

PINOAK

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OXLEY COLLEGE



JUNIOR SCHOOL
PLAYGROUND

ISA SPORT

EDUCATION
THE KEY TO
FREEDOM



DEPUTY HEAD REPORT

Deputy Head Pastoral:
Mark Case

Mobile Phone Policy (Years 7-10):

'See it, Hear it, Lose it'

After an extensive process of consultation involving staff, parents and students in recent months, Oxley will introduce a new mobile phone policy for students in Years 7-10 from Monday 27 August (Week 6). Students will be briefed on this change in Week 5.

This new policy has been brought about by increasing concerns both within the school community and more broadly about the impact on the health and wellbeing of young people as a result of the ubiquitous use of mobile phones. The Headmaster has outlined some context and rationale for the change in our approach elsewhere in this edition of Pin Oak.

The new policy applies from 8.40am-3.30pm on school days for students in Years 7-10, and can be summarised as 'See it, Hear it, Lose it'. The policy is to be announced to students next week at a special assembly (Week 5) and will apply from Monday 27 August (Week 6).

Under the new policy, students in Years 7-10 must ensure that if they bring a mobile phone to school, that it is switched off between 8.40am and 3.30pm each day. It may be used only if explicit permission has been granted by a teacher and it must be switched off again immediately after use. If a student needs to contact home during the school day, they can use the landline that is available in Student Services. If parents need to get urgent or important messages to their children, they can do so by contacting Student Services.

The policy means that if a mobile phone is seen or heard by a teacher between 8.40am and 3.30pm, it may be confiscated and stored at Student Services for the remainder of that day. The student may collect the phone from Student Services at 3.30pm.

Students who have their phone confiscated three times within the same term will be required by their Head of House to hand it in to Student Services before school each day for one week, collecting it at 3.30pm each day. Parents will be informed.

Further confiscations within a term may result in students being required to leave their mobile phone at Student Services for a longer period of time or be required to keep the phone at home.

Why did we decide on this approach to regulating phone use at school? Some schools require students to store phones in their lockers. Schools that do this will almost always have a policy that all student lockers have a lock, which is not the case at Oxley. Phones being stored in unsecured lockers is unpalatable and to require all students to use locks would represent a significant cultural shift that we are not prepared to make. In some schools, students hand in their phones to the teacher.



However, this approach comes with a host of new problems: students forgetting to collect their phone, students (deliberately or accidentally) taking someone else's phone, students leaving their phone on so that it rings during the day and students having two phones (and handing in one). In addition, the teacher would now be in possession of, and responsible for, thousands of dollars' worth of mobile phones. Of course, students can still access the internet and some social media sites, using their laptop. However, the school's internet security prevents access to many of these sites via the school wifi. Opening a laptop to send messages or to use social media, or using their phone as a 'hotspot' to do so, requires significantly more effort than simply pulling a phone out of a pocket. Students are permitted to use phones after 3.30pm, as many families rely on mobile phone contact after this time, for example, to make last minute changes to pick up arrangements.

Having carefully considered whether or not to include Years 11 and 12 in this change of policy, we made the decision to not do so at this stage, for a couple of reasons. Firstly, we felt that it is important to recognise the greater maturity and independence of older students. They need to learn how to self-regulate, in order to prepare them for the world beyond Oxley. Secondly, our evidence suggests that senior students are, in most cases, already doing this effectively at school. In almost all of the cases that a phone was confiscated by a teacher in Terms 1 and 2, it was a result of a student using their phone in class or in Tutor Group without permission. 93% of these confiscations involved students in Years 7-10. Therefore, we have decided to allow students in the senior years to use their phone discretely outside of class time during the school day, in House areas and the Year 12 Study Centre. Senior students should not be using their phone in public areas of the school, such as the Pavilion or the oval and will be discouraged from doing so. Senior students who repeatedly disregard this will be dealt with on an individual basis.

We recognise that students and some parents may find this new approach to mobile phones challenging and that for some families it may require adjustments in the way that they communicate during the school day. However, we believe it is in the best interests of students for their social development, for building resilience, for reducing both anxiety and social media addiction, and for improving their general health and wellbeing.

The mobile phone policy will be reviewed in Term 4.

HEADMASTER'S REPORT

Previously in Pin Oak you will find an article from Mr Mark Case outlining the changes that we are making to restrict mobile devices usage at Oxley. I will not repeat them here, but would like to put them in additional context.

We have been concerned about the increased reliance of many students on their devices at Oxley to the detriment of their real world interactions. (I hesitate to call these devices 'phones' because phoning people is one of the least used functions of many of these devices). Many of us have noticed a

It is hard to believe that Mr Ayling has been back in his happy place for more than a semester now and contributing much to the daily happenings of the Junior School. His presence is a sunny one, oftentimes quietly working behind the scenes to check in on individuals or groups of students, supporting our Year 6 leaders, refining policies and practices or teaching his favourite class. From time to time he will investigate concerns brought to his attention about student conduct, always in a thorough and even handed manner. In this issue, Mr Ayling outlines many of the endeavours he has initiated in his short time with us. Ask your children about our cryptic hunt for John Oxley!

Junior School Playground

It is with excitement that the Junior School look forward to the Basketball and Tennis Courts opening soon. Over the past few months we have been busy implanting new ideas to help to keep our students engaged and busy at recess and lunch.

We are currently putting together a Student Playground Committee looking at how to best utilise the area to the east of the new courts. Several students have already suggested ideas which we will explore in the coming days.

We have provided class teachers with equipment such as balls and skipping ropes that each class may use during recess and lunch and we continue to provide a mix of playground activities in and around the K-4 classrooms.

We are currently working on an inter school Chess Competition where students may challenge each other during lunch and move up or down the magnetic leader board which will be located in the library. (A bit like Top Gear) I would encourage you to introduce your son or daughter to the basic rules of chess and encourage them to participate in the competition.

We have also introduced Finding John Oxley (The Ox) which is a bit of a treasure hunt where clues are posted each day. If your son or daughter comes home with a clue perhaps you can help them to locate "The Ox". The Ox is never out of bounds, above head height or hidden in the senior school. A small prize is presented each time it is found.

We also encourage Year 5 and 6 to continue to use the gym after school on Monday, promoting physical activity. Senior students also visit the Junior School on a regular basis and play organised activities with our students as part of their service hours for Duke of Ed.

We would like to encourage students to continue to bring an old pair of sandshoes which they are able to change into each day and will allow them to play on the dome. This would also assist with keeping the black shoes clean when they are playing in the mudpit.

As we look to prepare our Senior students for Year 7 we also allow Year 6 to visit the canteen and purchase items from 1pm or to drop into "Of the Shelf" for a hot chocolate.

We welcome any further suggestions or ideas.

Peter Ayling

Weekly Awards:

Students of the Week

Learning Journey

KL: Ian Phillips

Yr 1S: Samsara Pout

Yr 1W: Oscar Choo

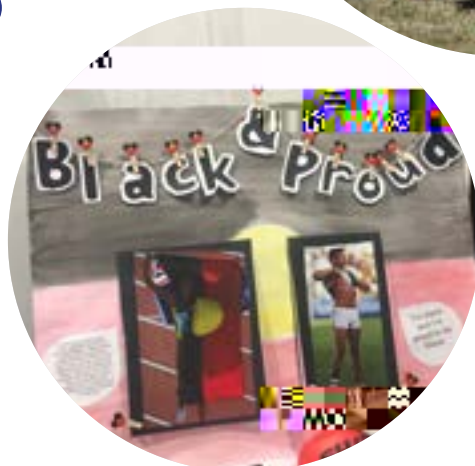
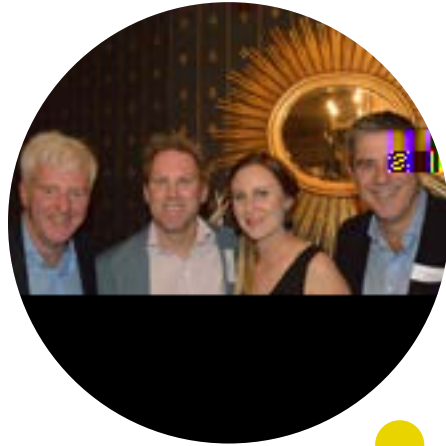
Yr 2: Rory Shedden

Yr 3: Heidi Malouf

Yr 4: Flynn O'Brien

Yr 5C: Eve Murray

Yr 4® Sime@ oe] os hr



Anne Frank and Malala Yousafzai

: education the key to freedom



Foucault argues that people are essentially a product of society and society is a product of people. We are able to “resist” this invisible power however, and the key to resistance is knowledge. “Knowledge is not for knowing: knowledge is for cutting”, he claims. Both the Taliban and the Nazis “took over” through “normalising power” which

ARLO BERRY



When did you leave for Japan?

I left for Japan at the end of Year 8, last year.

What school did you go to?

Hokuriku Gakuin

What was it like living in Japan?

Living in Japan was amazing. It is Winter over in Japan, so we got to go skiing and snowboarding which was cool.

What was it like going to a Japanese school?

Interesting, and really fun but there was no morning tea, so I was hungry most days. Also, every day at school we would have to stop and clean the school up.

How much different is Oxley to Hokuriku Gakuin?

Oxley is very different, in Japan we must change shoes when entering different classrooms and we have paper tests all the time.

What was it like having to speak Japanese all the time?

It was hard in the beginning but after a while, I understood what was being said. I spoke basic Japanese so they could understand me, and they spoke basic English so I could understand.

How was the school work in Japan?

Quite hard because everything is in Japanese, but we did have some English tests and somehow I managed to fail them!

How was the food in Japan?

The food over there is nice. The rice in Japan is way better than the rice in Australia though I missed eating Western foods and meat.

Where did you stay whilst in Japan?

My family bought a house which was in walking distance from the school. So, I walked to school through the snow and ruined some of my shoes. The houses are much different from Australia they are much cleaner and during the colder months we use our 'Tatami mats' to keep us warm

What was it like coming back to Australia after being in Japan for such a long period of time?

Coming back to Australia has been nice but the people are different with their manners. Like when they say "Thank you", they bow, so now I must stop bowing because I'm back in Australia.

Is there anything you wanted to share about your experience in Japan?

- There are heaps of vending machines with a variety of things to purchase and at a cheap price.
- Everyone thinks the technology in Japan is high tech and advanced when really there isn't much advanced except for having robots in every car store. Technology in Japan

The Incredibles 2

Fourteen years after the original, everyone's favourite family of supers are back in The Incredibles 2. You'll gasp and gawk at how hypocritically the director, Brad Bird, attacks our increasing addiction to our screens. Beginning where we left off in the original, the Parr family are as super as ever, fighting back the Under-Miner but must concede to the pressures of society and the government. Although it was a long wait, it paid off through the stunning visuals that were just as reminiscent of comic books as the originals, providing an atmosphere of good family-sized fun and action. The visuals weren't the only things updated for modern audiences,

The Incredibles 2 continues its focus on themes of exclusion and being unique but also heavily focuses on breaking the glass ceiling through

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

I graduated from Oxley in 1991. It was the early years of Oxley. In 1992, I dropped out of Architecture at the University of Technology Sydney and spent the rest of the year as a courier delivery boy (on a bicycle) in Sydney. It was a depressing year as I felt I had failed as a Uni drop out. As a bike courier, I delivered various packages including contracts to banks and law firms (this is all done by email now, email did not exist really in 1992). One of the main banks I delivered documents to was a little-known, mysterious bank called Macquarie Bank. Its mail room was like a metal and steel dungeon; I was intrigued by what this bank did as it did not have branches and bank tellers. Between 1993-1997 I completed a double degree at ANU. Bachelor of Engineering (focus on robotics) and Bachelor of Commerce (major in Accounting and minor in Economics). For part of this I did an exchange program for engineering to Penn State University in the US. While at Penn State I played in the University rugby team, and went all the way to the USA national title, only losing to Cal Berkeley in front of a stadium full of more fans than any games I played in Australia!

After getting a little burned out I took a "walk-about" leave from Macquarie about 18 months and moved to Caracas, Venezuela (now unfortunately for my friends there, possibly the most dangerous city in the world) playing and coaching rugby, trying to help the National team qualify for the 2003 rugby world cup qualifying rounds. There, I met a gorgeous young lady at a gym who I learned was a D s

WHAT'S HAPPENING?



AUGUST + SEPTEMBER CALENDAR

NEWSFLASH

RUGBY

