

Student Achievers of 2020



Student Achievers of 2020

Celebrating 2020!

The students' stories contained here are a microcosm of all Open Access College students, and by celebrating this small selection of students we are acknowledging and celebrating the achievements of all our students.

As you read the stories in this book you will be struck by the amazing achievements of each of these individuals. The one constant is that each set themselves goals. The goals these students chose were individual, challenging, achievable, personally meaningful and future-focused.

It was not an easy road to travel, but because they were focused and determined they took every step and misstep along the way as a learning experience, making them better learners, problem solvers and creative thinkers.

Many Open Access students come from complex circumstances. Students may be isolated.

They may be parents or carers – juggling work, family and study. They may have a chronic illness. Or they may be travelling, with no fixed location.

All of our Student Achievers acknowledge that the flexible learning environment of Open Access College has enabled them to continue to study and achieve their goals.

We know that successes at Open Access College lay a solid foundation for future achievements, and we wish all students positive and rewarding futures.

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Eloise

My name is Eloise and I am in year 10 at OAC. I started at OAC at the beginning of last year, in year 9. I am at OAC under a medical enrolment because I have uncontrolled epilepsy. I take lots of medicine every day but they still don't control my seizures most of the time. I can have times with no seizures and then I will have lots all at once. This usually means I end up in hospital and get given a loading dose of medication. That makes me feel horrible for a few days but it stops my seizures. I have spent a lot of time in hospital over the years.

I joined OAC because I missed so much school in past years. If I looked unwell at school, they would send me home. If I had seizures and loading meds, I couldn't go back to school that week. I would feel like I was behind because I would miss the start of topics or wouldn't have finished the last topic because I had been so sick and when I got back to school the class had moved on. I always got D's and C's for my grades because I could never keep on top of all the work.

Starting OAC was the best thing that happened to me for school because I finished Year 9 with 5 A's and 2 B's. I had never gotten grades like that in my life. It also helped me know I actually was smart. With only having 1 lesson a week for each subject, I could spend the rest of the day getting my work and assessment tasks done. When I had seizures that didn't need a hospital visit I could sleep them off and wake up for my classes. If I am in hospital, I can do my class

right there from my hospital bed. When I have hospital appointments, I can do my class in the cafeteria between appointments. If I have lots of seizures and medicine it affects my memory and processing. When teachers record lessons I can watch them again later if I need to. I now never feel like I miss out on a class.

All the teachers at OAC are amazing and understanding of the students because lots of kids are there for medical or other reasons. They make accommodations if needed and are always helpful and quick to get back to you if you have any questions or need help. They have all been super supportive and it's surprising how engaging and interactive they make the learning when it's all online.

When I was at my old school I always felt dumb, as if I wouldn't be able to do much in the future. I never let myself dream about future careers because I felt I couldn't reach them. I am still not exactly sure what I would like to do in the future but I actually think I could now go to University





to study when I finish year 12. I am excited to be doing a couple of SACE subjects this year while I'm in year 10. OAC has given me a belief in myself that I never had before.

I think the most valuable aspects of OAC for me have been:

- I can do my lessons anywhere
- Teachers record and send me the lessons so I can catch up or revisit if I need to
- I have the flexibility to get work that is due, done throughout the day
- I have learnt to be organised, prioritise work and work independently
- I have gained confidence in contacting my teachers and tech support when I need help
- Although it's all online and I am sitting at my desk, I still feel a part of a school and class group. They don't just lecture at us, we get to be involved in the lesson for every class and I respect that

- Teachers make the work interesting, are helpful and understanding
- OAC face-to-face days have enabled me to meet my teachers and people in my year level. I have been able to make friends with kids who have also struggled at 'regular' school.
- The flexibility of OAC enables me to do other things outside of school that I enjoy. I am in the Performing Choir with the Australian Girls Choir, I do trampolining classes at Bounce and I do cooking classes. Although I don't see friends every day at school, I have friends outside of school I see each week.

All of the above has given me self-belief and confidence that I can do almost anything!

OAC has helped me so much and it is an AMAZING way to do School! Thanks OAC!

Brooke

Studying at OAC has been a life-changer for me. Being able to work from the comfort of my own home has helped me with recovering from the anxiety and overstimulation that comes with working in a traditional classroom environment. At OAC, I feel like I can thrive. It is the right place for me and my learning.

Learning how to use online tools such as WebEx and Moodle can seem challenging at first, but you get the hang of them quite quickly. I love how they make your learning experience much more organised compared to the chaos and mess that comes with a classroom environment. A smaller class size also works wonders for those who have trouble focusing due to the noise and distractions in a 30 student classroom. It is nice and quiet with nothing to disturb the peace.

Communication with teachers outside of lesson time is as easy as sending an email or calling a phone number. Response times are quite quick, with teachers getting back to you within a few minutes at the earliest or a few hours at the latest. The staff at OAC are very friendly and always have your best interest in mind. They are always willing to listen to you and help you with whatever you may need assistance with.

OAC is a wonderful alternative to mainstream schooling, whether your reasoning may be dissatisfaction with



traditional schools, long-distance education, medical reasons etcetera. Studying here has helped me develop my skills, knowledge and character in ways that I couldn't have achieved elsewhere. It has given me freedom and allowed me to fully flourish and shine my true colours. I am very grateful for my experience at OAC, and I am grateful for the opportunities OAC will give to future generations.

Brooke discovers the “endless possibilities” of art

This article about Brooke's artwork was featured in an OAC newsletter in 2020.

In Stage 2 Creative Arts, Brooke has been able to develop her skills in Digital Art and Drawing. Brooke creates characters that are inspired by her favorite cartoon or character culture, but are her own whimsical and powerful characters with a twist!

“Art is a skill that never stops developing. You're always learning and discovering new things. There is no finish line. Being in Stage 2 Creative Arts has not only taught me new skills and techniques, but has also increased my confidence and self-esteem. When I look at my latest work, I feel proud, thanks to my teacher. If you're looking to freely explore the endless possibilities of art, Creative Arts is the right place for you.” - Brooke



Isabella

My name is Isabella.

I live in regional Victoria with my 3-year-old son. I enjoy learning about the world to broaden my global insight into the variety of topics that interest me. I have a lifelong interest in environmentalism and incorporating environmentally conscious concepts into other disciplines.

My experience at OAC...

I had my son at the age of 16 and began my journey at Open Access College while I was pregnant, completing year 11 that year. I was determined to finish year 12 then go on to complete a Bachelor's Degree, but as the sole parent to my son, I didn't have enough time to complete year 12 in only one year. The flexibility available at OAC allowed me to spread my year 12 subjects over 3 years following the birth of my son; I went on to graduate in 2020 at the age of 19.

OAC afforded me the opportunity to complete my high school education while embracing the experience of motherhood. The flexibility of online learning was ideal compared to in-person schooling as it allowed me to manage my schoolwork while looking after my son, enabling me to develop independent study habits and achieve learning goals without intruding on the time I spend with my son. My time management skills improved immensely as I adapted to self-studying in my own time,

rather than working to a specific schedule that could have compromised my learning given my time constraints. Having this control gave me a more immersive learning experience and increased my sense of responsibility as I was fully in control of my study time.

My advice to future and current students is to try to make your study time work around your home commitments, and not let either one take over all of your time; this will help you achieve both your academic and personal goals. Like myself, some students may not be in a position to study in specific time slots. My suggestion is to look at the subject outlines and designate what work you will do on each day of the week. For example, if you need to do reading, watch a video, and complete an activity before your next lesson every week, assign each task to a specific day before the next lesson. Assigning tasks to the days rather than to specific times will give you some guidance for when you will study without the pressure of needing to study at a certain time if you have time constraints and other commitments. This worked particularly well for me, as I couldn't specify exact times for when I could study due to my parenting commitments.

And today...

I have begun my journey in another online learning environment, undertaking a Bachelor of International Public Health jointly through the University of New South Wales and Arizona State University after receiving an early-round offer. I have a particular interest in improving health

outcomes and quality of life within disadvantaged demographics, and eventually integrating environmentally conscious concepts into health-related decisions; during my final year of year 12, I undertook a certificate from Harvard University in the health effects of climate change, which is a central focus for me. The 4 years I spent learning and growing with OAC have prepared me for the increasingly online world of education, and have been advantageous as more learning resources and disciplines extend to an online platform to adapt to COVID-19, giving me experience in the online education field before it became a western norm.

I would like to thank all of my teachers and student wellbeing leaders for their support and encouragement throughout my journey at OAC, including Ingrid Perry, Katie Piper, and Zena Wotton (Student Wellbeing Leaders), Gill Maguire and Jess Vallelonga (English), Marg Treleaven (Research Project), Pene Robertson (Women's Studies), Sophia Mazzaferro (Health), and Kelly Sharrad (Earth and Environmental Science), and anyone else who I've missed!



A Traveller's Life

At the start of 2020, Berkley and his sister Mariella sent in this wonderful story about their life travelling around Australia. It was featured in our May 2020 newsletter.

Hi, I am Berkley, I live in a caravan and travel around Australia. This means my life is a little different to most... We own a house in SA and occasionally stay there, but for the majority of the time, we're out and about all over Australia.

This year we travelled from eastern Ballarat to South WA, and all over the southernmost parts of Australia. The reason

for our travels is because our mum is a wool classer. Her job is to efficiently run the shed alongside all shearers and shed hands. The classer (mum) maximises profits by sorting wool types into appropriate groups. She also assists the presser with pressing, weighing and branding the bales. But basically she runs the shed.

Whilst mum works we occupy ourselves by helping her in the shed, doing our OAC lessons, playing games and helping the farmer.

Is it isolating?

I have been asked before if I find working all over the place lonely. And to many people's surprise, they are quite wrong.



We live in a caravan, which is big for most caravans, but is small compared to a house, and as I am one of six (but only one of four when travelling) life is never lonely.

We work at many sheds meeting many new farmers and the farmer's family. On many occasions, we have met kids our age who love to work, play and socialize just like us.

We create many new games together and play fun sports all the time.

Through our adventures, we have met more people than we can count and so we never lack social interaction. This makes the weekend relaxing as we can rest with just the family and wait for Monday to come.

OAC schooling

We joined OAC because it has allowed me to have a more flexible lifestyle while travelling.

OAC has allowed me to utilize my time more efficiently. Also unlike normal schooling, I can be anywhere in Australia (as long as it has a signal). This is the main reason for being with OAC.

I love my traveling life. We see Australia and travel all the time, I meet new people and see new places, while never missing a beat with school. Travelling has allowed me to work and learn and I think everyone should live how we do.

Berkley and Mariella



Persistence Pays Off For Jessica

When I was 14 years old I wanted my license. I wasn't going to let my struggles in learning stop me. So I got mum to get me a learner's book and I started reading and watching Mum and Dad drive.

After studying for 2 years and 5 months, on the 18th of May 2020, 11 days after my 16th birthday I went for my learner's license and had to do the 8 give way questions before I could go on to the multiple-choice questions, but I failed the test on the computer by getting one of the 8 give way questions wrong.

I felt really upset, cried for half the day but was determined to go back and do it again. As my Mum always said, "I can do it, never give up, never surrender". Haha Mum is always right.

On the 20th of May after studying for 2 days, I went back for my learner's license and decided to do the written test. After doing the written test I got all 8 give way questions right and multiple choice, 40 out of 42 correct. This made me excited and happy because I passed my learner's test.

I then went for my first drive with my Dad. It was fun.

Just because I have a disability doesn't mean I can't achieve anything I want to in life. One goal at a time and I can do anything I want.

Never give up, if I can do it, you can.



Excellence in the Classroom

These students have impressed their teachers with their creativity and dedication to their studies. Their work was featured in our newsletters during 2020

Phoebe's innovative bushfire-proof house design

For our Unit of Inquiry on Innovation, students explored innovative designs in housing that help protect against bushfires. They learnt about design features and materials that improve the bushfire attack level (BAL) of housing. Following this learning, students created their own innovative bushfire-proof house designs, starting with drawing and labelling a house and then building a model of their design.

Phoebe was particularly innovative in the way she incorporated moving parts in her model, demonstrating very effectively how her roof-top sprinkler system would protect the house from ember attack!



Cam's Characters

Cam is a very talented Open Access College student whose character art we included in our newsletters throughout 2020.

Here is one of his fantastic characters: Zipscale

"Zipscale is a loyal leader of his 'pack' and is always looking out for them. He is respectful to those who are respectful to him, keeping calm unless he or his group is provoked. Despite this, he is a lonely character, desperately seeking connection with others as he focuses on his own people and not looking for his own needs." - *Cam*



Mikayla Mixes it up with Media

Our Mix it up with Media students created mixed media artworks using a variety of mediums including found objects, photography and digital art programs.

Here is a piece by student Mikayla who combined photography and illustration to create a very striking artwork.



Oliver In Space

At the end of our Inquiry into Greatness (the context was 'space'), students had to conduct their own research into an individual that they wanted to learn more about.

They had to choose how to present their information (poster, ppt, audio or video), with an emphasis on engaging their peers.

Oliver chose Andy Thomas as his subject because he loves astronauts and because Andy is Australian. He chose to 'become' Andy Thomas as a way of creating an engaging video (role play with props).

You can see Oliver's video on our website at:

oac.direct/oliver



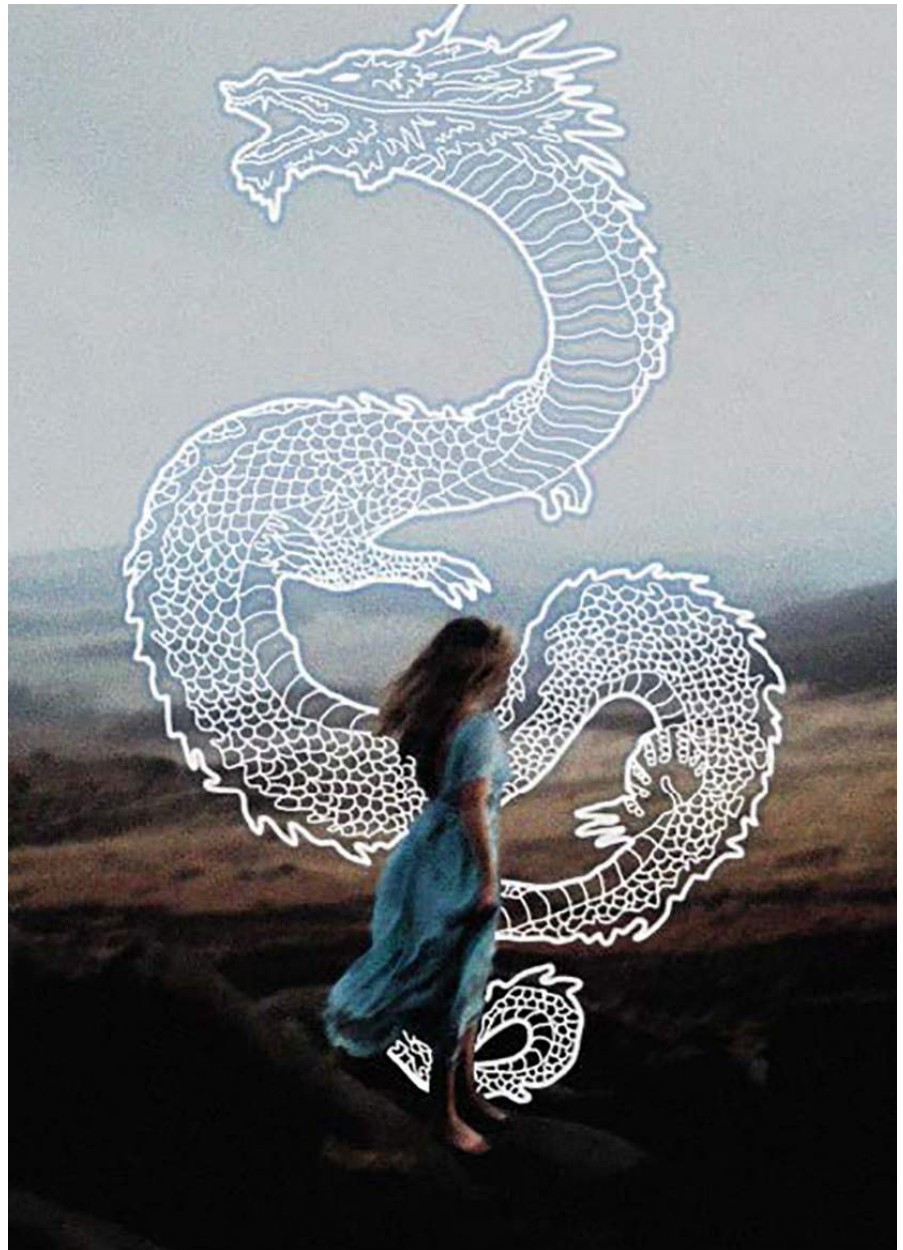
Emma's multi-layer mastery of Photoshop

Independently in Stage 2 Digital Communication Solutions, Emma has been able to further develop her skills in Photography and Graphic Design. Emma creates artworks that are inspired by colour, texture, shapes and personal interests, and are her own well-designed unique images.

"In Digital Communication Solutions I have been able to develop new skills and knowledge about my photography and graphic design to express creativity and apply them to my projects with improved, professional techniques.

The images featured show not only my own photography but how I have further edited them with sourced images, applying the new skills and techniques to transform my project. To me it is all about experimentation, not every idea may work how you originally thought, which is okay and part of design.

Experimenting opens the door to new ideas and techniques that might have the potential of working even better than the first idea." – *Emma*.



Brandon's short film: "The Hungry Man"

In Stage 2 Creative Arts, Brandon followed his passion in Performing Arts and Theatre.

He created a short film called 'The Hungry Man'. This film utilises the skills developed in the Practical Skills Folio to make the final film come to fruition. Brandon's work features method acting, overacting, expression control, costuming, use of props and animal guest appearances! Shown here are still shots from Brandon's film, 'The Hungry Man'.

"When people think of acting, they may have a hard time knowing what goes into making a character believable. It involves creating a history, beliefs, emotions, and a large

amount of imagination. Through my creative arts research, I have gained a better idea of what it means to become a character."

- Brandon



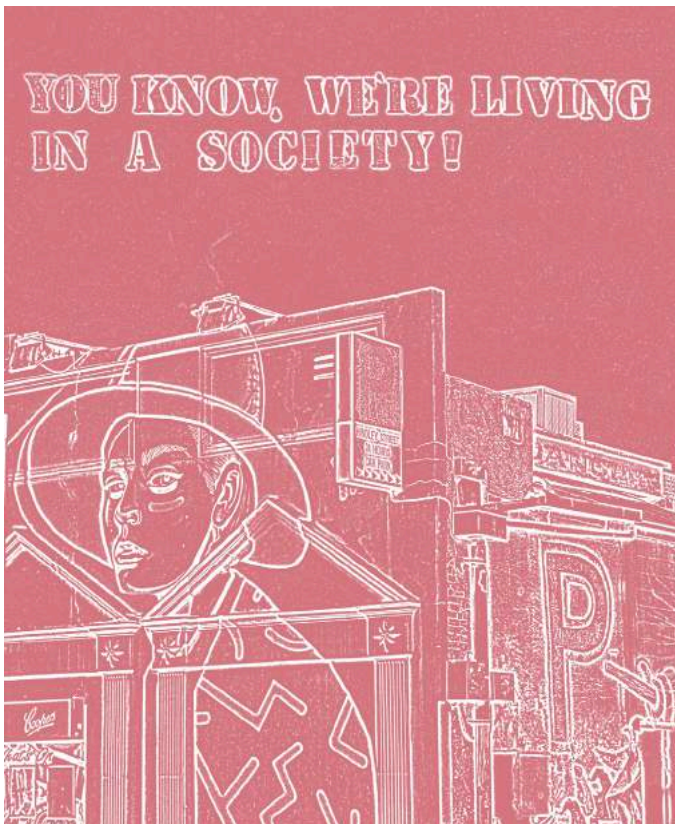
Molly's Graphic Design: Composite Imagery

In Stage 2 Digital Communication Products, Molly was able to experiment with Composite Imagery using Adobe Photoshop. Molly's photography of Street Art formed the basis of her Graphic Design. The images show intuitive use of base images, font styling, texture, contrast, creative adjustments and masks.

"Combining my images and editing them within Photoshop allowed me to creatively explore composite images.

I really liked being able to use my photos as the foundation for these composite images and experimenting with different techniques in Photoshop. I enjoy Stage 2 Digital Communication Products as each task allows me to develop skills and provides me with a creative outlet."

- Molly



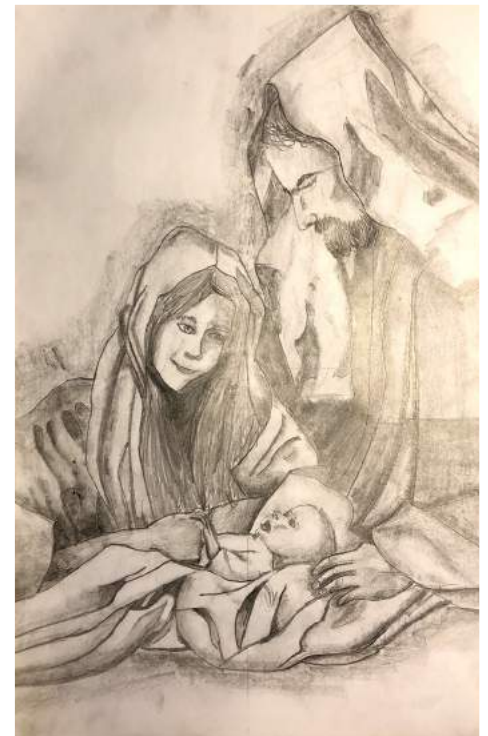
OAC ARTISTS

Happy Holidays Art Competition

In November 2020, OAC held a competition for students to create holiday-inspired art. We had many wonderful entries that captured the spirit of the holiday season perfectly.

Staff voted on skill level and creativity within age groups, and the finalists were featured in our newsletter.

These are some of our finalists. You can view all of them on our website:
oac.direct/happyholidays

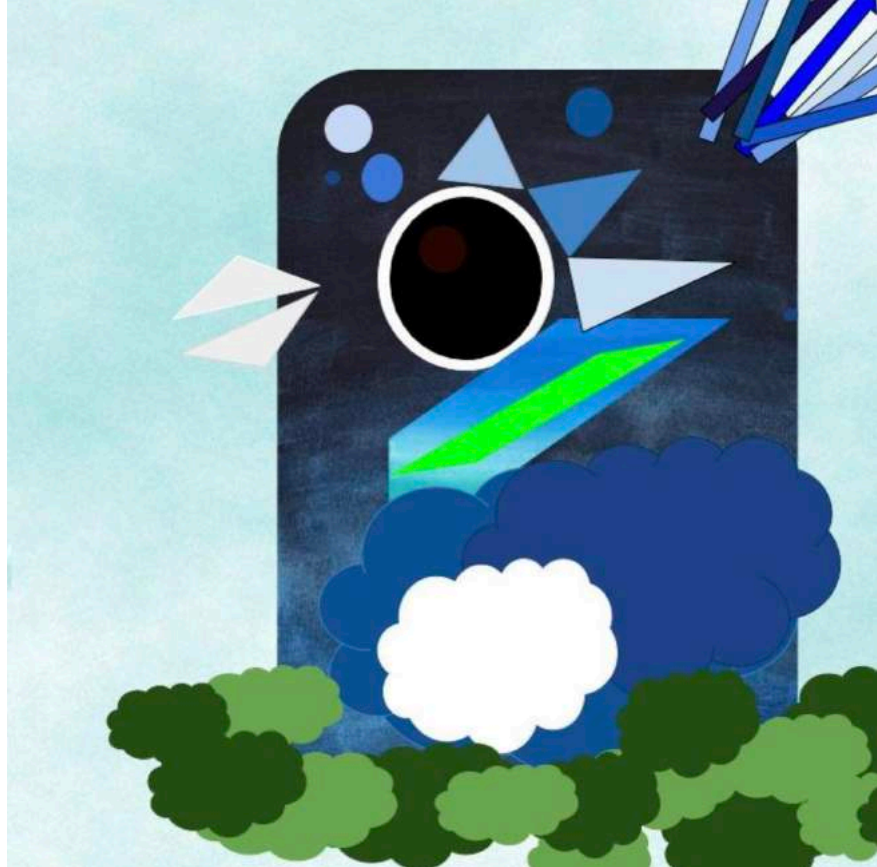


OAC ARTISTS

Not So Distanced: Coming together through Art

As part of the 2020 South Australian Living Artists (SALA) Festival, Open Access College displayed the artworks of year 7-10 students on our website. Virtual Art Galleries were created by teachers to showcase the art that had been produced by students during 2020. The full galleries can be viewed at oac.direct/sala





Celebrating 2020: Virtual Awards Ceremony highlights

With COVID-19 restrictions in place in South Australia, OAC made the difficult decision to cancel our annual face-to-face Awards Ceremony in 2020. We wanted to celebrate the achievements of all of our students throughout such an unusual and challenging year, so we put together a “virtual” event for 2020 instead.

We filmed all of our regular segments from the ceremony, including major awards, guest speakers and student contributions, and created a video for our community to watch together on December 3, 2020. On the following pages are some transcripts of the highlights of the virtual event, and you can watch the video here:

oac.direct/awards2020.

Principal's Speech

Julie Taylor

2020 was a year like no other. A year of challenges and opportunities. A year to test our mettle.

From the tragedy of the bushfires to the heartbreaking and overwhelming effect of the pandemic, it has been a year to test the human spirit. A year for new ways of learning not only for students but for mums and dads, schools, workplaces and governments.

It's seen the best of us and the worst of us.

This year of isolation and restrictions has created ways of being connected and of supporting each other that we hadn't considered or previously embraced. From Zoom meetings to online choirs. Dance classes, gym sessions and the streaming of our own Awards Ceremony.

Throughout 2020 we have come together to celebrate and keep connected. And at times share in our sorrow.

To quote the Dalai Lama, "Remember that not getting what you want is sometimes a wonderful stroke of luck". 2020 has certainly shown us this.

This past year has allowed us to re-evaluate what is important to us, think about our priorities, and for many, slow down fast-paced lives.



It has enabled us to spend more time with families at home and to find new ways of having fun together.

For our Open Access Community, most of our learning has been business as usual. We were lucky to already have the skills for online learning. I would like to commend our students for continuing to strive and do their best in these times of adversity.

This year has shown that no matter what, you can come together and achieve your goals, be creative, find solutions, and be kind to each other. Your resilience has shone through. Your families, I'm sure, have a new appreciation of your abilities to learn online. And are very proud of your accomplishments as I am.

I would like to make a special mention of our year 12 students. It has been a year where some of the usual and expected rights of passage and celebrations did not occur.

However, you have found different ways to celebrate. And your year will stand out from all other years. The class of 2020 will be remembered.

I would like to wish our year 12 students every success in future studies and endeavours.

And I would like to thank our leadership team, teachers, and support staff for the great work and support they have provided to students and families this year.

This year we have all learnt many skills. It changed the way we think, act, feel, and connect. These new skills will be useful as we move into 2021 and beyond.

Student Speaker

Quincy Mpofu

My name is Quincy. I'm a year 12 Open Access student. This year I studied Creative Arts, English, Media Studies and Nutrition. The main reason I came to OAC was because I was previously home-schooled, and OAC gave me the same benefits.

Studying at home gives me the ability to deal with other responsibilities as well. And also allows me to be more flexible with my time.

Being a student at OAC is great because we learn the importance of being independent and disciplined.



Open Access provides benefits and opportunities for those that live out in small towns and people who can't go to school or do specific courses because of a variety of reasons whether it be the school couldn't provide those courses or whether you have medical conditions or whatever it may be.

Open Access provides us with that opportunity and chance to learn those courses and get our qualifications through that.

The effects of Covid

Covid was a big one this year. It came out of nowhere. No one expected it to come to Australia. But it happened. Thank goodness that OAC is online as it meant my schooling wasn't affected majorly.

As I was doing everything at home, I could keep up with my usual routine. It didn't really change for me. That's one benefit I found with doing OAC this year and I'm thankful for that.

There is no question that school can be challenging. Personally, as a year 12 student, I went through a lot of ups and downs both in my personal life and my school life.

As high schoolers we deal with things like late-night studying, catching up or doing homework for every class, and sometimes falling into procrastination (Well I did anyway!)

We could have easily thought, "this is too hard", "I'm done, I'm giving up".

But we managed to get through the whole school year. So I'd like to congratulate my fellow students for achieving this important milestone.

What OAC has taught me

One great thing OAC has taught me is as long as you're willing to put in the hard work for yourself you're going to succeed.

As long as you are willing to put the hard work in, the teachers at OAC aren't going to let you fail. They genuinely won't. They all do their best to make sure we pass, however it's up to us whether or not we choose to put in the hard work.

This is great practice for whatever pathway we're looking at. Whether it be TAFE, University, or any other job. You're going to be successful and get to the best place if you're willing to find the drive to do what you have to do to achieve it.

I'd like to say a big thank you to the teachers this year for their efforts in supporting and ensuring the success of all of us students. And I'd like to thank them for helping us get through this year.

I'd also like to say all the best to the year 10's and 11's for their final years of high school. And to try and enjoy it while it lasts.

Whatever pathway you choose to take, I hope you're proud of what you've done and your achievements this year. I hope that you're happy with yourselves. Because you should be. This year has been crazy and we managed to get past it.

I wish you all the best for this year, and I hope you do great next year.

Guest Speaker

Rachael Leahcar

I want to say congratulations to everyone at OAC for getting through this year. I know it's been really hard and a bit different with COVID 19 but you got through it, so well done.

On studying with Retinitis Pigmentosa - a degenerative eye condition

Let me tell you about my experience of studying with a disability.

I wasn't scared of the assignments or the exams or anything like that. The thing I was most scared of was finding a chair.

That might sound weird, but let me paint you a picture. You walk into a big room. Now, close your eyes. You can't see anything. The lecture has started. There are people dotted all around you. And you have to find a chair with just a stick.

I'd be whacking everyone's legs until I found a spare spot, or someone would have to come and get me.

I didn't want to keep doing that so I decided to get a guide dog.

My guide dog - Ella!

I got Ella from the RSB and she has made life so much easier. She's really benefited my life and I'm so proud of her.

She's a bit of a miracle dog. She was the runt of her litter and had to be revived when she was born. And now she's the only dog still working from her litter.

The difference was I could walk into that room and she

would put her nose on a chair and I'd quietly sit down.

It was a huge difference!

This is an example of how asking for help can be a strength and not a weakness.

We all have a story to tell, don't we?

We all have obstacles that we have to face. We have strengths and we should focus and build on those.

But we do have those obstacles. Sometimes they can be overcome. Sometimes they have to be worked on throughout life.

There is no shame in asking for help. It can only benefit your life and make you more successful.

Tips for a happy life

I'll finish with a few simple but effective tips for living a happy and productive life.

First, pick the friends that mean a lot to you and that you can have fun with and be happy with. And always appreciate the people who are supporting you in life.

Be kind to everyone. You never know what somebody is going through until you walk a mile in their shoes. So do your best to be respectful to the people around you.

And if there are people who aren't adding anything beneficial to your life, remember that you're worth more than that.



Focus on what you *can do* and what you *do have*, and not what you *can't do* and what you *don't have*.

I'm a strong believer in fate. Whatever is meant to happen, will happen. Even if something may appear as a setback at first, it might be leading you to somewhere amazing.

So you have to try everything you can and you never know what will happen.

Once again, congratulations to the class of 2020.

Rachael's full speech can be watched at
oac.direct/rachael

2020 Major Award Winners

Major Awards are presented each year for exceptional students in years 10-12.

Outstanding Academic Achievement Awards

Year 10 **Ashahnti Pedler**

Stage 1 **Sarah Gibbs**

Stage 2 **Sahar Al Dulaimi**

Outstanding Personal Achievement Awards

Year 10 **Emily Wheildon**

Stage 1 **Bronte Hage-Grey**

Stage 2 **Jordan Kemp**

MAJOR AWARD

Aboriginal and Torres Strait Islander Award: Brooke Fairey

Brooke came to Open Access College in 2019 while working in disability and dealing with some of the issues which bring students to our college. Brooke has managed with the support of her mum and grandma, to complete her SACE successfully.

Well done Brooke. You're a shining example of how Open Access College's students combine school, work, and home life to become really successful individuals.



MAJOR AWARD

ADF Long Tan Leadership and Teamwork Awards

This award recognises students who demonstrate strong values such as doing one's best, respect for others and mateship. Characteristics that are integral to Australian society. Students must display the attributes of leadership, teamwork, values, problem-solving, resourcefulness, communication, cooperation, and community involvement.

Year 10 Award: Brooke Joppich

Brooke is a positive role model for others. She loves to do her best and accomplish things to her full potential. She works hard and doesn't make excuses or allow obstacles to hold her back.



Brooke is incredibly trustworthy and honest and is a very responsible young person. Brooke is a contributor in team situations, ensuring that she helps to accomplish the task at hand. She demonstrates a high level of cooperation and is a solid communicator in both written and verbal contexts.

Brooke's resourcefulness is regularly demonstrated when she adapts to situations by coming up with alternate approaches, both in her school work and her personal life.

Her community involvement includes tutoring in Spanish, numerous choirs, bands and musical groups, youth group, personal PT sessions and part-time work. Brooke is close to completing her Bronze level Duke of Edinburgh Award and enjoyed volunteering for 12 months in a community-based café.

Year 12 Award: Noah Zweck

Noah demonstrates exceptional leadership skills. He is confident and leads by example for his peers. He will always ask questions if he does not understand any course content in lessons, but will do so in a polite and friendly manner, inspiring other students to ask questions and become more involved.



Noah fosters a sense of self and community respect, and a respect for the interests of others.

Noah is a team player in all respects, and also shows high levels of problem solving and resourcefulness. He approaches each task with courage and tenacity.

As well as being involved in as many face-to-face events at the college as possible, Noah is also involved in church, volunteer and charity activities. Overall, Noah immerses himself in the community. He 'gives back' and contributes to his communities' wellbeing, richness and cohesion.

Noah is very consistent in demonstrating his values, and does so in lessons, at school, and in his local community.

MAJOR AWARD

ADF Future Innovators

The ADF Future Innovators Award is awarded to one year 10 student and one year 12 student who has demonstrated innovation and a high level of motivation in the learning area of STEM. (science, technology, engineering, mathematics). Students must show strong personal ethics such as doing one's best.

Year 10 Award: Patrick Smulders

Patrick is a shining example of what an Open Access College student is capable of. Patrick is enthusiastic and begins each lesson with a positive attitude and cheerful greeting.

Patrick has consistently demonstrated an impressive level of independence and self-motivation. He takes every opportunity to engage further with the college and his classmates.

Patrick is a familiar face at Come In Days and was an early member of the Connections Group that was set up at the request of students who wanted to make more social connections in the school.

Patrick has shown a sound understanding of the mathematical concepts taught in year 10. He's currently studying year 10 Extended Maths, and he demonstrated an ability to think outside the box.

He will often incorporate knowledge from other subjects to try and solve mathematical problems. Patrick regularly demonstrates initiative and drive to get as much from his schooling experience as possible.

Year 12 Award: Elly Whittaker

Elly is highly organised and shows diligence through the submission of detailed drafts of her work. She has impressed her teachers with her effectiveness at applying feedback leading to the consistent improvement of her work overall.

She submits after lesson work each week with a comprehensive analysis and is highly focused on STEM career aspirations. She demonstrates a continuous pursuit of personal excellence in all fields of study.

She focuses on detailed improvement and has excellent revision and study skills.

MAJOR AWARD

Caltex Best All Rounder: Elly Whittaker



The Caltex Best All Rounder Award is awarded to a student who excels in up to six categories: academic, attitude, personal conduct, leadership service, and involvement in sport.

Throughout the year, Elly has consistently

demonstrated a positive attitude toward her studies and her learning. On multiple occasions, she initiated conversations with teachers that stem from her independent research and extension of her own learning.

She takes great effort in everything she does, yet remains humble. While Elly often knew the answers to questions in class by being well prepared, she takes care not to dominate discussions.

Elly is particularly intuitive in the needs of her peers and reached out to them when she sensed they were having difficulty in their studies or life in general. Elly rallied the class to start a Biology study group. She even found time to start a study group for Nutrition as well.

Student Performance

Our student performer for the 2020 Virtual Awards Ceremony was our very talented year 9 Esther. She performed a powerful rendition of Adele's Rolling in the Deep. The performance can be watched here: [**oac.direct/esther**](https://oac.direct/esther)





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