

# Courier

Semester 1 2023



*Find Your Remarkable*





## UPCOMING EVENTS

### Showcase

Friday 18 August

### College Musical: *Chicago*

Thursday 14 to Saturday 16 September

### 10 Year Old Scholar Reunion (*Class of 2013*)

Friday 20 October

### 20 Year Old Scholar Reunion (*Class of 2003*)

Friday 3 November

### Parents and Friends Market Evening

Friday 24 November

### 1 Year Old Scholar Reunion (*Class of 2022*)

Friday 1 December

## ARE YOU AN OLD SCHOLAR?

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.

Share your news at

[dodd\\_r@woodcroft.sa.edu.au](mailto:dodd_r@woodcroft.sa.edu.au)

Update your details at

[woodcroft.sa.edu.au/old-scholars/](http://woodcroft.sa.edu.au/old-scholars/)

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# UPDATE FROM THE CHAIR, COLLEGE COUNCIL

## WADE BURNS

I am pleased to connect with our community through the Courier. I look forward to using this forum to share information from the College Council.

I am proud to be both a parent at the school and to Chair our volunteer Council.

As a Council, we welcome the opportunity to support our College Principal, Shannon Warren and her leadership team.

While our responsibilities and accountabilities are different, the Council and College Leadership Team have a shared commitment to deliver positive outcomes in line with the Woodcroft College Strategic Plan 2022-27.

During the Term 1 break, we worked together at a strategic planning workshop. This confirmed our commitment to refurbishment projects to enhance our 'space and place', while ensuring focus is maintained on quality learning and teaching.

*Underlying our future planning, is our collective commitment to nurturing a positive, welcoming and inclusive culture within the Woodcroft College community. Our purpose of shaping well-balanced, successful young people remains at the forefront.*

I thank everyone who completed our 2022 Parent Survey late last year. The insights confirmed that we are fortunate to have a supportive parent community who largely view the College very positively. That said, we recognise that we can always do better. I encourage our students, parents and staff to remember that your voice is integral in shaping our community.



Importantly, I would like to acknowledge our Principal, Shannon Warren. Her dedication and commitment to students, families and staff is always evident.

As only the third Principal of Woodcroft College in our 35-year history, Shannon shows an appreciation for history and foundation, balanced by courage and curiosity to explore options for continued growth, success and sustainability.

Pleasingly, with unanimous support of Council, Shannon has entered into a new employment contract for a further five years. I take this opportunity to thank Shannon for her service.

## FROM THE PRINCIPAL SHANNON WARREN



During my time away in Term 1, I had the wonderful opportunity to study at Harvard University. I met other Principals from around the world, with many from the United States and Southeast Asia.

It was no surprise that education systems vary dramatically across countries, regions and individual schools. But, I was struck by the significant emphasis on academic scores and university entrance.

This emphasis is often driven by factors such as cultural expectations, economic considerations, and the desire to prepare students for future success. This leads to a strong focus on preparing for college admission tests and navigating the application process.

As we shared the successes and challenges that we face in our unique settings, I realised this intense focus on university entrance can overshadow other important aspects of education.

These include the development of valuable skills, such as critical thinking, creativity, problem-solving and practical knowledge. Additionally, we know that creating a sense of pressure and competition can contribute to stress and wellbeing issues.

I contrasted this with our own educational philosophy at Woodcroft College.

We encourage our students to explore and understand their potential. We teach kindness and generosity to ensure that when our students leave us, they understand how the world works, how they can be part of it, how they can create change. And to always work to be the best they can be, no matter what their chosen pathway is.

*Our students are not defined by their academic outcomes alone. Strong in intellect and character is our approach...not one or the other but both!*

We are proud to develop our students as people and as learners. It is our responsibility to balance preparation for higher education with a well-rounded education through a broad range of subjects and skills.

And, at Woodcroft College, we recognise that failure is part of the learning process. Some of my Principal colleagues shared they were generally unforgiving of failure. In their home country, failure means weakness.



They acknowledged a strong ‘saving face’ mentality prevented many leaders and their students from exploring ideas.

Our Guiding Principles are our North Star and inform how we approach learning. We know that it is not enough for students to leave us with a strong ATAR score. We must cultivate our students’ creativity, critical thinking, problem-solving and entrepreneurial skills.

Our job is to foster a diverse range of talents and passions in students. We want them to explore their individual strengths and interests. This strengths-based approach allows us to focus on what is right with our students rather than what is wrong.

We are proud that our students leave here and transition into a range of diverse options. From vocational training programs, apprenticeships, the workforce, TAFE or university.

It was clear from my experience at Harvard that Australian schools and indeed Woodcroft College are leaders in prioritising student wellbeing and promoting a holistic approach to education.





# STEPPING STONE TO FIND YOUR REMARKABLE

## CAITLYN GELL AND JAMES PATZEL



**In March we formally recognised and celebrated our College Captains and Student Leaders at our 2023 Student Leader Commissioning Service.**

Our Captains, Caitlyn Gell and James Patzel, spoke about our College Values and linked them to the traits and styles of great leaders.

We are pleased to share their speech with you.

“What an incredible opportunity this is for all of us today.

As the 2023 College Captains, we would like to extend our welcome to our invited guests, staff and Student Leaders.

Firstly, we’d like to congratulate all leaders here today. This is a big achievement and one you and your family should be extremely proud of. This leadership position may be the product of your blossoming leadership capacity or a passion that you’ve had growing in you for your whole lives. However, this moment right here, is just the beginning. This moment right now, is the start of this year’s potential to make positive change in each of your positions and your portfolios.

We ask that you bring your whole self to your role, to ensure you are selfless, to inspire confidence in those you lead, to make real connections with them, and in doing so grow and improve yourselves.

So, to equip you with the capacity to succeed in your roles we hope that you can learn from some of best leaders in the world, who all have these traits and styles. In fact, they have obvious parallels to the school’s values. If you aim to adopt at least some of the following values in your leadership, you too will achieve your goals in each of your individual roles.

*To have a generous spirit;*

the role of a great leader is not to lead for oneself, but to be part of others’ success. To have your style based around servant leadership and the importance of giving creates an atmosphere for people to be themselves and feel most supported. Be generous with your time, your heart and your soul. Remember, that each of your positions represent more than a title. Amazing things can be achieved when you don’t mind who receives the credit.



*To inspire confidence;*

encourage and develop those you lead and give them the capacity to achieve their full potential through your leadership. We extend the challenge to you to ask yourself “how can I inspire confidence in my team, to give them the bravery to try, fail, learn and succeed?” But most of all we hope you can instil the courage it takes to be a risk taker and have ambition. The greatest thing in the world is not necessarily where we are, but where we are going.

*To make real connections;*

we urge you all to consider the power of making real connections in your leadership. The importance of leadership is rooted in authenticity and empathy, and by prioritising real connections you can create an environment that cultivates trust and collaboration, both key factors in success. True closeness and community start by having real connections. Real connections start with you.

*And finally, to grow yourself and those you lead;*

growth is essential for success in any capacity and we, as leaders, play a crucial role in fostering this culture of growth. Embrace change, utilise a growth mindset and encourage a better future - because the future starts with us.

*In essence, be a ‘leadership pot plant’;*

offer rich soil of generosity, liberally water with opportunities for your team to be brave and achieve, give them the light of real relationships and the capacity to make them.

Finally, if you can attain all of these things your leadership will develop and your team will blossom. Symbiotically you will grow together and better yourselves until your budding abilities come to fruition.

*Remember to be brave, take risks, make mistakes, learn from them and dare to dream, but most of all let this be the platform or the stepping stone for you to Find Your Remarkable.”*







## CELEBRATING THE CLASS OF 2022 SPECIAL AWARDS CEREMONY

In Term 1, we welcomed back students from our Class of 2022 for our Special Awards Ceremony.

We were able to formally recognise and congratulate our Dux of the College, Proxime Accessit (runner-up) and Merit recipients.

We were also able to congratulate students who achieved a raw ATAR of 90 or above and welcome them to our newly established Remarkable XC group (XC being Latin for 90).

Students were also presented with awards for demonstrating our College Values: Inspire Confidence, Real Connection, Generous Spirit and Keep Growing.

It was a wonderful morning and a great opportunity to catch up with some of our newest Old Scholars and their families.



**DUX of the College 2022**  
Kai Westlake



**Proxime Accessit of the College 2022**  
Zhong Xie





### Merits

Hailey Selkrig	A+ Merit in English
Jamie Murmann	7 Merit in IB Chemistry SL
WU Ho Yin Isaac	A+ Merit in Music Performance – Solo
Eva Wilde	A+ Merit in Indonesian ( <i>studied in Year 11, 2022</i> )

### Remarkable XC

Loise Anthony  
 Ethan Baker  
 Jessica Best  
 Hayden Brown  
 Libby Davy  
 Rohnan Else  
 Thomas Fitzgerald  
 Ellie Harrison  
 Jake Hosking  
 Hung Bin Huang  
 Binath Jayaweera  
 Olivia Langley  
 Jamie Murmann  
 Kyra Quilliam  
 Samuel Rees  
 Kaleb Rinaldi  
 Victoria Rowe  
 Hailey Selkrig  
 Grace Stevens  
 Lily Tippins  
 Amelie Warner  
 Kai Westlake  
 WU Ho Yin Isaac  
 WU Nga Yin Alba  
 Zhong Xie

### Values Awards

#### *Inspire Confidence*

Jake Hosking  
 Kaleb Rinaldi

#### *Generous Spirit*

Katelyn Jenneys  
 Grace Stevens

#### *Keep Growing*

Ashley Cornell  
 Hamish Goss  
 Toby McDonald  
 Jamie Murmann

#### *Real Connection*

Kalahni Bissi  
 Sophie Nowak  
 Keely Stone

## A WELL EARNED RETIREMENT

At the end of 2022, we farewelled one of our longest serving staff members as Don Eacott retired after an amazing 29 years at Woodcroft College.

Over that time, Don held a number of roles, with his most recent as Director of Student Services. The following words were taken from the farewell speech delivered by our Deputy Principal - Wellbeing and Student Experience, Andrew Griffiths.

“The one constant throughout Don’s Woodcroft journey has been his calm steadfast character and his integrity. His words and actions are always measured and well complemented by a great sense of humour - character traits which have been appreciated by his colleagues over the years.

Prior to the Woodcroft chapter, Don was a business owner, tour guide, fitness manager, taught interstate, was well known at the Adelaide Tuition Centre and was an aeroplane pilot.

As a highly respected Biology and Physical Education teacher, and with his extensive life experiences, Don was the perfect candidate in 1994 to lead the newly formed Science and Physical Education Faculties at the College.

At this point in our history, there were only three Heads of Faculty. So Don was also asked to be the Head of Technology, Head of Home Economics, Head of Music, Head of Visual Arts and, just for good measure, he was the Sports Coordinator and oversaw all extra-curricular activities. Fortunately for Woodcroft, Don was up for the challenge.



Don set up the Duke of Edinburgh Program (now known as Future Leaders), led 12 four-wheel drive tours, three of which were across the Simpson Desert. And he even played the lead roles for a couple of our early Musicals - *Oklahoma* and *Pirates of Penzance*.

Don has also been President of the Staff Association, Principal’s Delegate, President of the Old Scholars’ Association, College Council Member, ANZAC Day events coordinator and Student Counsellor.

In 2003, Don and his family decided that it would be a good idea to spend a year in Canada and, with a year’s leave, he undertook a teacher exchange program. This was an incredible family experience and we know from Don’s now adult children how much this time meant to them all.



On Don's return from Canada and perhaps because he wasn't busy enough, it was suggested that he consider taking on the role of Student Counsellor. So, Don went back to university to study part-time, graduating with a Master of Counselling.

Don has a gift in working through difficult and complex circumstances and empowers others to see their own solutions. He is incredibly respected by the Woodcroft College community, especially by the students and parents who have been guided by him over the years.

Don's humorous "permission to parent" presentations have always been well-received and have been the foundation for many families over the last couple of decades.

All up, Don has spent more than half his life working at Woodcroft College, and at one point it was quite a family affair with his wife teaching here and his children attending as students.

So what will Don's legacy be? While we may not recall his many titles and initiatives, we will always remember that Don is a man of principle, that he is a gifted counsellor and teacher, that he is willing to give anyone a fair go, and that he always tries to see the positive potential in everyone and every situation.

Don has truly been instrumental in helping shape the Woodcroft College culture that we all enjoy.

We wish Don all the very best for retirement but we will look forward to seeing him again for relief teaching in between his planned projects, travelling and visiting his family interstate."





## STARS TO WATCH

In February we were approached by The Advertiser to identify 'Stars to Watch' within our student community in 2023.

The article ran on February 24 and we are pleased to share our selected students' stories here.

### Lachlan Nash, Year 12

In Lachlan's final year at Woodcroft College, he has a leadership role as Music Captain. He appreciates the opportunity to mentor and support students across the school's extensive Music program.

Lachlan is involved in the school's concert band, vocal ensemble and won a lead role in this year's Musical - *Chicago*. He has been involved in the school's musicals for seven years, with lead roles in four productions.

Outside of school, Lachlan's singing talent sees him as the youngest member of an acapella vocal ensemble with hopes of a Fringe Show when he finishes school.

While he has a busy music schedule, Lachlan is focused on achieving good grades to give him the best options for university.

Lachlan's plans for the future will hopefully see him accepted into a musical theatre degree in Adelaide or he is willing to make the move interstate to fulfil his dreams.



### Ayanna Burgan-Minniecon, Year 11

A performer since the age of two, Ayanna is what they call a 'triple threat' with her talents in singing, dancing and acting. She has achieved many accolades in her early career, including winning National and State titles and also attaining High Distinction for both her dance and vocal exams.

Training 20 hours a week over six days, Ayanna gained a spot in the High Performance Athletes Program at Woodcroft to help her manage her studies around her intense training schedule. Ayanna was also awarded a Music Scholarship, studying in vocals.

The Year 11 student has great ambitions and dreams of one day performing on a world stage. She also plans on going to university to study Sports Psychology.



## Savannah Rayner, Year 11

Savannah is a talented sports person playing Australian rules football and cricket. Currently listed with the South Adelaide SANFLW squad, she is looking forward to making her debut with the club. Savannah made her senior club debut at 15 years of age at Christies Beach Football Club. Her goal is to play for the State Under 18's team next year and ultimately to get drafted into the AFLW.

Savannah has been playing District Cricket for four seasons with the aim of representing SA in the Under 18's National Indoor Cricket Championships this year. Making the State team will set up the potential to be selected for international competition.

Focusing on her studies is equally important as Savannah has a goal of achieving the ATAR required for the highly competitive study of Paramedicine. She is a member of the High Performance Athletes Program to help her balance her academic and sporting goals.



## Holly Ifould, Year 12

Holly is a top academic student who is on track to achieve an ATAR in the 90s to support her future goal of studying Veterinary Medicine. She volunteers for the RSPCA to further bolster her potential for acceptance into this degree.

Not only achieving academically, Holly's interest in AFL has seen her earn a spot in the team for South Adelaide's Senior Women's League. She is currently trialling for the State Under 18's team this year.

Whilst juggling her goal of achieving acceptance into Veterinary Medicine and maintaining high academics, her aspirations for football include getting selected and playing in the State team national carnival, while playing well at South Adelaide to make herself a potential draftee for 2024.



# A JOURNEY THROUGH JAPAN

Since the beginning of the year, Schmitt Sensei has been sharing her love for the Japanese language and culture in our ELC.

The 4-year-olds' weekly Japanese lessons involve stories of Japan, often using a traditional form of storytelling called Kamishibai (Paper Theatre). The children are taken on adventures through Japan and love the excitement and drama that Kamishibai brings. The stories are often followed by movement and dance, where the children become actively involved in the adventure.

The Japanese lessons involve many songs, which engage the children and act as a mnemonic tool to help them remember the language. Our ELC teachers have commented that the children often sing the Japanese songs outside of their Japanese lessons. This shows their enjoyment and how the songs help them retain the Japanese language.

Hands-on activities encourage the children to learn the Japanese language and connect to the culture. For example, using training chopsticks to pick up coloured pom poms whilst saying the colours in Japanese, helps to build fine motor skills, connects them to the Japanese culture of chopsticks, while building their Japanese language skills.

There are many other benefits to learning a second language in the early years, from sparking curiosity and creativity, to building a foundation of empathy and respect for other cultures, and helping with memory and thinking skills.





# FOR THE LOVE OF BOOKS

**Our Year 7 highly able readers have formed a book club to share their love of reading with their likeminded peers.**

Using the Goodreads platform, students can share, review and rate a book. They can contribute to discussion forums and set reading challenges.

Students can create 'bookshelves' to organise the books they have read and the books they want to read in the future. They can see what their friends are reading and comment on each other's reviews.

Goodreads is the world's largest site for readers and book recommendations. Its stated mission is to help readers to find and share books they love.

The Year 7 English staff and the Library staff can post discussion points and add books to the 'shelves' that they think our more advanced readers will enjoy. They can also see our students' reviews and discussions about the books they are reading.

Our students are currently being asked to review some of the new books for the Middle and Senior School Library, and to share their review across the 'Oliver' library system and on Goodreads.

There are also plans to meet in the more conventional 'book club' setting to discuss some of the shared books.

Two of our book club students have shared their experience and why they love reading.

**Marcus Murdoch**

"The things I love about reading is being able to immerse yourself into another world, feel what the characters are feeling, and experience incredible adventures. My favourite genre is mystery. The best book I have read so far is *Cards On The Table* by Agatha Christie. I love it because it was a unique murder mystery where the characters could have murdered for a second time.

I think Book Club is an awesome idea for the people who like to read. They can find and meet new people who like to read as well. The best thing that I can tell people to do to get them reading is to start off with several books, and if you like one genre, try other books from that genre."

**Sharon Xie**

"I like reading because it gives me the opportunity to escape from my everyday life and be transported to other worlds. My favourite genre is a very controversial one as I like dystopian novels. I think the best books I have read so far is the *Shatter Me* series.

I do enjoy Book Club because it allows me to hear from other students, and I can have better access to recommendations from others at my age. For students who struggle with reading, I would tell them to try and get recommendations from people around their age as this really helped me get into reading."



# REDUCING RISK TAKING BEHAVIOUR

Senior School students who choose Health and Wellbeing in Year 12 participate in the P.A.R.T.Y. Program (Prevent Alcohol & Risk-related Trauma in Youth).

This full day interactive trauma prevention program aims to give students a better understanding of the outcomes of risky decisions that can affect their lives forever.

It is about keeping young people safe, promoting healthy lifestyles, and preventing the devastating effect preventable injuries and death can have on our young people, their families and the community.

The program fits perfectly with the Health and Wellbeing curriculum. This subject is designed to help students develop the knowledge and skills required to explore and analyse influences, and make informed decisions regarding their own and others' health and wellbeing.

**Tyler Boileau**

## What did you do as part of the program?

In Stage 2 Health and Wellbeing, we had to create a report on adolescent risk-taking. I chose restrictive eating as my topic and how this impacts mental health and overall wellbeing. Attending Flinders Hospital for the P.A.R.T.Y. Program allowed me to learn more about adolescent risk-taking behaviours as part of the research for my report.

## Why do you think programs like this exist?

I think this program exists because the younger generation needs to understand and be informed about the impact of their decisions to engage in risky behaviour. This impact may not only be on the rest of their lives but also the lives of everyone around them.

## What did you take away from the program?

Personally, I think the program gave me a sense of understanding of the overall risks that we take and more about what may result from taking these risks. I also took away the life-changing impact and how quickly life can become much more difficult not only for the individual, but carers, family and friends.

## Do you think it is effective in meeting its goal to reduce the number of deaths/injuries in young people because of risky behaviours?

Personally, it made me think twice before committing to taking a risk, and if it is worth taking a risk that could end up being life-threatening. The program's goal is to reduce death in younger people which I feel the program can successfully do.

## Do you think this should be a program all students have the opportunity to attend?

Yes, as it does not do anything but positively impact the thought process of a young person's decision-making.





## Ava Turcic

### What did you do as part of the program?

As part of the program, our class took part in a range of activities, including simulations of emergency situations, discussions with a trauma survivor, and visits to multiple emergency rooms where different levels of emergency care are provided.

### Why do you think programs like this exist?

Programs like this exist to help people gain knowledge of the trauma caused by risky behaviour, and to establish awareness of how decisions affect other people.

### What did you take away from the program?

The program was confronting yet educational, showing me the harsh realities of accidents, and learning or reminding me of how I can prevent them when I am in a potentially dangerous situation.

### Do you think it is effective in meeting its goal to reduce the number of deaths/injuries in young people because of risky behaviours?

I think the program is successful in reducing deaths and injuries in young people. As the program shows the consequences of situations relevant to young people, this enables them to make better decisions in the future, preventing accidents and injury.

### Do you think this should be a program all students have the opportunity to attend?

All students should have the opportunity to attend the P.A.R.T.Y. Program as it is beneficial for all young people.





## PRACTICAL LEARNING

Child Studies is one of the many subjects our Senior School students can choose as part of their SACE program.

This subject focuses on children's development from conception to eight years of age. The content ranges from nutrition for children, to the importance of reading, outdoor activities and nature play, and pregnancy and parenting.

Thankfully, as an ELC to Year 12 school, our Child Studies' students do not have to go too far for practical hands-on learning.

During Term 1, the students undertook a practical task to write a book for our ELC students. In Term 2, it was running an activity to teach Reception students the importance of healthy food choices.

Jayda Klenk and Tehya Duffield share their experience.

### ELC - Engaging with Books

"Last term we investigated how to distract children from technology and engage them in a more social way.

Part of the investigation was to research what makes a book entertaining for 3 to 4-year-olds. We found that books with a meaning, moral to the story, and some kind of interaction where children could 'touch, feel, explore' were beneficial.

Jayda's book is called 'Farmer John's Lost Animals' and it takes the reader on a journey to find lost animals under hidden 'lift and find' flaps. Students loved reading the book and lifting up the flaps to see what animal was under it.

Students could then remove the animal (stuck with Velcro) and place it where it belonged (in the barn, in the chook shed and so on). This particular book promoted curiosity in the children and helped them to solve puzzles.

Tehya's book is called 'Ella's Birthday' and is a touch and feel book with a message around being grateful. Each page has a new birthday present for Ella, with a touch and feel element such as a fluffy jumper and shiny toy.

When Ella receives a present from her grandmother, she doesn't like it, and the story teaches Ella how to be grateful for what she has received. The story encourages children to think about how their actions affect others and why it is important to be grateful."





## Reception - Healthy Eating

“For the healthy eating practical, we discussed with the class which food would best promote healthy eating for younger children. Through this discussion, we chose to make mini pizzas where students could pick the toppings.

Before cooking, we ran an activity to help the children to better understand ‘always’, ‘choose carefully’ and ‘sometimes’ foods. We included three paper plates labelled with the categories and a variety of food cut outs. The students were able to colour in the foods as we discussed what they ate for breakfast, their favourite foods, and what categories they thought each item should go in. Then it was time to stick the coloured foods on one of the plates. This developed the students’ ability to consider their food choices.

We provided many healthy options for their pizzas with a variety of colours such as broccoli, pineapple, corn, ham and spinach. This allowed the students to make their own choices on healthy toppings, while also encouraging experiencing new tastes.

Our experience with the Reception students was enjoyable and a great learning opportunity.

From the feedback we received when each student was asked to rate their pizza out of 10, they all gave high ratings, with one as high as 1000/10! The students all said they would want to do the pizza making activity in the future and gave lots of suggestions on how to improve.

Overall, it was a great experience getting to work with a Reception class and to be a role model to the younger students. This activity was a great opportunity to develop practical skills to support our future career aspirations.”





## THINKING ABOUT THE FUTURE

### ABIGAIL BATTEN, ACTING CAREERS COUNSELLOR

National Careers Week held from 15 May to 21 May, sparked a number of conversations in the careers space, and encouraged students to think about their personal interests and goals and how these could be pursued post-school.

Over 20 external providers attended Careers Day to speak with students in Year 10 to Year 12. The Mark Porter Hall, The Croft and Lecture Theatre hosted an array of presenters, each with unique and valuable information to share.

The expo-style gallery also saw an assortment of industry professionals engage in rich conversations with students about their future. From SA Police, the Australian Defence Force, artists and universities, to hotel management, TAFE SA, apprenticeship options, the Hon. David Speirs MP (Leader of the Opposition and Member for Black), and many more – students were not short on choice!

We thank those who support these events and ensure our students have ongoing opportunities to make informed decisions toward their future endeavours.

We asked some students to share what they took away from Careers Day.

#### Ellie Jefferson-Wetherill, Year 12

“Careers Day was an insightful opportunity that gave me a deeper understanding of what career path I want to pursue. The multiple presentations, guest speakers and stalls allowed every student to explore their interests in detail. From this experience, I have gained a new perspective on the opportunities open to me, as well as a clearer idea of what my life at university would entail. It truly was a beneficial day in helping us to plan our life after Woodcroft.”

#### Caitlyn Gell, Year 12

“I think Careers Day ran really smoothly, we had a great selection of representatives and a number of presentations that catered to a variety of interests. I particularly enjoyed hearing from each university as they eased my concerns about the transition between school and university life, and enhanced the excitement of how my future could look. Although it was a big reality check for a lot of the Year 12s (our end of schooling is approaching fast), it definitely helped people consider careers they never would have imagined!”





### Meera Thomas, Year 11

“Careers Day was beneficial for me this year as I found the sessions that I picked were relevant and related to possible career pathways. It was great to be able to choose from a range of options and pick the ones that we found the most interesting. I found the session with Hon. David Speirs MP to be really engaging and I took away a lot of information.”

### Roman House, Year 12

“Careers Day was a great experience packed with heaps of useful information. The day allowed me to explore all of my possibilities and talk to people who have actively pursued some of the pathways. The representatives and teachers helped me develop multiple plans which encompass all my interests. Careers Day is a valuable opportunity for everyone; regardless if you have an idea in mind or you are still exploring your options.”





## JAPANESE STUDY TOUR

**In Term 1, Woodcroft College was pleased to welcome a Study Tour group of students from Kogakuin University Junior High School in Tokyo.**

Study Tours are designed to give international students an Australian cultural experience both in the classroom and at home.

Nine students and their teacher spent 10 days at Woodcroft College. During this time, our international students were buddied with a Year 9 student to attend classes.

They also went on an excursion to enjoy the Adelaide Hills including Cleland and Hahndorf.

The students were hosted by families at the school or with one of our regular Homestay families. Both the families and the Japanese students enjoyed the experience, and we are grateful for the weekend activities that our host families arranged.

We asked three of our buddy students questions about their experience.



## Max Hudson buddy to Yuri

### Why did you say yes when you were asked to be a buddy?

I said yes when I was asked to be a buddy because I thought it would be a fun and exciting experience, and it would be good to make some new friends.

### What did you enjoy most about being a buddy for a Japanese student?

What I enjoyed the most about being a buddy was meeting their friends, and learning about what they do in Japan and what they were doing in Australia.

### What did you learn by being a buddy with a student from another country?

I learned that being a buddy with an international student meant that I had a new responsibility to take care of and look after someone, and I found out what he liked most about Australia, his family, and more general questions.

### Would you recommend being a buddy to other Woodcroft College students?

I would recommend being a buddy to other students because it's a fun experience and you make new friends. I have all of my Japanese buddies on Snapchat, Instagram, and Discord which are all forms of social media.





## Ryan Green buddy to Ryunosuke

### Why did you say yes when you were asked to be a buddy?

I chose to be a buddy because I thought it would be a great way to learn some more Japanese and would be fun.

### What did you enjoy most about being a buddy for a Japanese student?

I enjoyed getting to show my buddy Australian activities and culture as well as helping with our school lessons.

### What did you learn by being a buddy with a student from another country?

I learnt more of the culture in Japan and some more things that we do in Australia to show my buddy.

### Would you recommend being a buddy to other Woodcroft College students?

I would recommend being a buddy because it is fun and a great way to learn more about Japan, and a great way to make a new friend.



## Samuel Jones buddy to Shuya

### Why did you say yes when you were asked to be a buddy?

I said yes because I thought it would be a fantastic experience, and I thought it would be fun to learn more about someone from Japan and their culture.

### What did you enjoy most about being a buddy for a Japanese student?

Definitely the activities we did on the weekend. We took Shuya to so many places and really made the most of the time. We went into the city, bought souvenirs and Australian food. It was fun to teach someone about my home.

### What did you learn by being a buddy with a student from another country?

I learnt how the schools are different and how home life is different. Also my buddy Shuya had some Japanese games on his iPad, it was fun to see how they were different, but ultimately the same.

### Would you recommend being a buddy to other Woodcroft College students?

Definitely. It's so rewarding and fun, I got to learn so much about Japanese culture and the people there, and Shuya was fun to have around as we played lots of card games and board games.









# WOOL AND WORDS

## GUEST WRITER, MEERA THOMAS

*“Share your love of all things woolly: crochet and knit while sharing stories, enjoying the mindful and relaxing experience of learning and developing your textile crafting skill”.*

A club new to the College in 2023, Wool and Words was introduced by Library staff.

Our Middle and Senior School Librarian, Ms Jameson said, “I wanted to create a safe space where everyone, staff and students, could share or learn a skill. A place to be as social as you want to be, share stories, or be part of a group with no pressure to chat. It’s important, especially for Senior School students, to practice the mindful process that skills like crochet and knitting provide.”

While the group started out small, two terms in, the small nook in the corner of the library has been full to the brim with students keen to try their hand at knitting and crocheting.

Students are often joined by librarians, Mrs Jameson and Mrs Horsburgh, and counsellor, Ms Thompson. Accomplished crocheters and knitters have started teaching others, and many students have come a long way. The club was initially inspired by Year 11 Activating Identities and Futures (AIF) students, who were crocheting toys and blankets for charity for their project.

Knitting needles, crochet hooks and wool are all available to use. Come along to the library during Friday lunchtime to practice mindfulness and engage in light conversation.



*“My favourite thing about the club is that I get to crochet in a comfortable space and feel a real sense of community. Wool and Words has given me the time and space to work on my AIF with people who can support me and share their advice.”*

– Holly Fabel, Year 11





# SOCIAL JUSTICE IN ACTION

**Woodcroft College encourages students to stand up for and to care about others in our own community and beyond.**

With a spirit of inclusiveness, fairness and equity, and as part of the range of student leadership opportunities, each year the College appoints Social Justice Ambassadors.

Our 2023 Social Justice Ambassadors are Year 12 students, Braden Coppi and Sienna Locke. They work closely with our College Pastor, Marty Fox who provides guidance on their ideas and planning.

We met with the students to talk about what it means to be an Ambassador and why Social Justice is important in our community.

Braden and Sienna share the belief in the importance of standing up for those who cannot, and supporting people to feel equal and that they have a voice. They want to identify and address issues that impact our community.

Braden and Sienna see their role as responsible for raising awareness about important issues, and to help students to make informed choices and to know that they can take action.

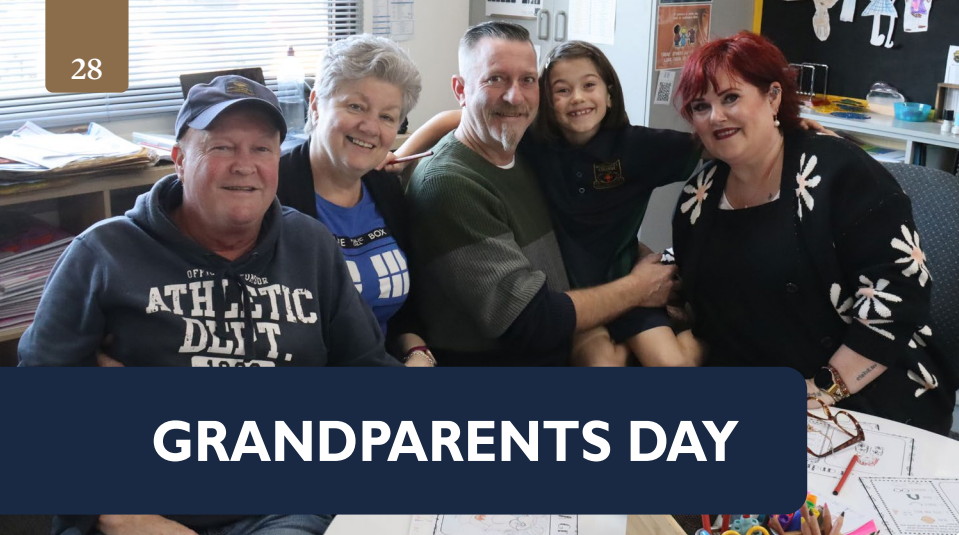
Their activities also include fundraising to provide support to local and overseas organisations. In Term 1, they promoted the celebration of Harmony Day, which is about inclusiveness, respect and belonging for all Australians, regardless of cultural background. Students were encouraged to wear orange and to bring a gold coin which will be used to sponsor a child through international aid charity, Compassion Australia.



When we met, Braden and Sienna were planning how they would support NAIDOC week activities and also looking to re-establish a Social Justice Group within the student body. Sienna spoke about continuing initiatives to support those in need including Anglicare Christmas hampers. They are also developing a new idea for a day that will celebrate our school community, our achievements and embracing our remarkable.

We thank Braden and Sienna for their efforts as our Social Justice Ambassadors. As Year 12 students, they have a busy year and we acknowledge their commitment to their leadership roles and having an impact.











# ATHLETICS CARNIVAL







## 2023 ATHLETICS CARNIVAL RESULTS

### *Middle School Trophy*

1st	Reynell	1,239
2nd	Morphett	1,221
3rd	McLaren	1,198
4th	Hardy	1,193

### *Senior School Trophy*

1st	Reynell	1,310
2nd	Morphett	1,170
3rd	Hardy	1,151
4th	McLaren	1,085

### *Overall House Shield*

1st	Reynell	2,549
2nd	Morphett	2,391
3rd	Hardy	2,344
4th	McLaren	2,283





## SWIMMING CARNIVAL







## 2023 SWIMMING CARNIVAL RESULTS

### *Middle School Trophy*

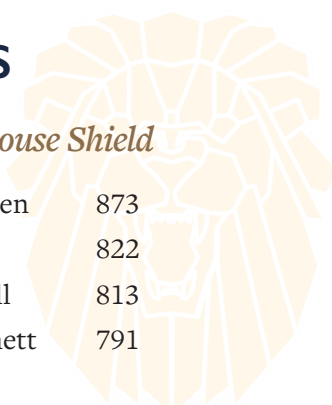
1st	McLaren	459
2nd	Reynell	443
3rd	Morphett	404
4th	Hardy	382

### *Senior School Trophy*

1st	Hardy	440
2nd	McLaren	414
3rd	Morphett	387
4th	Reynell	370

### *Overall House Shield*

1st	McLaren	873
2nd	Hardy	822
3rd	Reynell	813
4th	Morphett	791





## PARENTS AND FRIENDS IN ACTION

**Our Parents and Friends committee was established in 2020 with the purpose of community building and fundraising to support projects across the College.**

Most of the founding members are still on the committee, and we have been pleased to welcome new members over our three year existence. The committee is now led by Junior School parent, Nick Upton who took on the Chair role this year.

While there was a slow start to what we could achieve as our plans were interrupted by COVID, the committee has been delivering events and activities each year.

While we are resting our Quiz Night this year, it was our first major fundraising event in 2020. It was the only event we were able to hold in our first year. It remained in our calendar of events for the next two years with one event requiring everyone to mask up!

We have since introduced Mother's Day and Father's Day activities, we've held Kytons and most recently Billy G's Cookie Dough fundraisers.

Our first Market Evening was held in 2021 and we're planning to hold this event again this year. If you or anyone you know would like a stall at this evening, please email [pandfmarketnight@gmail.com](mailto:pandfmarketnight@gmail.com).

We are very grateful to everyone in our school community who has supported our endeavours.

Thanks to your support the following projects have been delivered:

- Giant Jenga and Finska sets for Year 6 students
- Supplies to keep our 2022 Pedal Prix fuelled for their race
- Support for our 2023 Pedal Prix team to meet some of their list of needs
- PA system for the Music Faculty
- Wall art for the Chemistry and Biology labs for the Science Faculty
- Two portable basketball hoops for the PE Faculty

There are more projects in the pipeline and we look forward to sharing details in the future.

The College thanks Nick and the committee members for their time and commitment.

If you are interested in joining the committee or are happy to be on our volunteer list, please email [parentsandfriends@woodcroft.sa.edu.au](mailto:parentsandfriends@woodcroft.sa.edu.au).









## OLD SCHOLARS INSPIRING FITNESS AND WELLBEING



**Healthy Habits**  
**Hannah Guy, Class of 2013**

**Old Scholar and current teacher at Woodcroft College, Hannah Guy runs the Healthy Habits Program to support students to be active and develop their fitness.**

Her inspiration to become a PE teacher was her amazing Year 12 PE Teacher, Neil McNaughton. His passion for the subject was inspiring and he continues to be a role model today.

Hannah also comes from a very active and health conscious family, and enjoyed playing as many sports as she could while she was a student at Woodcroft. Hannah's sport of choice now is netball as she loves the team atmosphere and hopes to continue to play long into the future.

After attending our Year 9 Quest as a mentor, Hannah realised that a number of students struggled with their fitness. She understood that not everyone is interested in participating in a sport, so she came up with the idea of running an exercise program after school. With support from our Director of Sport, Kirsten Lawson, Healthy Habits was born.

This is a program that means students do not need to sign up to a membership, join a team or rely on transport. Hannah wanted to make working on fitness affordable, accessible and convenient.

"I wanted to offer a way to learn to exercise and work on your fitness that was not sport orientated," Hannah said. "Most importantly, I wanted students to have a healthy relationship with their body and self-esteem."

The program offers a safe and supportive environment for students to be active. Hannah shared that one of the positive outcomes of the program is students connecting across Year levels with friendships blossoming as age becomes insignificant.

"The biggest difference I have seen from participating is the development of self-confidence with students believing they can do things they have not been able to do before," said Hannah. "The little smiles at the end of a really hard workout tell me 'I'm proud of myself for doing that'."





*“Healthy Habits is an awesome program for girls who want to work on their fitness ability in an enjoyable and nurturing environment. As part of this program Ms Guy also openly talks about mental health and coping strategies that we can use to help when feeling down or struggling with an issue. It is a great non-judgmental environment. I love going to Healthy Habits because of the awesome vibe that Ms Guy has created in making sure that we bring each other up and push each other while also having fun.”*

*- Isobel, Year 10*







**Growing Strong  
Brodie May and  
George Hughes,  
Class of 2019**

**Old Scholar, Brodie is using his passion for health and fitness to run a ‘Growing Strong Program’ for students at Woodcroft College.**

During his time at Woodcroft, Brodie was heavily involved in Cricket, playing for the schools First XI until he graduated. He does admit that he enjoyed anything sporty and that this may have been a way to spend less time in the classroom!

Brodie has now started a Bachelor of Exercise Science, majoring in Physical Therapy. He has developed a larger focus on psychological wellbeing linked to physical wellbeing to deal with the challenges that life can bring our way.

Brodie currently has help from George Hughes to run the program, which is aimed at helping students to build their strength and learn how to train as they take their own fitness journey. He reflects on his own experience in working out at a gym from the age of 16 and the mistakes he made. Brodie wanted a program that would support and educate students to progress their fitness in a safe way.

Brodie wants to help students build better technique, and develop fitness plans that can be used to improve their performance in sport, health and in the classroom.

“I have seen a massive difference in the students who participate,” Brodie said. “By developing the proper lifting techniques, I have seen students build up their strength, smashing records they set at the beginning of the program.”



*“I enjoy the Growing Strong Program because it involves various exercises and activities. Additionally, I enjoy doing it with our group and have participated in the program since its introduction to Woodcroft College. Brodie and George are fantastic facilitators, and they encourage all the boys to finish strong at the end of each session. Their patience and dedication show what excellent teachers they are. All the gym equipment we use has aided me in becoming more active and fit. I don’t need to visit a gym because this makes it a more accessible, enjoyable and fantastic addition to extracurricular activities.”*

**- Tyrese, Year 11**



The background of the poster features six bright yellow stage spotlights at the top, casting beams of light downwards. The entire background is covered in a dense layer of small, dark red and purple confetti or glitter.

WOODCROFT COLLEGE PRESENTS

# CHICAGO

## HIGH SCHOOL EDITION

BOOK BY Fred Ebb and Bob Fosse

MUSIC BY John Kander

LYRICS BY Fred Ebb

**SAVE THE DATE**

Thursday 14 September to Saturday 16 September

7.30pm | Woodcroft College

Based on the play by MAURINE DALLAS WATKINS

Script adaptation by DAVID THOMPSON

Music editing by PAUL MCKIBBINS

BY ARRANGEMENT WITH ORIGIN™ THEATRICAL  
ON BEHALF OF SAMUEL FRENCH, A Concord Theatricals Company





# Taking our Junior School community to new *heights*!



Your invitation to be part  
of *building* our future.

Our new Junior School is currently under construction!

The College is continuing to seek donations from our community to support this exciting and ambitious project. We are so grateful to the families who have already given a gift.

Your family or business name can be recognised within the building and your gift\* will be a lasting legacy for current and future generations.

If you would like to learn more about how you can be part of taking our Junior School community to new heights, please contact our Director of Marketing & Advancement, Cathy Stewart by email at [stewart\\_ca@woodcroft.sa.edu.au](mailto:stewart_ca@woodcroft.sa.edu.au) or visit our website [woodcroft.sa.edu.au](http://woodcroft.sa.edu.au) for more information.

\*All gifts to the building campaign are tax-deductible and can be spread over two or five years.

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