

Courier

Semester 2 2022



Find Your Remarkable





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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
dodd_r@woodcroft.sa.edu.au

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

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*F*rom the Principal

An excerpt from College Principal, Shannon Warren's Valedictory speech to our Class of 2022.

An advertisement I saw on TV recently caught my attention. It was an ad for a smartphone, and it showed a group of twenty-somethings out for the night. They looked happy as they moved across the screen. They were laughing and talking together in a close circle of friendship. As I recall, there was no mobile phone in view. Instead, the narrator praised the virtues of staying connected. I inferred, as I think it was intended I would, that these young people were having a terrific time together because their phones connected them to each other in some almost magical way. Had they not had their phones; their happy night just wouldn't have been the same.

I thought the message this advertisement conveyed was subtle and fascinating: Purchase this product and you too will be "connected". You will be young, socially accepted, up-to-date, and in charge of your life. Things will be good. You will be happy, have friends, and have fun.

I thought about how real connection has so much more weight and substance than what a mobile phone offers, no matter how smart it is. Real interpersonal connection is so much more transcendent than the video of a carefree night on the town suggests. Nevertheless, the power of the advertisement is that it subtly nudges against eternal truths.

Nearly all of you who graduate today are intimately connected to people who helped you to attend Woodcroft College. These connections include your families who in many cases have provided the financial wherewithal for you to stay here and the emotional support that helped you succeed. You owe them so much more gratitude than a few words from any of us will capture this afternoon.

Second, a number of you have formed your own "families" while you have been at Woodcroft College, connecting profoundly and eternally with each other. Nothing else that you did while you were here, no matter what academic outcomes you achieved, is more valuable to you than the connections you have sitting around you. Your happiness and growth in this life and your opportunities hereafter are fundamentally linked to these connections.

Your most important responsibility will be to build and nurture these relationships when you leave this place.

I want you to know that you always have a place here, that you will never be alone as long as you are part of this community. Soon to be Old Scholars, this will continue to be your community.

Your education at Woodcroft College will lead you to a job or to a degree, but I want it to lead you to more than that. I want your time here to have taught you about the value of connecting with others and being present for others.



Social media is great for developing community, but true belonging, real connection and real empathy, requires meeting real people in a real space in real time.

So, I encourage you to make as many significant connections as possible. In times of major change and upheaval it will be those people, that really make a difference. The ones you deeply trust. The ones to which you can expose your vulnerability. They are the ones who help you see clearly.

And embrace vulnerability...by having the courage to be vulnerable and open to ourselves and the world around us, we come directly in touch with our most authentic self. And, in doing so, can live a much more fulfilling and happier life.

I know for all of you, this would be a feeling you would be experiencing today...along with the excitement and the fear and the sadness, you will all be feeling a bit vulnerable. And that is a good thing. Because vulnerability is the birthplace of connection and the path to the feeling of worthiness.

And remember...no matter what you do, there will always be someone who will criticise you; because while courage is a value it is also a consequence. Yet vulnerability is important, because without it we can't create.

Although it is frightening to expose your ideas to the world, we must persevere, because for every person who is criticising your hard work, there is at least another commending your efforts and supporting your work, regardless if you succeed or fail.

We can choose courage or we can choose comfort, but we can't have both. Not at the same time.

You may never know how important you are in the lives of those you meet...how important you can be to people you never dream of. Remember that you leave something of yourself at every connection you make with another person.

Thank you for allowing us to be part of shaping the amazing young people you are today.

We recognise the time, toil and commitment your efforts have required. We hope you feel the satisfaction of having done something hard, something worth doing, and something that has made more of you than you were when you first entered a classroom at Woodcroft College.

*D*ream, Believe, Discover, Breathe



Our College Captains, Ethan Baker and Grace Stevens, delivered an engaging and heartfelt speech to their fellow classmates at our Valedictory. We are pleased to share an excerpt.

We are gathered here today to reflect on our schooling journey, celebrate our achievements and express gratitude to all those who have supported and encouraged us along the way.

As we enter this transitional phase, turning one chapter over to the next, we found a quote we believe to be relevant to our experiences to date and our future endeavours.

Vincent Van Gogh once said, “normality is a paved road: it’s comfortable to walk, but no flowers grow”.

As our Senior School experience began in 2020, we were all excited to start the final chapter of our schooling journey. Then the COVID-19 pandemic hit and we were forced off the comfortable, paved road.

We had great hopes that our Year 12 experience would return to normal and it would all be over. How naïve, we were wrong, and even though we had learnt to adjust, the easing of restrictions and borders opening meant that COVID-19 caught up to most of us this year. Having a full class for at least one of our subjects has been a rarity.

Adjusting to staggered learning and constant catchups has been a challenge. The disruption to extra-curricular activities, having to roll with the punches, and the pressure of not knowing where the next curve ball was coming from has also been tough. But we have taken it in our stride and instead of focusing on the negatives, we have embraced the positives, the flowers.



We could dance and sing at our Formal, we were able to enjoy our overnight Year 12 Retreat. Spectators could join us at Swimming and Athletics Carnivals, and we were able to have an unrestricted audience at Showcase and *Mamma Mia!* the Musical. And today we can see everyone's smiling faces without having to wear masks. We are fortunate and we are grateful.

As COVID-19 locked us in our homes, we were provided with the gift of doing nothing, we were able to spend quality time with our families, however intense that may have been, and the unpaved road, became just that bit more comfortable as we could walk it with those we love. We acknowledge and appreciate the support provided by our families, along this winding path, and hope our gratitude is well expressed.

We are honoured to belong to and lead the Class of 2022. We have built strong connections as we walk an unpaved path together. As we celebrate our final year, we want to look back at the defining moments that helped develop our sense of community.

Our Middle School experience and Year 9 Quest allowed us to develop connections outside our regular, familiar social circles. As we were placed into groups that took us out of our comfort zone, unexpected but long-lasting friendships and memories blossomed. By the time we reached Year 12, we all had pre-existing bonds and friendships which have been built, developed, possibly ruined and made-up again from our years of growing and blossoming apart and together.

It is through events such as the Formal, our Year 12 Celebration Day and Quiz Night, the Athletics and Swimming Carnivals, Showcase and Musical, Chess Club, Anglican Cup, the tournament for the Warren Shield of Table Tennis Excellency and the collective hardships we have faced, each of which strengthen and highlight our wonderful community.

Our Head of Year, Ms Empson, and all our teachers have played a significant role in building the strong community we are proud to be a part of and making that unpaved road much more comfortable.

In addition to our teachers and the wonderful community we have and can rely upon at school, we have our families at home. They want the best for us and with this comes sacrifices – sacrificing their needs to put us first – teaching us to 'have our arrows pointing outwards'. We are extremely grateful for the encouragement we consistently receive from them, especially when it is tough, especially when it is what we need rather than what we want, especially when it is a difficult, unpaved, path that produces better people.

Our Senior School journey has been far from normal, however, as we walk the uncomfortable, unpaved path, we have blossomed into colourful individuals ready to take on the next chapter of our lives. The attributes we have developed are transferrable and beneficial to all our future endeavours... whatever they may be. Remember the possibilities are endless, dream big and enjoy the journey - the space between where you are and where you are going.

So, as we start our next chapter and walk on new ground – remember the words painted on the wall in the Croft and in every Canvas announcement from Ms Empson that will help us continue to grow - **“Dream, Believe, Discover, Breathe.”**

Dream without boundaries and you will achieve whatever your heart desires.

Believe in yourself, your strengths, your determination, and success will follow.

Discover who you are, what you are capable of, your purpose.

Breathe, take it all in, appreciate all you have now and express gratitude.

*T*aking our Junior School Community to New Heights

It was exciting times in Term 4 as the new Junior School building commenced. This is one of the most ambitious projects undertaken in the life of Woodcroft College and the school will be open for the 2024 school year.

Our current Junior School has served our community well but the facilities cannot continue to meet the needs of students and teachers. The new three-storey Junior School will be purpose built to meet the needs of our students as they transition through their primary school years.

From bright and airy classrooms to specialist spaces including a Performing Arts Studio, Arts and Technology and Science Labs with cooking facilities, our students and teachers will benefit from dedicated and functional spaces in which to learn and teach.

The indoor spaces will be complemented by a natural green environment outside and new sports courts.

The building will sit alongside our Early Learning Centre and will set the standard for future upgrades and buildings as part of a long-term Masterplan vision for the College.

The new Junior School will provide space to welcome more students to start or continue their primary school learning journey at Woodcroft College as we move from two to three classes at each year level.



Seeking Support from our Community

We are inviting our community to be part of this exciting project and to help give our Junior School community a building that is truly fit for purpose. Current and future generations will benefit from spaces designed to inspire and enhance learning and teaching.

All gifts over \$1,000 will be recognised within the building. Your family or business name will be part of a lasting legacy to the generous spirit within our community. We also have Naming Rights opportunities for the specialist spaces.

You can choose to spread your gift as an annual pledge over a two to five year period. All gifts are fully tax deductible and you will be issued with a receipt for tax purposes.

While the building will be ready by 2024, your pledge gift will ensure that the College can move forward with confidence while continuing to invest in other development projects across the school.

Please contact Cathy Stewart, Director of Marketing & Advancement to share your interest in supporting this project.

E: stewart_ca@woodcroft.sa.edu.au

M: 0421 057 932

T: 8381 0463

For further information on how you can support our new Junior School development, please scan the QR code below.





*B*ringing the Guiding Principle 'Agency' to Life

We have been working with the College Guiding Principles for several years now and this year's focus was Agency.

In 2022 we have been discussing this principle with students and staff and exploring some vital elements of Agency. These include playing an active role in your education, setting goals, reflecting and acting responsibly to effect change, building leadership capacity and being willing to experience, learn, fail, then try again.

This year, all students in Years 7 to 12 were given an Agency Card. We hope that this has been a visual reminder that all students have agency and that they should activate it.

We were pleased to speak with three students to learn how they have embraced Agency.

Lachlan Martin, Year 10

When Lachlan was asked what student Agency means to him, his immediate response was that it is about taking responsibility for your actions and offering your help to people even before they ask. In showing Agency, Lachlan has also demonstrated one of our College Values of Generous Spirit.

Even as Lachlan was heading into exams and the final days of Year 10, his willingness to help others was evident in his offer to support a teacher with Year 6 PE classes.

"I overheard Miss Guy talking about how she would appreciate some help with her Year 6 PE classes," he said.

While the comment was not directed at Lachlan, demonstrating Agency led him to contact Hannah Guy to offer his assistance. Her answer was a resounding "yes please".

Lachlan loves PE and has a future goal of becoming a PE teacher. In Year 6, Hannah was a student teacher for his class and she has been part of his inspiration. Hannah gave him an award and he still remembers the sense of achievement.

Lachlan assisted with three PE lessons which allowed the Year 6 students to be split into two groups for the games. He enjoyed working with Hannah to provide a positive PE experience for the students.

Lachlan's Agency gave him the opportunity to help others and to have an experience in line with his future aspirations to become a PE teacher.

"Working with Miss Guy and the Year 6 students has only inspired me more to follow my future career goal," he said.



Adria Burden, Year 9

Middle School Captain Adria has embraced the responsibilities of her leadership role. She demonstrated Agency through developing and implementing a Pastoral Care session plan for Year 7 students.

For Adria, Agency is about taking action to help others and acting to effect change. She wanted to give younger students the opportunity to have informal conversations to learn more about each other, to share ideas about important issues, and to recognise that they can have influence to make the school better.

Importantly, Adria wanted the students to feel comfortable talking to their Middle School Leaders.

Adria attended a session with student leaders from other schools which gave her the inspiration to work with the younger students so that they would feel empowered to have a voice with their Middle School Leadership team.

From icebreaker ideas to conversation prompts, the Middle School Leaders were well prepared to encourage their younger counterparts to participate.

“Rather than waiting for younger students to come to their Middle School Leaders which may be daunting, I wanted us to meet in their space,” she said. “We sat down with the students on the floor rather than stand out the front.”

Along with making the leaders more accessible, Adria’s Agency grew her connection with more students, particularly those in a different year level. Her own sense of empowerment to take over the Year 7 Pastoral Care sessions has hopefully planted a seed with the students as they move through Middle School to continue to share ideas, to use their influence for the greater good and to develop their own sense of Agency.



Archie Kutschbach, Year 9

Archie has truly lived out our Guiding Principle Agency this year and in the process demonstrated our value of Real Connection.

As part of his application to become one of the Middle School Leaders last year, he introduced the idea of Tutor Group activities. His idea was aimed at bringing Middle School together and creating connection across the Tutor Groups.

Archie invested time to make his Tutor Group initiative come to life from creating an Excel spreadsheet which teachers used to record their Tutor Group's result in the competition of the week. The most recent was a Woodcroft College History Quiz which came out of another of Archie's initiatives of seeking suggestions from the Middle School student body.

One of the most outstanding examples of Archie's Agency is his preplanning and organisation to ensure that his Tutor Group activities would run when he was away for a term for a family trip to Europe. From planning the activities to scheduling emails to go out, there were no interruptions while he was away.

Building his leadership capacity has seen Archie develop his organisational skills and overcome his fear of speaking in front of people. He has also learned the important skill of working with others through his interactions with the Year Level Leaders across the Middle School.

As Archie moves into Year 10, his commitment will continue as he has already secured approval from the Head of Middle School to run the Tutor Group activities next year. As he is in Senior School, where he expects he will have more time pressures, Archie reflects that having been empowered to implement his initiative, he has the opportunity to do the same in encouraging other Middle School students to bring their ideas and support.



ELC Graduation

On Friday 16 December, our ELC held their Graduation Ceremony.

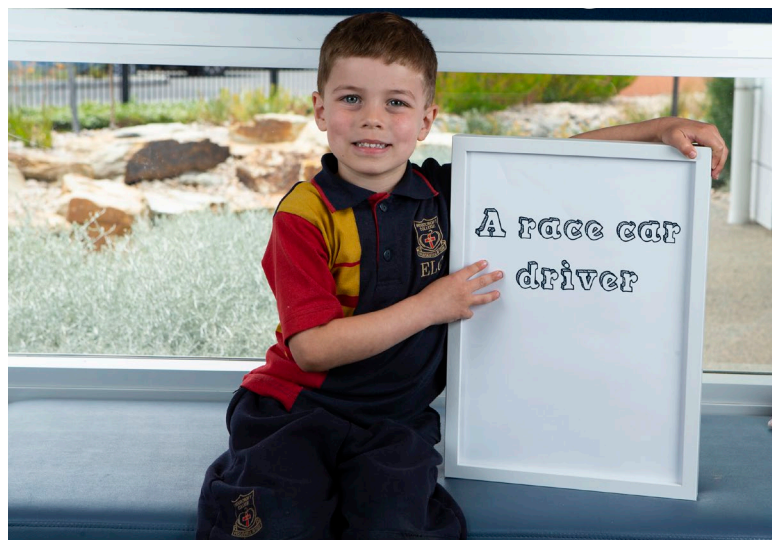
This year we had 85 4-year-olds graduate from our ELC. We look forward to welcoming 67 of our young students to our Junior School in 2023.



When I Grow Up

For our ELC Graduation Ceremony, we asked the children what they wanted to be when they grow up. These are some of their responses.





An International Perspective

Woodcroft College was pleased to start welcoming back international students throughout 2022. Year 10 student TSE Pak Hei Hilary joined us in August and Year 9 student SZETO Yi Ching Emily joined in May.

Both students share their early impressions of Woodcroft College and the differences from their school life in Hong Kong.

Why did you and your family choose Woodcroft College?

Hilary's family chose Woodcroft because of the range of subject choices. He is excited about choosing Psychology and Nutrition in Year 11 as these subjects would not be available until university in Hong Kong. He also wanted to attend an international school that would help him to learn how to study and live in Australia.

Emily's family chose Woodcroft College as her older sister attended Senior School and graduated with the Class of 2021. Their connection to the school made the decision easier to send Emily to Woodcroft.

How is Woodcroft College different to school in Hong Kong?

For Hilary, the difference is that school life is much more stressful in Hong Kong. From the single-minded focus on academic performance and number of exams, to the style of teaching. He is enjoying that he can have discussions with teachers during class time as this was not really encouraged at his previous school.

"Teachers did not ask if we understood the lesson and sometimes, I would leave class not really sure of what I had learned," said Hilary.

Emily shared about the difference in our facilities with the whole College being much bigger than schools in Hong Kong.

"Schools in Hong Kong are multi-storey and students have many stairs to climb to reach their classrooms", she said. "At Woodcroft most of my classes are held on the ground floor."



TSE Pak Hei Hilary

What are your favourite things about Woodcroft College so far?

Hilary appreciates the support and interest in his life from his teachers. His teachers talk to him, and this makes him comfortable to ask questions that are not all school related; about Australia, living in Adelaide and even how to get his Learner's permit to drive. Hilary is also enjoying the broader sports program and playing more sport after school.

The lovely teachers and students have made Emily feel welcome and comfortable. She shared that she appreciates how nice everyone is and the inclusiveness of our school community.

What do you like about Adelaide?

After the busyness of Hong Kong, Hilary is enjoying our more relaxed lifestyle in Adelaide. He likes that we have a much smaller population, and he is finding people to be very friendly even though they do not know you. Hilary is enjoying visiting the city and Chinatown with other international students on the weekends. Hilary is looking forward to continuing to improve his English and making more local friends.

Emily likes the environment of Adelaide with the many beaches and trees, and that multi-storey apartment living is only really experienced in the city with most people living in houses. Just like Hilary, she appreciates that Adelaide is much quieter both day and night – a feature that she really likes.



SZETO Yi Ching Emily

Taking on a Real-World Safety Challenge

As part of the Innovative Technology curriculum at Woodcroft College, students are now able to sample Robotics in Year 7 and then choose it as an elective subject from Year 8 onwards.

In Year 10, students work through an engineering process to design and make a product in response to a challenge. Along with developing their teamwork skills, students are encouraged to bring creative and innovative solutions to a problem.

This year our students entered the SA Power Networks (SAPN) school competition to take on a real-world safety challenge. Their challenge was to build a robot to safely operate in electricity substations. The robot needed to operate the disconnect arm controlling the supply of power, making a site safe for SAPN crews to enter.

The competition saw our students work together in teams of four to build and program a Clawbot over six weeks. A further seven weeks were spent building their robots before they attended an event to present their solution at the Convention Centre in early November.

Max Tonkin and Dexter Hamblin chose Robotics for the first time in Year 10 and for both it was the right decision.

Max hopes to become a Robotics Engineer in the future and having the option to study Robotics at school offers a great pathway.

“I have always had an interest in robots and how they move,” he said. “I know robots are part of our future and I am excited that I will continue to study in this field after school.”

For Dexter, it was the opportunity to try something new and he has now gone on to choose Robotics in Year 11.

Both students participated in the SAPN competition and found it extremely satisfying to solve a real-world problem.



Attending the event to demonstrate their robot in operation along with presenting the challenges and solutions they came up with along the way was a great experience. Both agree it was inspiring to see the other robots on the day and to realise the possibilities.

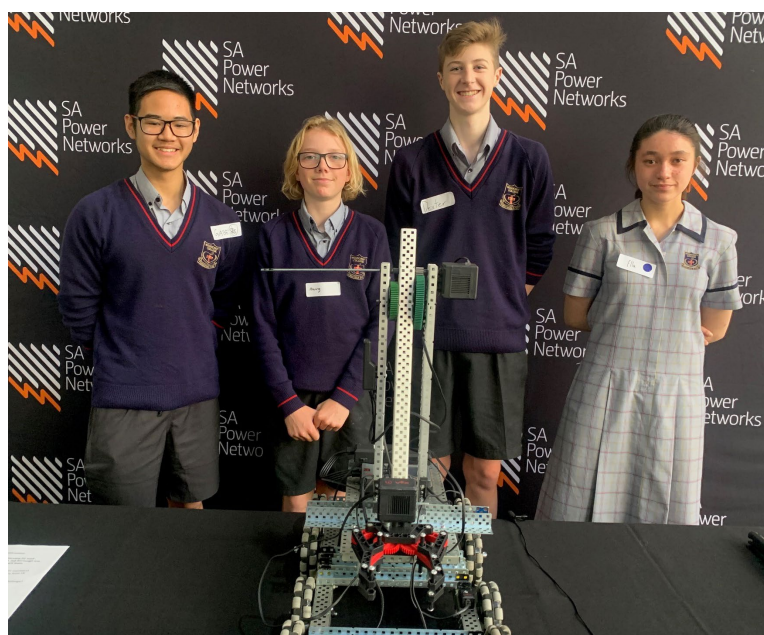
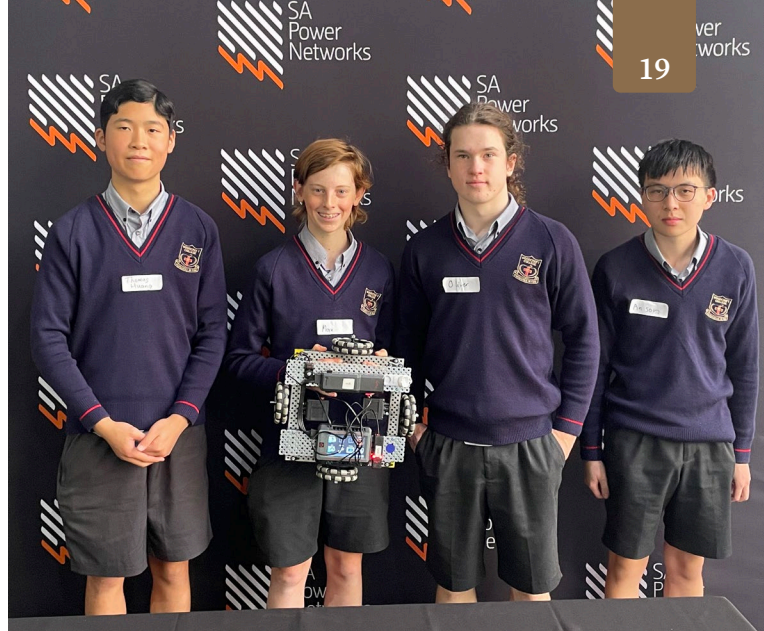
“We got so much from seeing what the other teams had built,” said Dexter. “There were much bigger robots and, while it was a little intimidating, it was also inspiring.”

On the day of the competition, they had 15 minutes to get ready and make sure their robot was working. Their robot was judged on three aspects including navigation, mechanical operation and sensory awareness.

While they did not win on the day, both students appreciated the opportunity to develop their practical skills through the competition.

“The competition will make us better at building robots and we have more ideas of what we can build,” said Max.

For Dexter his takeaway is “go big or go home!”



A Reflective Cultural Immersion



The Association of Independent Schools of South Australia (AISSA) invited aspiring school leaders and educators to apply to participate in a Cultural Immersion Program.

The Program's aim was to deepen the understanding of Australia's First Peoples so that educators have greater insight into reconciliation initiatives in their school communities.

Teacher, Simon Norris was fortunate to take part in the program and he shares his reflection of the week he spent immersed in Yolngu culture in Northeast Arnhem Land.

Last year I was fortunate enough to spend a week immersed in Yolngu culture. When asked about attending, I jumped at the chance for this opportunity of a lifetime. I flew up to Darwin along with 10 other teachers and four Year 11 students from other schools. From Darwin we flew in a small 30-person plane for another hour and a half, another 600kms east, to a town called Nhulunbuy – where about 3,000 people live.

The Aboriginal people of Northeast Arnhem Land, the Yolngu, have passed on knowledge, shared culture and looked after the land and each other for more than 60,000 years – if you were to ask them how long, they would say since the stars and the moon first started to shine. The passing on of knowledge through dance, song and art has been a way of ensuring the lands and the people are looked after.

For the Yolngu of today, the importance of passing on knowledge has not changed, but with the introduction of Western Culture and modern technology, they have adapted and embraced new techniques, ensuring the thousands of generations still to come can learn from the past and the present.



We were met by an elderly woman named Jeppati, she held a smoking ceremony on her lands to let her ancestors know we came in peace and ensure we were looked after during our stay. The next few days were spent with Jeppati and other local women, where we learnt about the importance of ancestors, healing and medicinal plants. We also learnt how the Yolngu people are using new electrical tools and state of the art digital sound systems to pass on their knowledge through artworks, music and film. This also provides an income source in a changing world.

After our time in Nhulunbuy, our home for the next four days was a remote homestay, hundreds of miles from anywhere and occupied year round by a family of about eight people. It was located right on the edge of a beautiful beach – although the crocodiles meant there was a strict ‘no swimming’ rule. Arriving by car, we stopped about half a kilometre from the home and waited to be welcomed in. A Welcome Ceremony was performed during which our foreheads were painted to symbolise the meeting of fresh and salt water. This was followed by the men of the family performing the dance of the dingo – an animal sacred to the area.

The following days were spent learning as much as we could about the Yolngu culture, their marriage structure, how they traded with distant islands for over 700 years as well as what foods they ate throughout the year.

Each afternoon the women in our group spent time with the local women learning about different plants and how to use different vegetables to dye leaves and weave them into incredible baskets and earrings. While this was happening, the men made spears and yidaki's (didgeridoos).



It was during this time that I was able to sit down with Mungal, the male Elder, and gain a slightly deeper understanding of just how spiritually connected Aboriginal people are to the land. They do not just respect the land because it is beautiful or it is a nice thing to do, they respect it because it gives them everything they need and in return they treat it well, there's a true relationship between the people and the land.

They also have a strong relationship with plants, animals, the ocean and the sky - everything is telling them something. There were many times throughout the week where I was told we were being looked after - either by the rain, the wind or the birds. Their connection to everything around them seems to almost run through their veins. It reminded me of the Albert Einstein quote, 'if you look deep into nature, you will understand everything better'.

Yolngu culture has lived on this land for over 60,000 years and the whole time they've been passing on their knowledge from one generation to the next, to help them get a head start in life. It's what they live for - because knowledge is only powerful when it is shared.

I only spent a week with the Yolngu people of Northeast Arnhem Land, but that week reaffirmed to me just how important it is to share knowledge, embrace other cultures and listen to the earth and treat it with respect. This was an experience that will always stay with me, I hope it inspires others to explore beyond their own world. Aboriginal people have been forced to live in our western world, however we get to choose if we want to understand theirs. I feel it is important we do, because as Mungal said to me 'when the two worlds meet, we both become stronger'.



Mia Accelerating her Future Pathway

Year 12 student, Mia Carter, knew she wanted to attend University after school, so when she heard about the opportunity to enrol in UniSA ACCELERATE, she jumped at the chance.

UniSA ACCELERATE is a program open to Year 12 students, providing the opportunity to start studying university subjects in the final year of school. It guarantees students an early place into a Business degree at UniSA and study can be counted towards their SACE Stage 2.

Mia enrolled in two courses through the program, Psychology 1A and Marketing Principles: Trading and Exchange. Mia had a shaky start, getting used to the structure of university and the higher expectation to be an independent and disciplined learner. But, with some guidance from our Careers Counsellor, Anthea Hanak, Mia settled in well, saying “studying two university subjects was difficult, however using my school study lessons wisely really helped”.

The courses were offered 100% online, so Mia was able to effectively balance her schoolwork and other commitments, allowing her to complete the extra courses. Mia said that the courses have helped her achieve her goal of being better prepared for university, saying “it feels less daunting now that I understand how assignments work and the amount of effort required to pass university subjects”.

Mia passed both subjects, achieving a GPA of 5, which is quite remarkable. Her advice for anyone else considering enrolling in the UniSA ACCELERATE program is to make use of all the course materials and content provided throughout the course and don’t forget your school work.

“It is really important to give the same amount of attention and effort to all of your school subjects as well as the university topic,” she said.

Mia has accepted an administration role where she will be spending some time bolstering her skills in the workforce, before returning to university full-time.



James Excels in New SACE Subject

One of our 2023 College Captains, James Patzel spoke with the SACE Board of SA on his experience with the new Stage 2 SACE subject Activating Identities and Futures (AIF).

The following is an excerpt as published on the SACE website.

Successful sports leadership takes centre stage for James

James Patzel was excited to be one of the first students undertaking the new Stage 2 SACE subject, when his school became involved in the initial pilot in Semester 1 2022.

The new subject provides an opportunity for students to explore an idea, problem or concept related to an area of personal interest through a process of self-directed inquiry. James decided to combine two of his favourite areas of interest – leadership and its application in sport.

Driven and determined to succeed, James was keen to learn how to further develop his skills, knowledge and capabilities. James drew on his own experience participating in district level sports, as well as researching elite sports leaders and athletes, and even exploring parallels found in business leadership.

“I looked extensively into successful sports leadership and attempted to identify the traits and skills of a perfect sports leader, if such a thing exists. I looked at the traits and skills successful leaders possessed and how all leaders can progress and improve those skills and traits in themselves. I studied and analysed a variety of leadership fields, drawing parallels from my primary sports leadership sources, business leaders and elite level athletes in a range of sporting disciplines in order to piece together common themes that make each of them successful,” said James.

He was open to exploring the concepts he had learnt about and applying them to his own practice on the sporting field.

“Despite my significant previous knowledge and experience of leadership, the capacity for me to learn and improve my leadership skills through the AIF was a really exciting opportunity. No-one’s ever going to be perfect however, acknowledging and applying the leadership methods of the world’s most successful leaders will help me to be the best leader possible.”

While James has a confidence in leading his team and improving group performance, he understands that a betterment in his leadership capabilities will help him reach the next level. Effectual leadership coming from some of the world’s best sports leaders was of particular importance to James in his hunt to improve, not just his own leadership, but similarly the leadership potential of all sports leaders alike. To do this, spreading the information to a diverse range of leaders is critically important. However, catering to a variety of different age groups and learning styles makes this a difficult task and one that James battled with throughout the AIF.

Supporting James, pushing for him to venture outside his comfort zones and utilise the freedom of the new AIF approach on this particular idea, was James’s teacher, Tarnya Saunderson.

Initially James was looking to deliver a written report, but Tarnya’s active discouragement of the old Research Project style helped James to push the boundaries with his thinking, decision making and approach to tackling his AIF project.

Originally, this confident young man veered away from the TED talk concept of a filmed public presentation, looking to use more traditional forms of sports journalism or even a podcast.



Following encouragement from Tarnya when reviewing the idea of TED talks again, James realised the form perfectly highlighted the importance of stories in communicating ground-breaking ideas.

The result was two specialised TED talk-style presentations on how to become a successful leader and the skills and traits involved in allowing leaders to thrive in their environment. James constructed five main points, encompassing the most valuable leadership traits and characteristics from his analysis and outlined their importance and methods in which the viewer could use to improve these five target areas in themselves.

Stepping up and exploring a more public facing text type through the TED Talk style, provided an opportunity for personal growth and a deeper understanding of communication within leadership identity, roles and management.

As a leader himself on the sports field, he understands the importance of leadership within a team environment and the significance of a strong leading individual.

“It is interesting because in the aspect of sport, I like to lead from the front, to exhibit and achieve my goals and help the team to succeed. To be a strong captain I feel becoming a role model is the

best way for me to be successful. However, with leadership as a whole, there is no single ‘one-size-fits-all’ approach to becoming a successful leader. Leading by example and setting the standard, leading to ensure everyone is equal, or leading a group from within, quietly achieving can all be successful modes of leadership. Throughout my AIF I wanted to ensure that everyone could understand the importance of this. That their leadership style can be effective no matter its approach, it is simply the way in which you conduct yourself, your team and your group environment that sets your leadership apart from being good to being really strong,” said James.

“Going back to my original research of sports leaders, some of the most inspirational and successful among them are not the biggest personalities, but they are absolutely incredible athletes that through their sporting abilities realise that they have become a leader and eventually grow into the role through the learning of the most successful attributes, styles and traits that work for them. I have learnt through this subject that there is not perfect leader, that doesn’t exist, but there is a perfect leader for a perfect time.”

Article Source: <https://www.sace.sa.edu.au/documents/652891/033e49e7-7428-2984-c595-251a6d8bb649>

Supporting our Student Athletes

The High Performance Athletes Program (HPAP) is designed to support athletes to balance their sport and academic commitments. Each year students from Year 7 to Year 12 who are competing at state and national level in their chosen sport can apply to join the program.

Billy Sutton, Baseball

Year 11 student, Billy Sutton has been playing baseball for 13 years, a sport he took up thanks to encouragement from his dad. Billy is currently in the Under 18 State team and plays club and Super League A Grade Men's.

Joining Woodcroft College in Year 6, Billy joined the High Performance Athletes Program (HPAP) the following year after playing for the Australian team in the US in 2018. In January 2023, he will again represent South Australia at the National Championships.

With training four to five times a week and playing two to three games along with his baseball trips, HPAP helps Billy through support from HPAP Coordinator, Petra Lorenz to liaise with teachers for extensions to assignments and other assessments.

Billy also appreciates the support and understanding he receives when he is stressed about his individual performance. "A game can turn on one bad play and knowing this can make me quite stressed," he said.

This is why Billy particularly enjoys other athletes coming to the school to talk to HPAP students. "I gain a lot from hearing their stories and experiences," he said.

In 2021, the College introduced a new subject designed for HPAP students called Integrated Learning – Sport and Health. This subject can be taken as part of a student's SACE Stage 2 studies in either Year 11 or Year 12.

We spoke with two students currently in the program.

Choosing Integrated Learning – Sport and Health as one of his elective subjects in Year 11 has given Billy the opportunity to learn more about mindfulness and relaxation techniques. The subject has the added benefit of Billy being able to choose one less subject in Year 12. Billy plans to study Cert III in Fitness as part of VET in SACE.

As Billy heads into his final year of schooling, HPAP will help him to balance his study, with two trips already planned.

"Prioritising my academic performance and study while having support to balance my baseball commitments will be even more important in my final year of school."

We wish Billy all the very best when he represents SA in January.



Natalie Beech, Open Water Swimming

Year 10 student and HPAP member, Natalie Beech has not let her real fear of sharks hold her back from competing in open water swimming at a national level.

A keen pool competitor, Natalie only started competing in Open Water Swimming late last year. The talented young swimmer is now placed 6th in her age group for Australia.

Natalie has qualified to represent South Australia again at the Australian Open Water Championships to be held in Perth at the end of January next year. Her future goal is to make the FINA Junior World team.

With her extensive training regime starting at 4.15am most days and holding down a part-time job, not to mention starting a cookie business to help with expenses associated with competing, Natalie is exactly the type of student who benefits from HPAP.

Natalie shared that she applied to join HPAP at the start of this year. “I knew about the program but had no idea the difference it would make to helping me balance school and commitments to training and competing,” she said.

Petra understands Natalie’s travel commitments and will communicate with her teachers when changes need to be made to due dates of assignments and help to keep up with schoolwork. “Ms Lorenz can see when I am getting stressed by schoolwork and always advocates on my behalf with my teachers,” she said.

Petra also understands the importance of a proper breakfast after Natalie’s morning training sessions and has arranged for a later arrival to school to ensure that her body is fuelled for the day ahead.

Along with support to manage school, students in HPAP attend sessions with experienced sports psychologists, nutritionists and elite athletes.

“The session with a nutritionist was a light bulb moment to make me realise that I needed to eat more to keep my body healthy,” she said. “My mum was always reminding me to eat more but the nutritionist brought home the message.”

“I know HPAP will be invaluable to me in Year 11 and being able to choose Integrated Learning – Sport and Health will allow me to investigate a range of relevant topics while contributing to my overall SACE credits,” she said.

Natalie is also considering a Cert III in Sport and Recreation as part of VET in SACE to further enhance her skills and knowledge while contributing to her SACE.

We wish Natalie all the best for the Australian championships.

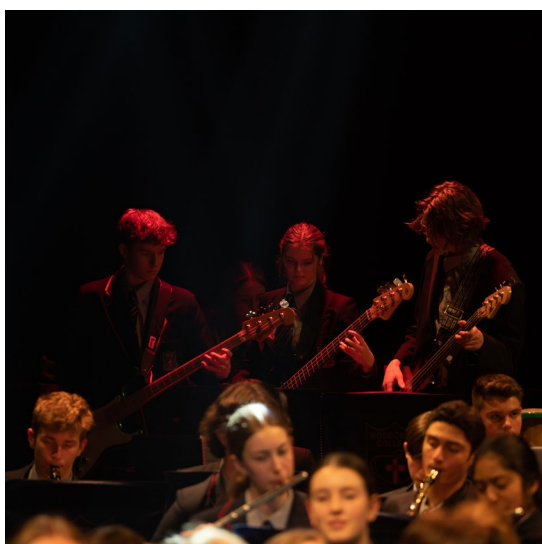


If you would like more information on HPAP, please email:

Petra Lorenz
HPAP Coordinator
lorenz_p@woodcroft.sa.edu.au

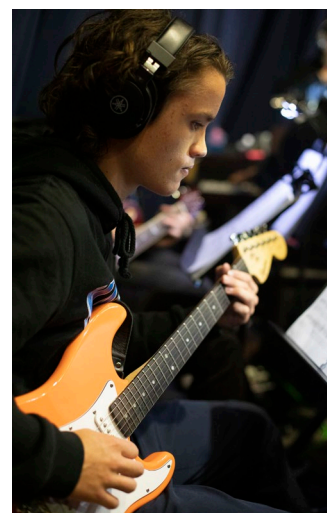
Showcase





Mamma Mia!





The Jungle Book Kids





Athletics Carnival





2022 ATHLETICS CARNIVAL RESULTS

Middle School Trophy

1st	Reynell	1,133
2nd	Morphett	1,071
3rd	McLaren	905
4th	Hardy	882

Senior School Trophy

1st	Hardy	1,110
2nd	Reynell	1,040
3rd	Morphett	899
4th	McLaren	885

Overall House Shield

1st	Reynell	2,173
2nd	Hardy	1,992
3rd	Morphett	1,970
4th	McLaren	1,790

*J*unior School Sports Day

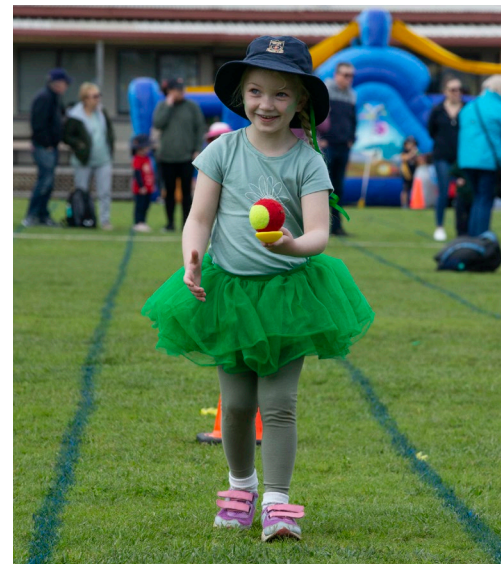


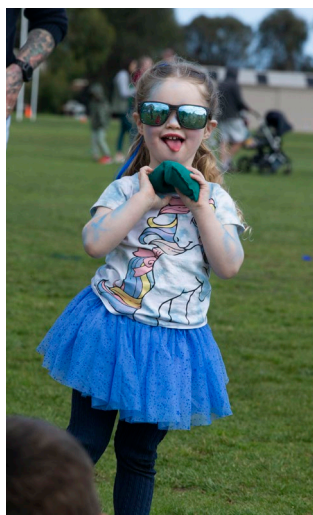


RESULTS

1st	Morphett	2,651
2nd	Reynell	2,543
3rd	Hardy	2,385
4th	McLaren	2,360

E LC Sports Day





Old Scholar Stories

Brittany Law (Class of 2010) and Ashleigh Law (Class of 2014)

Brittany recently shared an update on life after Woodcroft College for herself and her sister, Ashleigh.

I have been working a number of my dream jobs. After graduating from Woodcroft College in 2010, I went on to study a Bachelor of Law and Bachelor of Media at the University of Adelaide.

While at University, I was pursuing a career in the media – working as Assistant Producer in breakfast radio at Nova 91.9 and FiveAA as well as working as the casual Traffic Reporter on-air across all commercial radio stations. However, after graduating, I decided to change careers and utilise my Law degree.

I worked as a Judge's Associate at the District Court of South Australia for two years before working as a Solicitor on the Royal Commission into Aged Care Quality and Safety.

Since the release of the Royal Commission's recommendations in the final report, I have worked in criminal defence at the Legal Services Commission. The Legal Services Commission provides legal representation to those with financial hardship.

I'm currently placed in the Whyalla and Port Augusta regions and loving the country life. I recently started playing hockey and won the award for "most improved" this season.



Ashleigh is living her dream as a full-time athlete and part-time school teacher.

After placing 5th overall in Level 10 at the Australian Rhythmic Gymnastics National Championships in 2021 and winning the South Australian Gymnast of the Year award, Ashleigh moved to Brisbane to train with Olympic coach Gina Peluso as part of a Rhythmic Gymnastics senior international group. This group, made up of five gymnasts, are training five hours per day, six days per week on their journey to qualify for the Paris 2024 Olympics.

The group took out each of the Australian Rhythmic Gymnastics national titles in their division in May 2022 and as a result were selected to represent Australia at the World Challenge Cup in Pamplona, Spain. In Pamplona, they qualified for finals (by placing in the top 8) in their ball and ribbon routine, being the first group in Australia to have ever qualified for a final on a world stage.

They then went on to represent Australia at the Rhythmic Gymnastics World Championships in Sofia, Bulgaria in September where they placed 22nd overall. A fantastic achievement for Australia.

In between training sessions, Ashleigh is working part-time as a primary school teacher to fund her gymnastics fees and trips. She teaches PE and Media Arts to children from Reception to Year 6. Over the Christmas school holidays, Ashleigh works taking photographs as one of Santa's elves at her local shopping centre.



C

lasses of 2002 and 2012 Reunion



Class of 2002



Class of 2012



OLD SCHOLAR EVENTS IN 2023

Old Scholar Market Evening

Do you own a small business and want to promote and sell your products to the Woodcroft College community? We want to hear from you!

Expressions of Interest are now open for Old Scholars to have a stall at our Old Scholar Market Evening on Friday 24 March. Exhibiting is free! To register your interest, please visit woodcroft.sa.edu.au/old-scholar-market-evening/.

If you are a musician who is interested in performing at the event, please contact Rhiannon Dodd at dodd_r@woodcroft.sa.edu.au.

5 Year Old Scholar Reunion

Our 5 Year Reunion will be held on Friday 2 June. Old Scholars in the Class of 2018 should begin to receive their invites in the mail in April.

10 and 20 Year Old Scholar Reunions

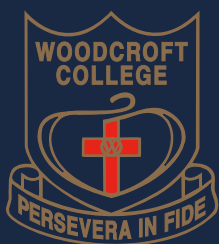
Our 10 and 20 Year Reunions will be held later in 2023. Dates will be published in the next Courier and on our website.

UPDATE YOUR DETAILS

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

To update your contact details or to share your story, please email Rhiannon Dodd at dodd_r@woodcroft.sa.edu.au.

Alternatively, you can visit our website to update your details online: woodcroft.sa.edu.au/old-scholars/.



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