White'. He speaks about the confining nature of labels in a sense that aims to divide us rather than unite. This video struck quite the nerve in me for I have a tendency to be dependent on labels to guide me through everyday life, I think this is perhaps an underlying value all humans share and desperately cling onto. We enjoy being assertive and direct yet forget that it is not directly linked with knowledge and understanding. I think quizzes that claim to assess your personality and who you are as a human being only ever aim to constrict us rather than encourage growth and an open-minded attitude. The boxes we place ourselves in put a limit, I believe, to our possibilities and openly state 'this is who I am' with no consideration for who we can be.

I have been told, in a joking sense, "there are two certainties in life; death and taxes." I always found this quote funny in that it tries to outline the fundamentals of human life yet exceedingly fails to do so through its inhuman approach. This quote neglects the authentic certainties we all face; loneliness, happiness, loss and challenge. Yes, these factors may stem from death and taxes but

are not restricted or in any way limited to. I think the ultimate means to a 'good life' is a completely individual and personal concept to inhabit. We wait around for others to tell us how well we are going or how successful we are yet to be fulfilled is to know for yourself. Sometimes all it takes is to look in the mirror and see you for you, neglecting all other opinions.

In regards to the current pandemic and loss of lives, I think for some it is difficult to be strong right now and it may seem all too overwhelming and feeling like that is totally okay. The world is currently going through 'unprecedented' pressures to contain the virus alongside protecting the vulnerable, everyone is in the same boat. Though, I've found these past few weeks of holiday that my routine has totally gone out the window and sometimes it is challenging to feel in control which makes the simplest of acts the most powerful. I may be getting up at 10.00am and lounging around until 12pm but filling the day with things that make you feel positive I think is the most constructive and helpful thing we can do. On the whole, times like these present a great opportunity to learn more about ourselves and our family, as cheesy as it may sound, bringing us closer through hardship.

Peggy Holmwood, Year 10

Under an Ancient Sun

Babette was a little girl, beautiful and daring, beautiful and sweet-natured, beautiful and perspicacious. Everything that her parents had dreamed she would be. As perfect as she was, her parents could not help but have dreams for her. Her father, an ambitious lad named Fenrig, anticipated for her to marry one of his Hands, continuing to work and run the families Half-Moon lumber mill.

Her mother, a diffident woman named Aeri, thought she would achieve greatness on her own, following a path as a hunter or maybe even a sorceress.

As much as they both wanted the best for their daughter, they argued about what her fate would be... but both were wrong.

Instead of growing up, she grew very ill...

~ ~ ~

Babette laid still. Her face a cruel cold. With chapped lips, she had told her parents for the third time that leaving the house would do her no good; explaining that the warmth from under her lavishly thick cow rug and the flames from the scone that continued to lick her bare arms, were her only real remedy.

Somewhere amongst Aeri's obsessive insisting, Fenrig had removed himself from their house and left to assist his workers on the lumber mill.

Stockpiling the naked logs onto the awaiting cart, he instructed the young rider atop to send word as soon as he heard from the Healers Guild and to seek aid from the mages if necessary. The trotting of hooves was soon the only accompanying sound aside the mill's constant groaning and the diversified tune of nature.



During the time Fenrig had been outside, Aeri had prepared a meal of smoked mammoth steak with a side of sliced goat cheese and stack of cooked potatoes. Fenrig glanced in Babette's direction, it was no secret that she had gotten worse, and judging by the way she remained unstirring in her bed, it was evident she would not be joining them for a meal, once again. The sight of a filled tankard of mead beside his plate of food eased his temper, but the ongoing sense of fear for his daughter remained afresh.

The usual banter that filled the homestead of Half-Moon Mill remained absent, yet again. After the two finished their meal, Aeri cleared the table and dulled the flames of the fire within the hearth, reverting them to smoke.

Both Fenrig and Aeri settled into their bed. Whilst they were comfortable with their now full stomachs, the sensation did not even begin to outweigh the burdening disconcertment of the fate of their daughter. Their little Babette.

They were aching. They were aching so so bad. Babette's gums were a distinct mauve shade. And she was hungry,

yet the thought of digesting food made her want to retch. She could tell by her sweltering temperature that she had gotten worse. But at this ungodly hour, she felt forbidden to awaken her parents. Too much guilt in burdening their worries even further. If only they could cease her hunger. She had to do something.

The following morning unfolded the same. Babette refused to leave the house, leaving Fenrig to continue his usual labour on the mill and Aeri to go about collecting exotic herbs and suss out how fruitful the game was; both awaiting news from Fenrig's Hand; their only hope.

It was only until the gurgling of the mill's turning water and its chopping of wood were only a distant murmur, did Aeri stop to survey the land. Groves and Pines crowded her, like supplicants before their queen. Their shadows matching her midnight curtained hair.

Hunting was her only distraction from everything.

Despite the sun illuminating the clear day, the tree's shadows did not agitate. Whilst any game trail would be too dark to see for any other, through Aeri's practised eyes, every detail was clear and sharp to her searching gaze. Whilst following along some subtle prints in the ground, Aeri could not help but notice the eerie silence. There were no howls of distant wolves, no sounds of scurrying mice or even chirping tunes of birds. The balance of nature was amiss. With too much already on Aeri's mind, she didn't let it disturb her.

A distant shape of a resting rabbit caught her eye. Maybe a salted rabbit haunch would spark Babette's decreasing appetite, she thought. Drawing her bow, she was ready. Ready for the small animal to sense her approach and go bounding off only to meet the tip of her arrow. And yet, it didn't. Something was off. She stealthily approached the animal, only to find its corpse. An open slit in its stomach revealed its insides to be emptied. Eaten. Gone. The wolves were only distant and never ventured within these acres and yet, no other predator lurked within them either. A creeping feeling began to settle in and Aeri stumbled backwards, only to step on something hard. Peering down, she was surprised to see a metal fork, now embedded within the terrain flooring. Something was very off. It only took Aeri two seconds before she was seen scurrying back off into the direction of Half-Moon mill.



The Guilds had turned their back on them. Fenrig's Hand had sent a courier to inform them all that Babette's case remained unknown to the Healers and Mages alike. Thus, they were on their own.



Fenrig and Aeri ate their scarce dish of lavender dumplings in silent. Fenrig wasn't the only one to have a tankard of spiced mead that night. The hearth remained dusky, the sputtering of flames was absent, a reminder of Aeri and Fenrig's hopelessness.

Settling into bed on groaning stomachs, they did dare not add to the ghostly silence.

Not even a whisper.

If either of them dared to approach their little Babette, then maybe they would have heard her hushed whimpering or muffled pleads for help.

If either of them dared to uncover their daughter from buried beneath her rugs, then maybe they would have seen her unpigmented face, damp cheeks and hollow eyes.

If only. If maybe.

She moved on uneasy feet. The slight creaking of the wooden floorboards went unnoticed beneath the dampened sounds of her parents' snores. The paint of ailment continued to heavily coat the walls of the house. She needed to get out.

Opening the door, she let herself be engulfed beneath the moon's gaze. It was the cold, pulsing air the moon emitted that made her no longer miss the warmth of the sun; a heated breath she would no longer be able to feel. Babette's sickly pallor dissolved into the moon's gleam, her eyes shifting from the spectrum of green hues to red.

She agitatedly rubbed at her increasingly sore gums, now a pure crimson. She was hungry. The moon disappeared between a bunch of fleecy clouds and by the time it resurfaced, Babette was gone.

The day unrolled the same as it had the day before. Babette refused to not only leave the house, but not leave her bed. Both Fenrig and Aeri tried to comfort her, but with her refusing to let them stand any less than a brooms-length away, it was pointless. They couldn't even offer her some food, for Aeri had retrieved none from the previous' days hunt and all of Fenrig's animal traps laid untouched. Leaving Babette to rest, Aeri and Fenrig went about their daily routines; Aeri hunting and Fenrig continuing his lumber work.

With his axe hanging heavy in his hand, Fenrig had decided that at the first sight of an animal... he would impale it. Having sent one of his Hands off to seek help from the Guilds and the other to follow along the day after to assist in the lumber sales and delivery, Fenrig was feeling every ounce of hard work and labour kick in as he continued to work alone.



His hunger only provoked his fatigue even further. He considered using the carriage horse to ride off to the closest

village and buy new food supplies, having finished off the rest of the bread, cheese and vegetables from the previous night. But even if the horse hadn't gone off with one of his Hands, he'd probably have killed it and proudly served up salted horse haunch for breakfast, lunch and dinner. He was getting desperate and yet he was hopeless... once again.

They both gently stepped into bed. Fenrig's axe remained untouched by blood and Aeri's quiver was still filled with clean arrows. They hadn't had time to think about the offbeat wildlife disappearances, for their minds were clouded with hunger and worry for their dying daughter. They had decided in their heads she was beyond hope, and yet didn't dare voice their identical thoughts to one another, for fear their terror-stricken feelings would really settle in. And so, they slept.

She watched them stir. They were restless in their bed. Despite their soft snores giving away that they were fast asleep, beneath her looming shadow, their eyes remained obscured in darkness. She had tasted what the acres of Half-Moon mill had to offer, and to Babette's own whim, she had left the finest cattle to last.



Aeri felt Fenrig rustle softly beside her and then jolt up in a harsh movement, gripping her hand violently. She forced herself up in a rapid movement too. It was Babette. She stood at the foot of their bed, shrouded in shadows. It was not their little girl anymore. It was not even human, but a hideously mutated being with hungry eyes and a wide-open mouth filled with crimson stained tusk-like fangs. The last nail had finally been screwed into the coffin. As they began to scream, she fell on them.

There is something worse than being hungry.
Being food.

A Tale by Breanna Billet (Year 9)



Learning Languages in Quarantine

Interview with Ms Gibson

In this time of self-isolation, we will often find ourselves in a state of overwhelming and unescapable boredom. Many say that this is the perfect time to pick up a new skill, so why not learn a new language? Ms Gibson has all you need to know on learning a new language, a wonderful skill to acquire.

What languages are you fluent in?

Japanese and German are the languages I've spent the most time with, but I'd only claim to be fluent in Japanese. In Germany, I rely on a combination of German and charades!

What sparked your interest in languages?

I had a fabulous German teacher, Herr Schaeffer, when I was a student at Oxley. He was wonderfully eccentric and always challenged us to explore German beyond the textbook and to be adventurous in speaking the language even if we made mistakes.

It fascinated me to learn about students my age in Germany and I loved the way the language made me think in a different way.

Apparently, Herr Schaeffer's daughter is also a great teacher!

How did you learn to speak these languages?

I studied German through to the HSC then travelled to Japan on a Rotary scholarship. In Japan, I lived in a tiny country town with no English speakers, so it was a case of 'sink or swim'.

It was about five months before I started dreaming in Japanese which is apparently a sign that you've internalised a language. Until then, though, it was both disorientating and hilarious as I really had no idea what anyone was saying, so I got into all sorts of funny situations.

Is there any language you would recommend for beginners to learn?

Any language at all! If you have family heritage with another language background, that language takes on special significance, so definitely seize the opportunity to learn from your parents or grandparents and to explore your heritage.

Otherwise, learn whatever language is being offered at your school. Once you've learnt a second language, it is easy to pick up a third and a fourth, so it really doesn't matter which language you start with. Every language will teach you to think in a different way and to engage with a new culture, so is hugely worthwhile.

What resources are helpful when learning languages?

We need to be exposed to a new word between 15-20 times before we properly learn it, so any resource that offers both visual and aural exposure with loads of repetition is good. Education Perfect and AnkiApp are good apps for this.

To extend vocabulary beyond textbook lists and gain insight into local issues, simplified news sites such as Yabla for French and coscom.co.jp for Japanese are great.

I'm also loving the 'Languages Learning through Netflix' extension on Chrome and some virtual reality speaking sites such as 'ImmerseMe'.

For beginners, though, just working through your textbook, reading out loud and speaking with your teacher and classmates as much as possible are the best ways to build a strong foundation.

What are your top five tips when it comes to learning a new language?

1. Be curious – learn as much as you can about the country/countries that you're studying – understanding the culture is just as important as learning the language.
2. Be patient - you won't be fluent overnight so embrace the journey! Break work into small, achievable chunks and spend time memorising words. One day, it will click, and you'll find yourself chatting happily!
3. Be adventurous – try to use whatever words you know whenever you can. Also try to connect them into sentences wherever possible
4. Be ambitious – your brain has infinite capacity for languages, so push yourself to go beyond the bare necessities
5. Learn what works best for you – everyone learns languages differently. Some people like to learn lists of words and grammar structures. Others learn in context by reading and listening to lots of content then familiarising ourselves with detail later. Most of us need a bit of both. Find out what works for you and go with it.

What has being multilingual taught you?

Charlemagne famously said that to know another language is to possess another soul. I feel very different speaking in Japanese to when I'm speaking in English and that is because the structure of a language forces you to think in certain ways.

Being multilingual has taught me about diverse perspectives and cultures. This insight has given me greater empathy, a better understanding of nuance and greater cognitive flexibility. It has opened many doors (not just in Japan and Germany) and been a whole lot of fun!

By Ruby Zupp (Year 11)

ANZAC GALLERY



COPING WITH CORONA LOCKDOWN

COVID SPARKING KINDNESS

COVID SPARKING KINDNESS

In a testing time for all, it is incredible to see such inspiring acts of kindness. Whether it be the small team of engineer's 3D printing respirator valves where there are shortages in Italian hospitals, or the family that handed out leftover food from their daughter's cancelled bat mitzvah, they all showcase the positively infectious role kindness plays in our world.

Another way in which kindness has helped and possibly saved many lives is through the acts of the 100-year-old Yorkshire born veteran, Captain Tom Moore. Captain Tom celebrated his 100 years of living by walking 100 laps around his garden, aiming to fundraise 1,000 pounds (roughly 1950 AU) for the Nation Health Service Charities... but boy did he exceed that target. On his birthday, Thursday 30 April, the funds reached a massive 30 million pounds (58.5m AU). Later that day he was also awarded, with the Queen's approval, the Honorary Colonel by the military college for young soldiers. This shows how the act of one person, no matter how big or small can make a massive difference to the lives of others.

John Krasinski, American actor and filmmaker has begun a YouTube channel called 'Some Good News' where, like the title suggests, he aims to highlight and bring together news that spreads smiles. I think it is really important to invest your time into something that makes you feel good, though it is also crucial to remember that the reality we are facing now is not foreign or new to many people around the world. Perspective is such a key concept to have in times like these for example; the 2017 Restriction of Movement over Palestinian populations in certain Occupied territories strips them of their ability to travel, creates uncertainty and overall restricts their freedom of movement. Whilst we are out here buying the last of the flour, pasta and porridge, world hunger is the cause of 45% of child deaths. There are problems outside of the Coronavirus that we're not panic buying or stressing about simply because we are blind to them. Though, it's time to take breath, open up our eyes and gain some peripheral vision on our world and its issues, big and small.

Peggy Holmwood (Year 10)

Coping with the Corona Lockdown

So, I guess it's fair to say that 2020 has been pretty crazy so far. From having to leave our homes because of the bushfires at the start of the year, to having to stay in our homes because of corona virus.

Staying at home and not being able to do some of the "normal" everyday things we do has impacted everyone's lives in Kangaroo Valley in some way or another. This is how I see it. Since the world has gone into lockdown, despite the daily doom and gloom news of corona deaths, it seems positive news can also be seen on the television and internet. It's as though our Earth is starting to somewhat "heal". For example, I have seen beautiful videos and photos of dolphins swimming in clear blue waters of the canals in Venice. For the first time in centuries these canals are finally clear because there are no tourist gondolas going in and out every day polluting the waters. Clear skies in India can be seen because factories aren't spewing out pollutants into the air every day. The Himalayan ranges can be seen clearly from the once polluted city of Punjab, whereas before a cloud of haze would obliterate any views of the stunning mountains. The lockdown has allowed for these views to be finally seen. Before and after photos of the clear skies around Wuhan airport shows us just how much the air quality has improved in a matter of weeks simply by stopping everything that we do.

Being with my family 24/7 has really made me think about the more important things in life. It has occurred to me that spending quality time with my family and my pets are the most important things to me right now. I am very grateful that I can still go outside to my garden and ride my horse unlike many people who live in cities, being stuck in their apartments. I am really lucky to live in Kangaroo Valley where I am surrounded by so much beauty and nature. Although I haven't been able to physically associate with my friends, I am very lucky to be able to connect with them via the internet.

With having all this time on my hands in self-isolation, I have been doing a lot of craft, cleaning, cooking, riding my horse and sleeping in. Being in high school now, I was doing online schooling before the holidays started, which was quite a change for me. I am actually getting used to it now and it has been pretty good so far. It sure beats getting up at 5.30am every morning to catch three school buses just to get to school, then catch three other buses just to get home in the afternoons!

So that's pretty much my view on coping with the corona virus lockdown and what I have been doing in self isolation with my family and pets. By staying at home, we are saving lives. Mother nature has spoken. She wants us to stop, look around and appreciate the beauty around us and to stop damaging our Earth. (Article first published in the May issue of Kangaroo Valley Voice).

By Julaiha Kallus (Year 7)



GOOD & OTHER NEWS



What your favourite Baby-sitters club babysitter says about you

"What your favourite Baby-Sitters Club babysitter says about you."

Yesterday, I sat at my laptop and made a promise to myself; I was going to write the best ever article the Pin Oak had ever seen ... that didn't happen. Instead, I watched the 1990 Baby-Sitters Club Christmas special. The two-sentence synopsis describing the cinematic masterpiece's plot as "The Baby-Sitters' holiday party promises to be the best ever! But why isn't Stacey sharing in all of the fun?" I was hooked. The Baby-Sitters Club books were a hallmark of my youth, as a matter of fact; I was banned from borrowing them from my primary school library in Year 4. For those who are uncultured, the Baby-Sitters Club series of over 213 books by Ann M Martin (And surely a team of ghostwriters) chronicles the affairs of a club of young Baby-sitters. With a Netflix series featuring "Clueless" star Alicia Silverstone in production; I think it is time to revisit the infamous babysitters of Stoneybrook Connecticut- So here is "What your favourite Baby-Sitters Club babysitter says about you."

Kristy

- You have a lot of relatives...
- And pets; lots of pets.
- You coach a junior school sports team for your service learning hours
- REALLY competitive
- You have lost friends playing Mario Kart Wii

Mary Anne

- Your mum still braids your hair for school photo day
- You know the words to every early Taylor Swift song; "Teardrops on my guitar -Radio Single Remix" is your favourite.
- You are secretly OBSESSED with slam poetry
- You don't have pierced ears

Claudia

- You 110% do DT
- Your Spotify playlists are organized by monochromatic (probably purple or yellow) images that you found on Pinterest.
- You used to sell old clothes on your Instagram story; but now you have advanced to depop.
- You were OBSESSED with Rainbow Loom Bands in 2013

Stacy

- Extension maths queen.
- You have tried to dye your own hair whilst in quarantine
- You think typing with no capital letters is a personality
- Leaves your messages on read, but always first to comment on your instagram.

Dawn

- You have an aversion to social media.
- But you made an Instagram photography account in Year 7, that you can't figure out how to delete.
- Live a strict vegan lifestyle.
- You consume an obscene amount of almond milk iced coffee.

Yes, I know there are a lot more babysitters in the baby-sitters club. But, if you are really that pressed about the absence of Mallory Pike I think there are larger issues that need to be addressed. Plus it gives me more content for "best ever article the Pin Oak has ever seen"; that I was supposed to write.

By Pearl Bendle (Year 11)

TOKYO OLYMPIC GAMES

Tokyo Olympic Games

This was meant to be the year of the Summer Olympic Games; they were ready to be held in Tokyo and the athletes were training hard preparing to fly over and compete on the world stage. However, due to the global pandemic we are currently facing, the Tokyo Olympics have been postponed until 2021. This decision was held off while many other events were being cancelled and postponed, however to ensure the safety of everyone and especially our very best athletes, the decision was made to postpone the game until the following year. Everyone is hoping to see the Summer Olympics Games held from July 23 to August 8 in 2021. Despite the postponing of the games, the 2021 games will still be known as Tokyo 2020.

Luckily for all the athletes who qualified for the Olympics and were training hard for their big moment of the world stage, they will all keep their spots in the games to be held next year. The postponement can be seen in two lights; one being the athletes must wait a whole year before they can compete, or two they have a whole other year to train and improve before they compete.

Even though the dates for the Olympics have been held off until next year, it is still uncertain whether they will be able to commerce next year at all. The dates have been set, but it does not mean that they will be able to take place. The CEO of the 2020 Tokyo Olympics, Toshirō Muto, said this: "I don't think anyone would be able to say if it is going to be possible to get it under control by next July or not".

Hopefully, we will be able to see the 2020 Tokyo Olympics next year.

By Liv Bow (Year 10)

OLD OXLEYAN

Joanna Khoo Class of 2001

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

Life has changed a lot since I left Oxley in 2001. I currently live in San Francisco, USA where I work in the health technology sector. Prior to 2019, I was based in Sydney. It's been an interesting and challenging experience to translate my skills and experiences from one Australia to a very different context in the US, but it has been very enjoyable so far and I've definitely learnt a lot.

Originally, I studied psychology with the idea I might do medicine as a post-graduate degree. However, early on at university, I realised that probably wasn't a great fit for me. I took some lab-based biology classes and didn't enjoy them as much as the other classes I was doing so committing to another four+ years of largely, lab-based work didn't seem like a good choice. Through a chance meeting when I was finishing up my psychology degree, I ended up working in a role supporting organisations across NSW providing drug and alcohol treatment. This role gave me the opportunity to travel across rural and regional NSW and I really enjoyed working with these organisations to improve the quality of their services through training initiatives and programme evaluation.

This experience led me to study a Masters of Public Health which is where my passion lies. Rather than focus on the individual interactions between a person and a healthcare professional (which are of course, extremely important), I discovered I was more interested in the systems, structures and financing that support the delivery of healthcare. Following this interest, I have worked across government, non-government and academic settings focussing on improving the way we use data to inform the development and delivery of healthcare services. I have been involved in the development of new research facilities to support the use of population-level health data in Australia, served on the board of health and social service organizations and now, contribute to building software to support the health sector to use data analytics to improve the quality of healthcare in the United States.

What is your biggest achievement since high school?

My biggest achievement since high school is completing my PhD in 2019 in health information science as it was the culmination of over three years of dedicated work in which I was challenged to learn and master new skills in research methods, analytics and writing.

The greatest experience I've had since high school was moving to Hanoi, Vietnam for a year in 2013 to work on a global development project. It was a fascinating experience that allowed me to travel extensively and gave me a new perspectives on many aspects of life including many comforts I had previously taken for granted. It also allowed me to develop lifelong new friendships.

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

My initial plan after leaving school was to eventually study medicine, I didn't end up going down that path but I'm still in the health sector. I didn't have any idea that my current job existed when I left school!



How did Oxley prepare you for your future?

I had the opportunity to be involved in a lot of different activities and this taught me about juggling multiple priorities and managing my time, skills that have been important as I've combined work and study at multiple points in my career.

My experience at Oxley also gave me the confidence to take on new challenges as we had the opportunity to try different subjects, sports, languages and creative arts. There have been a few points in my career where I have been forced to make a choice to pivot to something new or keep going down the same path, including returning to study a PhD after a decade in the workforce and moving overseas to the US last year after spending all my career in Australia. It's not easy to step into the unknown but looking back, these are the points in my life where I have learnt the most.

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

I miss all the sports teams I used to be involved in and the variety of activities that were so easily accessible including music and drama.

What would you say to your fifteen year old self?

Embrace change and don't be afraid to take chances. Most of my most rewarding experiences, personally and professionally, have involved taking a risk. If it doesn't work out, at least you'll have learnt something in the process!