

# PIN OAK



BOOK WEEK

SPOKEN  
WORD

BYOD

# CONTENTS

3. Head of College Report
4. Head of Senior School
5. Head of History
6. Head of Junior School
7. Junior Gallery
8. Big Issue
9. Old Oxleyan
10. Inspiration
11. Big Issue
12. Senior Gallery
13. Good and Other News
14. Ratio Decidendi
15. News Flash
16. Work Experience

## Pin Oak Team

### Student Editorial Team

Hannah Zupp, Leah Halstead, Violet FitzSimons,  
Thomas Clark, Anouk Hakewill, Luke Suttie,

### Designers

Lara Fischer, Chloe Hanrahan

### Staff Editor

Emma Calver

### Oxley College

Railway Road, Burradoo, NSW, 2576.

Ph: 4861 1366

office@oxley.nsw.edu.au

Photography: AJ Moran



## Acknowledgement of Country

The writers, editors, and designers of Oxley's Pin Oak begin today by acknowledging the Gundungurra people, Traditional Custodians of the land on which we learn and work and pay our respects to their Elders past and present. We extend that respect to Aboriginal and Torres Strait Islander peoples within the Oxley community.

## NEWSFLASH

### Oxley College BYOD Programme

We are excited to announce some big changes to our BYOD programme that will assist the Oxley community moving forward. We have recently partnered with an experienced education reseller, CompNow, to create a BYOD purchasing portal specifically for Oxley families. We strongly encourage new and existing families to purchase their devices through this portal. We have selected a range of devices that meet and exceed the specifications required and are bundled with additional features including optional warranty and accidental damage, loss or theft protection.

Families may still choose to purchase a laptop from an alternate retailer or use a currently owned device that fulfils all areas of the following specifications; however, the school can only provide limited technical services to devices purchased outside of the Oxley BYOD Purchasing Portal.

In addition to the BYOD purchasing portal, an updated BYOD Overview can be found on the school website – [www.oxley.nsw.edu.au/learning/e-learning](http://www.oxley.nsw.edu.au/learning/e-learning) as well as a short video that explains the programme. Some main points to highlight to families are the importance of a suitable and reliable device. We have provided a minimum requirement for the BYOD programme that families must adhere to.

We recommend that devices should be no more than four years old, even if they meet the minimum requirements. We have found many students with older devices struggle to use software or have enough charge to go through the day. This can have a significant impact on the teaching and learning in the classroom. Students should be coming to school with a fully charged device every day.

It is also the responsibility of students to ensure their device is updated with the most current operating systems. A hardcase and bag are also strongly encouraged for these devices and should be used when moving around the school. If you are considering a new device, we do recommend purchasing sooner rather than later to ensure stock availability for the start of 2023.

If you have any questions regarding the BYOD programme, please view the school website or contact Jonathan Adams (Head of Learning Technologies) at [jonathan.adams@oxley.nsw.edu.au](mailto:jonathan.adams@oxley.nsw.edu.au)



Volunteers to read and/or write for senior students during their examinations.

If interested, please contact:

Linda Maher

Head of Diverse Learning

Linda.Maher@oxley.nsw.edu.au



# HEAD OF COLLEGE'S REPORT



As the winter sport co-curricular season winds up can I thank all staff, parents, and students for their wonderful contributions.

Student participation fosters school pride, friendship, a healthy lifestyle, and the valuable lessons of being in a team. Lessons include resilience development, collaboration skills, reliability, support and not letting your team mates down. Thank you to parents who made sure students met their team commitments (training and games). Thank you for the often-complicated taxi services. Thank you to the parents who helped with coaching or managing, supporting, umpiring or catering.

Thank you to the staff who gave up their valued time to enable the co-curricular opportunities to occur. Thank you to the sport staff who had to coordinate a complex organisational jigsaw every week. It has been a most difficult season given the rainfall and sodden fields that required many last-minute changes and the sharing of remaining spaces. The COVID-19 related absences for staff and students added another layer of complexities for our dedicated sports staff.

We know improvements are needed in some sports. We do not have the luxury of the big city schools that have access to former students and/or university students to help with coaching. If parents have expertise in any of our sports, or know anyone who does, and there is willingness to be involved, I encourage you to contact our Head of Sport, Mr Tom Kindred ([thomas.kindred@oxley.nsw.edu.au](mailto:thomas.kindred@oxley.nsw.edu.au)).

Co-curricular opportunities of course extend way beyond sport. There are rich Oxley opportunities with performing arts, visual arts, the spoken word, outdoor pursuits, and service learning.

In my long school career, I have found there is always a strong correlation between students fully engaged in school co-curricular opportunities and achieving their personal best in their academic endeavours.

By Dr David Mulford, Interim Head of College

## MUNA - NATIONAL WINNERS

Two teams of Oxley students were in Canberra from Thursday to Sunday last week to participate in the National Model United Nations Assembly Competition run by Rotary International. The aim of the competition is to accurately represent a nation in a United Nations-style debate. Points for persuasiveness, speech-making skill and research. Representing the Republic of India was Mack Kane, Liam O'Connell and India O'Brien. Representing the Kingdom of Saudi Arabia was Jennifer Allan, Sophie Dunn and Liam Verity.

In preparing for the competition, on Thursday the two teams got a clear picture of India by meeting with Dr Sriram from the Indian High Commission. On Friday, to learn about Saudi Arabia, the teams met with Dr Laachir, professor of Arab and Islamic Studies at the Australian National University and with Dr Altamni the Cultural Attaché from Saudi Arabia's Cultural Mission to Australia. After preparing speeches on topics ranging from food security to tackling disinformation to reforming the United Nations Security Council, our teams met with 14 teams from other schools across Australia. Debates were held in the gorgeous setting of the Old House of Representatives in Old Parliament House (the Museum Of Australian Democracy). During each team's 12 speeches, points were earned for persuasiveness and accurately represent their nations. Over nine hours in six sessions over two days of debating, negotiating and diplomacy, our teams put their best foot forward. Overall, Oxley's Team India emerged in first place in the national competition.

A huge thank you to the following: the wonderful Graham Kelly, former Australian Legal Attaché to the UN who very kindly gave us advice and pointers on speechwriting and speech-giving; Ms Rintoul, who gave up so much of her time to plan and organise this wonderful opportunity for us and Ms Whiteley who also played a crucial role in enabling this to happen by coming down with us and helping to plan and organise. It was a deeply rich experience that we will never forget. By Mack Kane, Year 12

"Model United Nations was an incredible experience, allowing us students to live out our wildest dreams of saving the world through diplomacy. Adding on to the highs of speaking in Old Parliament House and winning the competition, the experience of visiting the Saudi Arabian and Indian High Commissions were also once-in-a-lifetime events." By India O'Brien



# HEAD OF SENIOR SCHOOL

## HSC Music and Drama Nights

Following the completion of the HSC Trial Examinations, our Year 12s have now returned to school for the final weeks of Term 3. Whilst the past two years of COVID have severely limited the opportunity of Year 12 students to showcase their skills, it was wonderful that the Year 12 class of 2022 have been able to showcase their HSC performance pieces in front of parents and teachers, demonstrating the range and depth of their remarkable talents, and the fruits of many, many hours of hard work. There will also be an opportunity for parents and students to visit our HSC Visual Arts and Design & Technology major works exhibitions towards the end of term – the dates for these will be confirmed shortly.

## Staff Professional Learning – ‘The Language of Learning’

Oxley continue to be committed to the high impact practices of Visible Learning, the evidence-based pedagogy developed by John Hattie that enhances the role of teachers through seeing learning through the eyes of students, making learning goals explicit and providing high quality feedback. Building on her longstanding relationship with Oxley established prior to COVID, Dr Sophie Specjal, who recently completed her PhD under John Hattie, has returned to the Senior School this term to work with new staff and Heads of Departments. Dr Specjal will continue her instructional coaching of staff throughout the rest of the year through 1-1 and focus group sessions.

## Mobile Phones in Years 7-10: ‘See it, Hear it - Lose it’

There has been an increase in student phone confiscation over the past couple of weeks, with students in the younger years using or attempting to use their phone during the school day. Students whose phone is repeatedly confiscated will be required to sign their phone in/out of Student Services each day. If students need to call home, they can do so from Student Services.

## The greatest challenge for parents in the 2020s?

Supporting your child as they navigate the online world is perhaps the greatest parenting challenge of our time. Given our hyper-connected world, it can be hard for parents to model the behaviour expected of children at home when it comes to the use of mobile phones! Whilst it is the responsibility of parents to ensure they are informed about the apps, games and social media sites used by their child, doing so can be both as challenging and exhausting as it is to enforce house rules. Regularly checking in with the Oxley Cyber Safety Hub will help parents to stay up to date with the latest trends and apps used by young people in the online world, and to be able to set appropriate boundaries and limits with which they are comfortable. The hub is updated frequently and has recently had a makeover – it includes articles on everything from setting up parental controls, your child’s first smartphone, screen routines and up to date reviews of apps and games. Go to <https://oxley.onlinesafetyhub.com.au/>

## Vietnam Veterans Day

The Southern Highlands Vietnam Veterans’ Peacekeepers and Peacemakers annual Memorial Service was held on Sunday 21 August in Setters’ Park, Bowral, to commemorate the sacrifice of Australian service personnel in that conflict. Oliva Bow (Deputy Head Girl) and Hugh Corbett (Prefect) laid a wreath at the Vietnam War Memorial on behalf of the College. This year was particularly significant as it marks 60 years since the beginning of Australia’s involvement in that war; and yet it is only since 1987 that Australia has formally marked the sacrifice and contribution of Australian troops in the Vietnam War.



## Canteen – over the counter snacks

From next week, students will be able to order snack food over the counter with their flexischools card. Ordering for lunch and recess remains the same.

By Mark Case, Head of Senior School



# HEAD OF HISTORY

## Why study History?

Almost every teacher secretly believes that their subject is the most important. It is hard to avoid that feeling when you spend your life studying a discipline, and your job involves encouraging others to feel as passionate about it as you do. It is like self-imposed Stockholm Syndrome.

Obviously, all subjects have something useful to offer, especially if students wish to have a variety of skills and knowledge that they can call on throughout their life. But if you are not planning to become a historian, what can the study of the past contribute to your future?

As someone who has studied History seriously for over twenty years now, there are a lot of things that I could say in response to that question. In the interest of preserving our collective sanity, I would like to focus on one recent news story that grabbed my attention as it highlighted perhaps one of the most important reasons to study History.

A lot of attention has been garnered by the decision to overturn Roe vs Wade (1973), the Supreme Court decision that upheld the constitutional right for women to access abortion in the United States of America. This is a complex issue that we should be talking about, but it is not the ethics of this decision that concerns me today. It is the allegations of bad history.

Accusations of 'bad history' have been flying since the release of the leaked draft majority opinion for this case. This is because Supreme Court Justice Samuel A. Alito Jr relied heavily on one source as support for his perspective; that of Sir Matthew Hale.

History buffs and lawyers probably just felt a shiver down their spine. If you have ever studied the history of witch trials, sexual assault, or marriage law, you have heard of Matthew Hale. If you have not, you are probably wondering why Alito is citing someone from the 17th century who was involved in witch trials in an opinion on the reproductive rights of contemporary women. Even though Hale has been part of the discussion around abortion in the past, do his views really still have a place now? A fair question.

Matthew Hale lived in England from 1609-1676 and became an influential lawyer and judge. He sentenced two women to death for being witches, encouraged suspicion of women who reported rape and believed that there could not be rape within a marriage. Taub (2022) sums up Hale's views best: "A central tenet of Hale's legal philosophy was that giving women legally enforceable rights over their own bodies was a threat to men's freedom." Personally, this guy makes me want to vomit, but I understand that in many ways, his views were in keeping with those of people from his time. And understanding context is what this debate is all about.

There have been numerous articles released accusing Alito of misrepresenting and frankly misunderstanding Hale and the place of abortion in early American history (For example, see Professor Hasday's piece from the Washington Post). Unsurprisingly, there has been backlash against these criticisms of Alito's opinions, including this piece by pro-life activist Richard Doerflinger, who accuses Hasday of misrepresenting Alito.

The political landscape and strong feelings around this issue make debate inevitable. Nor is this necessarily a bad thing; listening to the opinions of people that we do not agree with is important. However, what stands out to me is the importance of using the skills that are central to any History classroom in order to properly assess the arguments of everyone involved and to appreciate their context.

History trains students to think critically, to understand the merits of various forms of evidence, and construct (and deconstruct) arguments. We should all know how to take a critical view of the arguments presented to us and not accept them at face value. Why study history? Because the skills that you learn are crucial if we are to produce people that can engage in the wider world as informed and valuable citizens.

If you would like to read more on this issue, you might like to consult the following resources which were used in this article:

<https://www.washingtonpost.com/opinions/2022/05/09/alito-roe-sir-matthew-hale-misogynist/>

[Who was Matthew Hale, the 17th-century jurist Alito invokes in his draft overturning Roe? - The Boston Globe](#)

<https://www.nytimes.com/2022/05/19/world/asia/abortion-lord-matthew-hale.html>

[https://www.supremecourt.gov/DocketPDF/19/19-1392/192957/20210920133840569\\_19-1392%20bsac%20Historians.pdf](https://www.supremecourt.gov/DocketPDF/19/19-1392/192957/20210920133840569_19-1392%20bsac%20Historians.pdf)

<https://podcasts.apple.com/us/podcast/how-has-white-supremacy-f-cked-with-reproductive/id1068563276?i=1000569762248>

<https://www.thepublicdiscourse.com/2022/06/82618/>

<https://slate.com/news-and-politics/2022/06/alito-draft-opinion-abortion-common-law-wrong.html>

By Dr Radford, Head of History





## Weekly Awards

### Learning Journey

K: Juliet Nissen  
Yr 1: Eden Mason  
Yr 2: Grace Byrne  
Yr 3B: Chloe Barton  
Yr 3R: Felix Chamley  
Yr 4A: Fergus Talman  
Yr 4W: Darcy Jones  
Yr 5M: Gabi von Sperl  
Yr 5N: Teddy Blom  
Yr 6H: Eddie Boot  
Yr 6S: Max Steyn

### Oxley Values

K: Georgia Hurst  
Yr 1: Charlotte Keats  
Yr 2: Piper Winn  
Yr 3B: Xander Fisher  
Yr 3R: Harry Berry  
Yr 4A: Sophia Bagnall  
Yr 4W: Elsie Hopkins  
Yr 5M: Flor Alia Pereira-Merlini  
Yr 5N: Zoe Sneddon  
Yr 6H: Rory Shedden  
Yr 6S: Will Coram

### Learning Journey

K: Sebastian Lansdown  
Yr 1: Hugo Tait  
Yr 2: Archie Taggart  
Yr 3B: Cleo Bathur  
Yr 3R: Zoe Choo  
Yr 4A: Leo Le Guay  
Yr 4W: Imogen Fox  
Yr 5M: Rhodes Feller  
Yr 5N: Evelyn Hammond  
Yr 6H: Henry Jones  
Yr 6S: Harry Voss

### Oxley Values

K: Matilda Wolstencroft  
Yr 1: Violet Burrows  
Yr 2: April Sneddon  
Yr 3B: Lexie Seehusen  
Yr 3R: Angus Kean  
Yr 4A: Matilda McCarthy  
Yr 4W: Luca Sicari  
Yr 5M: Markus Simonsen  
Yr 5N: Aston Herriott  
Yr 6H: Harry Keats  
Yr 6S: Ben Gregory

### Excellence in Japanese

Harry Officer  
Flor Alia Pereira-Merlini

### House Poetry Stage Finalists

Amelia Gaunt  
Elena Clarke  
Naomi Robertson  
Euan Shedden  
Felix Chamley  
Pixie Hanson  
Harrison Peebles  
Teddy Blom  
Ed Hunt  
Zoe Choo



# HEAD OF JUNIOR SCHOOL

## The Joy Of Reading

Last Assembly, I spoke to the students about the importance of reading and with Book Week being celebrated, it brings reading to the forefront of our minds this week!

If there is one thing I cherish from my own childhood, it is reading. I would find every opportunity to devour books and it is a passion that I still hold dear today.

I attribute my love of reading to many successes beyond my primary school years. It helped me do well at school, which led to greater skills in communication and a life-long love of expressing myself through words.

I often hear from parents that time is the reason they find sharing reading with their child/children difficult.

Jaquelyn Muller is a children's book author and literacy advocate, and she says it's important for parents to read with their children.

The ideal place to read with a child would have to be in a quiet room, with a comfortable place to sit.

Jaquelyn Muller also suggests that working parents could do reading homework after dinner at night, and a bit before the child goes to bed. At that time, the chaos has settled and both parent and child will feel more relaxed. This technique would also work when younger siblings are interrupting reading time- just pop them into bed first and spend alone time with your child reading.

"The other thing to remember is that this is only for a short time. Soon enough kids are doing homework independently so when you think about it in those terms it is only 10 – 15 minutes every weeknight for a few years".

Of course, life with children doesn't always go according to plan, and Jaquelyn says that we need to accept that reading homework won't always get done. "Achieving reading time at home more often than not should be the goal, not a perfect record".

In my role, I want to see children have the same love and passion for words that I have, not because I want them to grow up to be the next J.K Rowling, or even to be top of their class, but because I want them to know the magic of literature, the comfort of a good book in dark times, and to let their imaginations roam free, the way that only young brains can before the cynicism of the world curtails it.

I encourage you all to find moments of calm where your child/children can learn to read with the patience, kindness, and positive attitude you can give them.

By Jane Campion, Head of Junior School

## Year 6 Debaters - Off to the NSW State Finals!

On Wednesday 24 August, the undefeated Year six Debating team, consisting of Hailey Law, Rory Shedden, Sam Cottle, Daphne Hutchison, Henry Burton, and myself, competed in the State Semi-Finals via zoom. The debate started first thing at 9.00am. However, part way through the power went out and the internet crashed. Luckily we were able to move to a business room at the Gibraltar Hotel, very fancy! The debate resumed at lunchtime and Oxley won!!! We now go through to the NSW State Finals next week, face-to-face at Central Coast Grammar School. Many thanks to Ms Rintoul, Ms Case, Mr Hunt, Miss Campion, Ms Johnson and the Maintenance Team for all their help and support. We can't wait to compete in the Finals next week. By Grace Kean, Year 6





# JUNIOR GALLERY



# The Rules

Congratulations to Violet FitzSimons (Year 9). Violet's piece of writing called 'The Rules' has been shortlisted in the Year 9 & 10 section of the Whitlam Institute 'What Matters National Writing Competition'.

I've always loved rules. I'd tumble into toy shops with my skirts puffing out around me and breathlessly search for them. And there they'd be, waiting patiently for me. One might think that colouring in competitions have very few rules, or really only one: to colour between the lines.

But I knew better.

To win a colouring in competition you couldn't just colour in the lines. You must pick your best pencils (never texters – they left uneven blotches) and start sketching. It didn't matter what was already on the page, whether it be a jolly Santa or a half-off barbeque, if you stayed between the lines you had no chance. You must sketch the Santa a chair and a fireplace, Mrs Claus carrying a plate of cookies, a flyer dangling from the ceiling reading the name of the brand who had supplied the colouring in sheet in the first place.

When I followed these rules, I won. Branded Santa hats and company candy canes would pile up in mum's old car as we went to collect my winnings and I would smile sweetly at the shop's employees, knowing that I was following all the rules.

I knew that rules were all that mattered.

I was very young when I started receiving these prizes – only about six or seven— but as soon as I cracked this code, as soon as I discovered these unspoken rules that the colouring in sheet didn't tell you about, I knew I'd found something special.

Something safe.

Because soon I was looking for the unspoken rules everywhere, in street signs and conversations, hair styles and the school yard. I found that if I did well in school and said please and thank you the teachers would smile at me, let me out early for recess, give me prizes from the lucky draw. The children who didn't get the lucky prizes just didn't know the rules, I'd tell myself, they didn't understand what mattered.

Their shoes always seemed to be scuffed and their lunchboxes empty and I just knew that if they followed the rules things would get better. But they didn't follow the rules. They couldn't. But the rules were what mattered and I assured myself that just because

everyone doesn't win the colouring in competition that doesn't mean they're not ok.

So I looked for more rules and I found them. As it turns out girls had different rules to boys. Boys could say mean things and punch and kick and fight and they were being boys. I knew I couldn't do that.

That was against the rules.

If I did that, I would just be mean. So instead I learnt that if I was on time to classes and knew my times tables and kept to myself, I would be a good girl. A smart girl. And that was what mattered. Following the rules was safe. I knew how to act the way I was supposed to and in turn people acted kindly to me.

I was 12 when I realised the rules weren't fair. I was at the gate of the local park, just a few blocks from home when a truck flew by.

I stood still when they started shouting. And whistling. And clapping.

I thought I had done something wrong; I hadn't followed the rules, I hadn't been good. So, I searched for the secret rules to this new situation, but it didn't stop happening. Whether it was a car horn or a shout or a grabbed arm or a wolf whistle my rules weren't working. The rules didn't matter.

By Violet FitzSimons, Year 9



# OLD OXLEYAN

## Karen Negus (née Wheeler) class of 1994



### Can you tell us a little about your career journey since leaving Oxley College?

- I've enjoyed a corporate career within the Telecommunications and IT industry.
- After completing a Bachelor of Commerce, I was fortunate to earn a place on the Telstra Graduate Program, which was a wonderful beginning to my corporate career.
- I'm currently a Managing Director within Cisco, managing the telecommunications team across Australia and New Zealand.
- I'm a great advocate for Women in IT, and I have a strong commitment to mentorship.

### How is your career journey to date similar or different to the plans you had for yourself in Year 12?

From Year 12 I really wasn't sure exactly what I wanted to do. Initially, I commenced an undergraduate degree in Primary Teaching, however after one year I realised it wasn't the career for me and I switched to Commerce. I enjoyed Commerce from the beginning, took up relevant part-time work experience during uni, and was successful in securing a graduate program placement with Telstra. In hindsight, my first job had a significant impact on my career, providing a diverse range of experiences and embedded me in the Telco/IT industry, where I've remained for the rest of my career.

Today, I'm very committed to the development and acceleration of women within my sector. I mentor several young women, and enjoy being part of their career journey. I'm often asked about my key learnings and significant milestones within my career. The advice I typically provide to young professionals is to understand where they would like to be in the next three, five and ten years. This helps them to define their 'north star', navigate a path, and stay true to that journey.

### What are you most proud of since completing high school?

I'm proud to have pursued my career with passion. In some ways I've built my career twice, as many women do, pre and

post children. It's not easy to re-enter the workforce after several years as a stay-at-home mum, however I'm proud that I've enjoyed each phase of my life, living in the moment, and equally proud that I was brave enough to re-enter the corporate domain, as (unfortunately) it's not always an easy thing to do.

### How did Oxley prepare you for your future?

Oxley was a humble and yet inspiring foundation. I'm incredibly grateful to have experienced Oxley. I joined in Year 11, I had a fabulous experience with amazing people, and it paved the way for my future self.

### Is there anybody from the Oxley community who inspired you throughout high school?

I was lucky to have so many wonderful teachers at Oxley. Dedicated to their profession and the education of their students. Mrs Christie, Mr Craig, Mr Schaeffer made an incredible team, although I don't think anyone could have made Economics more fun and easy to relate to, than Mr McGuinness.

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

Oxley is a special place. I'm not sure if I miss it, or simply reflect upon lovely memories of sitting on the oval with groups of girls, giggling at all the things that girls do!

### If you could do it all again, what advice would you give to your 15 year old self?

Be true to yourself, have fun, have a go, and look forward to laughing about your school days with the same friends, many years from now.

# INSPIRATION



## BOOK

### *The History of Bianchi*

Bianchi is the world's oldest bicycle manufacturing company in existence, known for its distinctive Celeste colour, superb design and world class engineering.

Edoardo Bianchi was the creator and founder of the Italian bike brand Bianchi. Edoardo was a craftsman and even at a young age he started making electric door bells and surgical tools in his garage. In 1885 he started his own workshop, and in that year created the first Bianchi bikes. Bianchi's were the first bike to use equal sized wheels with pneumatic tyres. Edoardo even taught Queen Margherita of Italy to ride a bike and invented the first lady's bike in her honor in 1895. In 1897 Edoardo branched out into motorbikes, followed by cars 2 years later.

In 1912 Bianchi even made a fold up bike for the military, this was groundbreaking because it included front integrated brakes as well as front and rear suspension. During WW2 Bianchi's factory was destroyed in a bombing raid and sadly one year later Edoardo Bianchi lost his life in a car accident. These events changed the direction of the company as Edoardo's son, Giuseppe, took the reins of Bianchi. Edoardo wanted to focus more on bikes rather than cars, but he did not want to let his motorcycle engineers go to waste, so in 1955 they partnered with FIAT and Pirelli to form a new car brand called Autobianchi and up until 1995 they made small family passenger cars.

It was in 1998, when Marco Pantani raced on a Bianchi in the Giro d'Italia, that Bianchi were taken seriously on the world stage of road cycling. It was one of the first world tour races that Bianchi bikes raced in, and Marco Pantani went on to win many races on Bianchi bikes after that. The Bianchi brand had now become sort after around the world.

Bianchi bikes are very famous for their signature Celeste colour. Some say it is the colour of the sky above where the first Bianchi bikes were originally built, and some say it was the colour of the Queen's eyes when Edoardo taught the Queen to ride a bike. A more likely origin is in the use of surplus military paint in shades of light blue and pale grey.

Bianchi is also known for their crest, which is said to be an adaptation of the former Royal crest. This crest can be found on the front of the main frame of Bianchi bikes.

Bianchi's are still very much at the top of their field of bike manufacturing. Bianchi has become one of the best bikes on the market, covering all styles of riding from road bikes, track bikes, mountain bikes, leisure and e-bikes.

By Luke Suttie, Year 10



## BOOK

### *Demon Slayer*

Set in the Taisho period in Japan, Demon Slayer tells the tragic tale of charcoal seller Tanjiro Kamado who lives peacefully with his poor but happy family... until one day, disaster strikes. His entire family are killed by a bloodthirsty demon! All except his little sister Nezuko, who has been turned into a demon herself! In a quest for revenge and a way to cure his sister, Tanjiro joins the Demon Slayer corps and travels with cowardly but lightning fast Zenitsu and fearless Inosuke on a quest to rid the world of Demon cruelty.

Demon Slayer is the best manga series. Better than One Piece, Attack on Titan and Avatar put together. The storyline is of epic proportions and the characters are awesome! And unlike many other anime, the characters are unique but easy to remember, making it a fun read for any teenager. This manga series is a bit bloody and violent, so it's best read when you are over 13. Aside from that, the characters have two different fighting techniques. Demon Slayers use diverse breathing techniques which grant them the strength to kill Demons. Extremely powerful Demons, however, use Blood Demon Art, which creates violent challenges for our courageous slayers. This will not stop Tanjiro however, as he and his friends travel Japan to stop the slaughter of innocents, and possibly to save the world itself. Greatness awaits in this epic Manga series!

By Thomas Clark, Year 9





## *Chemistry, history, and a Greek Shipwreck*

The Antikythera shipwreck is one of the most historically rich wrecks to date, originally discovered in 1900 accidentally by a group of 'sea-spongers' in the Mediterranean Sea on the northeast coast of Antikythera Island. At about 50m beneath sea level, this wreckage provides insight into Ancient Greek society of 2,000 years ago.

In 1900 the spongers spent months diving down to the ship, recovering countless precious artefacts and huge statues of Greek Gods such as Hercules. However, diving ceased in 1901 after several diver injuries and one diver's death due to the wreck's depth and the limited technology of the time.

Among the recovered artefacts was a crumpled rock lump.

The rock was covered in 2,000 years of thick concretion, with the treasure inside surprisingly well preserved. Due to the wreck's fortunate location and a timely earthquake shortly after the sinking, numerous large boulders from the nearby sea cliffs covered the ship, protecting it somewhat from corrosion factors. Alongside the boulders, the Antikythera was partially buried in the sand on the ocean floor.

Corrosion of shipwrecks occurs with three main factors: salt, oxygen, and water. Removing just one of these factors can help preserve the shipwrecks. At the Antikythera site, the corrosive forces were subdued, allowing divers, scientists, and historians of today to investigate the secrets of Ancient Greece.

Now, back to the rock lump. The concretion was broken away a few months after its initial recovery, revealing a curious mechanism. After sitting in a specialised isotonic solution for months, the intricate metallic features of the artefact were highlighted. Not only was it a lump of rock, but it was also a series of wheels and gears with inscriptions and degrees symbols. But in 1901, this is where the investigations ceased, leaving people curious as to what this extremely advanced

piece of technology was used for and how they created it 2,000 years ago.

It wasn't until this year (121 years after the initial recovery of the rock lump) that we understood its purpose. The mysterious series of gears and rings all work together as a computer to measure and anticipate astronomical events with incredible accuracy for its time.

Even though only a third of this ancient computer is still intact, it is considered the ancient world's most complex and intricate mechanism. Posing the question, what other computers and technologically advanced mechanisms did they use in the ancient world? And why they didn't progress into more modern societies?

The masses of chemistry, historical analysis, and diving expertise required to uncover this lump of rock that proved to be so much more is what motivates future generations of discoverers to study their passions. There is still 80% of unventured ocean, rich in history, biology, chemistry, and apparently astronomy!

By Leah Halstead Year 11



# SENIOR GALLERY





# GOOD & OTHER NEWS

## OUT OF THE BOX

What can you make from a piece of cardboard? Almost anything...

Ukulele, plates, bowls and cups, fashionable corset, cricket bat, woven basket, decorative pendant light, foosball table, satchel, baby gym, bird house, toy car...

Year 10 Design and Technology students have used their creativity and problem solving skills to meet the brief of designing, constructing and evaluating a functional product...using only a 1100m<sup>2</sup> piece of cardboard (and some paper string, cardboard cylinders and a little glue). Some students have used CAD and CAM technologies, creating Adobe Illustrator files and laser cutting their components.

*"creativity is intelligence having fun"* Albert Einstein



## WRITE A BOOK IN A DAY!

On Thursday 18 August, all students in Year 6 participated in the Write a Book in a Day competition. This was a fun, creative and collaborative competition, where teams of up to eight had just 9.5 hours to write and illustrate a book from start to finish. To make it even more fun, unique parameters were set including the need to incorporate five nominated words. Digital editions of the completed stories have been made available on an Online Library and shared with sick children in hospitals across Australia. As part of the project and in supporting The Kids' Cancer Project, all students have raised over \$7000 to go toward childhood cancer research to find better treatments and ultimately a cure. We are all so proud of our amazing Year 6 students – their stories were amazing!

**Charlotte Gordon:** The day was a great experience and was very joyful. I personally loved listening to the ideas of others when they were contributing to their group. It was amazing to see how everyone was working together and how much we could get done in a day when we put our energy to a task. It was also very rewarding and astonishing to see our books finished at the end of the day. **Ben Gregory:** I really enjoyed working collaboratively with my peers. At some points, it was challenging. For example, our group had trouble uploading our story, and I must say, our room was very messy, but otherwise, the whole day was a fantastic learning experience. I really hope we get to write a book in a day, again. **Coco Sewell:** The entire day was amazing! I loved how my group collaborated and how all the ideas, once put together, created an awesome story. We all did the things that we loved, like illustrating or writing. Seeing our finished story that we worked hard on at the end of the day was extremely rewarding. I learnt so much from the experience and can't wait too hopefully do it again.



## TOURNAMENT OF THE MINDS

Recently, fourteen school teams competed in the NSW Regional Finals (NSW South Coast) of the Tournament of the Minds. The Oxley College Year 5/6 team chose the Arts Challenge. They were amongst only four schools to receive an Honours award.

Congratulations to: Ivy Bacon, Coen Bertollo, Teddy Blom, Jameson Clarke, Orson Francis, Edmund Hunt and Will Kennedy

Thank you to all of the parents who provided wonderful support for the students during this challenge.

Further report to follow.





# RATIO DECIDENDI

Last week marked the opening of The Dilemma, a weekly problem presented for curious Oxleyans to present ideas concerning ethics, morality, politics, and responsibility. The topic was concerning arthritis; **With whom does the responsibility lie to ensure that those affected by arthritis can access things that the average person doesn't think much of, i.e., opening a can?**

Without further ado, here are the responses...

*"Arthritic fingers plague the many and, with our increasingly aged population, this group will only continue to grow. Whilst it might be nice to assume the government might bear some burden in making sure old folks can eat their dinner, in this instance, I believe it prudent for the manufacturer to take the lead in creating easy-open cans. There will be eventual economic benefits for those manufacturers that do cater to this growing market."*

- Mrs. Anonymous, Oxley Teacher

*"Starting from a first principle (which is of the course itself open to debate), it could be said that a society is judged on how it treats its most vulnerable members: the divergent, the impaired, the frail elderly. In that sense, the responsibility for thinking about the needs of an isolated elderly person should fall on all of us: government, community groups, carers, neighbors... A counterargument would be to say that the nanny state is already too intrusive and that people should organize their own lives. That argument should not, in my opinion, apply to the vulnerable. And the frail elderly, if they do not have any close family, tend to be totally invisible, putting them even more at risk. We need to remember that it was their hard work, their creativity, and their taxes during their whole working lives that built the infrastructure and abundance and stability that we now all enjoy. So, they deserve to be looked after, especially near the end of their lives. I was appalled when COVID first hit and there was a tacit understanding put about in the medical community that nursing home residents should not be transferred to the hospital if they got sick with it but cared for as best as possible where they were. As if we were saying to them, "Yes, we know you built this hospital, but you don't get to come here, your lives are not worth the resources." Anyway, that is my rant. The answer to the question, after that preamble, is me. I am responsible. If I see a little old person struggling alone then I am the one who must have the curiosity and compassion to find out more about them and see if there is any small, non-intrusive way I can make their life less lonely and less difficult."*

- Peter Hakewill, Oxley Parent

Stay tuned for next week's Dilemma, where we will discuss Millionaires, Philanthropy, and Batman; The modern-day Holy Trinity, if you will. To submit responses to The Dilemma, email your response to me, Anouk Hakewill ([anouk.hakewill@oxley.nsw.edu.au](mailto:anouk.hakewill@oxley.nsw.edu.au)), and bear in mind that, at the end of the year, the submissions from across the terms will be judged, and the best one will receive a prize in the form of a \$50 voucher to the Bowral Bookshop.

I will see you on the other side of your thoughts, and I look forward to a fervent discussion,

Sincerely, Anouk Hakewill, Year 9



# NEWSFLASH

## GRAND FINAL RESULTS!!

Congratulations to the ISA teams who played in the finals over the past two weeks. The results are now in for the Grand Finals held last Saturday, and we would like to congratulate all that were involved.

First off, Netball. The **Inter B Netball team**, coached by Mrs Pike, were victorious in their final against St Spyridon's, winning 28-23. It was a hard-fought season says Mrs Pike, with the team proving to be a "wonderful mix of fun, tenacious, hard-working and disciplined young ladies".

The **Junior C's Netball team**, coached by Mr Bentham, played their first ever finals game against Chevalier College for the third time this season, also only having two losses against their name all season. With overawed nerves of their first final, they played hard right through to the final whistle, but unfortunately went down to the team 24-15. Mr Bentham says, "They learnt some valuable lessons from this experience, and it was a fabulous season overall". Well done girls!

The **Junior B's Netball team**, coached by Ms McVean, had a strong, domineering season. They played a strong final, coming down to the final minutes where they lost by one goal to SACS, with the final score being 19-18. Well done girls.

Next, was the **1st Girls Football team**, coached by Lisa Fressard (EC). With only one loss to their name all season, the girls made their way to the finals, being one of the strongest teams in the division. The final score of the game was very close 3-2, with SACS proving victorious. However, the Oxley girls played a fantastic game, with a team member mentioning that the main highlight was Katie Ayling's talents proving well throughout the entire game, especially her goal attempt that crossed the line however, then shockingly spinning out. Well done, Katie. A big congratulations to the girls overall on a hard-fought season, and a special well done to the Year 12 girls who played their last game of sport for the College.

The **Oxley 1sts Tennis**, coached by Mr Lee, had a successful and hard-fought day in the rainy weather against Oakhill. The team played with great strength, with the results being close throughout the whole day. Oxley came away victorious at the end of the day, with the last matches determining the win of 5-3. Well done.

The **Oxley 3 Tennis**, coached by Mr Turnock, had a well-played season, reaching the Grand Finals as an undefeated team. They went up against the other undefeated team, St Augustine's college, however after a strong fought game falling short to the stronger team 2/32 to 6/42. Well done on a hard-fought season!

The **14A Boy Football team**, coached by Mr Houghton, proved to be the strongest team in the division, coming away with a strong win of 5-2 against Chevalier, staying undefeated throughout the entire season.

The **15s Boy Football team**, coached by Tom Dunn (EC), with only one loss during the whole season, proved victorious against Redfield College with the final score being 3-1.

The **Oxley 4 Hockey team**, coached by Mrs Cupitt had a strong first season of hockey, with only one loss all season. Although a strong game was played, they fell to the victorious Chevalier College 8-0.

The **1sts Boys Rugby** had a very strong season - they were unbeaten all season for the first time and won the Division 2 Competition.

By Hannah Zupp, Year 11

## SNOWSPORTS

Great results so far for the Oxley Snowsports team at this week's Snow Australia State Interschools competition.

Students competing in XC were well presented and displayed excellent sportsmanship and team camaraderie. It was a pleasure to hear the positive comments from other schools and teams.

Oxley also had a good result in the Laser Biathlon race winning best overall school points. A comprehensive report of all results will be published in a future Pin Oak.



## EQUESTRIAN

Congratulations to the following students who have been selected for Team NSW to compete at the Marcus Oldham National Interschools Equestrian Championships in late September:

Dressage - Bridget Schereck & Sarah Pietsch Liddell

Show Horse – Ella Fin

Eventing – Alexandra Inglis

Please see future Pin Oak editions for updates. Wishing our students all the best at this National Competition.



# W<sup>o</sup>RK

## Experience

### Meaty job

One summer holiday I had a job working in an abattoir! Being such disgusting place to work, the pay was better than average, but the conditions were not. My jobs were wide and varied and luckily they would change at lunch to an alternate smell or type of RSI. Good jobs included chopping up congealed blood so it would flow down the waste drain, moving carcasses in the freezer (particularly good on a hot day) or vacuuming the spinal cord out of pigs. The less pleasurable ones included cutting 400 pairs of kidneys out of sheep per hour or working in the 'gut room'

If you get a nice clean job in a supermarket or shop don't complain!!

### Binge viewing

One holiday I got a job working for the parents of a friend analysing the advertising rate for a the World Athletics Championships. Binge viewing at its finest, I would watch the 10,000m, fast forwarding until the Rolex sign was in view, then timing and recording how long it was visible for. I'd then fast forward a lap and repeat for all 25 laps. Then for next level excitement do it all again each visible advert in each event. Certainly didn't want to come home and turn on Netflix!!

### Jack who!

One Summer holiday I worked as a jackeroo on a farm. Working from 7am until sunset, so long days. I helped in the shearing shed where the temperature would soar to unbearable levels, concreted in gate posts and welded gates. I'd climb windmills to pull up the pump cylinder, and fix more fences than you can imagine. Then in the evening I'd go back to the homestead for dinner with the family and five of his children – all in silence of course so he could hear the ABC News!

On my first night staying there I felt something spiky at the foot of my bed, it turned out to be a cranky frilled neck lizard that the kids had put there as an initiation, better than a Brown Snake!

*Work Experience is a new anonymous student voice column in the Pin Oak, for kids to pass on funny stories and cautionary tales from their part time jobs. Please contact Violet FitzSimons to submit your story.*