

Access Gazette

Providing OAC students with a voice and access to school news.

DEVELOPING POSITIVE HABITS IN YOUR LIFE



“What lies behind us and what lies before us are tiny matters compared to what lies within us.”
– Ralph Waldo Emerson

“In the middle of every difficulty lies opportunity.”
– Albert Einstein

“You miss 100% of the shots you don't take.”
– Wayne Gretzky

“Believe you can and you're halfway there.”
– Theodore Roosevelt

“It always seems impossible until it's done.”
– Nelson Mandela

“You are never too old to set another goal or to dream a new dream.”
– C.S. Lewis

“The best way to predict the future is to create it.”
– Abraham Lincoln

“The only way out is through.”
– Robert Frost

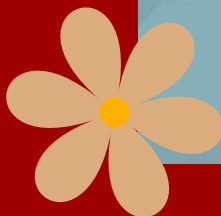
- Gripping Writing Pieces
- Interesting Articles
- Artwork and design
- Powerful poetry
- Student advice

Access Gazette

p. 08 8309 3500

a. Open Access College, SA

**SELF LOVE
AND MENTAL
HEALTH**





ACKNOWLEDGMENT OF COUNTRY

Open Access College and our associated campus, The School of The Air at Port Augusta, covers more than twenty-five Indigenous Nations. In the spirit of reconciliation, Open Access College acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

OAC Mural completed in 2022 by OAC students with guidance from Cedric Varcoe, a proud Ngarrindjeri and Narargga man.



Contents

WRITING PIECES	04 - 19
POETRY	20 - 23
ART AND DESIGN	24 - 30
SPORTS COLUMN	30 - 34
ADVICE COLUMN	35
STEM ZONE	36
SCHOOL EVENTS	36 - 37
ACKNOWLEDGEMENTS	38

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EFF IS THE

STUDENT WRITING PIECES

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Disclaimer: If you find any content within this magazine uncomfortable please chat with your Student Wellbeing Leader or visit [Beyond Blue](#)

Life in Belgium

History:

Belgium has a royal family and a government. The King acts as the head of state and the Prime Minister acts as the head of government. The Royal Family is made up of the King, the Queen, Princess Elisabeth, Prince Gabriel, Prince Emanuel and Princess Eleanore.

The front lines in WWI went all the way from Belgium to Switzerland. You can still find trenches, war memorials, cemeteries and museums all over Belgium.

Language:

Belgium's two languages are French and Flemish, which is similar to Dutch. Many Belgians also speak English as a second language. Belgium was annexed by France in 1795, and then made a part of the Netherlands in 1815. In 1830, Belgium won its independence, but as a result of this Belgium, speaks multiple languages.



Google Maps



Political Map of the World (2020) [image], Geology.com, accessed 28 October 2024.



Food:

Belgium is famous for its beer, fries, or “frietjes,” and waffles. There are two kinds of Belgian waffles, Liege waffles and Brussels waffles. Liege waffles are typically richer and sweeter as they are made with a yeast dough.

Where to Find the Best Waffles in Brussels (n.d.) [photograph], ROCK A LITTLE TRAVEL, accessed 28 October 2024.
 Brussels Fries (n.d.) [photograph], Irina In Travel Mode, accessed 28 October 2024.
 Is Belgian chocolate really the best chocolate in the world? (2023) [photograph], The Chocolate Journalist, accessed 28 October 2024.
 Belgian Beer (2015) [image], Supply Chain Link Blog – Arkieva Logo, accessed 28 October 2024.

Buildings:

Belgium is a very old country, it won its independence in 1830 but the land and people have been here much longer. This means that there are old buildings everywhere in Belgium. Every town has an old church in it and we have many buildings that have been restored.

Stats:

Belgium is 30 thousand km² which is roughly half the size of Tasmania. The population of Belgium is 11.6 million and the population of all of Australia is 26million. This gives us a bit of an idea of how densely populated Belgium is. You can see this in the houses in Belgium. Many of them are tall, skinny and directly next to each other. Whereas in Australia the houses are more spread out.



The Grand Place of Brussels

Credit : Ekaterina Belova, Adobe Stock

Jkb-ne (2019) Europe, Belgium, Brussels, row of houses, typical street with brick houses, residential houses [photograph], Alamy, accessed 16 September 2024.

Things you can do to help save the environment

WRITTEN BY STACIE Y7

How pollution affects our oceans

Keeping rubbish out of the ocean is vital for protecting marine life and ecosystems. Waste harms animals and releases toxins that disrupts the food chain, impacting our health too. A clean ocean is essential for our future and our livelihood, so it's important to take action and support ocean conservation when we can.

Pollution can lead to various harmful impacts, including harm to wildlife, destruction of habitats, and health issues for humans. It can contaminate water sources, making them unsafe for drinking, cooking and cleaning. Contamination contributes to climate change which causes extreme weather events and damage to ecosystems. Overall, it poses a serious threat to both the environment and public health.



Things you can do to help

You can help keep our oceans free of trash by using reusable bags, joining beach cleanups or spreading awareness about recycling online or in your community. Every small effort makes a huge difference in keeping our oceans safe.

Learn About Aboriginal Allyship!

By Teija, Year 12

Actions For Allies:

Allyship encompasses many aspects but fundamentally involves engaging with Aboriginal people and communities, listening to their experiences, and taking informed action. It's a journey that anyone can begin.

I've compiled some resources I believe are valuable, and I encourage you to check them out. Many of these resources emphasise that mistakes are a natural part of learning and growth. They encourage that instead of letting fear hold us back, we should view mistakes as an opportunity to ask questions, become more curious and continue listening and learning.

We can all show up, even imperfectly and in little ways because those little actions can add up to create a bigger impact.



Illustration by Charlotte Allingham

SeedMob Workbook

This is a valuable resource structured as a workbook that guides readers through concepts of allyship and solidarity and includes interactive activities.

Privilege Fact Sheet

This fact sheet by Reconciliation NSW helps demystify the concept of privilege.

Allyship in Reconciliation

This video shares different perspectives on how allies can take meaningful action towards reconciliation.

Showing Up - Article

This article provides detailed explanations and recommendations for websites, books, videos and podcasts to gain a deeper understanding.

Anti-Racism

This site focuses on anti-racism, which is crucial for meaningful allyship.

Ask and Ally Q&A

This video series by Evolve Communities answers questions about allyship in a supportive, guilt-free manner.

Action Ideas Wall

A collection of ideas from others who are taking action.

●●●●●●●● Please fill out [this survey](#) to help gauge if you found this resource useful ●●●●●●●●

Learn About Aboriginal Allyship!

Throughout school, I have learned a bit about Aboriginal culture and history. I've always felt it's important to listen and learn from Aboriginal people to create a future grounded in reconciliation and harmony. Despite the desire, it can be challenging to know what actions to take to contribute meaningfully.

Recently, I discovered the role allyship can play in promoting a culture of respect, inclusion, and understanding, which are key OAC values. I put this together to share some things I have learnt and provide resources to help guide anyone who's interested in learning more about allyship and stepping up as an ally.



What is allyship?

Allies are people who support the rights of a marginalised group. Being an effective ally goes beyond offering support; it means actively recognising one's privilege and using it to facilitate and promote equality and justice.

'An ally is a person who is proactive in their support for First Nations communities, equality and justice. Every person has the power to make a difference. It's a simple, supportive action that drives change.' (SeedMob, 2024).

Why is allyship important?

Colonisation and systematic oppression have led to the many challenges Aboriginal People face today such as generational trauma, cultural loss, racism and stereotyping, as well as significant gaps in employment, health, education and other areas.

As a marginalised group making up 3.8% of Australia's population, Aboriginal voices are often overlooked. Allies can help amplify Aboriginal voices by listening, sharing, and sparking conversations to address injustices and work towards a future of equity and inclusion.

'As First Nations people we are the minority and need you as the majority to lend us your resources for the mutual purpose of reconciliation' (Creations, 2022).

••••• Please fill out [this survey](#) to help gauge if you found this resource useful •••••

STEMMIE

*Open Access Colleges's First Step into UniSA's
STEM Innovation Experience*

THE MARS MISSION

Written by Isis, Year 10



STEMIE | Yangadlitya 2024 | Kumangka *For the future – together*

This year marked a thrilling first for Open Access College as we embarked on the UniSA STEM Innovation Experience (STEMIE). Six students and four teachers formed our dedicated team, diving into the program in May and working tirelessly to bring their creative visions to life. STEMIE is an innovative initiative that challenges students to tackle real-world problems by integrating science, technology, engineering, and mathematics into one cohesive project.

The program offers a variety of themes to spark curiosity and ingenuity. These include managing resources sustainably, mitigating natural disasters, exploring the mechanics of carnival rides, applying STEM in the film industry, and, our chosen focus, designing a mission to Mars. The Mars Mission theme immediately captured the team's imagination. It was a perfect fit for a school ready to explore the final frontier.

The Journey Begins.

Under the guidance of their project manager, Dr. Champak Khurmi, the team quickly got to work. Roles were assigned based on the students' strengths and interests. While some delved into astronaut health research and budget planning, others focused on designing the rover's transportation pod and coding its sensors. Early tasks were fun yet challenging, requiring students to think critically and collaborate remotely.

However, the most memorable and transformative parts of the project were the "come-in days," held at Marden Campus. These days provided the team with opportunities to come together, roll up their sleeves, and turn ideas into tangible results.

First Come-In Day: Meeting the team in person

The first come-in day, held in late August, was exciting yet was held in a very new environment. As students arrived, they gathered to prioritize tasks and refine their project goals. With supervisors offering guidance, the day started off quite fast.

To start the day off, Isis, Henry, and Micheal started on the digital 'sketch' of the terrain, which then went on to be built using cardboard as ramps and tape as the outline. This proved to be more difficult than expected. Eventually, Isis shifted her focus onto working on the prototype of the transportation pod, and once the terrain was completed, Henry shifted his attention to testing reaction time, and Micheal, Ashala and Kapa worked together to test the Arduino sensing board.

Teamwork and adaptability were crucial throughout the day. As things progressed, the team collaborated to test the rover's ability to navigate the pod and traverse the terrain, celebrating small victories as they ironed out issues together.

Second Come-In Day: Problem-Solving

The second come-in day in early September was equally pivotal. As the team tested their designs, they discovered an issue: their initial assumptions about the terrain and rover wheels were incorrect. Ramps, which they had planned to use, were not allowed in the simulated Mars environment. This meant the rover's wheels needed to be larger and its base more stable.

Undeterred, the students brainstormed solutions, redesigning the rover to meet the updated requirements. These problem-solving moments were key to the project's success, teaching the team to adapt to unexpected challenges and refine their work under pressure.

Final Come-In Day: Polishing for Perfection

By early October, excitement and nerves were running high as the State Finals Showcase approached. The final come-in day was dedicated to polishing every aspect of the project, from the presentations to the prototypes.

Between the first come-in day and now, Isis worked on a wooden version of the transportation pod with her dad's supervision and her mother's feedback on the best design ideas. Although the project was mostly in her hands, using connections for help was a very key part of this process.

Isis and Henry practised their speeches in front of Hayley McAteer and Kathryn Harrison, whose constructive feedback helped the pair refine their delivery. Afterwards, Isis worked to transfer the Arduino sensing board onto the rover's newly redesigned base. With hours of coding, testing, and adjusting, the sensors—designed to detect light, temperature, and humidity—and coded by Kapa, Henry and Ashala- we are finally ready to shine.

The day was intense, but teachers Heidi and Shaun provided a calming and humorous presence, helping students focus and stay positive. By the end of the session, the team felt confident and prepared to showcase their hard work.

The State Finals Showcase

The big day arrived in late October, bringing months of effort to a thrilling conclusion. Isis, Kapa and Micheal gathered early at the Marden campus to make final adjustments. Batteries were charged, presentations were reviewed, and every last detail was checked. After moving into the meeting room, the whole team got on board for ironing out

When it was time to present, Isis and Henry led with the rover demonstration, showing how it exited the transportation pod, traversed the terrain, and returned to its "home.", which was made out of wood but lined with fire-proof padding on the inside, and sisalation on the outside.

Ashala and Micheal followed with a demonstration of the Arduino sensors, highlighting the rover's ability to detect environmental conditions. Finally, Caelin delivered a well-researched presentation on the physiological effects of space travel, tying the project together with a focus on astronaut health.

The team's effort and preparation paid off, earning them third place in the coding and science category and fourth place in engineering. These achievements placed them among the top 50 teams in a competition of 400 students statewide—an incredible accomplishment for a first-year team.

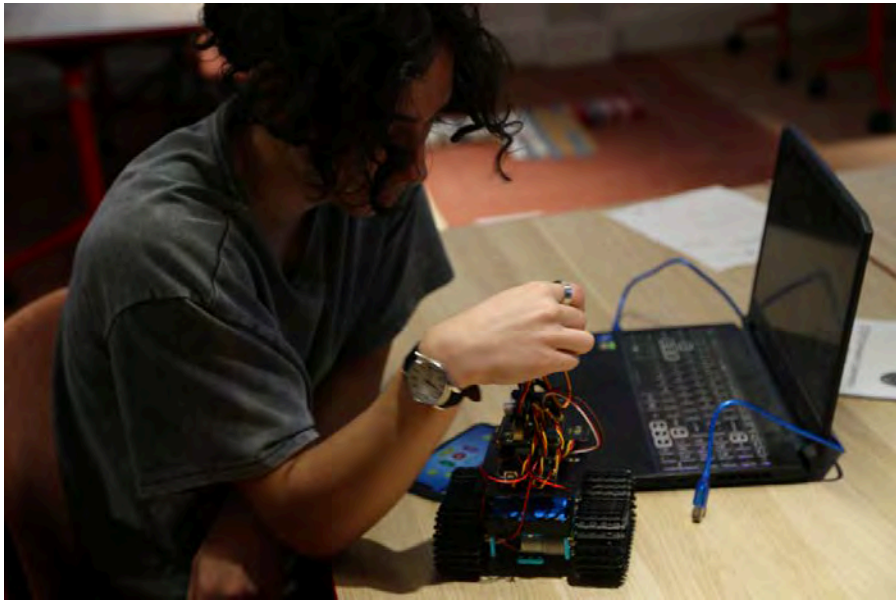
A Well-Deserved Celebration

After the showcase, the team gathered in the UniSA cafeteria to celebrate. Mr. Khurmi and Ms. Manglik very very kindly treated everyone to lunch, creating a warm, celebratory atmosphere. The team sat and ate lunch with Mr. Khurmi, congratulated each other, and unwinded from the exciting yet work-heavy project.

Looking Ahead

While the team didn't advance to the National Finals, our success in STEMIE's State Finals was nothing short of remarkable. Open Access College's first participation in the program has set a strong foundation for future STEM endeavors.

To our amazing team— Henry, Caelin, Micheal, Isis, Ashala, and Kapa—and our dedicated teachers—Dr. Champak Khurmi, Ms. Heidi Zhong, Mr. Warren Coleman, and Ms. Aparna Manglik—thank you for your passion, creativity, and resilience. This is just the beginning of what Open Access College can achieve in the world of STEM.



Henry Year 9, Michael Year 11, Te-Kapa Year 11, and Isis Year 10
Photo credit: Heidi Zhong

YEAR 8 HASS

Letters

TASK

Students were tasked with imagining they are a merchant from the northern England town of Durham in June 1349. They hear of a sickness people are calling 'The Great Pestilence' or 'The Black Death' ravaging Europe and spreading with ferocity across southern parts of England, including London. They must find out everything they possibly can about this disease and write a letter to their family to save them before it's too late...

Leut gewisslichem Dankbrieffe D. D. Wolframstaupe
Am 17. März 1839. für 50 R. schreiben: Fünfzig Gulden
5. Mai
Courant verkauft und ist diesen Gulden, wesshalb folgt
von dem Herrn von Wermbsen Gulden abgeschrieben
wurden, ex Decreto vom 25. Februar 1831. diesem
Gulden zugeschrieben.

Dear Mother and Brothers.

Have ye heard 'bout the nasty viruses going 'round? There's TWO of them for cryin' out loud, they've called them the bubonic plague and ye others called the pneumonic plague, but if yer ask me I think they're better called the Satan's virus!

If yer find yourself out and about and yer hear coughing or see someone withering away yer best get out of there quick, same with the ports, and merchants from another land, this flu is no joke.

Best way to spot this nasty virus and to tell the difference between yer two different ones is the bubonic plague's symptoms are fever, headache, weakness and one or more swollen, painful lymph nodes! Meanwhile, yer other pneumonic plagues symptoms are shortness of breath, cough and sometimes bloody or watery sputum, best yer take note of these somewhere.

I heard from another merchant a while ago that it's best to stay indoors. Oh, and I forgot to mention if yer see rodents or fleas steer clear of em', they were the beginning of this nasty virus! If you find yerself with this nasty flu you best pray to God that he helps you out! If yer feel unsafe living within the towns it is best to move away quickly, staying away from populated areas helps with a lesser chance of catching yer nasty viruses. I suggest you drink fresher water and eat much more to strengthen your immune systems if yer can't move away from em' crowded areas.

Stay safe Mother and Brothers!

to Mary. R
from Arthur. R

Written by Phoebe - Year 8 HASS

Mother, Father, George, and Lawrence,

I write this letter to warn you of a deadly and lethal virus that has sprung Europe and south England into chaos and disease ridden "people". Apparently, the virus began near Marseille or near the coastal border of Italy and France, with this information I believe it may have spread from the Black Sea or somewhere southeast of Europe entirely, probably Asia...or Africa.

I believe it travels through boats...and what do boats have? Rats, food, drinks, fleas, and many other dirty things just like the crewmen! So, I've concluded it travels through either fleas or edibles. A nice man at the bar said he saw one of the infected have black apples all over him, his face was red and eyes bloodshot!

He said he thought he saw a demon...maybe he did. After many encounters with people who saw the infected, I've concluded there are two types of the virus! One that boils you to death from the inside, and the other makes you explode in pus and blood!

A fellow merchant I met on the way back home gave me a ride and informed me that you always want to avoid people and cover yourself in oil to avoid getting the virus...he also said you want to...dress up as a bird? Something like that. Well, if you do get it...I recommend simply praying or maybe...bathing excessively.

Keep safe,
Yours truly.

Written by Jaxon - Year 8 HASS

Dearest Mother o' mine,

It hath come to my attention there is a horrid disease floating around the air! It was from the Mongolian ship that hath spread such blasphemous flu! It's everywhere, I'm telling ye, Mama! If you see an ugly fellow or madam who is coughing up the devil and rotting away, run in the other direction! Even if they're selling fine goods! Noah was selling torches, and the poor lads and women haven't been seen outside their abodes!

They like to say there's two different types, TWO! Can you believe it?! A cough monster, and a boil demon! Everyone's scurrying around like bloody rats! They all look at you like yer the one with the cough! Bloody rats these days, no one's got a single clean cell in 'em, I tell ya. Some people are telling me to hide in the retched sewers! Try to stay inside Mother, and don't talk to any horrendous looking creeps!

If somehow you do have hell fall onto you and you catch the virus, I think your best bet is praying it off. Either that or you could move into state, but I haven't a penny to help ye. Money's been spent buying fecal matter to drive it off, but that was a scam too, so don't fall for that either. Disgusting rodents killing those for a dime. Unless you want to do that, mama, it gets you a buck! Give it a go, may luck be on ye side, go for the poorons! Filth like them probably started it to begin with, they had it coming.

God bless, Mama!

Love, Weiner.

STUDENT POETRY



Quiet Chaos

As the sun makes her journey,
To the depths of the west,
The barred owl lifts his banded head,
Awoken from his rest

The screech of the Eastern owl,
Echoes through the night,
Though why he screams so loudly,
Is a mystery in flight

A light pole with its soothing glow,
Blitzed by Luna moths,
The brightness of their turquoise wings,
Dulled by shadow's swaths

The raccoon with his bushy tail,
Scampers through the street,
Eyes gleaming in the dark,
Ventures so discreet.

The black rail with her crimson gaze,
Flaps her minute wings,
Ascending from her hidden perch,
Bewitchingly she sings

The moon in her spectral pallour,
Holds secrets dark as the sky,
And whispers of cedar and cypress,
Drowned by night jar's cry

A night frog on his splintered branch,
Croaks with steel resolve,
The roughness of his sable skin,
Amongst the leaves dissolves.

The chaos in the quiet of this
Hidden stellar world,
Shadowed by the mysteries,
Centuries untold.

The heron with her darkened crown,
Eyes filled with fire,
Cries with a beseeching wail,
A-perched upon a spire

This unsung lunar anthem,
It's harmony aflame,
Changing for eternity,
Just like the summer rain.

YEAR 10 Poetry

FINDING THEIR VOICE THROUGH POETRY

Year 10 students have been creating poetry to either voice their perspective on an issue they care about or to offer the poem as a place of escape and happiness. The students have practised using a range of poetic techniques.

Enjoy!

Untitled By Elsie

Nugget the playful little pup
ran through the house running a muck.
Wherever he went disaster would
come,
he jumped through the house making
all kinds of fun.

Wherever I went he would go too.
I love him the most and made sure he
always knew.
Even though he was like a tornado
destroying everything near,
I could never get mad at him he had
nothing to fear.

I spent hours with him in the backyard,
he took a while to train he thought it
was just too hard.
Just having him near made me happy,
he was a warm hug that makes me
sappy.

He shines bright like a ray of sunshine,
I'm so glad that I can call him mine.
I hope my time with nugget never
ends,
He truly is the closest of friends.

School By Katelin

Happiness feels like a warm embrace,
a glow inside those lights up your face,
It's the calm that comes after a storm,
leaving you feeling safe and warm,

A burst of joy, a skip in your stride,
a feeling of contentment deep inside.
Like a melody that soothes your soul,
or a cherished memory that makes you
whole.

It's the laughter that bubbles from
within,
a sense of peace where new days begin.
In happiness, life's beauty unfolds,
bringing bliss to this wonderful world.

**In A Land Where Justice Leaves
By Maanan**

Every day, I see the world turning
into a colder place,
Protests over basic human rights,
filling our city's veins,
Election results turning our world
back, turning dreams into a
hollow space.
Yet your colonising hearts, like
stone, show no pity, only disdain.

I come from a place robbed of 45
trillion dollars,
Learned your language and
started life all over again.
Yet you still don't think of me as
an equal color.
You call my color and people a
stain.

You call it a stain on our nation
and our population,
Yet we left everything behind for
a new life here.
You blame us for this stagnation,
And I ask you, are our people the
reason why you sneer?

People are carrying their dreams
on their backs, crossing
burdensome seas,
Hoping for a land in which
freedom and peace will reign free,
But we found closed doors and
hearts that freeze,
In a land where justice simply
leaves.

**Netball All Minutes Matter
By Aubrie**

In netball all minutes matter,
even the breaks netball does not give
you time to make mistakes,
you make mistake the tensions shake.
Like sitting on a wire trying not to start
a fire.

Whistle blows you think 'damn was that
me, man'?
You think you have let the whole team
down;
you drop your head, and your brain goes
dead,
nothing in your mind except failure all of
a sudden you feel like a stranger.

You pick your head up, lean on the team
for back up!
Getting support feeling like a good sport
Keep up the good work girl, you got this
another shouts,
'Hey here' or a "up and in" stand up,
keep your head in the game and soon we
will make it rain together we will slay...
But hey minutes matter in netball...

All minutes matter in netball, even the
ones you know you're gonna lose,
The only thing you can do is control
your actions, and focus on the call after
all...

All minutes matter in netball, especially
when you win! Your head held high with
such a win on your chin, going to thank
the other team as they are going to
leave, and they ignore... but hey ALL
MINUTES MATTER in netball!

Holiday Selfie

Joy, excitement, worry, apprehension,

With joyful fear and excitedly worry,

Have I packed everything? Will I need that Jacket, the extra eye liner?

Stress, discomfort, fear, anticipation.

With fearful excitement I make my way through the stress filled departure check point.

My hopeful predictions of the seating arrangement only led to the discomfort of the middle seat.

Acceptance, reluctance, blissfulness, optimism.

With acceptance of my plight, I wait with hopefulness for my airline lunch.

Watching my Netflix series I eat with reluctance.

Relief, exhilaration, impatience, care.

I feel relief upon hearing the announcement that the jet will land.

with impatience I try to show care removing my bag.

but what exhilaration it is when stepping out into another world.

OAC

ART

AND

DESIGN



Brysen

Year 11

Subject:

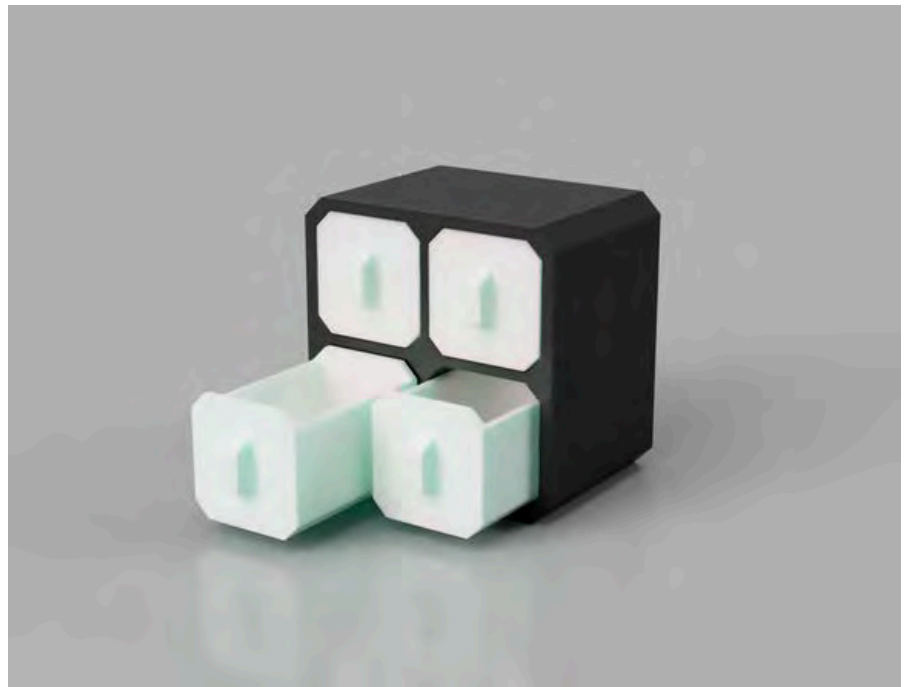
Stage 1 Industry and Entrepreneurial Solutions (3D Design and Printing)

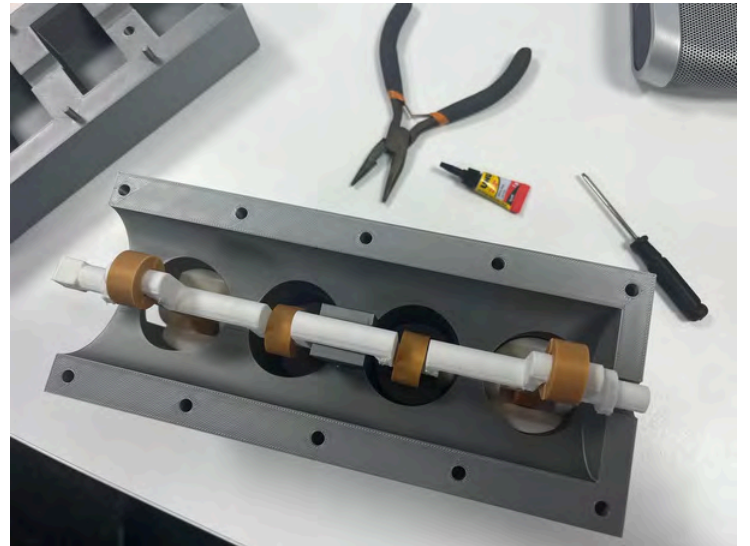
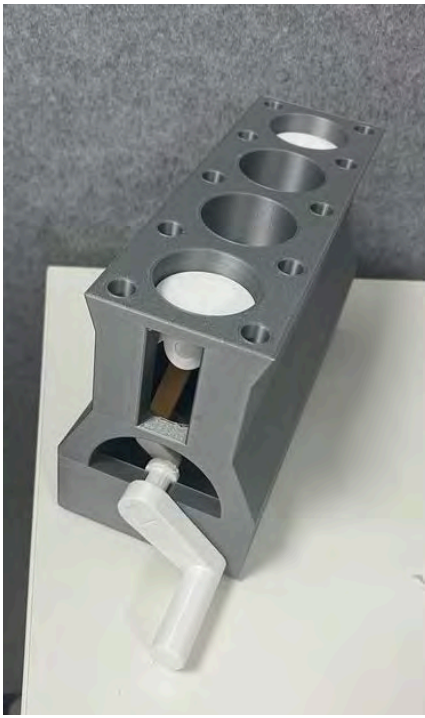
'Toy Car Model'

Students are to design a Toy Car suitable for small children, and prepare it for 3D Printing

'Carved Pumpkin'

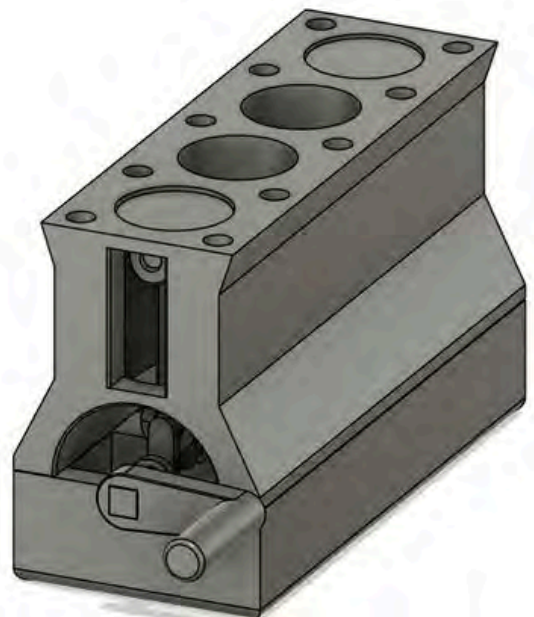
Students are to develop introductory skills in the sculptural 'Form Tools' in Autodesk Fusion to model a carved pumpkin and create a custom Rendering of their work.

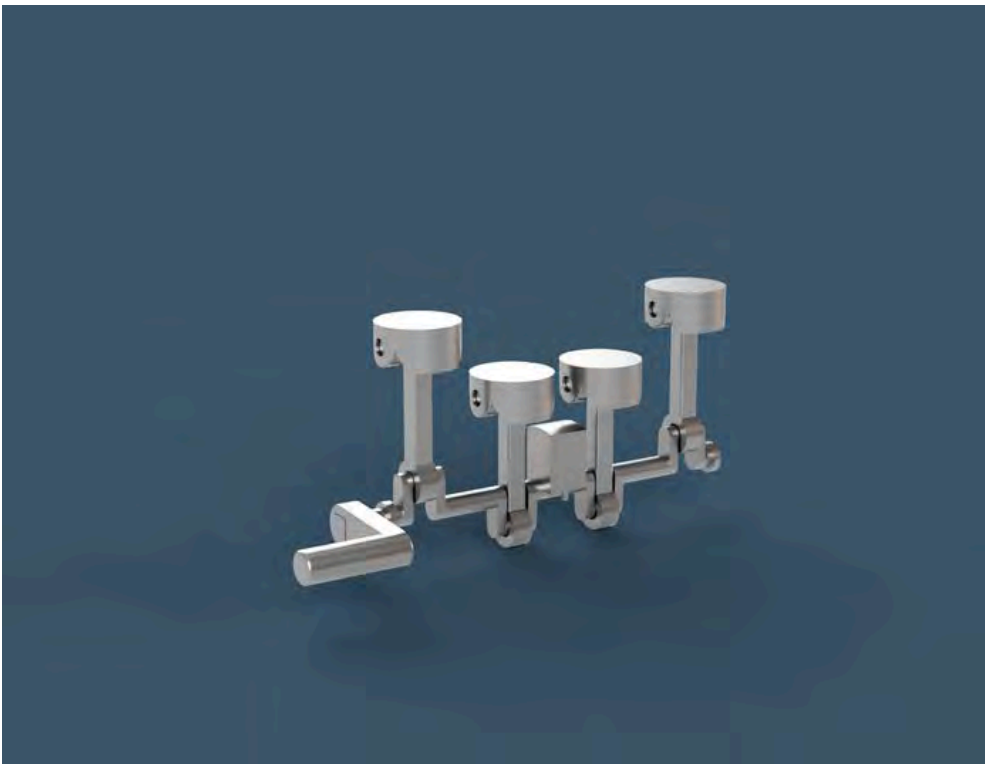




Kane Year 11

Subject:
3d Design and Printing





Kane

Year 11

Subject:

3d Design and Printing

'Design Process and Solution'

Students are to design, model and 3D print a product prototype that meets client and end user needs.

Description of student project: "This product is an inline four-cylinder engine block with a hand crank to turn the pistons. This product is suitable for car enthusiasts and people looking to learn about how the moving parts of engines work."

Aggie Year 12

Subject:

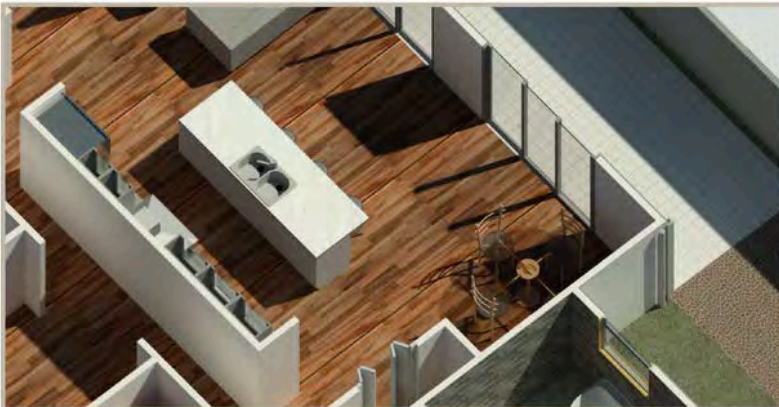
Stage 2 Industry and Entrepreneurial Solutions (Architecture):

'House model, Architectural Concept Plans and Renderings'

Students are to design a house using Autodesk REVIT, create Architectural Concept plans and model Renderings that meet a clients needs.



View of pool: Medium render, Exterior: sun only, 11:30 am, regular amount of clouds.



Overhead view: Best render, Exterior: sun only, 10:10 am, no clouds.



Kitchen view: Medium render, Interior: artificial only, 10:30 am, no clouds.

No.	Description	Date

Mr & Mrs Vlachakis
Suburban Oasis
Cover

Project number	000-001
Date	18/09/2024
Drawn by	AV
Checked by	Tim Potts
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Scale	

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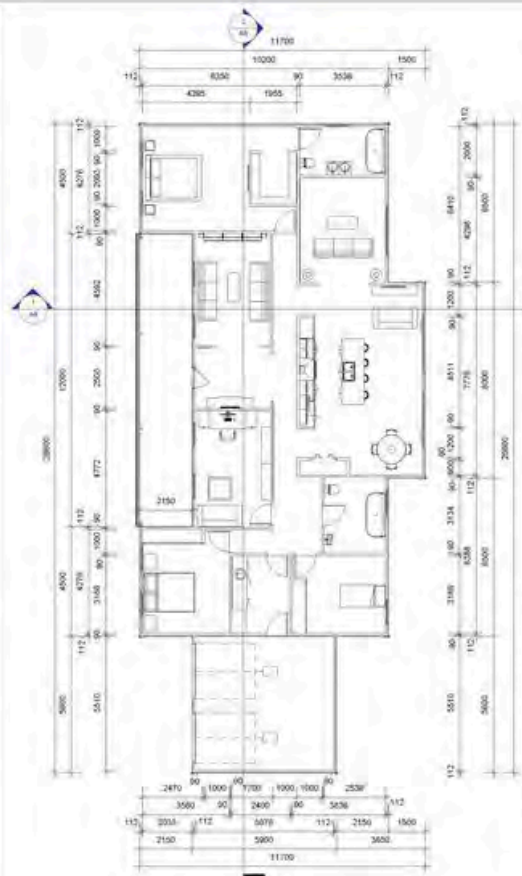
1 Southern Perspective

No.	Description	Date

Mr & Mrs Vlachakis
Suburban Oasis
Floor plans

Project number	000-001
Date	18/09/2024
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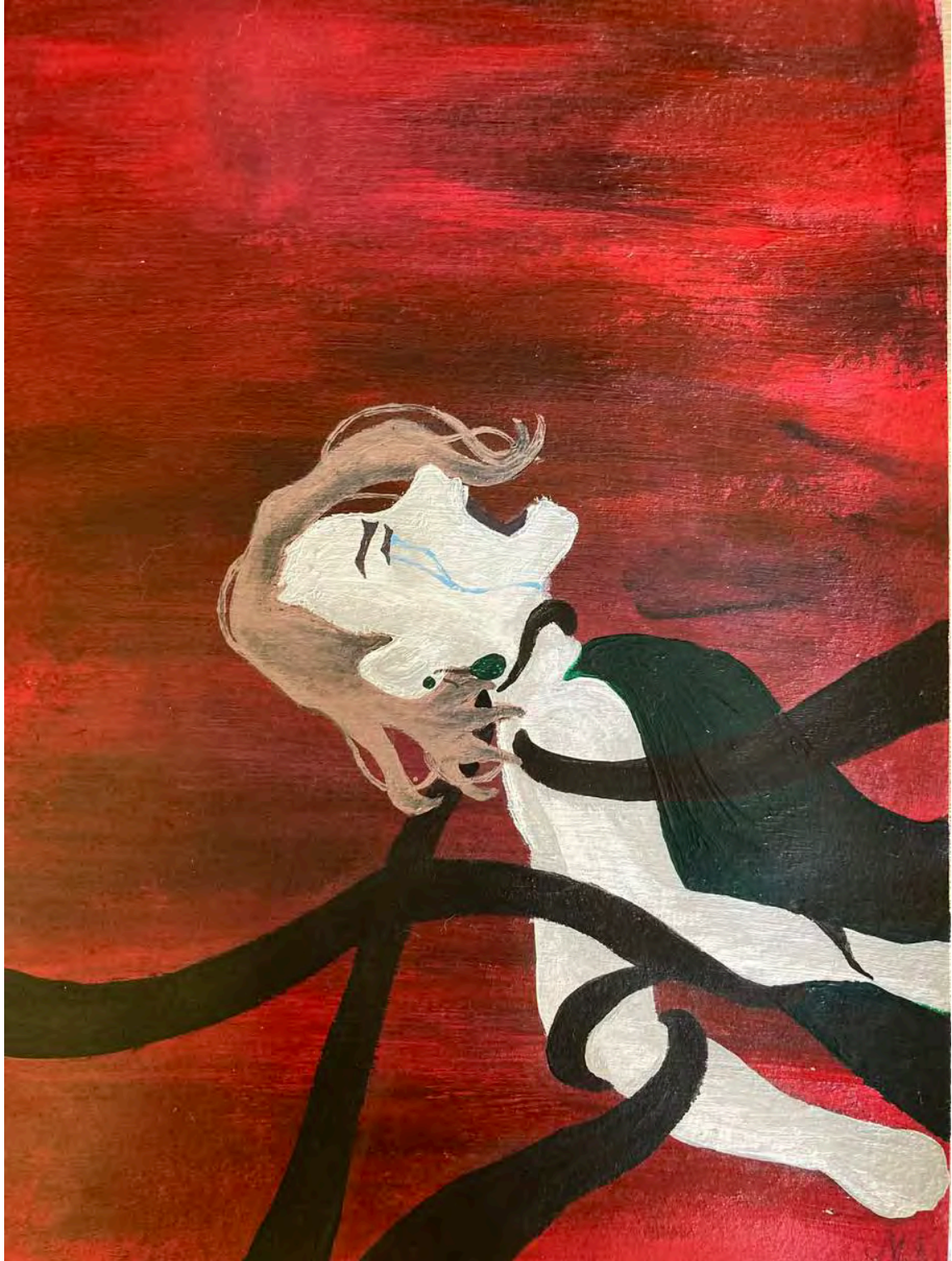


1 Ground Floor Plan
1:100

Room Schedule		
Number	Name	Area
1	Living	14 m ²
2	Ensuite	7 m ²
3	Bed 2	12 m ²
4	Bed 1	15 m ²
5	WIR	4 m ²
6	L'dry	8 m ²
7	Study	15 m ²
8	Garage	31 m ²
9	Bath	6 m ²
10	Passageway	18 m ²
11	Entrance	8 m ²
12	Home Theater	15 m ²
13	Kitchen, Lounge, Dining	39 m ²
14	Master Bedroom	23 m ²



2 Furniture Plan
1:100



Melanie
Year 7

OAC SPORTS SEGMENT

By Megan, Year 10



**HEAR ABOUT OUR OAC STUDENTS SPORTS
ACHIEVEMENTS AND EXPERIENCES!**

SPORTS SEGMENT



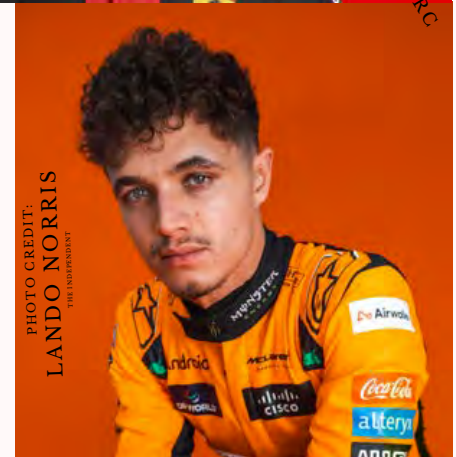
I play a disabled netball team on Metro Jets. It is my first year playing netball and we have an equal win lose score
-Lillian

WOW! That sounds like a blast, Lillian! All the best!

Ruby has been watching F1. Here's what Ruby has to say:

I watch Formula one, I was happy when Lando Norris got his first win in Miami for McLaren and when Charles Leclerc won in Monaco.

-Ruby



Lucy - I won basketball state champs 2024

Congratulations!

SPORTS SEGMENT

I played Volleyball. The two most memorable moments was winning the State Championship for Volleyball and placing third in the AVSC (Australian Volleyball Schools Cup). It was surreal.
-Harry

I play volleyball and do training.
-Riley

That sounds like a lot of fun Harry and Riley! And congratulations for winning state champs!

Mae - I played volleyball and netball in my old schools.

Awesome! Thanks for sharing Mae!

Vivienne - I do horse riding I don't do it competitively, but I want to when I'm older. I ride a horse named shadow he is such a sweet horse, and he is very tame.

**That sounds great, Vivienne!
Such a beautiful horse!**



SPORTS SEGMENT

Lara - I'm an international FEI dressage rider! Early last year, I competed in my first interstate competition, which was an incredible experience. Since then, with the immense support of my family, I've registered as a Virtus Athlete, and I'm excited to be planning my international debut in England next year—during my Year 12! It's been a challenging and rewarding journey, and I'm so grateful for all the support along the way.



PHOTO CREDIT: LARA

WOW! That's incredible! Good luck and all the best in England!

OAC Student

Advice column.

By Megan, Year 10

Create a Dedicated Study Space: Encourage setting up a specific area for studying that is quiet, organised, and free from distractions.

Develop a Routine: Establishing a consistent daily schedule can help manage time effectively and create a sense of normalcy, even in a virtual setting.

Stay Engaged in Virtual Classes: Actively participate in online classes by asking questions and contributing to discussions. This can help with understanding the material and staying connected with classmates.

Communicate with Teachers: Regularly check in with teachers for feedback and clarification on assignments. They can provide valuable support and guidance.

Lara- Year 11

Stay consistent and always show up, even on the tough days. Be kind to yourself and others, kindness builds strength. Love what you're learning and find joy in your studies. Discover your passions, and most importantly, know your "why." That reason will keep you motivated when challenges come. Keep going, you've got this!

Be yourself and speak up the teachers are very kind and are willing to help with any issue. Also, if the work gets overwhelming you should always take a break. It's ok to be you and always speak up if something happens - you are perfect the way you are :)

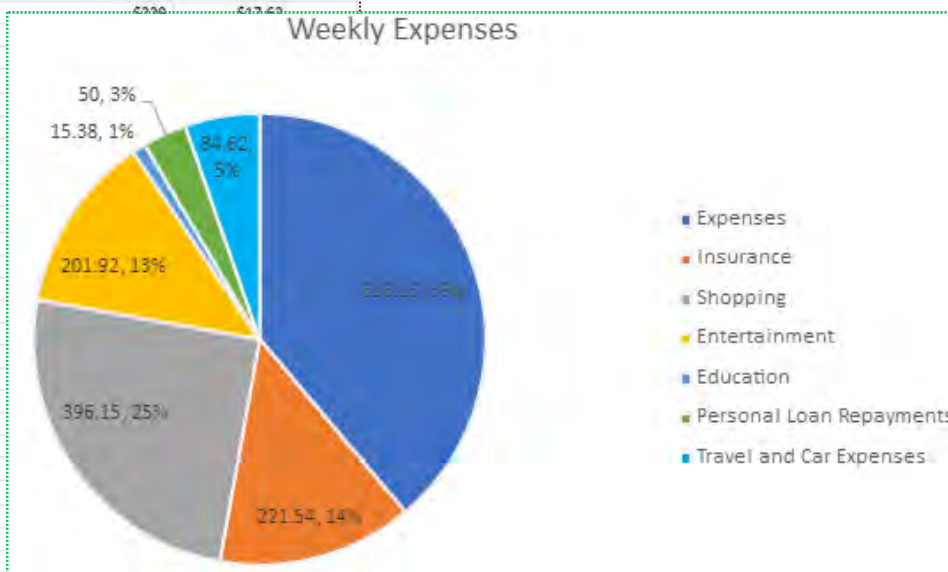
Bella- Year 12

Being an OAC student is hard at first, especially if you are coming from a regular high school like I did and then going full time online. My best advice would be to talk to the teachers. Do as much as you can to make it feel like you're at a regular high school. Talk to teachers, make friends and try to follow deadlines as much as you can. Once you lose your structure it becomes easy to get lazy with work.

STEM Zone: Explore the Wonders of Maths and Science!

Year 9 Mathematics students explored the concept of budgeting through practical applications. They planned a day trip to a destination of their choice, calculating and organising a detailed budget for the outing. Additionally, students honed their digital literacy by using MS Excel to create a weekly budget for their family. They applied Excel formulas to determine their family's weekly expenses and spending patterns. To visually represent their findings, students created pie charts and graphs, gaining valuable skills in data analysis and visualisation while understanding financial planning.

	A	B	C	D
1	Budget for Family of 4 with 2 cars			
2	Income	Monthly/Quarterly/Yearly etc.	Weekly	
3	Crane Operator Pay (yearly)	\$120,000.00	\$2,307.69	
4	Expenses			
5	Electricity (monthly)	\$300	\$69.23	
6	gas (monthly)	\$150	\$34.62	
7	water (quarterly)	\$700	\$175.00	
8	rates (yearly)			
9	Mobile Phone (Monthly)			
10	Insurance's			
11	Home/content insurance (monthly)			
12	Car insurance/road side assist for 2 cars (yearly)			
13	Health Insurance (monthly)			
14	Life Insurance (yearly)			
15	Caravan Insurance(yearly)			
16	Shopping			
17	Clothes/Shoes (monthly)			
18	Groceries (fortnight)			
19	Presents/self care (monthly)			
20	Entertainment			
21	Holidays/camping(monthly)			
22	Sport (weekly)			
23	Eating out (Monthly)			
24	Movie tickets (yearly)			
25	Memberships (monthly)			
26	Internet Access (monthly)			
27	Streaming Services (monthly)			
28	Education			
29	Books (yearly)			
30	School Fees (Yearly)			
31	Loans/Repayments			
32	House Loans (monthly)	\$2,700	\$623.08	
33	Hire and or repayments (saving incase of need, per week)	\$10	\$10.00	
34	Travel and Car Expenses			
35	Car Repairs/service (yearly)	\$700	\$13.46	
36	Fuel (monthly)	\$400	\$92.31	
37	Car Registration 2 cars (quarterly)	\$500.00	\$38.46	
38	Car Loan (monthly)	\$497	\$114.69	
39	Caravan Registration (Yearly)	\$89	\$1.71	
40				
41	Total			
42	Leftover money per week	\$343.87	\$1,963.82 Surplus	
43	Money we can save per week for day trip	\$343.87		
44	Day Trip			
45	Day trip: Leave home at 10am for an 11am escape room at			
46	mindshift escape rooms. Once completed go to The duke Of			
47	Brunswick Hotel for lunch at roughly 12:30pm. after lunch			
48	at roughly 2 pm head to Semaphore beach and grab a yummy			
49	ice cream then go for a walk and swim at the beach then walk			
50	up to the basketball court and play around there. After that we'll			
51	go home			
52				
53	Expenses For Day trip			
54	Escape Room		\$55	
55	Lunch at The Duke Of brinswick Hotel	\$160 (allowing extra)		
56	Ice Cream	\$42 (allowing extra)		
57	Fuel		\$23.57	
58	Extra (just incase)		\$25	
59	Total			
60	Full Day Trip Total		\$306	
61	It would take 1 week for us to save for the day trip according			
62	to the budget			

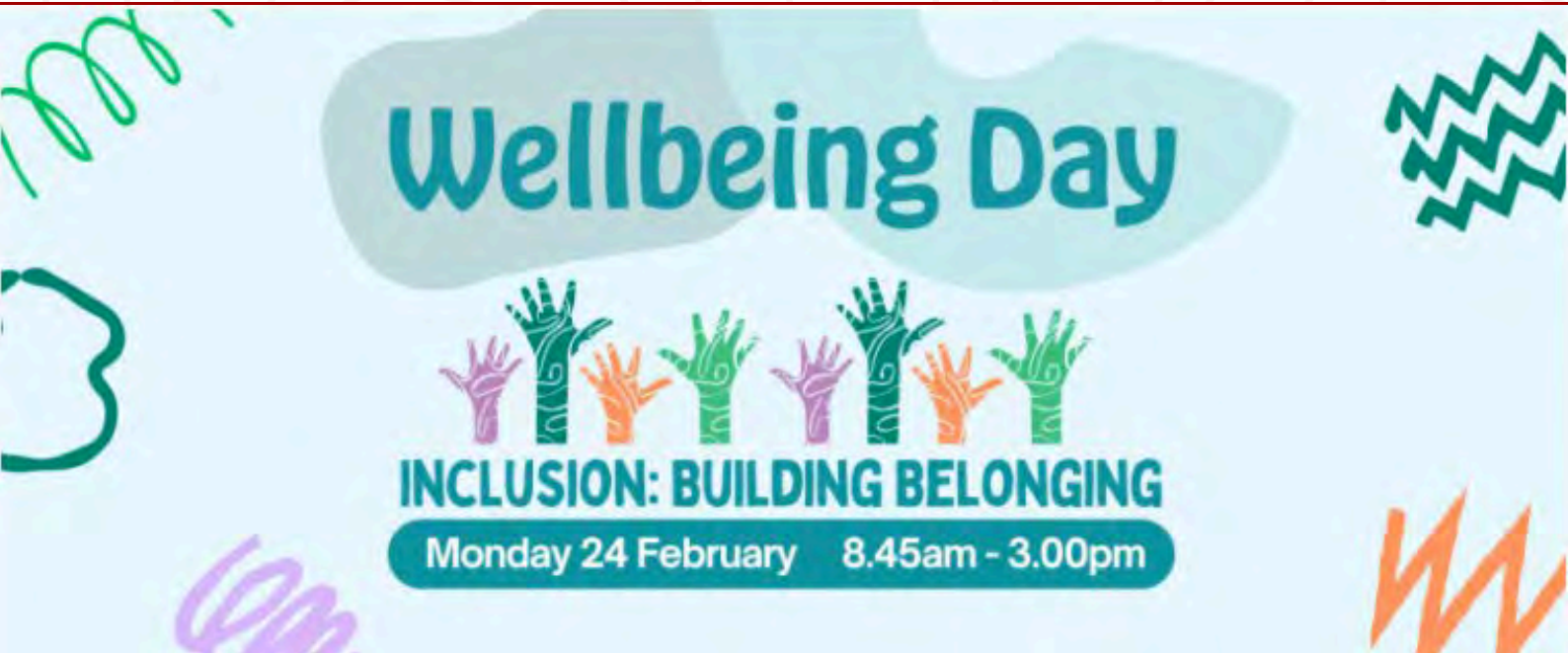


Note: The work is from multiple students so the graph and the pie chart don't match with the given data.

Credits- Dylan and Ruby

Thank you for letting us use your work for the Gazette!

OAC Events



Students from Reception to Year 12 are invited to enjoy a range of fun and inclusive activities at our event Wellbeing Day 1, Inclusion: Building Belonging. This is an amazing opportunity for students to meet their peers, teachers, and OAC staff and forge connections built upon the Open Access College values.

Date: Monday 24th February 2025

Time: 9am – 3pm

Location: Open Access College – 1-37 Marden Road, Marden SA 5097

Important Information:

- Students must sign in at **8:45 am** at Student Services before heading to the Hall for induction and welcome. Students must sign out at **3:00 pm** at Student Services before leaving. Students **cannot** leave the site during the school day.
- Bring a snack and water. A **BBQ lunch** will be provided.
- As per DfE policy, OAC is a **phone-free zone**. Please refer to the [mobile phone policy](#) for further details.

For more information visit:

<https://www.openaccess.edu.au/news/wellbeing-day-t1>

Acknowledgements

Thank you to everyone who has contributed to Edition 9 of the Access Gazette

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Stacie Year 7

Elodie, Year 9

Yuri, Year 8

Megan, Year 10

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Aubrie, Year 10

Bella, Year 12

Ruby, Year 8

Isis, Year 10

Teija, Year 12

Lillian, Year 9

Maanan, Year 10

DO YOU WANT TO SEE YOUR WORK IN THE GAZETTE?

WE WOULD LOVE TO HEAR FROM YOU!

We are looking for:

- Artworks
- Music
- Creative Writing
- Science Facts
- Articles
- Anything you would like to share!

PLEASE SEND YOUR SUBMISSIONS TO:

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