

Courier

Autumn 2026



Find Your Remarkable



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. Please visit our website:
woodcroft.sa.edu.au/our-community/old-scholars

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We acknowledge the Kaurna people as the Traditional Owners of the land on which we gather, honouring their deep, enduring connection to Country.

We pay our respects to their Elders, past and present, whose wisdom guides us in caring for this land. Committed to walking gently, we pledge to listen, learn, and grow together, fostering respect for the spiritual significance of this place.

Artwork by Mya Damon (Old Scholar, 2020)

PRINCIPAL'S THOUGHTS

Shannon Warren

A CONNECTED CAMPUS FOR A CONNECTED COMMUNITY

One of the great joys of being Principal is welcoming Old Scholars back to Woodcroft College. As we walk the campus together, they marvel at how much has changed, yet what they always notice, with quiet relief, is that the essence of Woodcroft remains the same. The warmth, the care, the sense of community endure, even as the campus evolves.

And evolve it must. To continue serving our students well, we must honour what makes Woodcroft special while embracing the change that allows us to move confidently into the future.

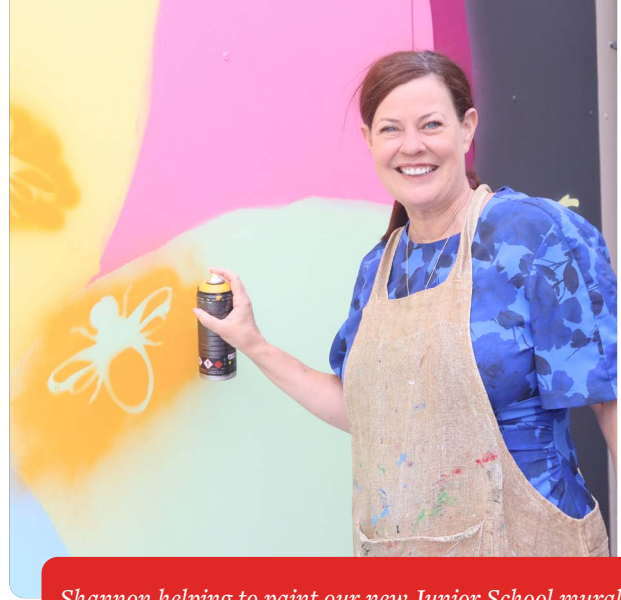
Building on a strong foundation

Our updated Master Plan builds on significant progress since 2018, which delivered our Early Learning Centre, Junior School, upgraded Main Reception, Administration and Wellbeing Centre, upgraded Year 7 spaces, and the Bains Road car park.

With nearly 1,750 students now on campus, strong enrolments and careful financial stewardship have positioned us to fund the next ambitious stage of development with confidence.

Our Green Heart is currently underway and we are pleased that our Year 10 and Year 11 students are now located in the Senior School Centre.

Our beautiful new two-level library is very close to completion and is already in use by our students. They now have easy access for any IT support with the team located on the second floor of the library.



Shannon helping to paint our new Junior School mural.



A campus designed around the student journey

A defining feature of the Woodcroft experience is the natural flow of students through the campus, beginning in the Early Learning Centre and culminating in the senior years. The Master Plan reinforces this north-to-south progression by:

- Locating shared Middle and Senior School facilities centrally, strengthening community connection.
- Improving wayfinding for students, families and visitors.
- Responding to our unique topography, turning level changes into opportunities for outdoor learning and recreation.

Green spaces, vertical growth, and permanent learning environments

Our landscape is not just a backdrop, it is central to how students learn, gather and connect. To protect these spaces while accommodating growth, the Master Plan embraces a vertical school model, building upwards rather than outwards to preserve outdoor areas, maintain solar access, and create a more sustainable campus.

Since 2018, more than 30 transportable buildings have been removed. The Master Plan anticipates replacing all remaining transportables with contemporary, purpose-built facilities by the completion of Stage 4 in the mid 2030s - spaces that reflect the same standard as our Early Learning Centre and Junior School.

The next two projects

The Visual Arts Centre - ready for the 2027 school year

The former Year 9 building has long felt like a slightly disconnected pocket of the school, somewhat removed from the energy and activity of the broader campus. Its transformation into a vibrant Visual Arts Centre, linked directly to the Green Heart, will finally bring this building into the life of the College.

The new centre will feature:

- Light-filled fine arts studios with a dedicated Year 12 artists' studio.
- Digital design and media spaces.
- Collaboration and exhibition zones.
- A permanent kiln.
- Outdoor creative areas integrated with the landscape.

Placing creativity at the heart of campus sends a clear message about what we value.



The Middle and Senior School Gymnasium - breaking ground early 2027

The new gymnasium will include:

- Contemporary indoor multi-sport courts.
- A strength and conditioning suite.
- Flexible movement and wellbeing rooms.
- A dedicated climbing wall.
- Outdoor Education facilities.

A space where students challenge themselves, build healthy habits and discover the joy of movement.



A long-term vision in thoughtful stages

The Master Plan outlines six stages of development over the next two decades, spaced two to four years apart. The first stages will follow the plan closely, while later stages will adapt as our community's needs evolve. After eight to 12 years, the plan will be reviewed to ensure it continues to serve us well.

The buildings may change, but Woodcroft doesn't

New, inspiring spaces. The same enduring community. I look forward to sharing more as these projects take shape, and to seeing our students *Find Their Remarkable* in spaces designed especially for them.

CELEBRATING THE JOURNEY

Term 4 is an opportunity to celebrate milestone transitions for many of our students.

Each of the transitions is marked by a celebration and ceremony. It is part of what makes Woodcroft special. Our communities are created and celebrated as they travel together through their schooling journey.

Our first celebration and transition was the farewell to our Class of 2025. Valedictory followed by the Graduation Dinner after their final exams, gives our students time to reflect on their journey, to celebrate achievements, to look forward and to reinforce the sense of belonging that is part of their Woodcroft experience.



Kindy children celebrated the end of their ELC journey and transition into Reception and start to school. With songs, speeches and tears from our teachers, our youngest students were presented with certificates and acknowledged for their readiness to start school.

Our Year 6 students were celebrated and awarded certificates as they completed their primary schooling in our Junior School. Everyone enjoyed musical performances by Bryce Nettelbeck and Zoe Tonkin.

Our final ceremony celebrated the end of the Middle School journey for our Year 9 students. It was also an important opportunity to celebrate the achievements of their 14-day Quest camp. Our four Middle School Captains spoke about their Middle School experiences and we heard from Tom Charlton, Head of Middle School on what a privilege it was for him to see them grow over the past three years.



KINDY CELEBRATION





YEAR 6 CELEBRATION

We would like to acknowledge all the teachers, staff and parents who have helped and guided us throughout the years. Our teachers have contributed to our growth in so many ways. A big thank you to all. We would like to especially acknowledge Mr Copping, Mrs Price, Ms Wait and Mrs Green for their support and hard work over this past year and getting us ready to start Middle School.

- Max Cutting and Zoe Tonkin, 2025 Junior School Captains





YEAR 9 CELEBRATION



We want to say a big thank you to our teachers, our families and to each other. Thanks for supporting us and guiding us on the Middle School journey. As we step into Senior School, we're entering a new stage with even more opportunities to grow. We go with the memories, experiences and connections. We are ready to embark on a new journey full of opportunities and most importantly, an adventure filled with joy, laughter and lasting memories.

- Tivon Espirito Santo, Rachel Gill, Samuel Lyon and Katrina Sharma, 2025 Middle School Captains





...this is one of the biggest moments of our lives, the finale, the pinnacle, that we have come to rest on as the reality sinks in that we now look towards the vastly unknown future. Though how exciting. A little scary, maybe, but exciting. Congratulations Class of 2025 – may we move into the future with courage, kindness and the same spirit that brought us here today.

- Tyler Atkinson, Adria Burden, Archie Kutschbach and Isobel Thornton, 2025 College Captains



VALEDICTORY 2025





CELEBRATING OUR 2025 SACE GRADUATES

At Woodcroft College we celebrate success in all its forms and our 2025 Year 12 cohort has made us incredibly proud!

Our graduates succeeded through diverse routes including 26 VET qualifications, university extension studies, modified SACE programs and traditional academic pathways. Every student's journey is unique and we're proud to support them all.

These exceptional results reflect the hard work of our students and the dedication of our outstanding teaching staff.

A

36%

Achieved 'A' band results

90

12%

Achieved an ATAR
of 90 or above

31

A+ Grades

Including two with Merit

B

80.1%

Stage 2 grades achieved
B band or higher

MERITS

Achieved the
prestigious A+ with
Merit distinction!

Jordan Brown

*Specialist
Mathematics*

Olin Smith

Ancient Studies

REMARKABLE XC

RAW SCORE OF 90+



Evan Blackmore



Wyndscent-May Brooks



Jordan Brown



Minnah Butt



Victoria Chai



CHAN Hei Lam
Laverna



Lachlan Fitzgerald



Harley Gill



Connor Grant



Lily Horsley



Olivia Maiolo



Chelsea Muldoon



Ella Ramsey



Megan Rowell



Luke Wilde



Elsie Worringham



DUX OF THE COLLEGE

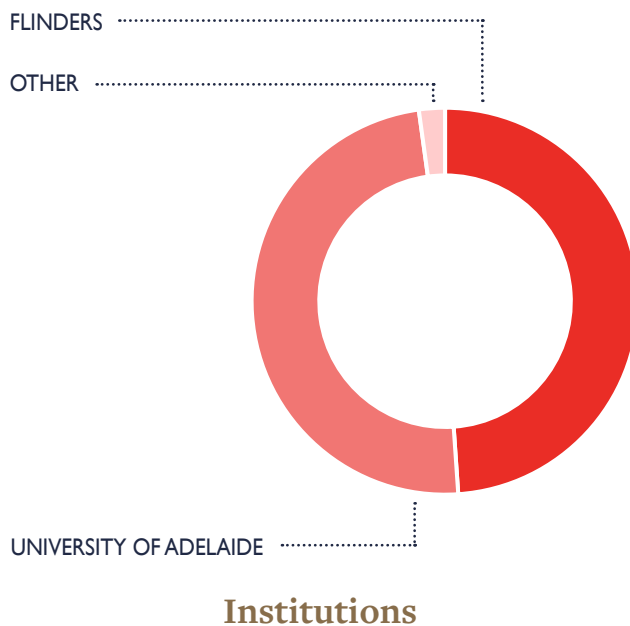
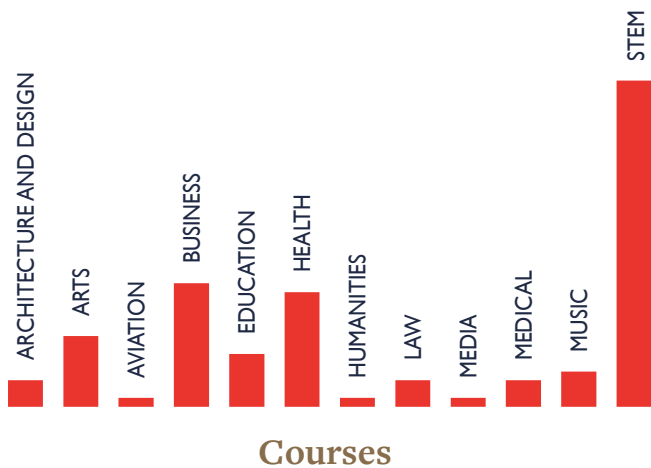
Jordan Brown
99.00 ATAR



PROXIME ACCESSIT

Harley Gill
98.35 ATAR

POST SCHOOL OPTIONS



A FLYING START TO THEIR LEARNING JOURNEY

Beth Espey, Director, Early Learning Centre

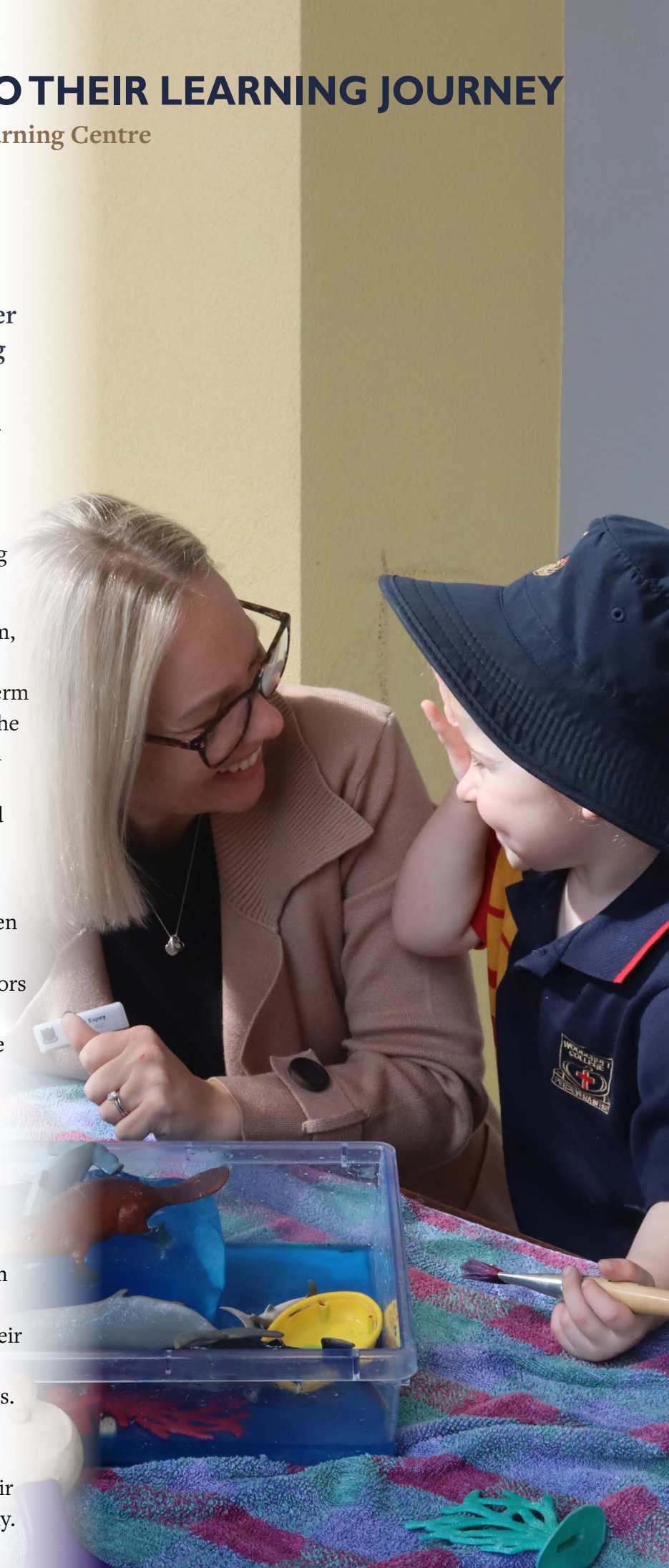
At the start of this year, our Early Learning Centre proudly launched the 3-year-old Flying Start Preschool Program, further strengthening the early learning pathway we offer families.

The program supports children during an important stage of development, providing a nurturing and engaging environment where they can build confidence, independence and a strong sense of belonging.

To support the delivery of this program, we welcomed three Early Childhood trained teachers at the beginning of Term 1. Their expertise have strengthened the quality of teaching and learning within the ELC, ensuring that experiences are intentional, responsive and aligned with best practice in early childhood education.

Since the beginning of the year, children have been settling beautifully into the program. As relationships with educators and peers develop, many children are showing a growing sense of confidence and connection within their learning environment. Feeling safe and secure provides an important foundation for learning and allows children to fully engage in the experiences offered throughout the day.

A key focus of the Flying Start Program is fostering early independence. Children are increasingly managing their belongings, engaging in daily routines and participating in group expectations. These everyday moments support children in developing confidence and capability as they learn to navigate their environment with increasing autonomy.





Learning within the program is guided by a play-based approach that reflects Woodcroft's inquiry-led, child-centred pedagogy.

Through play, children are encouraged to explore, question and investigate the world around them. Educators thoughtfully design experiences that spark curiosity and invite exploration, allowing children to engage deeply in meaningful learning.

Supporting children to develop early self-regulation skills is another important aspect of the program. Through co-regulation and consistent educator support, children are learning to recognise and manage their emotions. Intentional calming strategies and responsive interactions help children feel supported as they navigate transitions, group experiences and social situations.

Over the first term, we have seen encouraging growth in children's engagement throughout the day. Participation during group times, play experiences and transitions is steadily improving as children become more familiar with the rhythm of the program and expectations within the environment.

Social development is also flourishing. Children are beginning to initiate play with their peers, share resources and use simple problem-solving strategies during interactions. These early social experiences help build important skills such as communication, cooperation and empathy.

Being part of the Flying Start Program also provides access to grant funding that supports ongoing professional development for our educators. This allows our team to further strengthen their knowledge and skills across a variety of areas within early childhood education. By investing in professional learning, educators are able to bring new strategies, research and approaches into the classroom, ultimately enriching the learning experiences and outcomes for the children in our care.

The Flying Start Program is already proving to be a valuable addition to the ELC, strengthening both our learning environment and our teaching practice. We look forward to continuing to see our youngest learners grow in confidence, independence and curiosity as they begin their educational journey.

WELLBEING IN THE JUNIOR SCHOOL

Craig Bennett, Junior School Deputy Head - Wellbeing and
Sarah Beresford, Acting Leader of Wellbeing

Wellbeing in the Junior School is multidimensional and sits at the heart of everything we do. We believe that when students feel safe, supported and connected, they are better able to learn, grow and thrive.

Our approach to wellbeing is proactive, relationship focused and embedded into daily school life, supporting students socially, emotionally and academically as they develop a strong sense of self and belonging within the school community.

Our wellbeing staff play a vital role in supporting students and nurturing a positive school culture. Along with Beau Hinge, we work closely with students, teachers and families to build strong, trusting relationships. Our focus is on understanding each child as an individual and providing support that meets their emotional and social needs. By being visible, approachable and actively involved in school life, we aim to help students feel heard, valued and cared for.

A range of wellbeing programs and initiatives are in place to support students across the Junior School. One key initiative is our buddy system, where classes connect across year levels within the Junior School and with the ELC. These partnerships foster a strong sense of belonging, build leadership and empathy, and help younger students feel supported as they transition into school life. Through shared activities and regular interactions, students learn the value of kindness, responsibility and community.

Students are also provided with meaningful leadership opportunities through our strong Student Representative Council (SRC), as well as Junior School Captains and House Captains. These roles empower students to contribute their voice, lead by example and play an active role in shaping the culture of the Junior School community.

Students also have access to GEM Club (greet, eat and meet), which runs once a week at lunchtime. GEM Club provides a welcoming and inclusive space where students can connect with peers, build social skills and engage in activities that support emotional wellbeing. This lunchtime club gives students an opportunity to recharge, feel supported and strengthen friendships in a relaxed and positive environment.

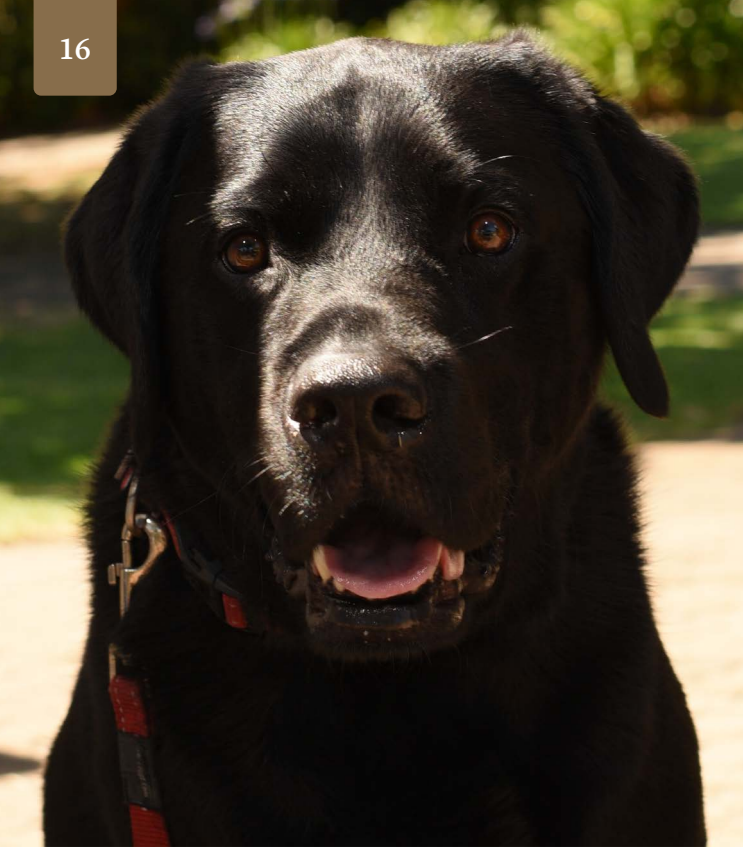




In addition, a variety of other lunchtime clubs such as Lego Club, Loom Band Club, Chess Club and Games Club provide valuable opportunities for students to mix across year levels. These clubs foster connection, encourage collaboration and help students form friendships beyond their own class group. By creating structured yet relaxed spaces for shared interests, students build confidence, communication skills and a strong sense of belonging within the Junior School community.

The Junior School also provides a range of spaces that support students' wellbeing and self-regulation. Breakout spaces are located outside classroom areas where students can take a moment to regulate and reset when needed. Many of our lower primary classrooms also include calm corners within the learning space, allowing students to develop strategies for managing emotions and returning to learning in a supported way.



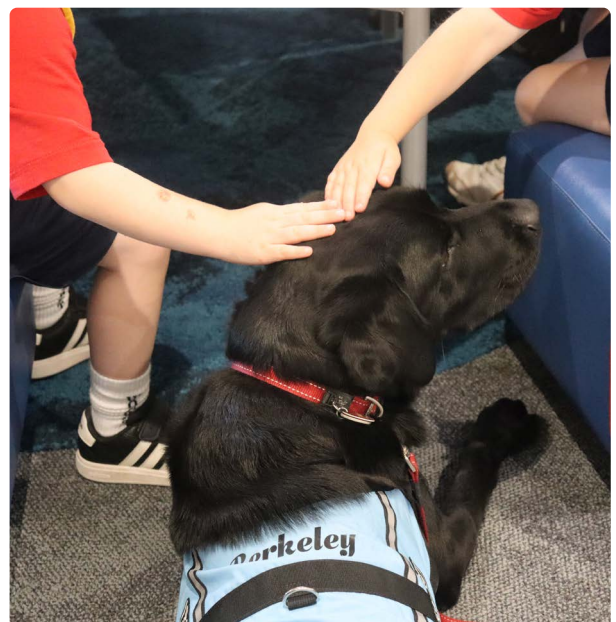
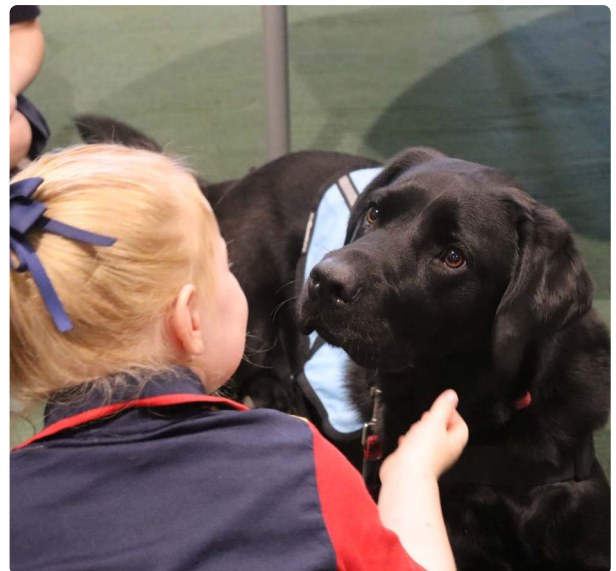


Another much-loved wellbeing initiative is Berkeley, our school support dog. Berkeley is timetabled to support classes in both the Junior School and the ELC, providing comfort, joy and calm for students. Interacting with Berkeley helps students regulate their emotions, reduces anxiety and encourages positive social interactions. Students also have opportunities to write letters and draw pictures for Berkeley, offering a meaningful touch point of connection. This initiative has proved incredibly popular, with many students enjoying the chance to express their thoughts and feelings in this way.

Beyond these programs and spaces, a wide range of experiences contribute to wellbeing across the Junior School and help students develop a strong sense of connection and belonging. Opportunities such as the Life Education Van, Harmony Day, Japanese Cultural Day, Book Week celebrations, the Junior School musical, assemblies, awards connected to our Guiding Principles and visiting incursions all enrich school life and strengthen community spirit.

These experiences connect strongly with connecting and belonging, which encourages students to build meaningful relationships and feel part of something bigger than themselves. Through this key focus, students are supported to find balance, live with purpose and grow forward, developing the skills and mindset to thrive both within and beyond the classroom.

Together, these programs, spaces and dedicated staff ensure that wellbeing is not just a concept, but a lived experience in the Junior School. By prioritising connection, regulation and support, we create an environment where every child feels confident, safe and ready to learn.



Woodcroft College's
Production of


SHREK
THE MUSICAL
JR.

JUNIOR SCHOOL MUSICAL

**THURSDAY 27 AUGUST
TO SATURDAY 29 AUGUST**

Based on the Dreamworks Animation Motion Picture and the book by William Steig

Book and Lyrics by
David Lindsay-Abaire

Music by
Jeanine Tesori

Originally produced on Broadway by
DreamWorks Theatricals and Neal Street Productions

Original Production Directed by Jason Moore and Rob Ashford.
"I'm a Believer" by Neil Diamond

Licensed exclusively by Music Theatre International (Australasia).



Thank you to our Lead Sponsor
RAY WHITE WOODCROFT

Thank you to our Ensemble Sponsor
Vista Financial Services

For information on sponsorship opportunities for the Junior School Musical, please contact Cathy Stewart, Director of Marketing and Advancement at stewart_ca@woodcroft.sa.edu.au

INTRODUCING OUR NEW PRODUCTIVE GARDEN SPECIALIST, KAREN LAWRENCE

Our community is delighted to welcome Karen Lawrence, a qualified ecologist, as our new Productive Garden Specialist. Karen brings a wealth of environmental knowledge and a passion for nurturing children's curiosity about the world around them.

Thanks to the generous spirit of our community, through activities such as the Colour Run and Parents and Friends initiatives, Karen will bring to life our new vibrant productive garden. Once established, the garden will become an outdoor learning area for our ELC and Junior School students - a long-term asset for inspiring confidence, fostering wellbeing and supporting a real connection with nature and one another.

While the garden is still under construction, Karen has wasted no time engaging students in meaningful hands on learning. She has begun visiting classrooms to help students build their own mini greenhouses, sparking curiosity as they discover how seeds form, sprout and grow into the fruits and vegetables they see every day. These activities are already helping students understand the living systems they will soon be able to explore outdoors.



Karen is passionate about the value of outdoor learning and the positive impacts it can have on young people. She believes this space will be far more than a garden - it will be a place that encourages empowerment and promotes wellbeing. Karen's work is powered by the importance of outdoor learning, and her belief that it:

- Empowers students to make informed choices about how they respond to media reports of environmental change.
- Gives students practical tools to act on the environmental issues they encounter by introducing them to real ecosystems and sustainable resources.
- Deepens engagement, adding another dimension to learning through hands on activities that activate all the senses.
- Helps reduce climate anxiety, providing students with knowledge, understanding and proactive ways to make positive contributions.
- Fosters conscientious citizenship, helping students grow into thoughtful, caring members of society.

This thinking underpins everything Karen is building - both in the garden and with our students.



The garden will be rich with learning opportunities. Guided by Karen, students will explore, observe and investigate the living environment in meaningful and tangible ways. The space will include herbs, fruits, vegetables, bush foods and native Australian plants. Designed as a shared resource, the garden will be open to families as well, strengthening relationships and building a shared sense of ownership.

Karen will also work with our Reconciliation Coordinator, Bec Cullen, to develop a Kurna trail around the garden, offering students the opportunity to learn about and honour the traditional custodians of the land.

We look forward to watching the garden - and our students - keep growing under Karen's guidance.



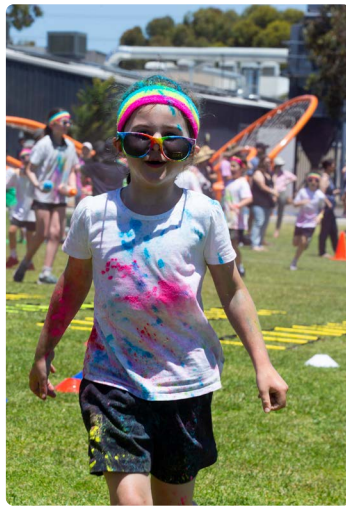
If you're interested in volunteering in our Outdoor Learning Area, please scan the QR code for further information.





COLOUR RUN





FACULTY SPOTLIGHT: LANGUAGES

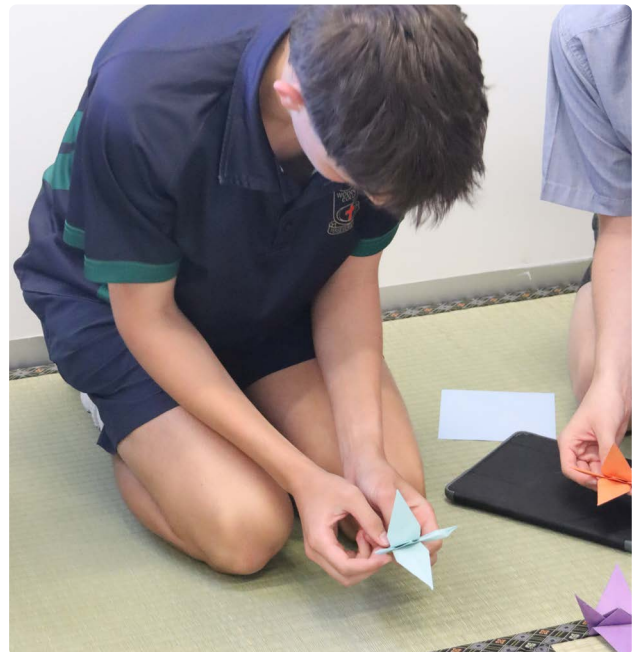
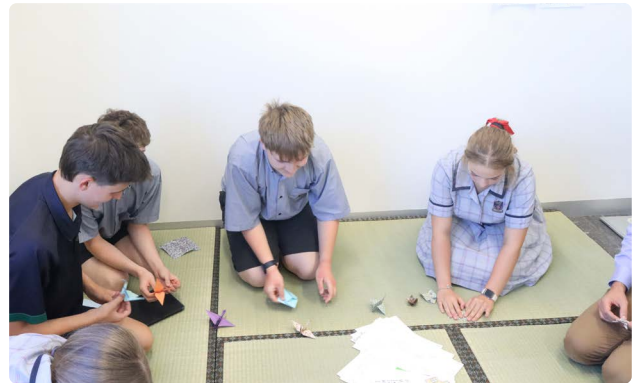
Callum Bell, Head of Languages (Middle and Senior School)

I have been Head of Languages since 2022 and I appreciate the opportunity to highlight our faculty. I have thoroughly enjoyed shaping the curriculum into programs that our students genuinely enjoy.

We offer a focused curriculum so that we can explore each topic in greater depth. While we teach and assess the macro skills of language, we also favour project-based learning, as the cultures of our two languages, German and Japanese, are so rich. Each year level is carefully designed to prepare students for Year 12 German or Japanese, and we never shy away from the more challenging aspects of language. Grammar is something we genuinely love to nerd out on.

A wonderful team supports me, and it is their beautiful personalities and generous spirits that bring the languages to life in the classroom. They are passionate language learners and teachers who bring their life-enriching experiences of living and travelling overseas into their lessons. Stepping out of your comfort zone, experiencing new cultures, using the language, listening to the music and reading literature – there is so much to inspire our students.

The students who continue choosing Japanese or German into the Senior School do so because they discover a genuine love of languages, supported by an inspiring Languages team. The relationships that are built, not only between teacher and student, but also amongst the students themselves, are strong. Students laugh, create, make mistakes, build confidence and enjoy themselves together. They often remark that Languages classrooms are surprisingly stress-free environments, even when a presentation is just around the corner.



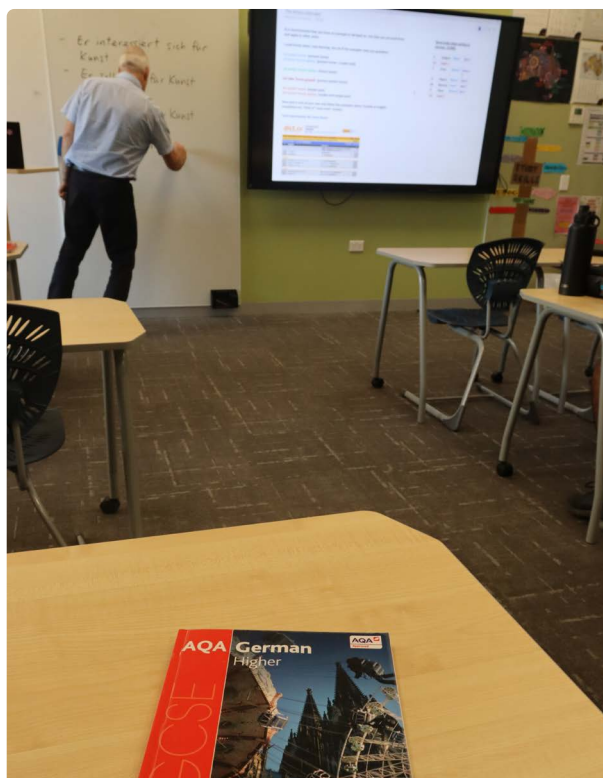
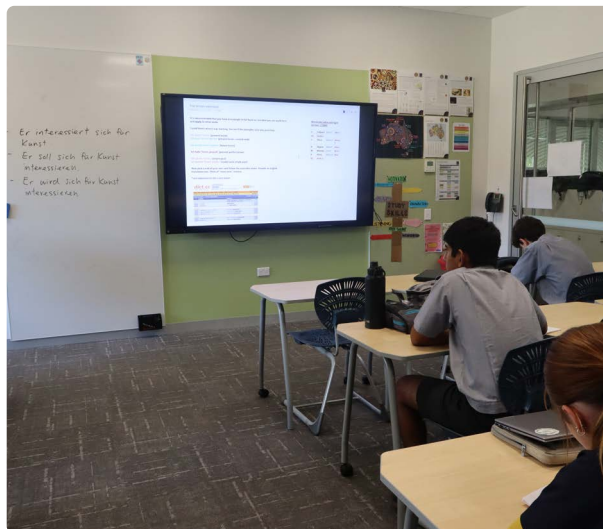
Just last year, an Old Scholar visited me at the College. Amelia Knight from the Class of 2021, spoke with me for over an hour in German about her life and travels in Germany, where she has been living for the past couple of years. She shared stories of travelling through Europe with school friends, living and working in Germany, joining clubs and forming lasting friendships. She has been working in special education and her dance club has even performed at the famous Weihnachtsmärkte.

Her journey is a powerful reminder that studying a language in Year 12 can open doors well beyond the classroom. The confidence to communicate, the ability to adapt to new environments and the willingness to step into another culture are skills that translate directly into life after school. Amelia generously gave me permission to share her remarkable story with our Middle School students, saying,

“If I inspire just one student to follow in my footsteps, then that would be a success.”

Our students are at the heart of everything we do in the Languages faculty. Our motto is inspiring our students to love languages and everything we do supports that goal. My father encouraged me to become a teacher; he was a primary school principal. Before becoming a teacher, I spent six years living, working and studying in Europe in my twenties. Much of that time was spent in Germany, where I came to appreciate the elegance of the language. Reading novels by Frisch and Böll solidified my love of German, if ever there were a time machine, it would be found in reading beautiful works of literature.

Being a teacher at Woodcroft College gives you the chance to practise, develop and refine the art of teaching. Just as we seek to inspire our students, they inspire us to be the best versions of ourselves. Each cohort brings students who create lasting memories for every teacher at the College.



Belinda Schmitt, Teacher of Japanese Literacy, Language and Culture (Junior School)

Learning a language from a young age offers children so much more than the ability to communicate in another language - it strengthens memory, problem-solving skills and overall brain development. It also fosters empathy and cultural understanding, helping children to see the world from different perspectives and develop a sense of global awareness.

Our Japanese program is designed to grow alongside our students as they move through the Junior School. In the Early Learning Centre, children are introduced to Japan through playful and meaningful experiences. Using songs, movement and hands-on activities, they begin to explore simple language in a way that feels natural and engaging.

As students move into the early years of primary school, they continue learning through play, while gradually building their vocabulary and being introduced to simple sentence structures. In the Middle and Upper Primary Years, students expand their knowledge further, exploring new vocabulary and grammatical patterns. They also begin learning to read the Hiragana alphabet and enjoy recognising these characters in familiar words.

By Year 6, students have developed a strong foundation in both language and cultural understanding. One of the highlights of the Year 6 program is the opportunity to connect with students from Fuchu 1st Elementary School in Japan through regular Zoom sessions. These interactions provide an authentic and exciting way for students to use their Japanese, helping build confidence and see the real-world purpose of their learning.

Learning Japanese in the Junior School also sets students up for success as they transition into Year 7. They enter Middle School with a solid foundation in vocabulary, sentence structures, and Hiragana, allowing them to feel confident and capable from the outset. Just as importantly, they develop positive learning habits - such as listening carefully, taking risks with speaking, and embracing new challenges - that support their ongoing learning.



HADESTOWN

TEEN EDITION

By Angai's Mitchell

THURSDAY 3 SEPTEMBER
TO SATURDAY 5 SEPTEMBER

NURTURING SUSTAINABILITY AT WOODCROFT



The Eco Club at Woodcroft exists to provide a welcoming space for young people who care deeply about the future of our environment, conservation and sustainable living.

At its core, the club's mission is to encourage students to think critically about how everyday products are made and to experiment with sustainable alternatives. From crafting plant pots and cutlery out of used coffee grounds to experimenting with bioplastics, students actively explore creative ways to reduce reliance on synthetic materials. The group also reflects on the College's overall sustainability practices, identifying opportunities to nurture the campus - whether through recycling food scraps, caring for chickens or propagating native plants for both College use and the parent community.

The Eco Club began with a desire to empower students who were passionate about environmental issues and eager to turn that passion into tangible action. That same spirit continues today, inspired by curiosity and a commitment to positive change. Students develop values such as resilience - especially during last year's many bioplastic experiments that didn't go as planned. These moments strengthened their problem solving skills, flexibility, optimism and communication. Above all, the club emphasises service and community, underscoring the importance of doing good for the benefit of others.

Membership is open to any Middle or Senior School student and new members are always welcomed with enthusiasm. Once involved, students take on a variety of roles - from brainstorming projects and researching new sustainable initiatives to leading practical activities around the College. Last year, students organised and managed the Middle School recycling system, regularly collecting bins and presenting at assemblies to inspire wider participation.

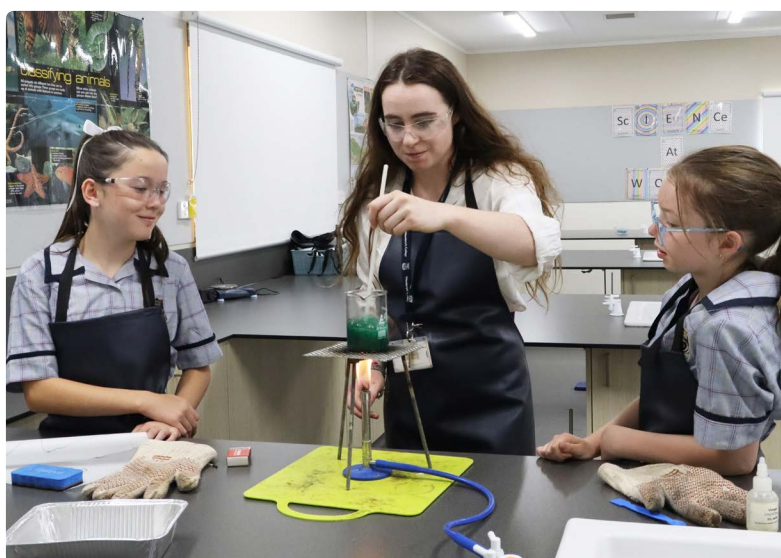
Throughout the year, the club runs diverse activities, such as making bioplastics, learning basic fauna first aid, developing eco friendly alternatives to common items and running initiatives such as the recycling program.

Looking ahead, the club is preparing for an exciting new chapter: working with Karen Lawrence to establish the Productive Garden, which will be filled with vegetables, native herbs and plants, alongside caring for chickens. This space will serve as both a functional garden and a hands on learning environment, supporting lessons on life cycles, plant anatomy and scientific investigation - all while offering a calm place for students to make a real connection with nature.

Collaboration is a key pillar of the Eco Club. Their work with Karen will draw on her expertise in fauna first aid and maintenance garden. They also connect with the broader community, including environmental educator Jeremy Gramp and local schools through the Youth Environmental Forum, where students share ideas and learn from others committed to making shared spaces greener.

Families are warmly encouraged to get involved. Whether by supporting conversations at home, sharing gardening or animal care expertise or assisting with sustainability projects, parent participation plays a valuable role in helping the club thrive. If you are keen to be a part of this initiative, please contact Orlaith Lynch at lynch_o@woodcroft.sa.edu.au.

The Eco Club is more than an extracurricular activity - it's a growing movement of young people with a generous spirit, dedicated to shaping a more sustainable future for Woodcroft College and beyond.



YEAR 7 AND YEAR 12 BUDDY PROGRAM

Inspiring Confidence and launching the year with Real Connection and Generous Spirit

Day one of Term 1 marked an exciting milestone for both our newest and most senior secondary students, as the Year 7 and Year 12 cohorts embarked on their annual Launch Days.

A highlight of this tradition is the Year 7 and Year 12 Buddy Program, where each Year 12 student is paired with a Year 7 buddy to support throughout the year and to be a friendly face in the schoolyard. This initiative is designed to ease the transition into high school while fostering leadership, connection and community spirit.

Starting school for many of our Year 7s can feel overwhelming, and with half of the cohort coming from a different school, it's important to remember that many are switching from being the oldest, most experienced student in the school to the youngest and most vulnerable. The opportunity to pair up with our Year 12 students reassures them that their new school is welcoming and our older students are friendly and approachable.

"The Year 12 letters said that Year 7 can be a tough one but each year it gets easier and easier. The letter helped me get a plan for what will happen throughout my years at Woodcroft. It made me feel more relaxed about what was coming up." - Levi, Year 7

Many Year 12s expressed that the purpose of the program is "to help Year 7 students have a smooth transition into a new part of their schooling" and "to make them feel comfortable and excited for all the things they will get to do". Others reflected on their own experiences, noting that Year 7s benefit from "having an older mentor who's been through high school and has experience where they don't".

In preparation for meeting their buddies, Year 12s wrote personalised letters introducing the Year 7s to secondary school life. These letters included reflections on what they remembered about being in Year 7 and the adventures, opportunities and friendships their buddies can look forward to. The letters were personal, informative, aspirational and affirming – which allows our students to feel part of a caring community where students look out for each other.

When the two cohorts met for the first time, they found a quiet place to sit together and read through the letters. This simple moment became a meaningful one - an opportunity to break the ice, build trust and start forming genuine relationships. Many Year 12s shared messages of reassurance, with one explaining, "I told her she can come and speak to me if she ever needs to" while another added, "I shared my personal experience so they didn't feel alone".



The Oxford Dictionary defines school as 'an institution for educating children.' And that's what we're told our whole lives. We're told to hand up our homework, achieve A's, pull our heads together and we will make it out of year 12 (alive). But the truth is, school is so much more than that. So much effort, so much tougher, but so much better.

5 years ago we were in your very position. We'd be lying if we said we weren't nervous, terrified even. But there's one thing that has stuck in those 5 years. Excitement. As we finish our chapter of High School, yours has just begun. So whether this is your first day at Woodcroft or you've been here a while, this is your story to tell.

We urge you to make the most of every opportunity. Better to regret doing something than not trying it at all. Because before you know it, you'll be the ones writing this letter. So while you're here, we're here to support you. Cherish the time you have now.

While you are at school, remember to live a little. Didn't get an A+? That's okay. Grades are not a reflection of you as a person, but rather a stepping stone to the next part of your learning journey. Try your best, set positive goals and embrace the upcoming years of your schooling journey.

👉 **MAY YOUR DREAMS NEVER DIE** 👈
all the year 12's



To end the session on a fun note, each pair created their own unique handshake - some simple, some impressively complex, before returning to the Mark Porter Hall to perform them in front of the group. The laughter and enthusiasm set a positive tone for the year ahead.

The following day, the buddies met again - this time for games and sports on the Oval, organised by our PE staff. To empower the Year 7s and help them feel at home, the Year 12s let their buddies choose which activities to take part in. Options ranged from soccer, basketball and handball to calmer activities such as cards, giant Jenga and Connect 4.

Year 12 students embraced their role with enthusiasm, supporting their buddies, encouraging them to try new things and helping them connect with others. One Senior School student reflected, “I just tried to be friendly, approachable, and reassuring so my buddy felt comfortable asking questions”. Another explained, “I introduced them to my friends’ buddies to help them make more connections”.

As the Year 7s finish their first term, the program will continue to evolve with the next buddy catch up planned for Term 2, and many Year 12s have shared thoughtful suggestions to make it just as enjoyable. Ideas include “more group activities”, “a scavenger hunt”, “craft-related activities” and “fun and interactive games where the kids can play with others in their year level.”



“My buddy says don’t be scared, it will settle down after the first couple of weeks – they were right!” - Jace, Year 7



Most importantly, students are looking forward to reconnecting, checking in and hearing about how their buddies have found their first term of high school.

The Year 7 and Year 12 Buddy Program is more than just an orientation activity, it’s a meaningful way to cultivate leadership, empathy and belonging across year levels. For Year 7s, it creates a sense of safety and support during an exciting, but at times overwhelming transition. For Year 12s, it provides a chance to mentor, to lead and to leave a positive legacy.

As one Year 12 student wisely put it, “Even within hard times and stressful assignments, school will be a great experience - you’ll make lots of friends, and if you ever need anything, I’ll be here”.

With such strong beginnings, we look forward to seeing these buddy relationships continue to flourish throughout the year.



“I felt so nervous on my first day, but when I met my buddy and read the letter it made me feel like someone knew what I was going through and made me feel a little calmer.”

- Emily, Year 7



STREET ART WITH LEAH GRANT

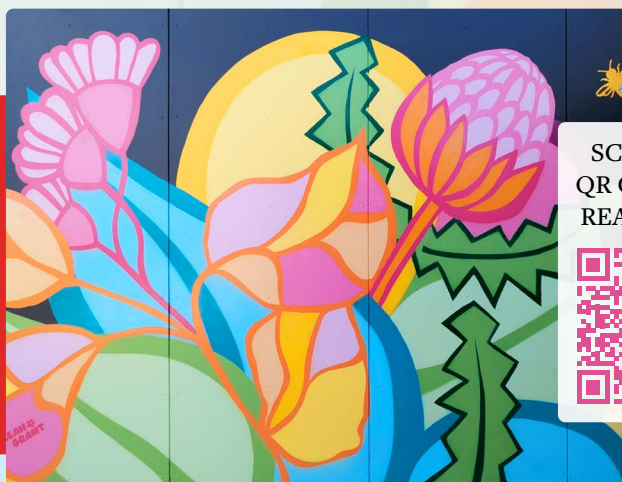
Leah Grant's 5-day residency in our Junior School was an outstanding and inspiring experience for both students and staff.

Over two days, Leah led engaging street art stencil workshops with our Year 4 students, who explored techniques such as name stencilling, layering and creative mark-making using a variety of materials. Leah's ability to connect with students was exceptional - her strong educational background was evident in the way she scaffolded learning, encouraged creativity and built confidence in every child.

Across the following three days, Leah transformed the exterior of our new Junior School building into a bold, vibrant and welcoming mural. The artwork features stunning native florals, including a prominent banksia and a beautifully detailed blue-banded bee, creating a meaningful visual connection to our developing Banksia Trail. This thoughtful integration of native flora and fauna celebrates Country and provides a lasting educational and cultural reference point for our school community.

In addition to her work with students, Leah generously shared her broader artistic practice. Her mini stall of ceramic wares was a highlight for staff, offering a chance to appreciate and purchase her unique pottery pieces - further showcasing the breadth of her creative talents.

"Inspiration comes from the location - the wall (where it is) and the garden that surrounds it or what's nearby. For this school project, the idea came from the Banksia Trail that is getting designed now, so we wanted to include a banksia and the teachers suggested we include a bee." - Leah Grant

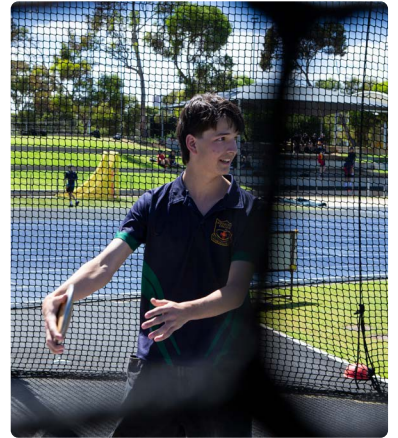


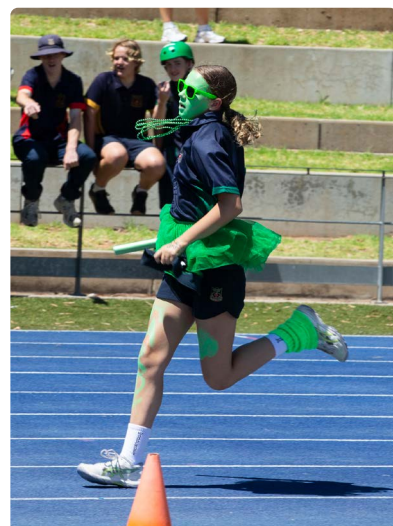
SCAN THE QR CODE TO READ MORE









ATHLETICS CARNIVAL









ATHLETICS CARNIVAL RESULTS





Middle School Trophy

1st		1,107
2nd		1,078
3rd		1,040
4th		999





Senior School Trophy

1st		1,071
2nd		1,061
3rd		1,052
4th		934

Overall House Shield

1st		2,319
2nd		2,310
3rd		2,229
4th		2,131

Spirit Cup

1st	
2nd	
3rd	
4th	

USA MUSIC TOUR

At the end of last year, 21 music enthusiasts travelled to New York, Las Vegas and LA for our bi-annual Music Tour.

Arriving in New York, our students and staff were greeted with crisp, cold weather. They enjoyed taking in some of the sights including the Statue of Liberty, Brooklyn Bridge, Grand Central Stadium, Central Park and watching the New York Knicks play at Madison Square Garden. Two Broadway shows, tours of Yankee Stadium and Radio City Musical where they met a Rockette and had the opportunity to sing *Hallelujah* on stage in the 100th Anniversary year of the Rockettes rounded out a fabulous New York experience.

The City of Lights did not disappoint and watching the *Wizard of Oz* at The Sphere in Vegas with 4D effects was truly amazing. The tour travelled to Los Angeles where they performed at the Dolby Theatre (home of the Academy Awards), LA Farmer's Market, Universal Studios and Disneyland - all in front of dancing crowds. Our students were incredible, working as a team to learn the repertoire, developing on-stage performance techniques and even setting their own stage overseas.

Our USA Music Tour inspires confidence in our students, who grow as leaders and mentors, all while experiencing the nerves of performing in a foreign place. We are so proud of our students, who made the most of this remarkable opportunity.



Emily Kwiatkowski

What did you hope to gain from the experience of performing at venues in the USA, and how will you use that in your final year as a student part of the Music faculty at Woodcroft?

The USA Music Tour really allowed me to experience more than just an assembly performance and a showcase stage. One performance that I found life-changing was when we performed an acapella piece of *Hallelujah*. This opened the iconic Radio City Rockettes Christmas Spectacular at Radio City Hall in front of around 6,000 people (which is 12 times more people in the audience than at our school's Showcase).

The tour allowed me to see all the amazing opportunities there are to pursue music in my future, which I'm now using as my motivation throughout my final year at Woodcroft. The trip allowed me to push my leadership skills, which I'm still developing and performing as a Music Ambassador this year, whilst also pushing my skills as a musician. One day, I'm hopefully aiming for a career in the music industry, where I can once again perform on the big stage.



Leah Johansen

What was your favourite venue to perform at and why?

Being able to perform internationally was an incredible experience no matter where the venue was. However, the LA Farmer's Market has a special place in my heart. It was our first proper performance and gave us a wonderful audience who clapped and sang along, setting us up for our following shows. We had many intrigued viewers come up and asking where we are from or how long we have been performing, almost felt like we were famous! Not only was the venue great to perform at, but we also got some time after to wander around, buying food and shopping which was super fun.

I don't think I could really pick a favourite venue as Universal Studios and Disneyland were once in a lifetime experiences and were at theme parks I've always dreamed of going to. No matter the venue, the people you're performing with is what's really important. I've never felt as appreciated and included than when I was performing on stage with the tour family, and I am so proud of every show we put on.

James Vinall

Apart from performing, what was the highlight of the tour?

Performing was obviously an amazing experience, but thanks to Ms McCarthy and Mr Griffiths, we had so many perspective-changing moments and experiences across America. Meeting and befriending so many new faces was my favourite experience on the tour. From people I hadn't talked to before the tour, to locals on the plane who were interested in my accent.

I think all the students who were on the tour left as family. I see them around the College, and we still talk about the amazing things we did in America and how we wish we could go back just to stay another two weeks. I think being this close to a large group of people and having such a strong teacher-student connection over the course of America, really made the trip worth it and makes me want to repeat the trip.



SPONSORS

Thank you to our sponsors for their generous donations which helped towards the tour.

GOLD



SILVER



BRONZE

KW Wholesale Stationers
Mile End Office Furniture

Showcase

Friday 14 August

6.30pm

Hopgood Theatre





IN FULL BLOOM: YEAR 12 FORMAL







Our 4,300+ Old Scholars are the heart of our College. Their journeys continue to Inspire Confidence in our current students, and we hope that their Real Connection to the College will continue to strengthen as the years go by.

OLD SCHOLAR REUNIONS

Since the last edition of the Courier, we have held four Old Scholars Reunions, either at the Marion Hotel or at the College.

Thank you to all Old Scholars who attended these events. It is always lovely to catch up and hear where your lives have taken you since your time at the College. We also love hearing about your favourite memories of your time at Woodcroft, whether it be a College Musical, Quest, a much loved subject or lunchtime antics!



Friday 17 October 2025
1 Year Old Scholar Reunion: Class of 2024



Saturday 15 November 2025
30 Year Old Scholar Reunion: Class of 1995



Friday 20 March 2026
10 Year Old Scholar Reunion: Class of 2016



Friday 27 March 2026
20 Year Old Scholar Reunion: Class of 2006

GOT SOMETHING TO SHARE?

If you have a new job, graduated, got married or engaged, had a baby, travelled or achieved something you are proud of, please let us know! Contact KheShan Gronow, Community Engagement Coordinator at gronow_k@woodcroft.sa.edu.au.

UPCOMING OLD SCHOLAR EVENTS

Please save the dates for the following upcoming events – we would especially love to see as many Old Scholars as possible at our first Old Scholar Cocktail Evening. All Woodcroft College graduates are welcome at this event for an evening of connection, networking and reminiscing.

5
JUN

5 YEAR OLD SCHOLAR REUNION
CLASS OF 2021

Marion Hotel | 6.30pm



SCAN
QR CODE
TO RSVP

30 OCT

1 YEAR OLD SCHOLAR REUNION
CLASS OF 2025

Marion Hotel | 6.30pm

13 NOV

30 YEAR OLD SCHOLAR REUNION
CLASS OF 1996

Woodcroft College | 6.00pm

OLD SCHOLAR COCKTAIL EVENING

Friday 31 July | Marion Hotel | 6.30pm

All Old Scholars welcome



SCAN QR CODE TO RSVP

UPDATE YOUR DETAILS



Scan the QR code to update your details to ensure you receive your invitation to Reunions and other Old Scholar events. You can also opt to go paperless and request to receive digital copies of our publications.

OLD SCHOLAR SPOTLIGHT

Connor Ferguson, Class of 2020

Congratulations to Connor who has been successful in gaining an onstage role in the musical 'AIDA' which will be staged at Adelaide Oval in February 2027. He'll be performing alongside current Woodcroft teacher, Adam Goodburn!

Connor also recently performed at the Royal Edinburgh Military Tattoo as part of the REMT Dance Team and toured with them to Brisbane and Auckland earlier this year. Dancers submit and are selected from all around the world. Once rehearsals start, the dancers are only given six days to learn and perfect their routines!

“Highland dancing is something I have done since I was very young and watching the Tattoo each year became a household tradition. So to get multiple opportunities to take part and to become part of the history of the show was very special and rewarding, and something I will be doing again.”



Laura Bowman, Class of 1999

Graduating from Woodcroft College in 1999 was more than a milestone - it was the start of a transformative journey that shaped both my confidence and my life's purpose.

Arriving at Woodcroft in Year 6, freshly diagnosed with dyslexia, I was fortunate to have the support of dedicated teachers and a multisensory tutor. Their encouragement helped me develop the skills I needed not only for academic success but for a fulfilling professional future, igniting my passion for lifelong learning.

My 20s saw me moving around Adelaide, but I always felt a sense of homecoming whenever I returned to Beach Road. For the past 13 years, I've been rooted in Port Noarlunga, where my heart truly belongs. My husband, Greg and I have shared 23 wonderful years together, marrying in Old Noarlunga in 2015. Our blended family includes a step-daughter now thriving in Brisbane and our two boys, Jaxton (8) and Blaze (6), who fill our lives with laughter and joy. Their presence reminds me daily of how blessed I am to have such a supportive family.

For over two decades, I have dedicated my career to empowering neurodiverse learners through Bright Brainz. My qualifications span the South Australian Certificate of Education, extensive tertiary studies in mathematics, english, linguistics and physical education, as well as certifications in educational psychology, business management, disabilities, children's services, brain training and advanced dyslexia teaching. As a lifelong learner, I see every challenge as an opportunity for growth - a mindset I strive to model for my students.



Bright Brainz is more than a business; it is a community built on recognising and nurturing each learner's unique strengths. We focus on bridging learning gaps so every student can achieve grade-level success and independence. Rather than doing homework for students, we teach essential study skills - breaking tasks into steps, researching, planning and using assistive technology. Every program is tailored, multisensory and game-based, ensuring every learning journey is as unique as the individual.

My daily work blends evidence-based teaching in literacy, numeracy, social and life skills with the joy of watching students grow in confidence and independence. The greatest reward is seeing these skills empower learners far beyond the classroom, preparing them for success in school, work and life.

If you know someone facing learning challenges or seeking a different approach, I invite you to reach out or share your story. Together, we can support neurodiverse learners to build confidence, independence and a lifelong love of learning - merging the best of personal experience and professional purpose for lasting impact.



Chris Charlton, Class of 2010

When I left school at the end of 2010, I went straight into the workforce and transitioned from a casual employee to full time at The Good Guys Edwardstown, which has since moved to the Marion location.

Whilst I was working there, I gained a lot of valuable experience in the customer service industry, learning a lot of very important tools and skills which have helped me today. During my time there, I obtained a Certificate III in Retail and studied part time in obtaining a Certificate III in Justice and Police Studies. I also did some travelling to Thailand, Barcelona and Germany in 2016, and different parts of Australia.

Currently, I work as a Customer Relationship Coordinator at Simonds Homes, assisting clients in the pre-construction process to building their dream home. My duties include liaising with customers' land developers and finance brokers, preparing and executing HIA (Housing Industry Association) contracts, handling council applications and dealing with general enquiries day to day via phone and email.

I feel the best example of how being a student at Woodcroft College set me up for my future is knowing how to talk and treat people with respect. Woodcroft staff treated us as young adults and I feel that this helped me in how I approach and talk to people. Staff at the school had the mentality “treat others as you would like to be treated” and I certainly felt this on a day-to-day basis.

Whilst I was at Woodcroft, I enjoyed playing sport, with volleyball as my main sport. I was fortunate enough to captain the Div 3 side in 2010 to our first gold medal in the National Schools Competition in Melbourne. I continued to play volleyball after leaving school for South Adelaide Volleyball Club and played Aussie Rules football for Edwardstown, Reynella and Noarlunga Clubs. Whilst I don't play football anymore, I continue to keep myself fit, running the City to Bay in 2025 and registering for further events in the future.

In 2013, I was diagnosed with Ulcerative Colitis after experiencing a lot of the major symptoms that are associated with the disease. This came from a family history of stomach and bowel issues, losing my father and cousin to bowel cancer in 2016 and 2021 respectively. In 2023, after 12 months of the disease getting worse to the point where I was highly likely to be heading down the same pathway, I underwent a Colectomy surgery where I was required to wear an ostomy bag. This proved to be successful and I was able to get my quality of life back to a standard where it made my days a lot more comfortable. After 18 months of wearing the ostomy bag, I made the decision to undergo another operation known as J Pouch Surgery, which involved removing the ostomy bag and my body returning to its normal function.

Whilst I am still getting used to a “new normal” and the recovery process has been very mentally and physically challenging, I can start to see a light at the end of the tunnel and firmly believe I will continue to improve.

My favourite memories of my time at Woodcroft would be the Quest Camp when I was in Year 9 in 2006. It taught me a lot of skills in problem solving, as well as working together as a team, but also every day was a new adventure, and we had the best time. I hope the school still offers activities like this as many people I went to Woodcroft with agree this was one of their favourite memories. I am also very fortunate to still be good friends with people I went to school with, catching up on a regular basis and, in some cases, going on holidays together. I went to Europe in 2016 with two people from my graduating year and I am very fortunate that we are still good mates today.

If I can offer any advice to Woodcroft students it is that the real world will throw challenges at you every single day, some you may or may not be expecting. But I have found that help will always be there and the door is never closed. You have a world of opportunities out there and the staff at Woodcroft are only too happy to help you. I was very fortunate to have spent some of the best years of my life at Woodcroft College.



PARENTS AND FRIENDS

Thank you to everyone in the College community who supported the Parents and Friends Committee in 2025. Whether you bought a raffle ticket or a sausage from the sausage sizzle, donated your time or bought tickets to a Parents and Friends event, you helped make a difference to our students.

Thanks to your generosity, the Parents and Friends Committee were able to fund the following projects and initiatives, following a grant application process from various faculties across the College:

- iPads and charging trolley for the Humanities faculty
- Benchtop plastic recycling extruder for Innovative Technologies
- Portable sound system including microphones for Senior School
- Orchestral timpani for the Music faculty
- iPads and Apple pencils for CAD use
- Additional Kimochi sets for the ELC
- Pasta makers and cutters for the Food Technology Centre
- Tatami Japanese Floor Mats for the Language faculty

It is truly a joy to be able to award these grants and we hope your child will benefit from these purchases during their time at the College.



The Committee have hit the ground running once again this year, having already run an Easter Raffle and Kytons Hot Cross Bun drive. Thank you to everyone who supported these fundraisers.

There are more Parents and Friends events coming up later in the year – save the dates below and keep an eye on School Stream and the Woodcroft College Facebook page to get tickets.

SAVE THE DATE

Quiz Night

Saturday 8 August 2026

Father's Day Breakfast

Friday 4 September 2026





WOODCROFT COLLEGE
PARENTS AND FRIENDS

Quiz Night

SATURDAY 8 AUGUST

SAVE THE DATE

GET YOUR TABLE OF TEN TOGETHER

QUIZ . GAMES . FUN

HOSTED BY FUNNY QUIZ

Event Sponsor: Ray White Woodcroft

Tickets on sale soon!



Seeking new College Council and Committee members

The Woodcroft College Council is seeking expressions of interest from members of the College community to join the Council or its associated committees.

We are seeking people with exposure or experience in Corporate and Financial Governance at either management or Board level and who have the time to commit to meetings and other functions integral to the life of Woodcroft College. Completion of the Australian Institute of Company Directors 'Company Director's Course' would be advantageous.

Enquiries to Jo O'Connor, Chair, Woodcroft College Council on 0414 700 680.

Expressions of Interest and a brief CV can be sent to Samantha Ellis at ellis_s@woodcroft.sa.edu.au. Interviews with members of the Council's Nominations Committee will follow.



An Independent Coeducational Anglican ELC - Year 12 School

PO Box 114, Woodcroft SA 5162

Ph: 8322 2333

W: woodcroft.sa.edu.au

Cricos #01645K