Issue 128 Term 3, Aug 20, 2021

PIN OAK

WATER
Wingecarribee Water

BIG ISSUE
Teenagers

ART
Landscapes, Sea, Nature

“There are only two industries that call their customers ‘users’,

illegal drugs and software.” Edward Tufte

Three great ýlms spell out the pervasive impact of the social media giants. Through them, we discover the details of what many of us have long suspected and probably tried not to think about, their worldwide inþuence and the extent to which they impact our personal lives.

The ýrst to be released was The Social Network, a re-enactment of the formation of Facebook. Shocking and misogynistic as well as showing the sharp business focus and ethical deýcits of Facebookîs creator Mark Zuckerberg.

Next came The Great Hack, an eerie documentary that chronicles the rise of Cambridge Analytica, its data collection partnership with Facebook, and its role in two of the great surprises of the twenty-ýrst century; the election of Donald Trump and the vote for Brexit.

Then, in 2020, Netþix released The Social Dilemma, a ýlm combining documentary footage of ex-executives from Big Tech discussing the intricacies of surveillance capitalism with the ýctional story of an average family using Social Media apps. This clever combination provides both the narrative and the evidence for und ɨ ɸ Ĕ ar the em l ה q ɨ ɸ

At the still point of the turning world...

This timeless quotation from T.S. Eliotûs poem Burnt Norton takes on a particularly poignant resonance as we ýnd ourselves in an extended lockdown. Whether engaged in work, educational or domestic activities, our homes have become synonymous with multi-purpose living ; and the rest of the world revolves around us at a distance.

Fortunately, with a virtual world most of us can stay connected to those outside. We can access the latest news, óseeô and talk to friends and extended family and engage in work and learning. In many respects we are lucky to be able to access technologies and infrastructure to enable these touchpoints with others. In addition to our families, socialising and interacting with others is key to our positive sense of self and well-being.

It is in comparison to those who do not enjoy this sense of security and connectedness or are fortunate enough to even have access to a job or an education, we must keep our situation in perspective and demonstrate gratitude for what we have and can do, rather than what we can't do or are missing out on. We can employ restraint for the collective good, we can empathise with and support others; we can cooperate in conýnement and we can make the best of our circumstances with a positive and optimistic mindset.

One of the things we can do is ñseize the momentô to help our mindset, explore a new opportunity, take an action. When I am looking for inspiration one of my favourite books is Now Is the Time by Patrick Lindsay.

Lindsay has many suggestions to seize the moment including observe nature, trawl through your photos, start a journal, make a gift, discover peopleûs back stories, ýnd your own song, write someone a thank you letter, write a love letter, support a cause or work in the garden just to name a few.

During the extended lockdown last year, I made a decision to seize the moment and to write a card or letter to someone who had been inþuential in my life and to thank them and tell them how important they were to me.

This simple act of looking back into my memories and remembering people in my past and then taking the action to write to them, was both rewarding and uplifting for me. While I was unsure whether many of the letters would reach their destination, let alone be read, the surprise for me was the e ect it had on the recipients and the many responses I received. Uplifting all around.

In these challenging times I encourage everyone to óseize the moment' and do something that will encourage a positive and optimistic mindset.

Perhaps itûs time to seize the moment and ódevelop your own traditions.'

Why not blaze your own trail.

Embrace the things that bring meaning to your life.

Find the things that give joy to you and your family.

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As Mrs Ethell has said, school is just not the same without our students on campus. We very much miss the daily interactions, questions and activities that keep us occupied so much when things are normal. Whilst just a week ago it seemed that there were not enough minutes in the day to get everything done, now the days stretch on as buildings and playgrounds are empty ï we all know which we prefer! So our thoughts are very much with all students and families at this time. It seems that while we have already settled more easily into learning@ home this time around, the familiar longing for a prompt return has already started. That said, we continue to be impressed with the creativity and resilience of our students, teachers and families who continue to smile, be kind and show courage.

Despite our temporary time o campus, there is still much to celebrate in learing@oxley! In particular, it was joyful to unleash the big ideas of our Year 7 ï 9 students last week, when given the opportunity to be part of Student Think Tanks.

At Oxley, we speak often of student voice, so boy, now do we have it! We are indebted to Dr Duyckers, who masterfully negotiated a large number of students through a facilitated inquiry about what they want for their futures, and what Oxley needs to do about it! You will hear more about it, but just a couple of gems:

We want to be happy pursing our passions.

We want to be surrounded be people we love.

Weekly Awards

Although weôd all rather see shining, happy faces here at school, we have embraced learning@home beautifully in Stage 2. The teachers are so grateful to our students and their families for the e orts that are being made to keep up with schoolwork and ôtune-inô to daily Zoom calls.

The students in Stage 2 have been working with Canvas as a learning platform for a little while now, so using this to access lessons when learning@home has been a smooth transition. Each morning, a small group of around six students at a time take part in a Zoom call with their teacher. This is a lovely way to ôseeô friends (and pets!), have a chat about life in lockdown, as well as ask questions or make comments on the set tasks.

Mornings are for English lessons, whether it be some spelling, a writing task or guided reading. Teachers have been recording ôsnapshotô lessons to explain set tasks to students and these can be found on each subjectôs Canvas page. In addition to these videos, there are written instructions, PowerPoints and online posters to help students understand their teacherôs expectations. Mathematics is encouraged after morning tea, with a focus this week on the four operations through a printed booklet that was given to students in their ôtake-homeô pack on Monday, and supported by online activities on ôMathleticsô.

Our wonderful specialist teachers have put such e ort into providing lessons for students to choose from in the afternoons. Iôve heard all about stunning Ted Harrison style landscapes, musical compositions created using ôMusic Labô and the improvement in ball skills this week through basketball games with Mum, Dad and siblings. Our students are even taking part in instrumental lessons online, giving parents a great opportunity to peek ôbehind the scenesô at the outstanding instruction our Music teachers give.

We also have a ôBook Weekô challenge where students can read a book in an unusual place and tick this location o a list (although one 3R student who shall not be named dropped her book in the bath!) and ôOptional Extrasô, where students can choose from tasks like ôMichelangelo Writingô, where a piece of paper is taped under a desk, so the writing is done laying down and looking up, or estimating and measuring the weights of di erent fruits and vegetables at home. Mr Bacon has also written a list of riddles to solve, and weôve suggested some ways to be helpful around the house. My favourite one is to fold the washing. I wonder whether anyoneôs done that one yet!

Weôre all looking forward to a return to school as soon as we can and we miss seeing each other in person, but in the meantime, Stage 2 are looking on the bright side:

ñIôve been getting up early in the morning and getting my work done before the school day usually starts. It is great to choose my schedule!ò - Max

ñMy cat works next to me and tries to press the keyboard to answer my Mathletics questions. Itôs pretty funny when she gets them right!ò - Sophia

ñIôm happy that I get to see my family all day and play with my pets.ò ï Elsie

ñThe best part about learning@home is getting to eat while I do my schoolwork!ò ï Charlotte

ñI love learning@home because I can go for walks whenever I wantò - Archie

ñIt is harder to get work done at home without my teacher to explain it in person, but I like using the videos and Canvas to help me understand what to do.ò ï Greta

ñIôm liking having a shorter day. I also have enjoyed being able to choose which lesson I do in the afternoons. Art was really cool!ò - Harvey

By Alison Rasheed, Stage 2 Coordinator

K: Jack Malouf
Yr 1: Joshua Lawrence
Yr 2: Harry Berry
Yr 3B: Nina Zelunzuk
Yr 3R: Archie Adams
Yr 4A: Anna Sutherland
Yr 4W: Rhodes Feller
Yr 5C: Thomas Sharpley
Yr 5N: Thomas Adamson
Yr 6H: Ewan Andrews
Yr 6S: Emma Barnett

K: Scarlett Druery
Yr 1: Fearne Pearce
Yr 2: George Abreu
Yr 3B: Leo Le Guay
Yr 3R: Tessa Hunter
Yr 4A: Markus Simonsen
Yr 4W: Arthur Pemberton
Yr 5C: Jake Linde
Yr 5N: Henry Burton
Yr 6H: Cartier Dobler
Yr 6S: James Blanche

Fearne Pearce
Elsie Hopkinson

Oliver Henderson
Claudia Carpenter

Rhodes Feller

Stage 2 art were inspired by Canadian Artist Ted Harrison's landscapes.

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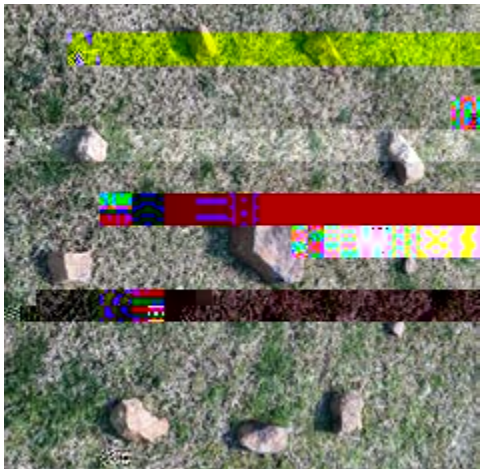
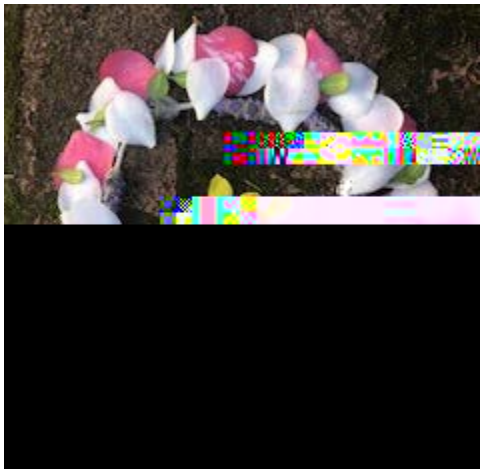
It is a truth universally acknowledged that adults are all afraid of one thing: teenagers. Admittedly, it's a





These are some of the ephemeral installations Year 7 created this week around the theme ‘circle’.

Their task was to take a walk in nature, even just their backyard, and notice details and collect natural objects to create an artwork.

By Natacha Brochard

Recently I read a book by David Epstein titled ñRange: Why Generalists Triumph in a Specialised Worldò. David Epstein is a sport scientist who originally worked for Sports Illustrated in fact checking and research. His ýrst book title ñThe Sports Geneò was popular for debunking the concept of the 10,000 hour rule within sport. The premise of this book was the sooner people achieve 10,000 hours of deliberate practice in an activity the sooner they have the chance of reaching expertise. A concept largely disputed in many ýelds.

In Epsteinôs latest book he argues that having a breadth of experience is vital to success in sport and that generalists are better equipped to excel in the fast-paced and volatile world today.

The book highlights the concept of di erent expressions of learning environments in sport and how they create varying development trajectories. One being a ókindô learning environment where the stimulus is stable, the practice is repetitious and suits specialisation. The other being unstable, has a variety of movement pattens, responds to varying stimulus and is termed as a ówickedô learning environment.

It is the exposure to these wicked learning environments during key stages of life that are highly beneýcial for physical development. If young people are exposed to high levels of movement diversity and physical problem solving they will have a higher chance of developing the skills required for success and a reduced chance of injury.

This concept extends well beyond sport, and this level of exposure across a range of experiences is required in all
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