

WOODCROFT COLLEGE

Courier

Semester 1 2021



TABLE OF CONTENTS

4	Principal's Thoughts <i>by Shannon Warren</i>
6	College Captain Reflection <i>by Joe Walker and Chloe Seckerson</i>
8	Expressions of Hope <i>by Coral Winterbourn</i>
12	Cross Sub-School Learning <i>by Simone Bonser and Susie Warner</i>
14	Faculty in Focus: Innovative Technologies <i>by Ben Schmidt</i>
16	Semester 1 in Photos
18	Welbeing at Woodcroft College <i>by Kerrilee Beaumont</i>
20	Development of the Guiding Principles <i>by Rachel McCall</i>
22	Building Friendships in our School Community <i>by Cathy Murphy</i>
24	Year 6 to 12 Swimming Carnival
26	Next Generation at Woodcroft College <i>by Cathy Murphy</i>
27	Old Scholar News <i>by Rhiannon Dodd</i>

KEEP IN TOUCH

Are you an Old Scholar? We'd love to hear what you have been up to since leaving school.

Share your news at
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Update your details at
www.woodcroft.sa.edu.au/old-scholars/

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Inside photo: Year 12 Centre Gratitude Tree

P rincipal's Thoughts

by Shannon Warren, Principal



In the media this year there has been much focus on the topic of consent, and rightly so. We have all heard or read the deeply distressing allegations of sexual assault and harassment within politics, sport, universities and schools.

I am choosing to use my *Principal's Thoughts* for this Semester to continue to highlight this important issue in our society. An issue that we cannot shy away from, and one that has come to light through the bravery of those who are speaking out.

It is 23-year-old Sydney woman, Chantel Contos, who has single-handedly spurred a conversation about consent education – using her voice to encourage thousands of others to tell their stories of sexual assault during their school years.

Her work is prompting some young men to ask questions about their own assumptions and behaviours. For example, Year 12 student from Sydney, Asher Learmonth, who told his peers:

“Don’t lie to yourself. Don’t make excuses. Instead, identify this sexist and reductive attitude within yourself, within the boys you go out with. Change the way you view women.”

Young people need to be equipped with information and skills that will enable them to navigate all their relationships respectfully.

As families, teachers and community members, we shape young people’s beliefs from a very young age. We do our best to set a good example and talk about the values, attitudes and behaviours we hope our children will develop as they grow up. But sometimes, without meaning to, we might say things that excuse disrespectful behaviour in young people.

It’s important we understand the cycle of violence. Not all disrespect towards women results in violence. But all violence against women starts with disrespectful behaviour.

How we think about respect can make a big difference, and gradually our actions will change what our children – as a generation – see and accept as normal. Each of us can make a difference by reflecting on our words and actions, questioning an off-joke or a throwaway line, or talking about respect.

At Woodcroft College we teach the *Child Safe Curriculum*. We take our responsibility to protect our boys and girls and young men and women very seriously – both here at the College and in the wider community. All children and young people have a right to:

- be treated with respect and to be protected from harm
- be asked for their opinions about things that affect their lives and to be listened to
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible what is meant by ‘feeling and being safe’

The curriculum follows two main themes:

- we all have the right to be safe
- we can help ourselves to be safe by talking to people we trust

The two themes are explored through four focus areas:

- the right to be safe
- relationships
- recognising and reporting abuse
- protective strategies

The focus areas are targeted to the age of the learners and are relevant for the children it serves.

While schools cannot and should not be solely responsible for teaching our young people about respectful relationships, we recognise the important role every member of this community plays.



College Leadership Team and Student Leaders
attending the virtual International Women's Day Breakfast

C

ollege Captain Reflection

by Joe Walker and Chloe Seckerson, 2021 College Captains

We are absolutely honoured to lead Woodcroft as College Captains in 2021. As we approach the halfway mark of the year, it is a great time to regroup and recap on what not only we, but the school, has achieved in the last five months.

One of our main goals as College Captains this year was to keep building the relationships between sub-schools, which is something we are very proud of so far. While the Senior and Middle Schools interact frequently with assemblies and events, the Junior School and the ELC sometimes miss out on experiencing school life with their older peers. As such, we have strived to be present in the different sub-schools by attending and speaking at the Junior School assemblies and visiting the ELC to take our youngest students on tours of the College.

The Middle School Captains have helped us immensely with the tours and the Junior School Captains have represented the College superbly on excursions. As Captains, we all recently visited St Peter's Cathedral with other Anglican schools to celebrate reconciliation and learn more about leadership, which was a great experience for all who attended.

Another goal heading into 2021 was to implement charity events more frequently throughout the terms. The school has hosted many successful fundraising events, including Silly Socks Day, bake sales and music on the College Green, and we have no intention of stopping there!



Due to COVID, the last time we had a large indoor gathering of students was when our Junior and Middle School students shared the final assembly of 2019. It was an unnerving and exciting experience to be back together for the ANZAC Service 2021. For the rest of the year, we are looking forward to continually being involved in assemblies and addressing the Class of 2021 at the Valedictory Ceremony.

As Captains, inevitably there have been challenges along the way, in forms of public speaking and balancing our schoolwork. As we are both performing in the school musical, *Matilda*, we are having to learn to balance our passions and our duties as College Captains. We are taking this in our stride as we love learning to adapt and think on our feet.

We are so excited to recuperate over the break and come back to school in Term 3 with more ideas to further improve our school.



Expressions of Hope

by Coral Winterbourn, Head of Art

In Term 1, Year 10 Art students worked with South Australian Artist, Daniel Connell, to create hand drawn charcoal portraits of our international students.

Throughout the project, students questioned the role of the artist in society and the different ways artists tell a story about the world around them. Students interviewed their sitter and learnt about the responsibility of representation.

This project represents an act of hospitality towards our international students who have not been able to return home since the start of border restrictions in early 2020.

Our intention is that *Expressions of Hope* stands as a symbol of community relationships and hope for our future beyond the global COVID pandemic. The portraits will be gifted to our international students as a gesture of hospitality.



Isaac

by Chloe Burley

This portrait was gifted to the student as an act of hospitality in such a challenging time when they are unable to visit their family overseas. The technique I used was heavily influenced by artist Daniel Connell's portraits.

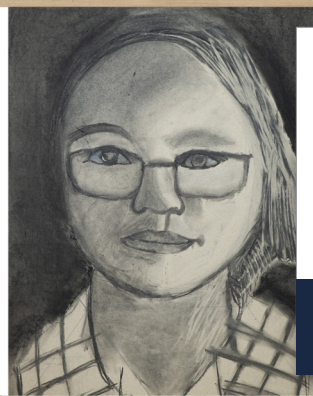
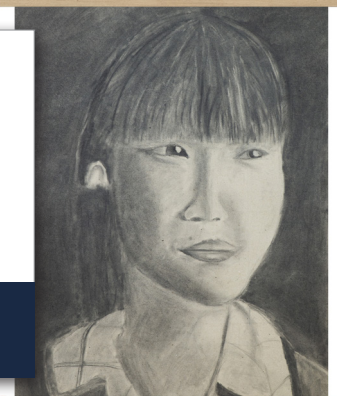
"The portrait is very nice, I am happy with the work and proud of the student who drew this." - Isaac

Alba

by Coco Allen

My goal was to make Alba, and any other student who saw it, feel welcomed and accepted into the school community and Adelaide. This is a new place for Alba without her family and friends.

"The portrait of mine was really amazing! I can totally recognise myself from it. Well done!!!" - Alba

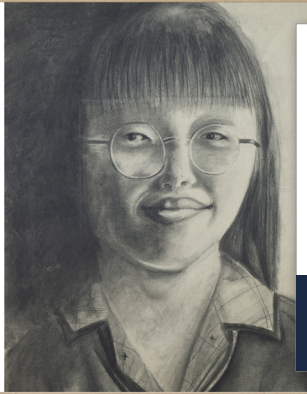


Jess

by Tyler Boileau

My goal as an artist is to make the sitter or the viewer feel happy. This piece is one of the biggest and most successful artworks I have done. Daniel helped us gain techniques to produce this work not only for us but for the international students.

"I am happy to be a part of this project. The portrait is nice and beautiful. It presents not only me but also other international students who are a part of this community." - Jess



Annie

by Laila Gannon

The intention for this art piece is to hopefully encourage students to have confidence and feel acceptance. Over the time with Daniel Connell we have learnt it's not easy living so far from home.

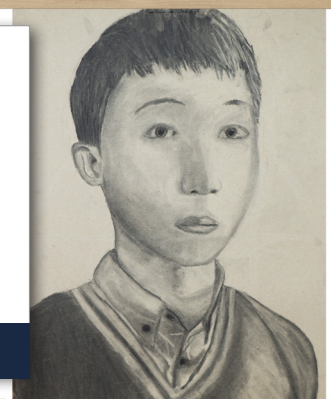
"The portrait is similar to me and I feel happy with this drawing, this has been a really nice present for me." - Annie

Hugo

by Matthew Dix

The main goal I had for this artwork was to capture Hugo and make it look like him. I wanted to improve my blending and gradients from my last few pieces, and I think I achieved that. Overall, I am happy with the result that I achieved, and I hope Hugo will be too.

"It is a perfect recreation of me. Well done!!!" - Hugo



Natalie

by Jemima Ballestrin

My goal was to get my portrait of Natalie to look like her. The photo had a lot of personality and I really wanted her personality to shine through the image. Natalie is really brave for being away from her family for so long.

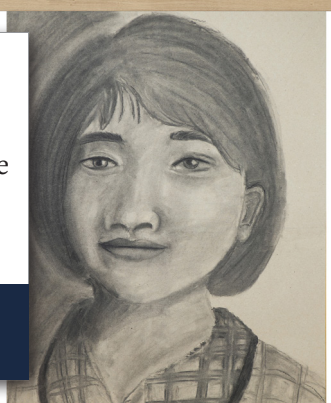
"I think this portrait is really similar to me and the contour of my face has been drawn very well." - Natalie

Michelle

by Chloe Heinze

My artwork is heavily inspired by Daniel Connell's art and his techniques that make his portraits look so realistic. I wanted to show that everyone is beautiful, and we should not judge people on where they are from or what they look like.

"I really love it, because it looks like me. You have shown great skill in drawing and sketching techniques, you're amazing." - Michelle





Ray

by Sienna Gehrig

I used different types of charcoal, an eraser and paper stump to create tones and texture within my portrait. The main idea behind this artwork is exploring different cultures, as many of the international students at our school have had a really hard year.

"I like the portrait very much. I was pleasantly surprised because this is the first time someone painted me a portrait." - Ray

Thu

by Laila Zammit

I think the big idea behind this project was to represent someone who is new to not only our school but also this country. I hope that Thu feels loved and welcomed, and we want to show international students that they matter to us.

"I feel really happy with my portrait." - Thu



Linda

by Grace Standish

Linda described my drawing as if it was a mirror. I found this very reassuring and it made my day. This will hopefully motivate me to go beyond what I would usually do.

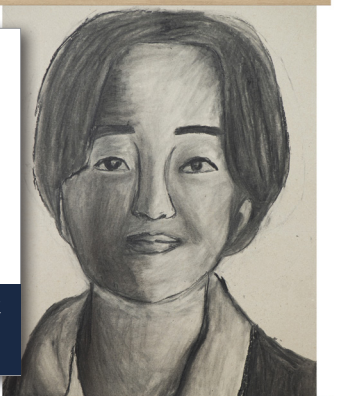
"I was amazed by the details she had put down in the art. It gave me an opportunity to see how others portrayed me and a nice present for me to remember what I was like at high school when I look back in a few years time. I really appreciate this opportunity, thank you to the community." - Linda

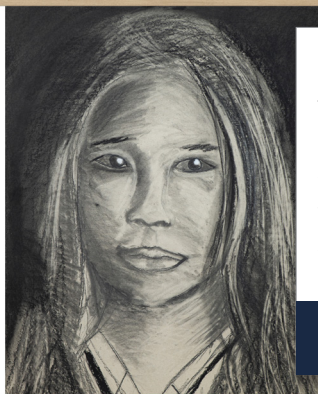
Kari

by Emilie de Lacy

My personal goal as an artist is to be able to express a message through the artwork. This project would have definitely made students feel loved and welcomed here at our school. This is always a nice feeling to have, knowing that you helped somebody.

"This would be a very difficult task for me if I were to do this drawing. The portrait looks a lot like me." - Kari





Sophia

by Mitchell Lamshed

My goal for this artwork was to make Sophia feel like she is an important person in the Woodcroft community. This piece helped me with my goal because she said how pleased she was to receive the artwork.

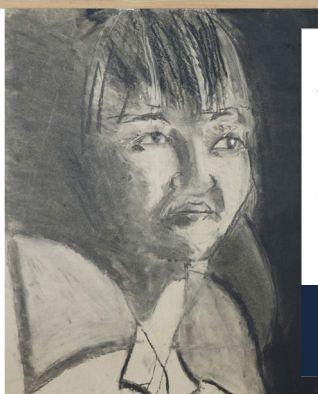
"The portrait is beautiful, somehow I feel it reflects a part of me. I really love it." - Sophia

Aurora

by Reece Gradisar

Daniel Connell really inspired this work. I hope that my portrait helps Aurora to feel as though she belongs. I hope that it makes her feel happy. This was my aim. The emotion I tried to portray in this artwork is happiness.

"Wow, I like the portrait. It does make me feel happy looking at it. Thank you." - Aurora



Sisi

by Jayden Rickett

I created this portrait using charcoal, compressed charcoal and charcoal pencil. I found that these were very helpful because you can add several layers of depth to the drawing.

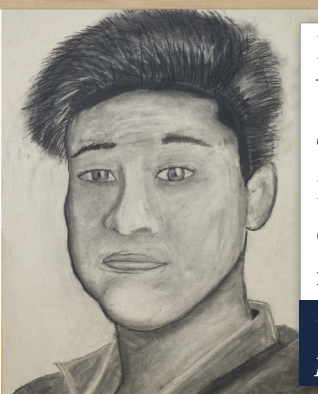
"It is a very nice portrait. Jayden drew with his opposite hand due to an injury. This would have been really challenging and hard to draw." - Sissi

Yoyo

by Harrison Stainer

My aim in this artwork was to portray difference and acceptance. I wanted this portrait to represent caring and joy for what we have and for the people we have in our lives. While doing this artwork I learned that art is more than just a drawing, it makes a difference to the people involved.

"Harrison has really done a great job, I like the portrait very much. Thank you." - Yoyo



Roy

by Maddison Cook

This artwork is a portrait of international Hong Kong student Ting Pang Cha or Roy. The idea behind this portrait was to show the different cultures in our school community. The inspiration behind the artwork was Daniel Connell's portraits of the international community in South Australia.

"I really appreciate their efforts in making such a great portrait. I'm really happy with the product and it looks just like me. - Roy

Cross Sub-School Learning

by Simone Bonser, Head of Home Economics and
Susie Warner, Year 12 Outdoor Education Teacher

Child Studies and ELC

Interacting across sub-schools is an integral part of the Child Studies Program.

Child Studies students from Years 10 - 12 undoubtedly value these experiences and the opportunities to interact with younger students. Students often reflect that these are the most enjoyable aspects of the course.

Hands-on experience provides a learning environment that cannot be replicated in a textbook. It provides real-life, and sometimes unpredictable opportunities, for learning and growth. Senior School students can practise their mentoring and teaching skills, requiring students to be risk-takers, and to develop and build mutually respectful relationships with younger students.

Throughout the Child Studies course, these interactions provide opportunities to make connections between theory and practice. Students learn about developmental stages and milestones. They are then able to observe these in real-time, which develops awareness, empathy and understanding that every child is unique and can achieve success. These interactions may also assist a Senior School student realise a future career path or interest.

Students find these experiences meaningful, challenging, fun and engaging.



Stage 2 Outdoor Education and ELC

Investigating human connections to nature with the ELC students is a new program introduced through the Stage 2 Outdoor Education subject.

Working with 4-year-olds on a weekly basis during Term 1 gave the Year 12 students an opportunity to form relationships and create excitement in young minds. The students designed activities based around potion making, loose parts play and building cubbies and dens.

Each week, younger and older students became more confident in their own abilities. By the end they had formed a strong bond with each other, sharing a love for the outdoors and nature, which was the true essence of the sessions.

The younger students have been replicating the experiences in their own ELC nature play area using great imagination and improvisation.

The highlight was the final excursion to Wilfred Taylor Reserve where Maria Taylor from Nature Play designed an Autumn festival and encouraged the students to explore a variety of natural experiences with each other. Students took home clay mushrooms, leaf crowns and many memories to share after an enjoyable afternoon.



*F*aculty in Focus: Innovative Technologies

by Ben Schmidt, Head of Innovative Technologies and Leader of eLearning

An overarching goal of the Innovative Technologies team is to prepare our students for a world that is changing at a rapid rate. To do this we have a strong focus on developing enterprise skills, providing opportunities for students to engage with genuine design challenges and approaching these challenges using design thinking methodology.

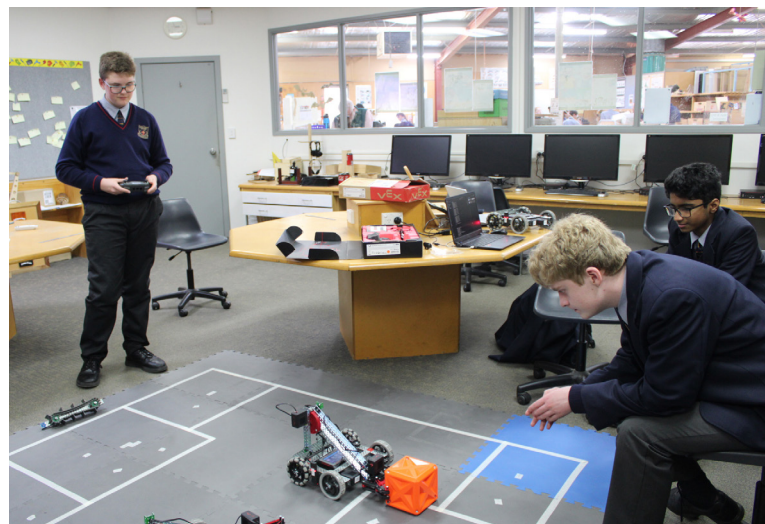
Our curriculum is designed to challenge our students in relation to creative and critical thinking and aims to expose students to new and evolving technologies which are being used in industry. Some of these include 3D printing, Computer Numerical Controlled (CNC) machinery, laser cutting, Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) software.

Middle School

In the Middle School we aim to set open design challenges that provide opportunities to increase student agency, and to allow for a creative approach to the design process.

In Years 8 and 9, students get the opportunity to learn about new technologies such as 3D printing, laser cutting and CAD. This year, our Year 8 students have been focused on jewellery design, and our Year 9 students have been set the challenge to design and manufacture a lamp for a target audience of their choice.

In 2022 we are very excited to be welcoming Year 7 students to our subject. We are also excited to be introducing VEX Robotics to the Middle Years curriculum.



Senior School

VEX Robotics Global Challenge

Students in Year 10 have the opportunity to participate in the VEX Robotics Global Challenge. This involves students working in small teams to design and build a robot to compete in the competition.

Teams work through an engineering design process to develop their solution with the ultimate aim of progressing to the nationals and then on to the world competition.

VEX Robotics SWER Line Challenge

Our Year 11 Robotics students will be among a unique group of South Australian school students selected to participate in the SA Power Networks SWER Line Challenge. SWER lines supply power for the majority of SA Power Networks regional and remote customers.

Our students will be engaged in solving a real world problem that affects regional South Australia and they will have the opportunity to present their prototype to a panel of experts for judging.

Students will build a robot that can make its way along a SWER line so SA Power Networks can inspect the line for faults or damage. The robot must be able to not only make its way along a wire, but also make its way around or over a stobie pole to continue inspecting the line all the way along its length. The winning robot will then make its way to university students for further prototyping.

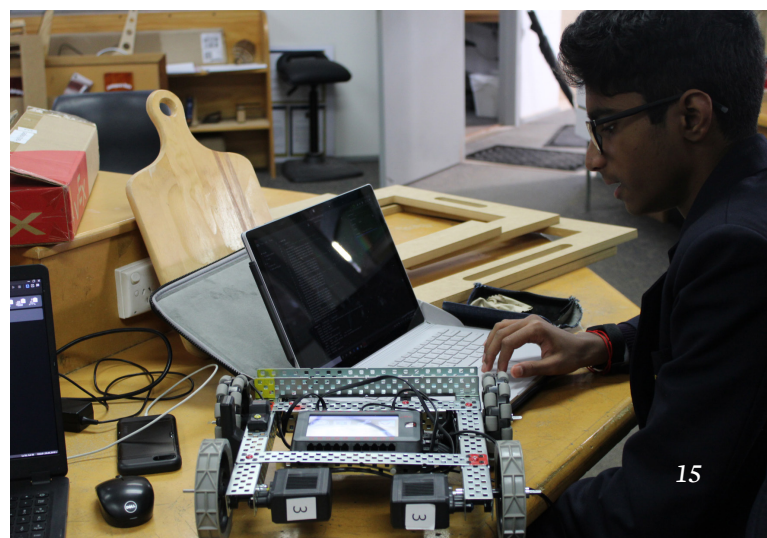
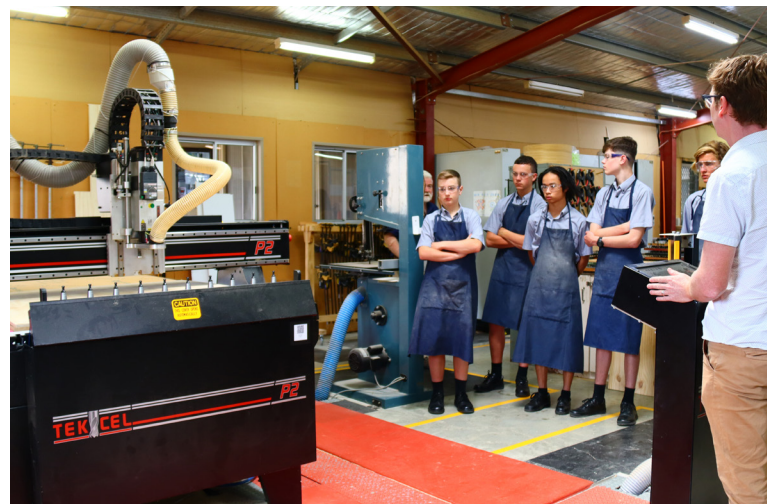
Industrial and Entrepreneurial Solutions

This year, our Year 10 - 12 Industrial and Entrepreneurial students have had the opportunity to learn about our CNC router as they embark on a range of design challenges.

This extremely versatile machine allows our students to really push the boundaries of design.

Students have been working through a design process to create products using CAD software and then learning how to program the CNC router to achieve the desired outcome. Year 12 students have been focusing on the current trend of downsizing from large homes to small apartment living.

Furniture designers and manufacturers have been challenged to design stylish, multi-use furniture that optimises the limited space available. In response to this, students have been challenged to design and make a piece of functional space saving furniture that has more than one use.







Wellbeing at Woodcroft College

by Kerrilee Beaumont, School Counsellor

Better Health defines wellbeing as not just the absence of disease or illness but a complex combination of a person's physical, mental, emotional and social health factors.

As a community we have a strong focus on proactively increasing positive mental health and wellbeing for staff and students. A number of programs and initiatives have been put in place to help achieve this goal.

Junior School

I have been working with Mandy Baxter (LINC Educational Support Officer) to run weekly *What's the Buzz* groups for Reception and Year 1 students. *What's the Buzz* focuses on increasing social skills and developing emotional intelligence so that our early learners feel confident, can be a good friend and build their sense of connectedness and belonging.

Some Year 1 students have been learning KICHIDO, which is the Path of Positivity. It is a rhythmic and integrated breathing, movement and relaxation technique.

Craig Bennett, Leader of Wellbeing, has been working with the Year 5 Leadership Group on cyber safety skills, including being safe, being kind, being secure, and being curious. Some Year 5s have been part of a small weekly group program to focus on wellbeing and positive mental health skills.

We are looking forward to introducing more programs to our Junior School students next semester.

Middle School

I have been running weekly sessions during Tutor Group using an online mental health program through *Bite Back*. The *Mental Fitness Challenge* helps to increase happiness, reduce stress and improve friendships, concentration and focus. Positive feedback has been received from students and teachers and we hope to expand on this program in the future.

Tom Nemhy has continued his *Healthy Minds Program* with the Year 8s. Many students have commented how helpful these sessions are, along with the focus in Health and Personal Development.



Senior School

Senior School has been involved in workshops and sessions run by professionals to help students to overcome challenges and utilise wellbeing skills to support their learning.

Workshops and sessions include:

- dealing with exam anxiety and stress
- *Top Ten Happiness Hacks* with Nathan Stempel
- *Getting it Right* with Developing Minds
- mindful breathing
- weekly Tutor Group meditation
- Friday mindful walks
- KICHIDO grounding skills
- breathing techniques to manage stress
- gratitude journals and supporting positive mental health

There are more wellbeing activities and programs planned for Senior School students this year.

Staff

Staff wellbeing has seen a number of initiatives and activities.

- Weekly yoga sessions, through *Yoga with Jem* have been very popular.
- Working with *Headspace for Schools* has provided staff with proactive strategies to best support students facing mental health challenges.
- The College has become a ‘Happy School’; a program that aims to boost staff morale and reduce stress.
- Staff have been learning and practising KICHIDO and mindfulness.
- Information about wealth health and mental health support is more readily accessible.



*D*evelopment of the Guiding Principles

by Rachel McCall, Director of Quality Learning and Teaching

In 2020, the College undertook a project to develop a set of Guiding Principles to inform learning and teaching. This project involved investigating how we currently meet the learning needs of all students and ensuring that we continue to be a school of educational best practice.

The principles needed to be applicable to both our students and staff. With planned changes to the Middle School Curriculum in 2022, it was the perfect moment to review and reflect before commencing a new chapter.

Teaching staff from all sub-schools nominated to be part of the Project Team and engaged in the following process:

- considering current research on educational best practice
- developing principles based on the identified best practice
- interviewing key stakeholders
- consulting with staff throughout the process
- making and implementing recommendations
- preparing whole school professional learning

The Project Team spent time refining our principles and developing drafts of the descriptors. By identifying common themes or ideas which emerged from our research, we landed on our five principles.

It was then time to engage the broader teaching community and the Student Executive (the student leaders at the school) who provided valuable input to the development process. Feedback was also sought from parent representatives through our Parents and Friends Group. And finally, the principles were presented to the College Council.

It has been a really exciting process to articulate what makes the Woodcroft learning environment such a special place and what we want to focus on in the future. The final version of the principles was launched to staff and students at the start of this year.

Colourful magnets of each Guiding Principle are in every classroom and teaching space in the College. This provides teachers and students with the opportunity to identify where they can contribute to our sense of Community, reflect on their own Growth, give opportunities for Agency, use Creativity in their learning, and where they are developing the skills to be Future Focused.

We are also using the principles to recognise positive student contributions to the College as part of our Pastoral Care Program. Parents may receive one of our Guiding Principle postcards in the mail acknowledging the actions and behaviours of their children, which embody the Woodcroft College Guiding Principles in a particularly noteworthy way.

We are excited to anchor learning and teaching at Woodcroft to these five principles. When curriculum decisions need to be made, options are evaluated through their alignment with our Guiding Principles. We know that they will provide opportunities for students to access the best grounding in their education and prepare them to be life-long learners.



WOODCROFT COLLEGE

Guiding Principles



Community

Our community is built upon strong relationships, shared values and is shaped by our unique experiences.

At Woodcroft College we are an inclusive learning community. We provide opportunities to create a sense of belonging and celebrate our individual identities and talents.



Growth

Our community enables us to grow and flourish together.

Woodcroft College is a supportive environment in which our wellbeing is nurtured. We embrace challenge to reach our learning potential, discover our strengths and develop a sense of purpose.



Agency

We are the creators and evaluators of a shared learning journey.

At Woodcroft College choice is integral to learning. We embrace opportunities to build capacity which empowers us to design our future.



Creativity

We are imaginative, innovative and take risks with our learning.

At Woodcroft College creative thinking is key. We are empowered to explore, experiment and seek solutions to problems.



Future Focused

We are preparing for the future by developing capabilities and connecting learning to authentic real-world contexts.

At Woodcroft College we activate a growth mindset to instil perseverance, resilience and adaptability. We believe empathy and effective communication develop responsible global citizens and enable us to navigate the future.

*B*uilding Friendships in our School Community

by Cathy Murphy, Director of Marketing and Advancement

When I joined Woodcroft College in 2019, one of the goals for my new role was to start a Parents and Friends (P&F) Group. I had never been involved with a P&F, so this was all new to me.

I learned that Junior School parents can feel quite connected but as they moved to Middle School they missed chatting with other parents and that sense of community that came from being on the campus more regularly.

As my own girls started at the College in Middle School, I did not spend much time with other parents as our daily trip to school involved a drive through the drop off zone.

So, at the end of 2019, I reached out to our school community and our first P&F Group came together at the start of 2020. While the year did not give many opportunities for larger social gatherings, we did manage to run a Quiz Night in November. A great success and a lot of fun.

For me personally, I am enjoying working with wonderful parents who are willing to give their time and energy as members of the group. We are developing friendships and sharing some laughs as we work together on planning our events. We have another Quiz Night in the mix (Saturday 21 August), and we ran some Mother's Day activities and a Bunnings sausage sizzle.

It has been especially good to work with parents who have been at the school for a while and those who are new to the College. We also have parents from all our sub-schools represented.

Our purpose is to encourage friendship within our parent community and to build our sense of belonging. Alongside this, is the opportunity to raise money for the College to support ongoing development of our facilities.

As our name suggests, friends of the College can also be part of our planning group or volunteer time at one of our events. We welcome grandparents, past parents or Old Scholars to be involved.

If you would like to learn more about the Woodcroft College Parents and Friends, please contact me by email or phone:

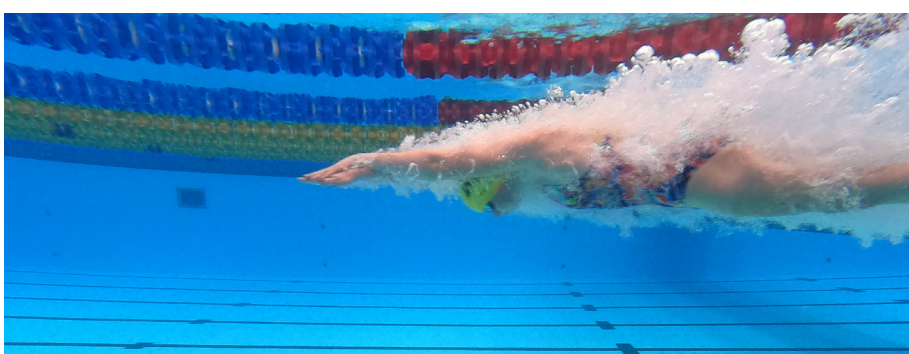
Email: parentsandfriends@woodcroft.sa.edu.au

Phone: 8381 0463



Mother's Day Photobooth





2021 SWIMMING CARNIVAL RESULTS

Middle School Trophy

1st Morphett	465 points
2nd Reynell	481 points
3rd McLaren	419 points
4th Hardy	411 points

Senior School Trophy

1st Reynell	481 points
2nd Hardy	408 points
3rd McLaren	360 points
4th Morphett	279 points

Overall House Shield

1st Reynell	926 points
2nd Hardy	819 points
3rd McLaren	779 points
4th Morphett	744 points

Next Generation at Woodcroft College

by Cathy Murphy, Director of Marketing and Advancement

James Bonser graduated from Woodcroft College in the Class of 2007. Now dad to two girls, James and his wife Simone chose Woodcroft for their eldest daughter Ellie's start to school this year.

James' own experience at the College played a part in making the decision on the right school for his family.

When reflecting on his time here, highlights included the Outdoor Education Program, being voted College Captain in his final year, and the completion of the new gym so he no longer had to play volleyball in the rain!

Commenting on the physical changes to the College, James believes the landscaping of the grounds, the Mark Porter Hall and the ongoing development including the new Early Learning Centre, make Woodcroft a warm and inviting place.

Now that it is Ellie's turn to be a student at the College, James recognises the opportunities and diverse range of subjects that will be part of Ellie's learning journey. Even in Reception, Ellie is learning music and another language alongside the fundamentals.

James believes that Woodcroft will be the right environment for Ellie. Like all parents, he wants her to be happy at school and to have the right support and guidance to learn and excel.

James shares some final words on what he and Simone hope for Ellie from her Woodcroft College experience.

"We want Ellie to learn empathy and caring towards others, independence, resilience, gratitude, work ethic and to take pride in her learning. Towards Ellie's senior years as she considers her future career, we want her to feel comfortable to chase her dreams and believe that she can be whatever she chooses if she works hard for it."

It is wonderful to see our Old Scholar's children coming to the College and to know that in the future, we will have two generations from the same family in our alumni.



Old Scholar News

by Rhiannon Dodd, Events and Marketing Coordinator

Scott Sheridan

2000 Graduate

After finishing Year 12 in 2000, Scott completed a Bachelor of Information Technology (Honours) (Advanced Computer and Information Science) and currently works as a Software Engineer and Volunteer.

Scott has travelled as much of the world as he can over the past 10 years. He has visited over 65 countries on six continents and had some exciting adventures along the way.

He has worked in Thailand and volunteered in Fiji for two years to develop, run and analyse the data from a nationwide survey of every household in every Fijian village. He received an Innovation Award by the iTaukei Affairs Board for his work.

Prior to the COVID pandemic, Scott was volunteering in Kalimantan (Indonesia), but was forced to return to Australia and has spent the last six months living on Christmas Island.



Matthew Barkway

2001 Graduate

Matthew and his wife Sophie, along with their 3-year-old son Lachlan, live in Port Lincoln. Matt is a Tuna Diver for six months of the year and he and his family spend the remainder of each year exploring on their yacht and living on their block of land at Sheringa on the Eyre Peninsula.

Lenara Scandrett

2010 Graduate

After completing a Bachelor of Forensic Biology and Analytical Science and an Honours Degree in Forensic Wildlife Science at Flinders University, Lenara is currently a Forensic Biologist with Forensic Science SA.

For her Honours project, Lenara went to Cambodia where she worked with internationally renowned charity 'Free the Bears' in their bear sanctuary, collecting saliva samples from nearly 200 rescued bears.

Lenara has maintained a very strong friendship with Emily Bartholomew (Class of 2010) and the two spent six months backpacking and couch surfing around Canada and the US in 2011. They crossed 21 states and made great memories to last a lifetime.

Lenara credits Mr Suneel Kookana as one of her biggest influences from the College. She is very grateful for the knowledge he shared and his enthusiasm for Science.



Ellie Hutton

2012 Graduate

Since leaving the College in 2012, Ellie has completed a Bachelor of Health Science at the University of Adelaide with majors in Anatomy and Public Health. She went on to do a Master of Audiology at Flinders University. Since graduating from Audiology in 2017, she has worked as a Rehabilitation and Diagnostic Audiologist in Darwin.

Ellie currently works for the Northern Territory Top End Health Service. While she lives and works predominantly in Darwin, her work has involved travelling to remote communities across the Top End to provide services to those who can't easily access care, something that Ellie thoroughly enjoys and feels privileged to have as part of her job.

Scott Broadley

2014 Graduate

About six years ago, Scott met Christine who was from Denmark and the two became friends. They dated long distance for about two years, before she moved to Australia to live with him while he worked in the Air Force.

They lived together in Australia for about three years, but after his term of service ended in late 2019, they decided to move to Denmark together.

Unfortunately COVID put their plans to travel around Europe on hold, but they were able to travel to Christine's home in Denmark to wait out the pandemic.

Scott and Christine were married in November 2020.



Charles Tindley

2011 Graduate

Charles is a Graduate of Architecture after completing a Bachelor of Architectural Design and a Master of Architecture at the University of Adelaide.

Since graduating from the College, Charles has travelled to the USA, Japan, Malaysia, New Zealand, along with some travel in Australia.

Sarah Christie

2010 Graduate

Sarah completed a Bachelor of Podiatry at UniSA in 2014. She is currently employed as a Senior Podiatrist and Allied Health Divisional Lead Sunrise EMR Activation at Flinders Medical Centre.

Sarah's partner Chris Hrycek is a Consultant Gastroenterologist and General Physician.

Sarah has travelled to Thailand, Vietnam, Vanuatu and Spain.



Old Scholar Reunions

In March we were able to host our Reunions after cancelling in 2020 due to COVID. The Classes of 2000, 2010 and 2015, along with the Classes of 2001, 2011 and 2016 joined us at the Woodcroft Hotel to catch-up and mingle with staff. Thank you to all the Old Scholars who were able to attend these events.





Class of 2010



Class of 2001



Class of 2000

If you would like to provide an update on life after Woodcroft College we'd love to hear from you.

Please send through your stories, updates and photos to our Events and Marketing Coordinator, Rhiannon Dodd, via email at dodd_r@woodcroft.sa.edu.au or you can visit our website to update your details online: www.woodcroft.sa.edu.au/old-scholars/

In our next edition, we will have confirmed dates for our 2022 reunions for the Classes of 2017, 2012 and 2002.

WOODCROFT COLLEGE PARENTS AND FRIENDS

Quiz NIGHT

Thank you to Event Sponsor:



Quizmaster
James Marchington

SAT 21 AUGUST @ 7PM

Doors open 6.45pm

MARK PORTER HALL
WOODCROFT COLLEGE

TICKETS \$10 PP - BOOK INDIVIDUALLY* OR A TABLE OF 10

Limited tickets so book early!

Book your tickets at:

<http://www.trybooking.com/BRXAV>

(*All guests will be seated at tables of 10 -
great opportunity to meet new friends)

Bar facilities with beer and wine
(EFTPOS available)

BYO snacks and drinking glasses

Please bring some cash to support our
fundraising on the night!



The easy way to help raise funds for our school

credit
unionsa

*School
Community
Rewards*



With *School Community Rewards*, Credit Union SA has created an incredibly easy way to help improve the future of your family and our school.

- 1 Simply take out a highly competitive Credit Union SA Car Loan, Home Loan or Personal Loan.
- 2 Nominate Woodcroft College as a *School Community Rewards* beneficiary.
- 3 Credit Union SA will then regularly donate a share of their profits to Woodcroft College, which the school can use however we like!

Who you bank with can make a difference.
Join Credit Union SA's *School Community Rewards* and make a difference to our school community.

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All members of the school community must consider their own circumstances and obtain their own advice before joining School Community Rewards. The school takes no responsibility for any advice or product provided by Credit Union SA. This information is general in nature and doesn't take into account your own personal circumstances. It is important for you to consider the terms and conditions before acquiring any of our products or services to help you decide whether they are suitable for you. Conditions and fees apply. Lending criteria apply to all credit products. Products are issued by Credit Union SA except for insurance where the Credit Union acts as an agent for Allianz Australia Insurance Ltd AFSL 234708. Credit Union SA Ltd, ABN 36 087 651 232, AFSL/Australian Credit Licence 241066, Credit Union SA Centre, Level 3, 400 King William Street, Adelaide SA 5000, GPO Box 699 Adelaide SA 5001. 210617