

# The Future of Innovation

This year, Stage 1 students in Industry and Entrepreneurial Solutions: CAD A have been exploring design thinking, problem-solving, and technical skills through computer-aided design (CAD).

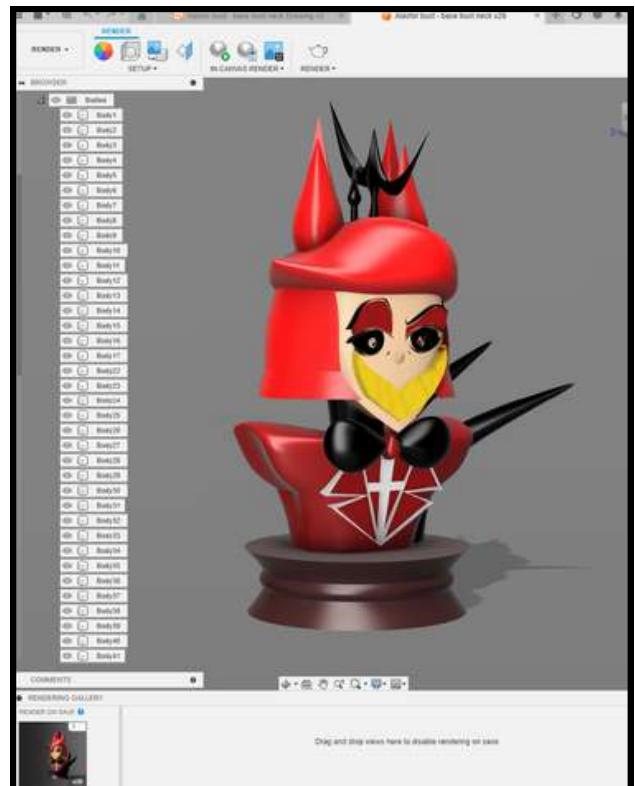
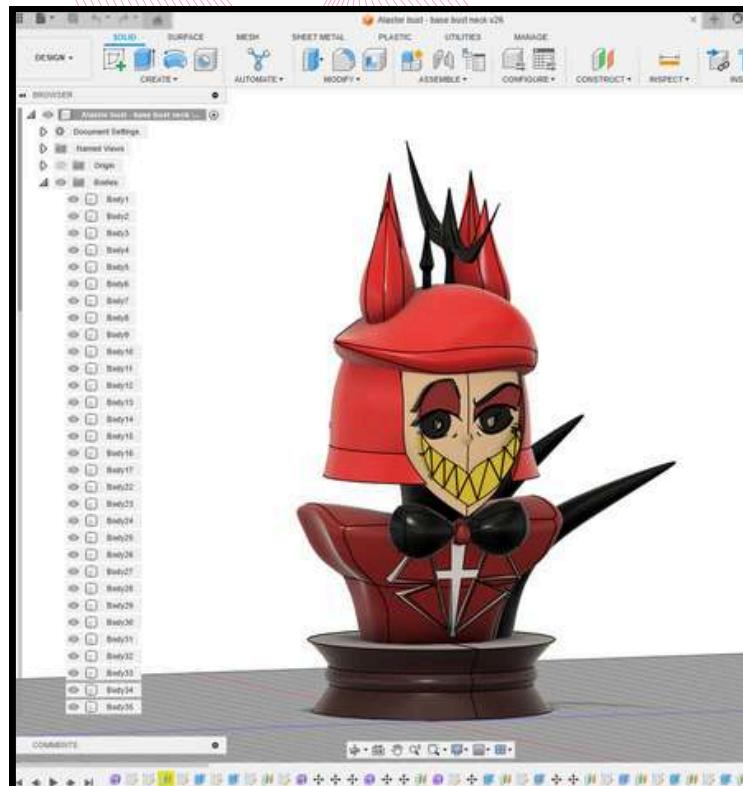
The following pages showcase a selection of their projects, demonstrating innovation, creativity, and practical application of design concepts.

A big thank you to Tim Pols for coordinating and to our students for sharing their excellent work!



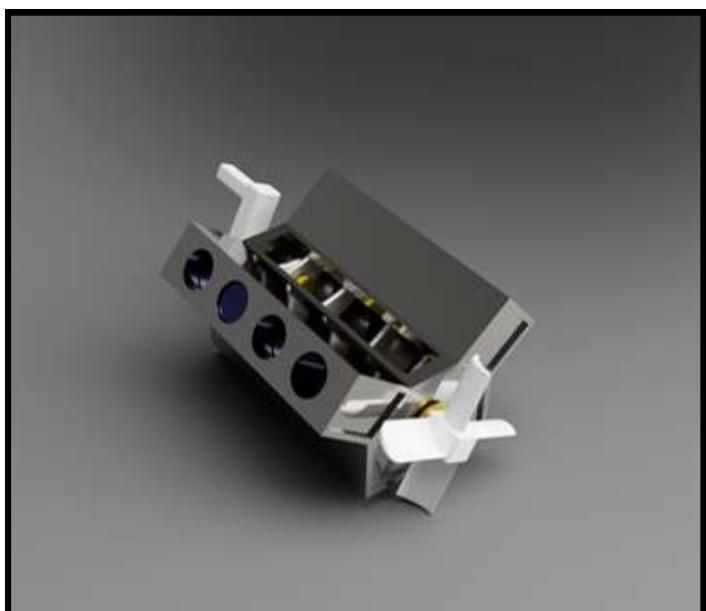
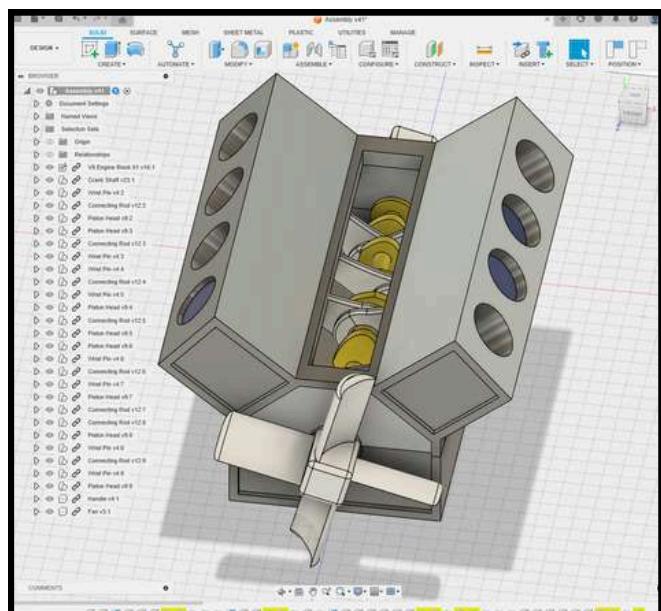
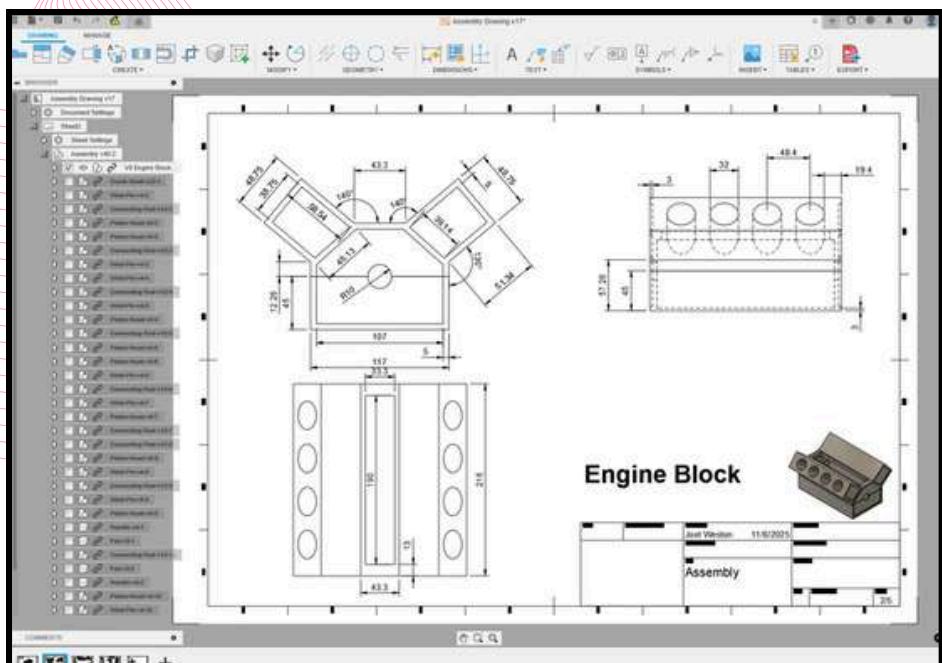
**Shaping Tomorrow's World Today**

# The Future of Innovation



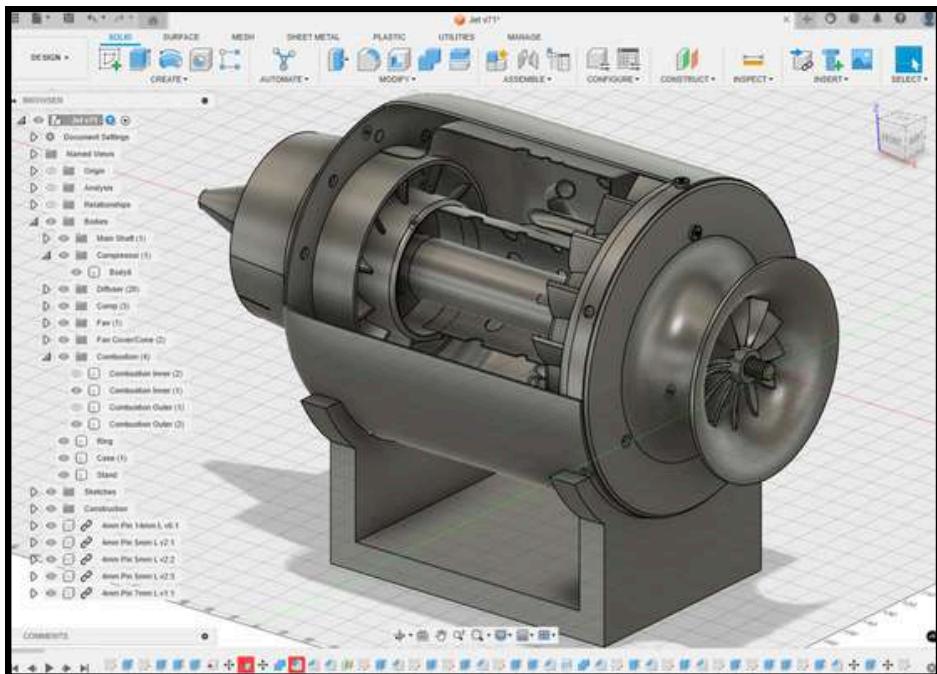
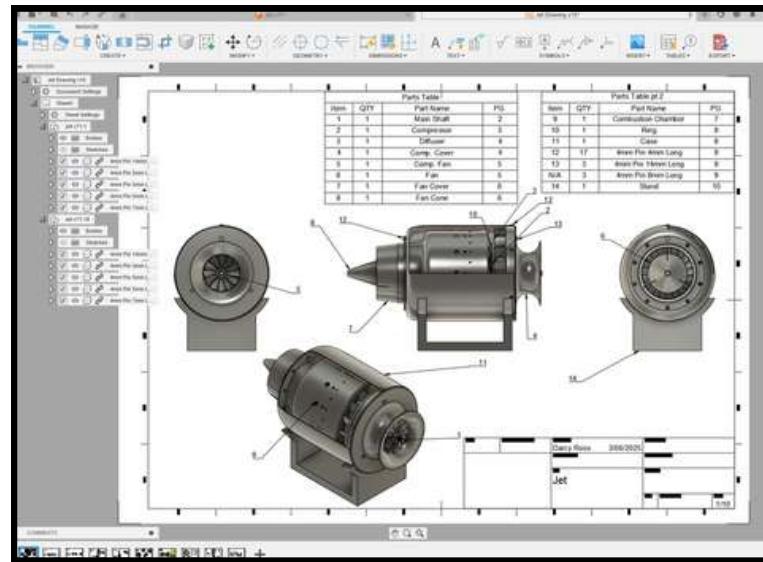
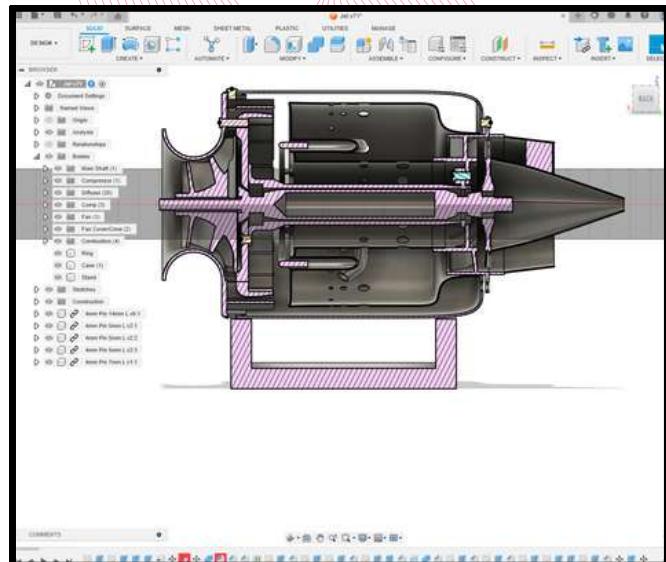
**TIARA WALSH**  
**STAGE 1 INDUSTRY AND**  
**ENTREPRENEURIAL SOLUTIONS: CAD**

# The Future of Innovation



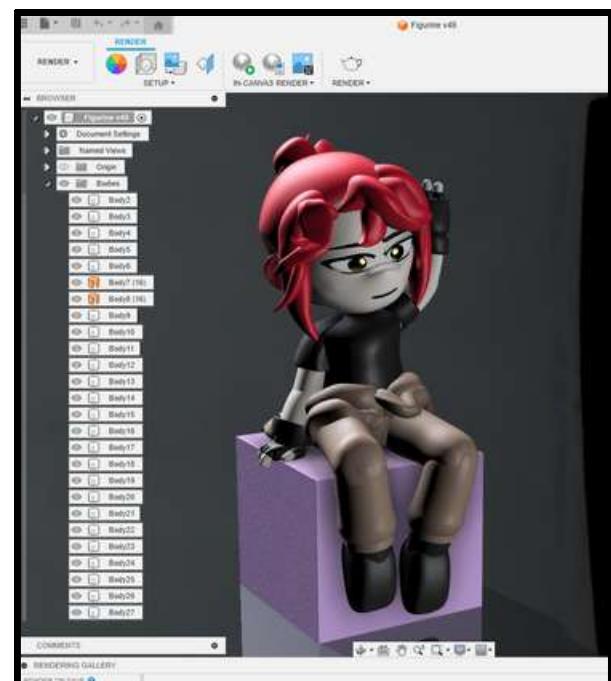
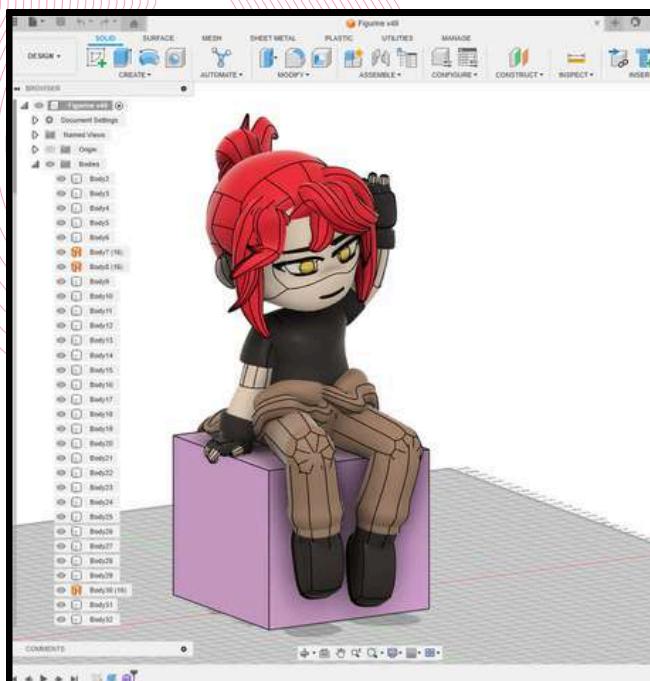
**JOEL WESTON**  
STAGE 1 INDUSTRY AND  
ENTREPRENEURIAL SOLUTIONS: CAD

# The Future of Innovation

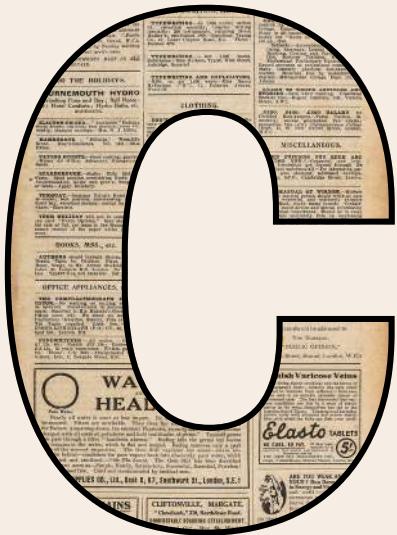
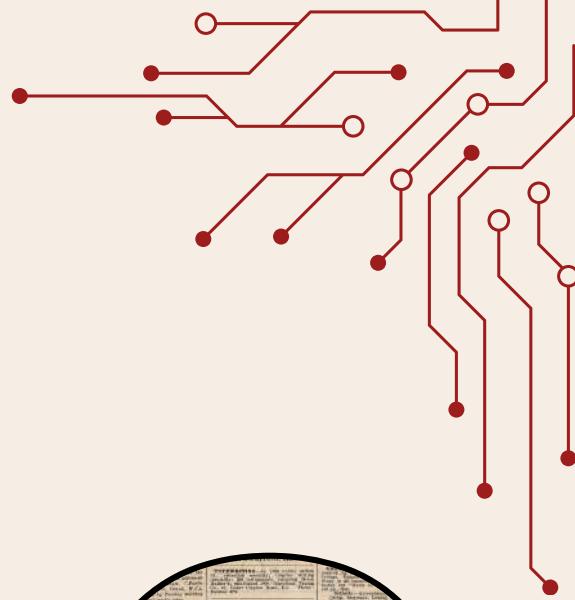
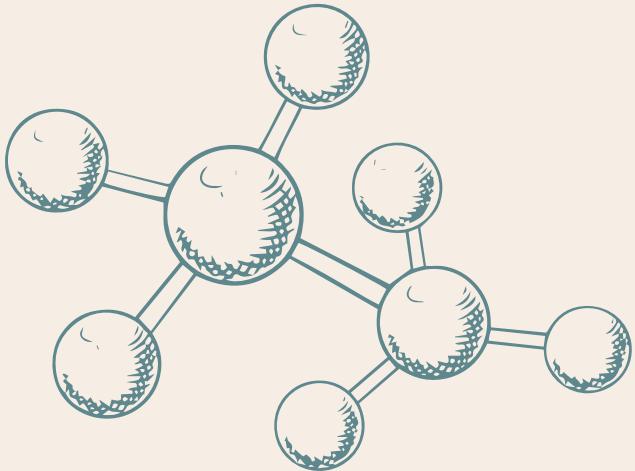


**DARCY ROSS**  
STAGE 1 INDUSTRY AND  
ENTREPRENEURIAL SOLUTIONS: CAD

# The Future of Innovation

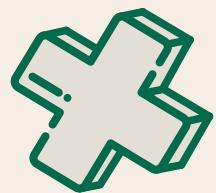
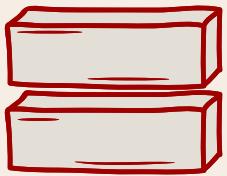
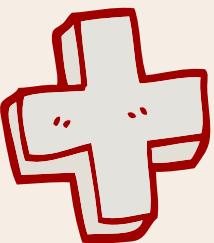
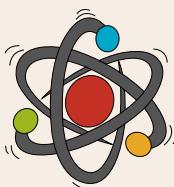


**ZOE BARNETT**  
STAGE 1 INDUSTRY AND  
ENTREPRENEURIAL SOLUTIONS: CAD

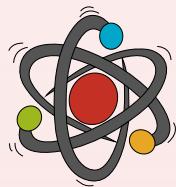


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# STEM ZONE



# STEM ZONE



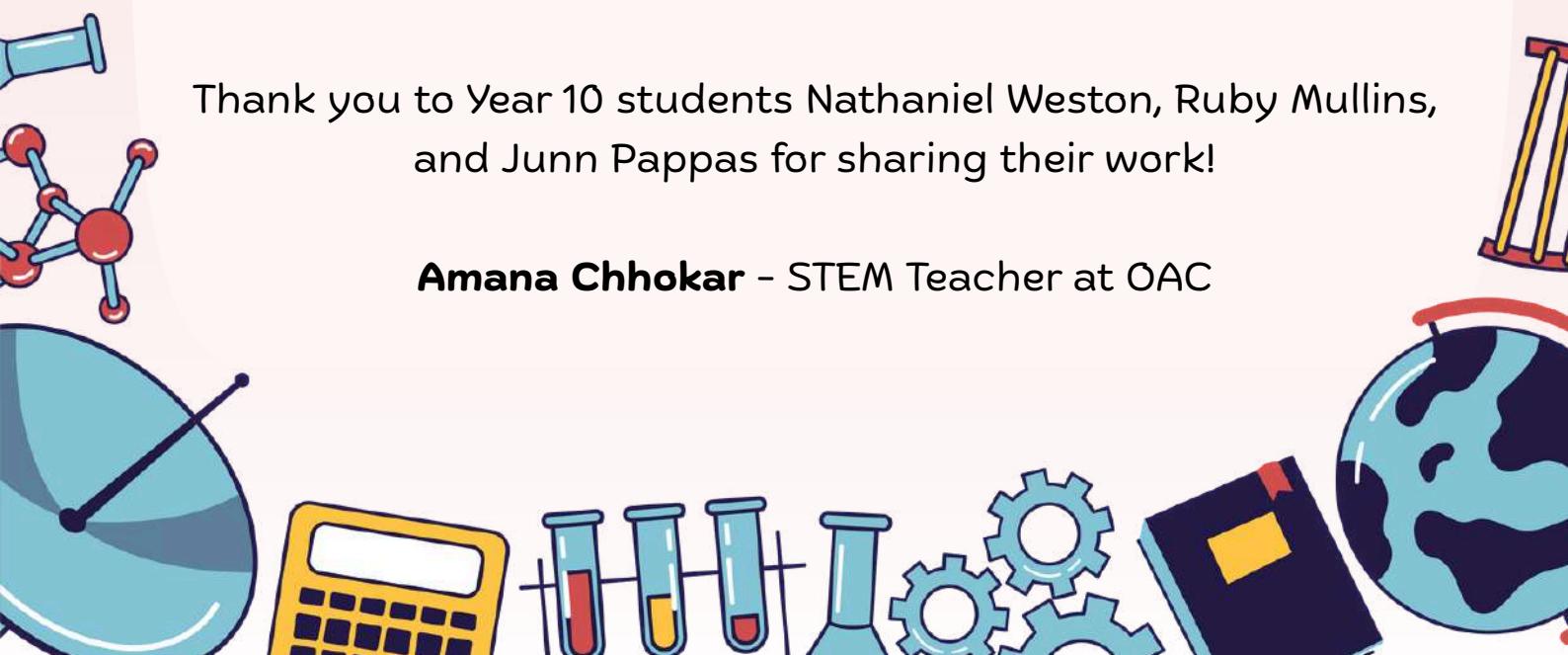
SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

## Exploring Genetic Disorders: A Year 10 Science Showcase

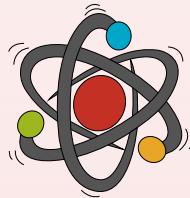
In Semester 1, our Year 10 Science students explored the fascinating field of genetics through an in-depth study of genetic disorders. Tasked with researching a condition of their choice, students investigated the causes, symptoms, and impacts of a wide range of inherited and gene-related conditions. Their projects reflected curiosity, critical thinking, and empathy, with topics including breast cancer, cystic fibrosis, Down syndrome, and lung cancer. We are proud to showcase their work in the STEM Zone and to celebrate their growing understanding of the important role genetics plays in human health.

Thank you to Year 10 students Nathaniel Weston, Ruby Mullins, and Junn Pappas for sharing their work!

**Amana Chhokar** - STEM Teacher at OAC



# STEM ZONE



## SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

### Breast cancer

#### Description of breast cancer cell

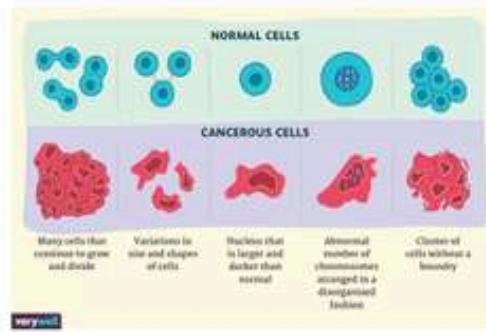
Normal cells develop, divide, and die in a regular cycle. While cancer cells multiply uncontrollably and keep producing new cells that are abnormal.



#### Most common victims

The most common victims of breast cancer are older age, dense breast, having breast cancer before, family with breast cancer, gene mutations, drinking lots of alcohol, or being overweight/obese.

In 1 out of 8 women have a lifetime risk of getting breast cancer but for men the risk is 1 in 1000.



#### Warning signs or detections

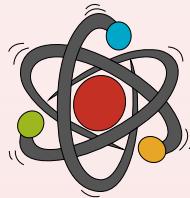
How to tell if you have signs of having or getting breast cancer, having a lump on your breasts or on your armpit, breast changes in size or shape, nipple changes, discharge comes out of breast could be bloody or clear, breast gets red or inflamed, or skin dimpling. These are some things you should regularly check to early detect if you have breast cancer and to make sure you are healthy.

#### Treatments and things to prevent help stop breast cancer

To get a lower risk of not getting breast cancer you can maintain a healthy diet by eating vegetables and fruits and have a balanced diet. Also going outside and getting exercise regularly and maintaining a healthy weight. Limit having alcohol and breast feeding if possible. If you do have breast cancer you can treatments like surgery, radiation therapy, chemotherapy, hormone therapy, targeted therapy, and combination

by Junn Pappas (Year 10)

# STEM ZONE



SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

## Cystic Fibrosis

### *The disorder and how it got known*

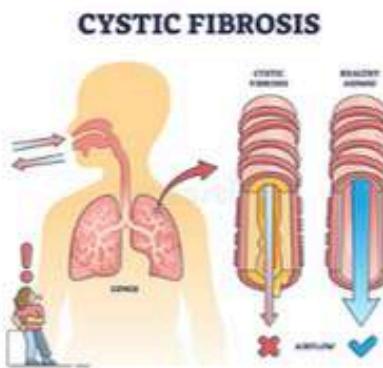
Cystic fibrosis, also known as "CF", was first identified in 1938 by Dorothy Andersen, an MD (Doctor of Medicine). She discovered it during a routine autopsy on a child who was thought to have celiac disease, but she saw a wound in the pancreas. Curious, she searched autopsy records and medical literature, and she discovered a disease pattern, which she later called Cystic fibrosis. For the next 20 years of her life, she conducted research on CF, and later, she and her team moved to study and diagnose CF inside living people.



### *The parts and impacts on the body*

CF can affect your lungs, pancreas and your digestive tract. It affects these areas by changing proteins in your body. For example, normal mucus is slippery, but mucus

that has been affected by Cystic fibrosis causes the mucus to become thick and sticky, which can cause blocked and infected airways, blockages or infections inside your airways.



### *The cause of the disease*

Cystic fibrosis is caused by gene mutations in the "Cystic fibrosis transmembrane conductance regulator" gene, also known as CFTR.

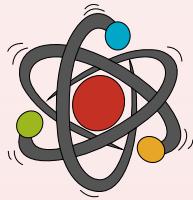
### *How this disease gets inherited*



This disease is only inherited when you inherit 2 of the mutated CTR gene which is only possible if your parents have at least 1 each. If they do both have a CFTR mutation, you will have a  $\frac{1}{4}$  chance of inheriting Cystic Fibrosis from your parents and a  $\frac{1}{2}$  chance of receiving one mutated gene which means you will be a carrier. If one of your parents has CF and the other is a carrier, you will have a  $\frac{1}{2}$  chance of having CF or being a carrier.

by Nathaniel Weston (Year 10)

# STEM ZONE



SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

**WANTED**

**LUNG CANCER**

ALIASES: MALIGNANT CELLS, CARCINOMA CELLS

Lung cancer cells are ruthless in their invasion, multiplying without restraint and spreading to vital organs. They start by forming tumors that choke airways, making breathing a challenge. Their next move is hijacking blood vessels, using the body's own transport system to spread their corruption. These criminals don't work alone, once one cell mutates, it recruits others, forming an unstoppable force that weakens the immune system and makes the body vulnerable to further destruction. The longer they remain hidden, the more chaos they cause. Their mission? Total takeover, no survivors.

This criminal's orders come straight from mutated DNA, the true mastermind behind the chaos. Once corrupted by smoking, pollution, or bad genes, DNA commands lung cells to multiply without limits, ignoring all stop signals and spreading destruction!

**CRIME:**  
Uncontrolled Division & Organ Infiltration

**SIZE:**  
Larger, irregularly shaped cells; tumors grow rapidly.

**WARNING SIGNS**

Persistent coughing (sometimes with blood)  
Chest pain and difficulty breathing  
Unexplained weight loss and fatigue  
Frequent lung infections (pneumonia, bronchitis)

**PREVENTION**

Avoid smoking and exposure to secondhand smoke  
Limit exposure to hazardous chemicals (radon, asbestos)  
Get screened regularly if at high risk  
Maintain a healthy lifestyle (diet, exercise)

**TREATMENT OPTIONS**

Surgery: Removing affected lung tissue  
Chemotherapy & Radiation Therapy: Killing cancer cells  
Targeted Therapy: Attacking cancer at a molecular level

**DON'T GET IT CONFUSED**  
MAY LOOK LIKE ITS LESS EVIL SISTER: LUNG CELL

Men are more likely to develop lung cancer, but cases in women—especially non-smokers—are increasing. This deadly criminal targets those 60 and older, but younger victims aren't off the hook.

**\$10,000 REWARD**

**REPORT SUSPICIOUS ACTIVITY**

IF YOU OR SOMEONE YOU KNOW EXPERIENCES SYMPTOMS, CONSULT A DOCTOR IMMEDIATELY!

by Ruby Mullins (Year 10)

# OAC PRIMARY SPOTLIGHT



# STEM READING CHALLENGE



At Open Access College, we're proud to support the Premier's Reading Challenge – and one exciting extension of this is our continued involvement in the STEM Reading Challenge. Introduced in 2016, the challenge encourages students to engage with Science, Technology, Engineering and Mathematics through reading and creative activities. Since then, it has grown in popularity, with thousands of entries submitted each year. In 2024 alone, 4,592 entries came from 49 schools across South Australia, with Open Access proudly celebrating two winners among the 46 outstanding entries!



This year's categories included STEM, nature, space and Green Hydrogen. Students in Reception to Year 2 drew a picture inspired by a book; Year 3-5 students designed an invention; and Year 6 students created a research project.

While the competition is promoted and supported by our teacher librarian, participation is entirely voluntary. Students completed their entries independently and in their own time. We're proud to share that Open Access submitted twelve fantastic entries to this year's STEM Reading Competition! With entries having closed on June 19, we look forward to celebrating our students' creativity and achievements.

Jess Tiver – Teacher Librarian, Open Access College

# STEM READING CHALLENGE



Nehemiah Heitmann, Year 2



**Category:** Green Hydrogen / STEM

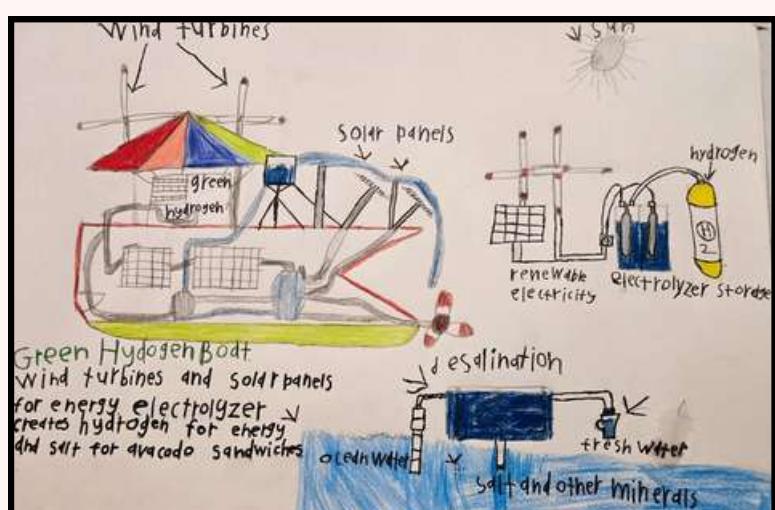
**Book:** Eureka! The Biography of an Idea: Wind Power by Laura Driscoll



Jeremiah Heitmann, Year 3

**Category:** Green Hydrogen

**Book:** ENERGY Revolution: Hydrogen Running On Water by Niki Walker



# STEM READING CHALLENGE



Timothy Coulthard, Year 3 (SOTA)



**Book:** The Twits by Roald Dahl



Catherine Smith, Year 5

**Category:** Nature

**Book:** Desert Animal and Plants by Jane Pearson

The invention is a Multifunctional Cardoon Fuel Producer that uses the oil from Cardoon plants (artichoke) to create fuel.



# STEM READING CHALLENGE



James Oldfield, Reception



**Category:** Nature

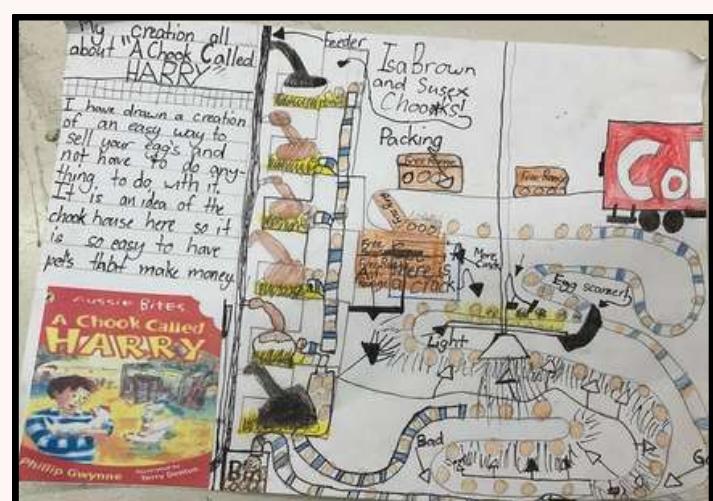
**Book:** Rainforest by Tricia Oktober



Jack Williams, Year 3 (SOTA)

**Category:** Nature

**Book:** A Chook Called Harry by Phillip Gwynne





# PET SPOTLIGHT

Open Access College





## Kiki

British Shorthair | 1 years old

“She loves going in the shower running on the cat tree eating snacks and hitting our dog.”

**Submitted By: Ben (Year 8)**



## Medusa

Stimson Python | 3 years old

“Loves to swim in her waterbowl.”

**Submitted By: Amelia W (Year 12)**



## Elsa

Miniature Pinscher | 7 years old

“She once got hit by a golf stick while my dad was practising golf and started bleeding but shes okay.”

**Submitted By: Erin (Year 8)**



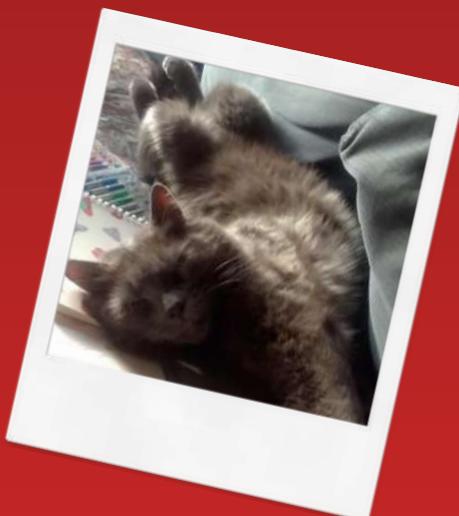
## Millie

aka. Millie MooMoo, Mushu, Cutie Patootie

Maltese Shitzu | 1 years old

“Millie can stand on her back two paws and dance, she also gives high fives, and gets the zoomies. She also plays with balloons. If you let the ballon touch the ground she will boop the ballon with her nose and its sooo cute.”

**Submitted By: Tamika T (Year 11)**



# Pumpkin

10 years old

“He is a very clingy and loving cat when around the right people.”

**Submitted By: Mia H (Year 11)**

# Poppy

10 months old

“She is a little menace who tries to get into anything, one of her favourite spots is the kitchen sink, where she loves to lie in or watches dishes being washed up from the side.”

**Submitted By: Gray B (Year 12)**

# Calido

8 years old

“He was given to us by our grandparents as a stray.”

**Submitted By: Freya M (Year 12)**

# Charlie

Tenterfield Terrier | 6 years old

“He once dug up a rat's nest and brought home.”

**Submitted By: Meymey (Year 8)**

# OAC SPORTS SEGMENT



HEAR ABOUT OUR OAC STUDENTS' SPORTS  
ACHIEVEMENTS AND EXPERIENCES!

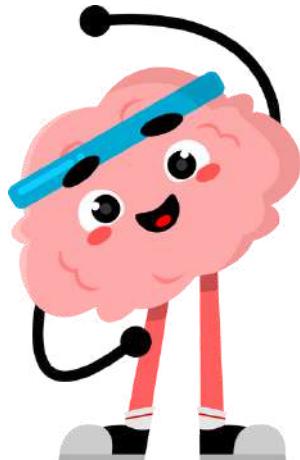


## Open Access College

### PROMOTING PHYSICAL HEALTH

From 4-26 June, students and staff at Open Access College (OAC) united for the Push-Up Challenge, a powerful initiative combining fitness, awareness, and community spirit.

Over the course of 23 days, participants completed a total of 3,214 push-ups or push-up alternatives, one for every life lost to suicide in Australia in 2023. Each push-up represented not just effort, but a moment of reflection, raising awareness about the importance of mental health and the value of reaching out, supporting one another, and fostering a caring school community.



Each day's target represented an important mental health statistic, helping our community raise awareness and start important conversations about wellbeing.

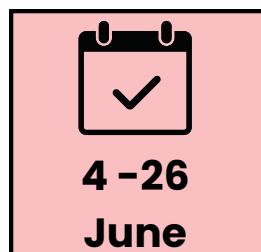


## COMMUNITY SPORTSMANSHIP

We are so proud that 6 teams, made up of both students and teachers, threw themselves into the challenge with incredible energy and determination, showing the very best of OAC spirit. Each day, teams pushed themselves, encouraged each other, and kept the momentum going, turning a simple exercise challenge into a powerful symbol of community, support, and awareness.

Together, we didn't just meet our goal, we smashed it! Not only did we complete a staggering 37,415 push-ups, but we also raised \$2,863 for Lifeline, far exceeding our original fundraising target of \$500. Every push-up and every donation made a real impact, showing what we can achieve when our OAC community comes together for a cause that matters.

This incredible initiative was led by Year 11 student ambassador Leah Manders, with fantastic support from the OAC Gym and teacher Tahlia Jones.



A huge thank you to everyone who joined in, donated, or cheered on our teams. This challenge perfectly shows what makes OAC such an amazing, caring, and unstoppable community.



# MENTAL HEALTH

OPEN ACCESS COLLEGE



# Self-Care



## What is Self-Care?

Fostering positive self-care is essential. With the pressures of school, work, studying, and everything inbetween, self-care often becomes the first thing that gets neglected when life is busy and stressful, but that's when self-care is most important. Taking time to care for your health and well-being isn't a luxury; it's a necessity.

Self-care means regularly engaging in activities and practices that help maintain and improve our health and wellbeing. This could be exercise, reading, meditation, disconnecting from technology, or spending time with friends and family.

## Developing a Self-Care Plan

Creating a self-care plan is about understanding your needs and building simple, achievable habits that support your wellbeing. Here are some steps to guide you:

### Step 1: Identify your needs

Are you getting enough rest? Do you need more social connection, relaxation, or physical activity? Have you been eating well and drinking plenty of water?

### Step 2: Recognise your current practices

Reflect on what you already do to take care of yourself, maybe it's listening to music, exercising, journaling, or chatting with a friend. Then think about what else you could add to strengthen your wellbeing.

# Self-Care



## Developing a Self-Care Plan

### Step 3: Make it part of your routine

Choose a mix of activities that feel realistic and achievable. For example, you might plan a 10-minute walk after school, set aside time to read before bed, or take regular study breaks. Try scheduling them into your week so they become a habit. Setting small goals (e.g. three activities a week) can help you stay on track.

### Step 4: Stay flexible

Some weeks will go to plan, and some won't, and that's okay. If you miss a step, reflect on why and adjust. Self-care isn't about being perfect; it's about finding what works for you.

Remember: self-care looks different for everyone. The important thing is to discover the activities that work for you and commit to making them part of your life.

## Self-Care Ideas

- Spending time with friends or family
- Doing hobbies or activities you enjoy (reading, music, art, sport)
- Taking breaks and resting when you need to
- Eating regular, healthy meals
- Getting enough sleep
- Exercising or moving your body
- Speaking to yourself kindly and being patient with yourself
- Saying no when you feel overwhelmed
- Planning your day or setting small goals
- Spending time in nature or outside



# THE WORRY TREE

We all worry sometimes. It could be about school, friendships, the future, or even small things that spiral in our heads. But not every worry deserves our energy. That's where The Worry Tree comes in.

## The Worry Tree helps you decide:

- Is this a real problem I can do something about, or just a "what if" thought?
- If it's real, can I act on it now or later?
- If it's not real (and just hypothetical), can I let it go and refocus my attention?

## Try it out:

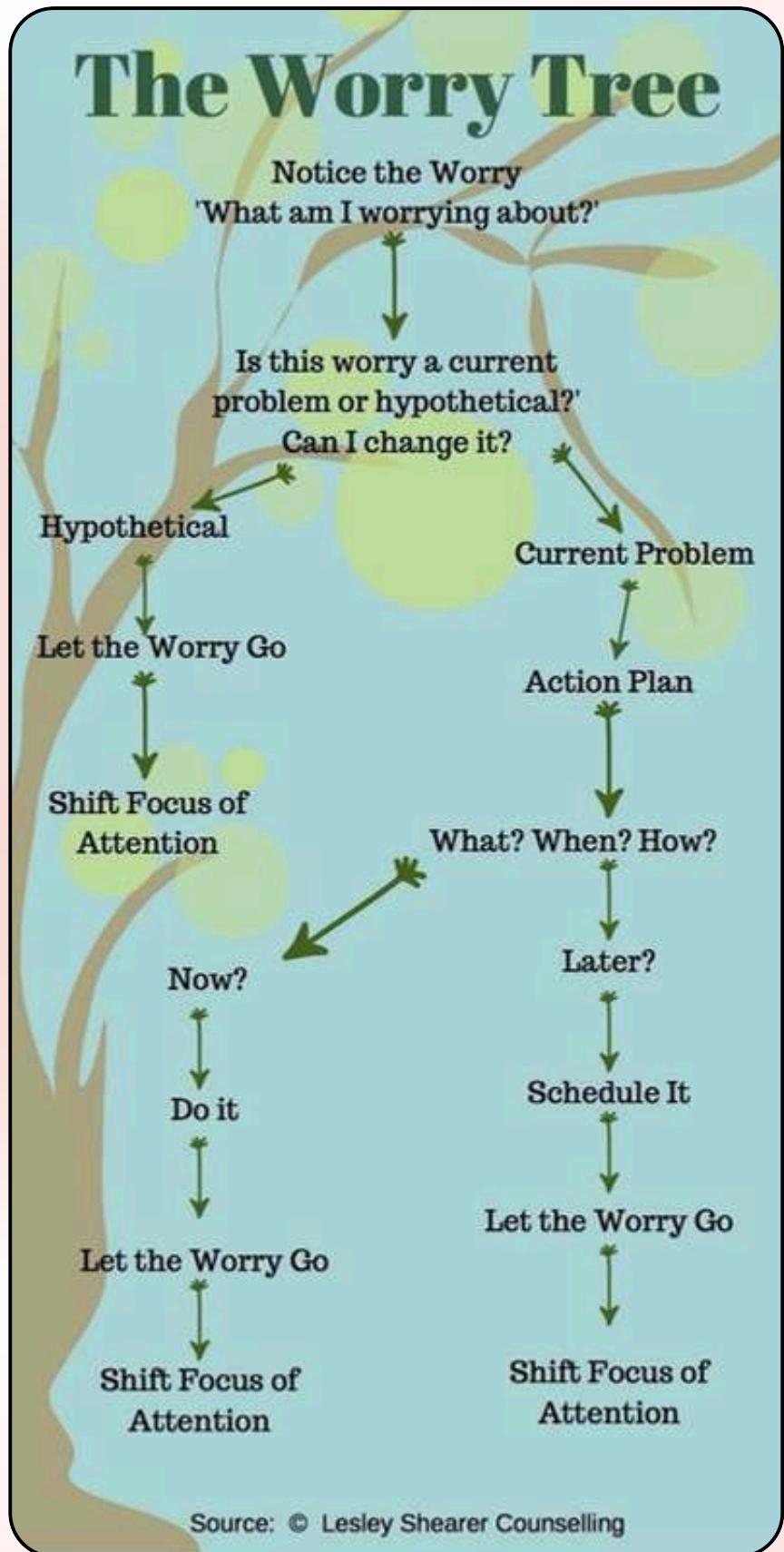
Next time you notice yourself worrying, pause and ask: *What am I worrying about?*

Follow the branches of the tree to see if it's something you can act on, or something you can gently let go of.

Once you've made a plan (or let it go), shift your focus onto something grounding, fun, or calming.



Remember, worrying doesn't solve problems. Action does. And when action isn't possible, choosing to let go is powerful too.

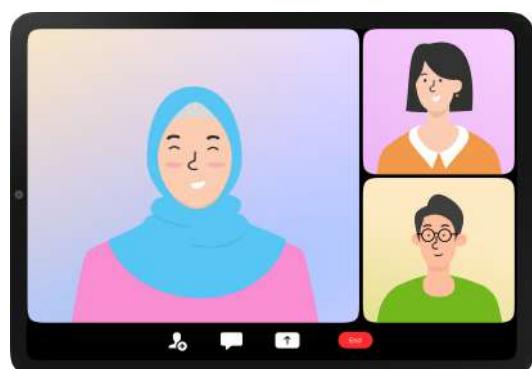


# SUPPORT FOR YOUNG PEOPLE WITH A SERIOUS ILLNESS



## WHAT IS LIVEWIRE?

Livewire is Starlight's dedicated program for teenagers living with a serious illness, disability, or chronic health condition. We know that social connections are essential to teens' development and to help build their identity and sense of belonging. Livewire aims to do just that. Livewire is delivered in two ways - in hospital and online. Through Livewire, young people (aged 12 - 24) connect with others who understand what they are going through, helping them cope with the stress, anxiety, and isolation of having serious illnesses and/or hospitalisation.



## WHY IS LIVEWIRE NEEDED?

Hospitalisation and chronic illness can increase a teen's risk of:

- Social isolation
- Mental health issues
- Feelings of stress and anxiety
- Lower peer acceptance
- Lower emotional and physical well-being

## HOW DOES LIVEWIRE HELP?

- Livewire provides peer support that boosts teens' confidence and self-esteem
- Livewire equips teenagers to manage stress, isolation and anxiety better
- Livewire helps teens feel happier, accepted and more positive about their health condition
- Livewire is in the hospital and online, so teens are supported when and where they need.



For more information, please head to:  
<https://www.starlight.org.au/about-us/what-we-do/livewire/>

# Breaking the Bubble: Staying Connected at OAC

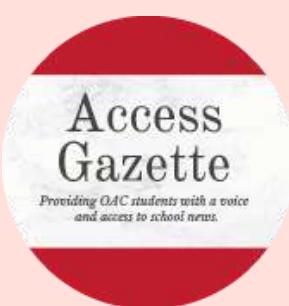
In an online environment, staying connected can feel challenging; however, building a sense of community is still possible and essential. Social connections support wellbeing by reducing feelings of isolation and increasing motivation and engagement in school. Open Access College recognises this need and provides multiple opportunities for students to interact and form friendships, even in virtual spaces. These connections can make the OAC experience more fulfilling and enjoyable.



Below are the different groups and communities available at Open Access College:

## Access Gazette

If you love to write, share your work and build friendships, then the Access Gazette is for you! Get involved in the school magazine and let your voice be heard.



## Crafternoons

A space for OAC's high school students to unwind, create and build essential life skills through hands-on and exciting craft activities.

# Breaking the Bubble: Staying Connected at OAC



## OAC Online Gym

Focusing on resistance and strength training, this group provides motivation and support for various forms of fitness, allowing members to connect, share, and discuss all gym-related topics.

## Prism

A welcoming and safe space for LGBTIQA+ members, including students and staff, to support each other and form connections in their communities.



## Monday Social

If you're looking for a casual and fun way to connect with students while engaging in planned activities based on students' interests, this online group is perfect.

## Student Leaders

For year 10, 11 and 12 students, this is a perfect opportunity to make a difference and have a say by representing the student body at OAC.



## T+

A safe and supportive group designed for gender diverse students, offering a space to feel seen and supported.

# Breaking the Bubble: Staying Connected at OAC

## Come In Days:

Studying in an online environment doesn't have to mean missing out on in-person interactions. Here at OAC, we provide opportunities for students to meet classmates, interact with teachers face-to-face and engage in pre-planned activities. These "Come-In Days" will enable you to bridge the gap between online learning and real-life connections. If you've ever wanted to put a face to the name, this is your chance!



## Feeling Anxious About Come In Days?

It's completely normal to feel nervous about meeting people in person. Lots of students feel the same way! Teachers and staff are there to support you, and you'll find plenty of friendly faces. You can join in at your own pace, and it's all about making the experience comfortable and enjoyable for you.

Student leaders will also be there to help you ease in and make new friends. You can even contact the school beforehand and ask to be partnered up with someone if that helps. It's completely normal to feel nervous – especially if you don't know anyone! However, it's the perfect opportunity to make new friends. Even though it can feel nerve-wracking, remember that everyone is in a similar boat to you.

## What Types of Come In Days

### Are There?

- **Subject-Based** – Focused on specific learning areas with hands-on workshops and projects.
- **Social** – Fun activities and games to help you meet new people and make friends.
- **Special Events** – Linked to school-wide celebrations, guest speakers, or showcases.

## Why Join In?

Come In Days are a great way to:

- Build friendships and feel more connected
- Gain confidence in social settings
- Work with teachers and peers in person
- Make your OAC experience more fun and memorable

# Procrastination and Online Learning

Studying online can make it extra tricky to stay motivated. Without a classroom, teachers, or classmates physically around, it's easy to put off tasks, feel distracted, or not know where to start. This is completely normal – nearly every student experiences it at some point!

## Why We Procrastinate

- Fear of failure or feeling like you're not good enough
- Lack of motivation or interest in the task
- Poor time management or getting distracted easily
- Focusing on short-term fun instead of long-term goals
- Tasks that feel boring or overwhelming
- A busy schedule that makes schoolwork feel impossible to fit in



## Find Your Reasons Not to Procrastinate

Take a moment to think about how you'll feel once you start your work. You'll likely feel relieved and less stressed, compared to sitting late at night worrying about what you haven't done! Recognising the personal benefit of starting tasks early can motivate you to take action. Break big tasks into small, manageable goals, and celebrate when you reach them. Every small goal adds up and completing them makes larger tasks feel more achievable.

## Be Active in Your Classes

Don't let online learning make you feel isolated – there are people cheering for you! Teachers and classmates want to see you engaged, so get involved:

- Join opportunities like OAC groups
- Take notes and review them regularly
- Discuss your learning with friends or family – teaching someone else helps you understand it better



# Procrastination and Online Learning

## Set Goals, Deadlines & Micro-Goals

- Use micro-goals to break assignments into bite-sized chunks (e.g., "write one paragraph" or "complete one exercise").
- Make a schedule and stick to it – even short, timed study sessions help.
- Reward yourself when you reach your micro-goals to keep your motivation up!



## Ask for Check-Ins



Ask a friend, family member, teacher or classmate to check in on your progress as an "accountability buddy." Setting small, measurable goals together can:

- Help you break procrastination habits
- Keep you accountable
- Build supportive connections

## Minimise Distractions

- Study in a quiet, tidy space
- Turn off phone notifications or put your phone on airplane mode
- Avoid social media and non-essential websites while studying



## Patience & Persistence

Avoiding procrastination takes practice. Try different strategies to see what works best for you. Even small progress counts! Remember: everyone struggles with procrastination sometimes, and each step forward helps you feel more in control and will reduce your levels of stress.

**Remember: Procrastination doesn't mean failure – it's a normal challenge. With goals, routines, support, and persistence, you can stay on track and make the most of your online learning experience.**

# Crisis And Wellbeing Support

If you're going through a tough time, these free and confidential services are here for you:



**Lifeline:**

24/7 crisis counselling & support. Call 13 11 14, text 0477 13 11 14, or chat online at [www.lifeline.org.au/Get-Help](http://www.lifeline.org.au/Get-Help)



**Suicide Call Back Service:**

24/7 phone, video & online counselling for people affected by suicide. Call 1300 659 467 or chat online at [www.suicidecallbackservice.org.au](http://www.suicidecallbackservice.org.au)



**Beyond Blue:**

24/7 support for depression & anxiety. Call 1300 22 4636 or chat online at [www.beyondblue.com.au](http://www.beyondblue.com.au)



**Kids Help Line:**

24/7 support for young people aged 5–25. Call 1800 55 1800 or chat online at [www.kidshelpline.com.au](http://www.kidshelpline.com.au)



**headspace:**

Free support for young people 12–25 and their families from 3PM - 10PM everyday. Call 1800 650 890 or chat online at [www.eheadspace.org.au](http://www.eheadspace.org.au)



**1800 RESPECT:**

24/7 support for sexual assault, family or domestic violence. Call 1800 737 732 or chat online at [www.1800respect.org.au](http://www.1800respect.org.au)



**13YARN:**

24/7 confidential crisis support for Aboriginal & Torres Strait Islander people. Call 13 92 76.



OAC LIFE &

EVENTS

# 2025 ACTIVE CITIZENSHIP CONVENTION

On the 19<sup>th</sup> of August 2025, seven of our year 10 students had the incredible opportunity to attend the very first "Active Citizenship Convention" hosted by The South Australian Education Department at Adelaide Oval. The event was attended by 1000+ students from 100+ schools all across South Australia over a three day time period. Students were entertained and engaged throughout the day, taking part in a variety of civics-based activities designed to develop leadership skills.

The day began with a check in, where students collected their lanyards and were prepared for the day ahead. A few students were pulled aside to have their voices recorded for Dem Mob's rap, and the musicians transformed student responses into lyrics about democracy and active citizenship. Once they were ready, students were escorted to a large banquet hall filled with around 300 other year 10 students from all across South Australia. Not long after a delicious complementary breakfast, the MC for the day, media personality and ex-AFL player, Tony Armstrong, started off the day with a lively introduction.

Students heard from a variety of guest speakers, including South Australian Premier Peter Malinauskas, who gave a incredible speech on the importance of active citizenship and democracy. After the speeches, students engaged in a variety of workshops collaborating with different schools. These workshops included interactive activities, such as identifying whether certain content was created by AI, and a creative challenge to design and build a democracy on Mars.

After Lunch, students participated in a mock election hosted by the AEC, where they cast their own ballots for a range of fictional candidates from different fictional parties. It was a fun way to learn more about how elections work and to prepare themselves for when they take part in the next election. Overall, our students had an incredible day of educational and engaging experiences. Thank you to Vince and Amaya (Year 10 SWLs) for supporting our students throughout the day, and thank you to our Year 10 students who attended.



Peter Malinauskas



ACC 25'



Views Of Adelaide Oval



The Wonderful AEC Team



Dem Mob



# WELLBEING DAY HIGHLIGHTS IN 2025



THIS YEAR, STUDENTS HAVE HAD THE OPPORTUNITY TO VISIT OUR MARDEN CAMPUS AND PARTICIPATE IN OUR WELLBEING DAYS, HELD ONCE A TERM AND BASED ON OUR SCHOOL VALUES. THESE DAYS WERE FULL OF FUN AND INTERESTING ACTIVITIES, COMPOSED OF MANY ACTIVITIES AND SESSIONS THAT STUDENTS COULD CHOOSE FROM. WHILE ATTENDING WELLBEING DAYS IS OPTIONAL, THEY GIVE YOU A CHANCE TO PUT A FRIENDLY FACE TO ALL THE VOICES YOU HEAR IN YOUR CLASSES!

## INCLUSION: BUILDING BELONGING



Baking Bonanza



Clay Creations



Tea Time Magic



African Drumming



Animals Anonymous



Kick & Catch AFL

## RESPECT: STRENGTH IN KINDNESS



Jenga Madness



Paint & Sip



Native Food Taste Test



Bake Sale Chefs



Tie Dye Fun

## RESILIENCE: THE POWER WITHIN



Book Week Fun



Marshmallow Towers



Shield Making



Stress Ball Making



Bake Sale Treats

THIS IS ONLY A SMALL COLLECTION OF HIGHLIGHTS FROM OUR WELLBEING DAYS THIS YEAR - THERE ARE MANY MORE TO COME! THANK YOU TO THE TEACHERS, GUESTS, AND STUDENT LEADERS WHO HAVE HELPED RUN OUR WELLBEING DAY SESSIONS THIS YEAR.

# MIDL A KUU: CELEBRATING THE MARDEN CAMPUS'S NEW KAURNA BUILDING NAMES

On Monday the 11th of August, OAC celebrated the "Midla Kuu" (launch in Kaurna) for renaming our campus buildings in the Kaurna language, honouring the Kaurna people and their culture. It was a fun afternoon full of cultural immersion, respect, and reconciliation. The naming process was guided by Kaurna Elder, Uncle Mickey Kumatipti O'Brien, reminding us all of the sacredness that comes with this process and the utmost respect it should be approached with. OAC would like to thank our Aboriginal Education team and our ATSI students and families, along with Uncle Mickey Kumatipti O'Brien, for their involvement in this process.

If you would like to learn more about the meanings behind these names, head over to the OAC YouTube channel!

## Irra Karrinthi Kuu

### Unity & Shared Purpose

- IR-rah- with a softly rolled R
- KUH - as in "car"
- RIN - as in "rinse"
- dtEE- pronounced with a soft sound between "d" and "t" like the d in "idea" and tee as in the drink "tea"
- koo- rhymes with "zoo"

## Yara Kuu

### Mutual Respect & Care

- Similar to "Yarra River"
- Yah - as in "yarn"
- rah - as in "hurrah" with a soft rolled r
- koo - rhymes with "zoo"

## Palti Kuu

### Dance, Storytelling and Collaboration

- Pahl - as in "palm" but shortened
- Tee - like the drink "tea"
- koo - rhymes with "zoo"



## Warra Kuu

### Language and Communication

- wuh- as in wattle
- rah- as in "hurrah" with a soft or rolled r
- koo- rhymes with "zoo"

## Taa Tarrkinthi Kuu

### Openness and Accessibility

- taa - pronounced like "tah"
- tahr - as in "tar"
- kin - as in "kinship"
- dtEE- pronounced with a soft sound between "d" and "t" like the d in "idea" and tee as in the drink "tea"
- koo - rhymes with "zoo"

## Ngutu Kuu

### Teaching and Instructions

- ngoo - like the "ng" sound in "singer", followed by oo
- too - as in "too much"
- koo - rhymes with "zoo"

## Tarrkinthi Kuu

### Lifelong Learning and Growth

- teer - as in "tier"
- karn - as in "carn" short for "carnival"
- dtEE- pronounced with a soft sound between "d" and "t", like the d in "idea" and tee as in the drink "tea"
- koo - rhymes with "zoo"

# OAC Formal 2025

To commemorate the year with our Year 11s and 12s, Open Access College celebrated by hosting its annual formal. This year, students voted for the theme, "Daydreaming", which culminated in an ethereal experience at the Hilton in Victoria Square.

Attendees arrived with amazing and unique outfits, ready to make new bonds and memories. The dance floor was incredibly active, as students danced the night away, accompanied by popular hits chosen by the DJ. Additionally, many attendees lined up to take pictures with friends at the photo booth, organised by professional photographers.

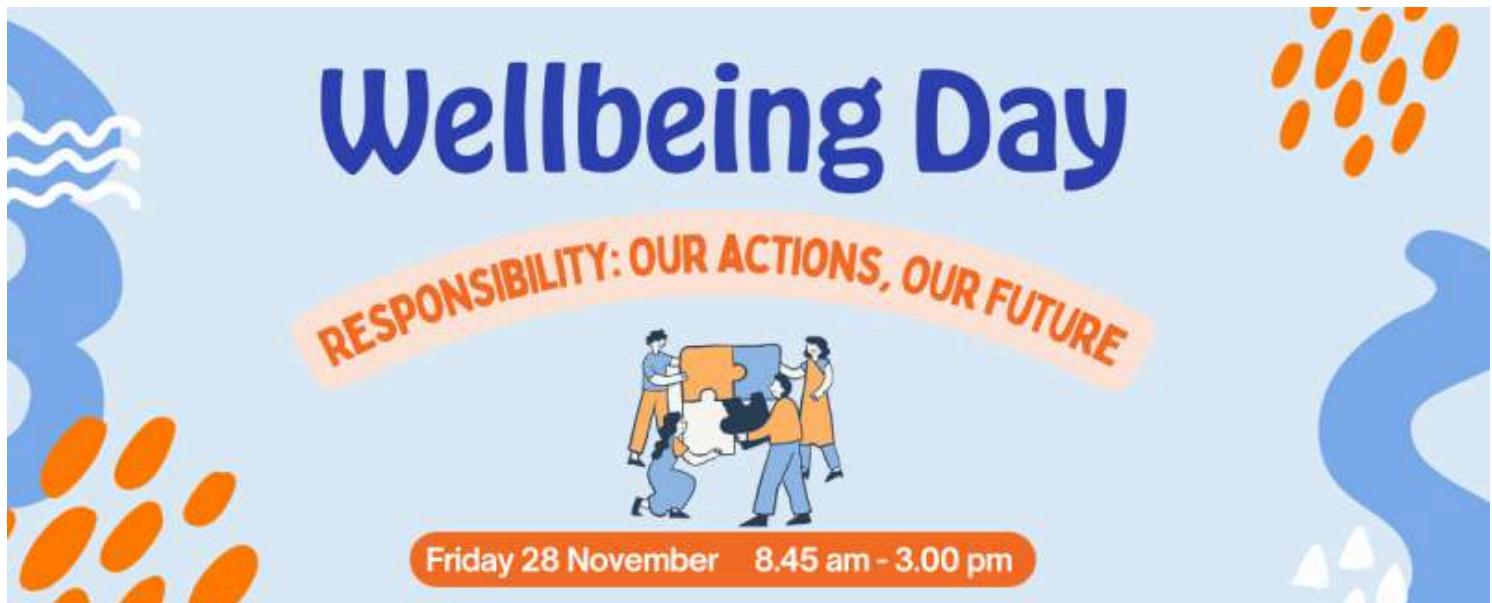
One of the most memorable parts of the night was certainly the food catered by the Hilton staff. Dinners were served to every attendee, and many ate besides their friends, enjoying the decorated hall and positive atmosphere.

There were also awards to be won in a variety of categories. Only a select few teachers and students were lucky enough to win awards for their outfits, attitudes, and dance abilities.

The 2025 senior formal was definitely one to remember! We would like to thank the staff and students in Student Leaders who organised and planned the event, without whom the magic of the night wouldn't have been possible.



# Upcoming Events



Students in Reception to Year 12 are invited to come and enjoy a range of fun and wholesome activities at our event Wellbeing Day 4 - Responsibility: Our Actions, Our Future. The exciting last Wellbeing day of the year will take place in Week 7 and will be an amazing opportunity to engage in exciting sessions, meet OAC staff and students, and connect with our school community through our school values.

**Date:** Friday 28<sup>th</sup> of November 2025

**Time:** 8:45am – 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.
- If students would like to purchase baked goods, please bring a gold coin donation.
- As per DfE policy, OAC is a **phone-free zone**. Please refer to the [mobile phone policy](#) for further details.

# Acknowledgements

*Thank you to everyone who has contributed to Edition 10 of the Access Gazette!*

## **Student Contributors to this Edition**

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Nj, Year 6	Madison, Year 10	Zoe, Year 11
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Erin, Year 8	Portia, Year 10	Freya, Year 12
Meymey, Year 8	Ruby, Year 10	Gray, Year 12
Bridgette, Year 9	Teagan, Year 10	Madeline, Year 12
Clementine, Year 9	Daniel, Year 11	

# Acknowledgements

*Thank you to everyone who has contributed to Edition 10 of the Access Gazette!*

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## Special Thanks

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Tim Pols - Design & Technology Teacher at OAC

Beth Schimdt - Visual Arts and Photography Teacher at OAC

Jess Tiver - Teacher Librarian at OAC

Amana Chhokar - STEM Teacher at OAC

# 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:

*jake.tyler38@schools.sa.edu.au*  
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