Courier

Spring 2026



Find Your Remarkable

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WOODCROFT COLLEGE

PO Box 114, Woodcroft SA 5162
T: +61 8 8322 2333
E: reception@woodcroft.sa.edu.au
W: woodcroft.sa.edu.au
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facebook.com/woodcroftcollege
instagram.com/woodcroft_college

EDITORIAL ENQUIRIES

Rhiannon Dodd
Events and Marketing Coordinator
T: +61 8 8322 2333
E: dodd_r@woodcroft.sa.edu.au

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Andrew Kuhl
James Baker Photography
Pedal Prix Team
Woodcroft College Marketing Department

Cover Photo: Hadestown Musical





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)





YOUR WORDS, YOUR WORK, YOUR VOICE

PRINCIPAL'S THOUGHTS | SHANNON WARREN

Last semester I walked into a Year 11 classroom for the first time in years, not as a Principal but as a teacher, and I was more nervous than I've been in a long time.

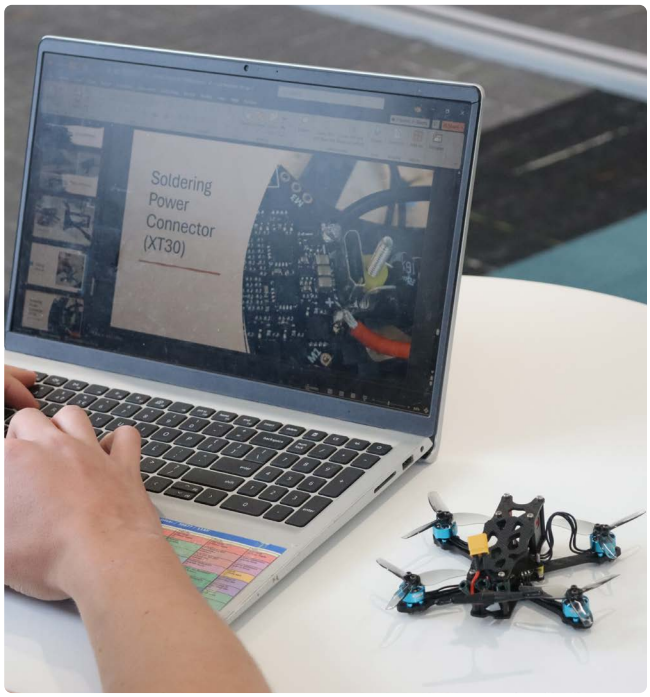
It was Activating Identities and Futures, where students set their own goals and largely work out what actually helps them learn. I took the class partly because we needed the extra hands, and partly because I didn't want to keep talking about AI in schools from behind my desk. It feels like every conference presentation, every podcast, every article in an education journal right now is about AI, and I didn't want to add another one written from a distance. I wanted to be back in the room, marking drafts, building relationships with students and doing the actual work.

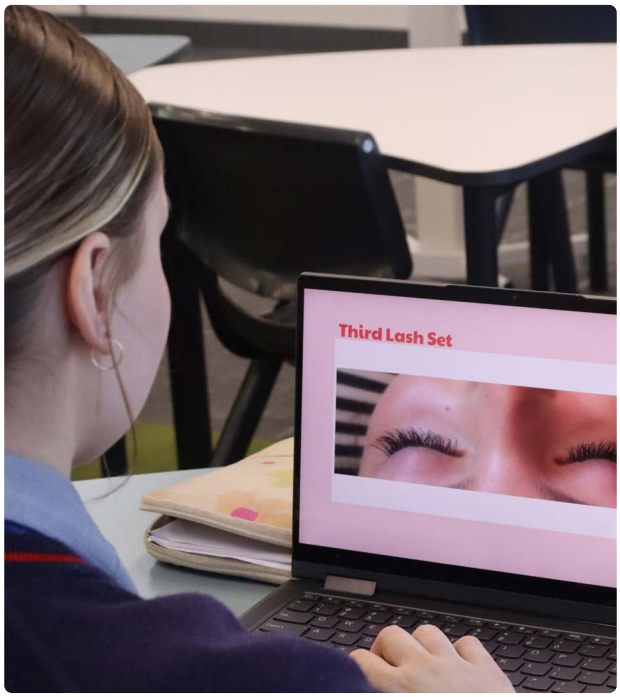
The nerves weren't really about the teaching itself. They were about whether I'd know what to say when a 16-year-old had a chatbot open in one tab and their assignment in the other, which is just the reality of school now. The last time I'd taught a class was two years ago, a term of Music with our Early Learning Centre, three and four-year-olds singing and shaking castanets, no chatbots in sight.

It's funny how students don't tend to picture their Principal as a teacher. I don't think many of mine knew I had taught the old Research Project, or spent more than 20 years as a senior school teacher before I sat behind this desk. I found myself wanting them to know that, quietly, in those first few lessons, so they'd feel they were in safe hands, and so would I.

The one thing I found myself saying, over and over, was this: your words, your work, your voice. It's become something of a mantra among our teachers now, one I hear echoed back to me in staffrooms and classrooms I'm not even teaching in.

There was a student whose first piece of writing came back polished and confident, and completely missing them. It read like it could have belonged to anyone. Not wrong, just not true to who they are. I sat with it a while before writing back, not wanting to make them feel bad for using a tool half the adults they know are using too, myself included some days. In the end I just wrote: this is good, but I don't think it's true yet. What do you actually think? They came back with something rougher, less certain and much more them. I remember feeling relieved reading it.

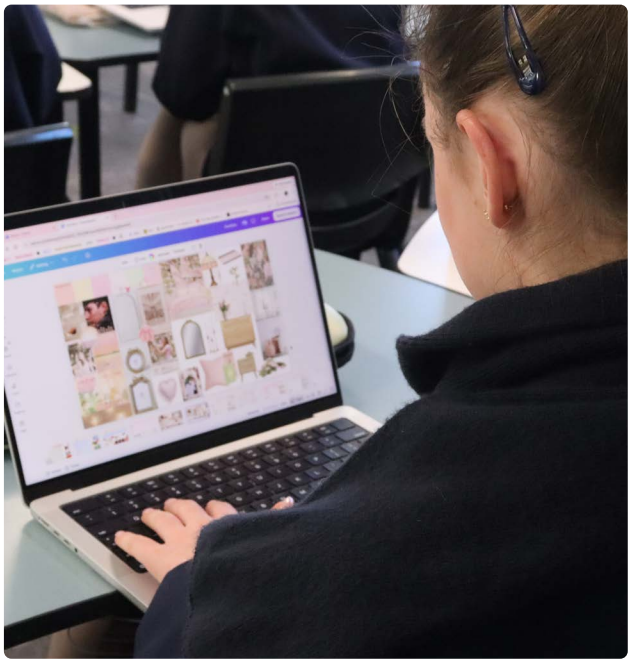




I don't have a neat conclusion and I think that's honest. I tell my students, and our staff, that it's okay to use AI. I mean that. It's helped several students get unstuck this year in ways I was genuinely grateful for. But I've also spent this year quietly worried about what we might lose without noticing: the messy, particular sentence that only comes from someone actually working through an idea, before it's smoothed into something that sounds like everyone else.

I don't think there's a clever policy that solves that. I listened to a podcast conversation with Dr Leon Furze around the same time I was back in that classroom, and one line has stuck with me since: "We've got to get out of that chatbot mindset." I think that's exactly it. The moment AI becomes the thing doing the thinking, rather than a tool sitting alongside the thinking, something in the room changes. I think it just takes staying close enough to keep noticing the difference. Last semester, back in that classroom, was the closest I've been to that difference in a long time.

This is the balance we're trying to navigate here at Woodcroft College: using these tools well, without losing the human connection that sits at the heart of why any of us are here. To our families, current, past and future, please know that we understand what matters in this space and that it isn't efficiency for its own sake. It's your children and the particular unfinished, very human people they're becoming. Thank you for trusting us with that, while we work it out in real time, alongside them.



BUSINESS PARTNERSHIP PROGRAM

We are looking to build a Business Partnership Program to enhance the learning experience for our students and our teachers. It is about bridging the gap between classroom learning and understanding real world application.

We are seeking interest from our College parent community to become part of the program – either involving your business or sharing your individual career experience and skills.

For our students across the College, it may be learning how businesses are working on solutions to challenges and issues that they care about such as the environment, energy or sustainability initiatives. You may be able to offer site visits so they can see real-world facilities and hear first-hand what is being achieved.

You may be able to help our students develop practical problem solving skills by asking them to work on a live project – you may benefit from a fresh perspective, tap into the creativity and unique viewpoints of a younger generation!

We know that learning is enhanced when we can connect curriculum and concepts with real world examples – building relevance of daily learning through hands-on projects or visits from professionals in a specific field.

We offer a broad range of subjects as our students progress through the College and start to consider future study and career options. Your profession or career journey can link directly to subjects in the College curriculum and our students enjoy having guest speakers and different styles of presenting can increase their engagement.

Across our faculties our students are engaging with Design and Technology subjects – architectural design, advanced manufacturing, food and hospitality. In Humanities, subjects include economics, legal studies and business innovation. Careers in STEM and healthcare are popular and trades for our Vocational Education and Training (VET) students.

Our Pathways Coordinator, Abigail Batten, would value support for work experience, panel participation or presentations around Careers Week activities. You can give insight into job requirements and career pathways. You may be able to help our students prepare for interviews and share about the importance of 'soft skills' in the workplace and how these can be developed.

You may be able to support professional development for our teaching staff by offering the chance to build contemporary knowledge in subjects they teach by spending time in your workplace and a real world environment or in co-developing a learning program.

If giving your time is not an option, we would welcome the opportunity to look at other ways you may consider support:

- Sponsor a learning opportunity that enhances classroom experience for our students. For example, sponsor and be part of a judging panel for a shark tank style activity.
- Support professional development for our teachers.
- Creating a named scholarship to give a young person the opportunity to complete their schooling at Woodcroft. The College has a Scholarship Fund and gifts are tax deductible.
- Sponsoring an event, Careers Week or extra-curricular activity that enhances student experience.













If you are interested in learning more, we would love to hear from you.

Nick Smith
Head of Junior School
E: smith_n@woodcroft.sa.edu.au

Cathy Stewart
Director of Marketing and Advancement
E: stewart_ca@woodcroft.sa.edu.au

EARLY CAREER TEACHERS FIND THEIR PLACE AT WOODCROFT

Spending time on placements in schools is part of a teaching degree and Woodcroft is always pleased to welcome pre-service teachers into our classrooms working alongside our experienced staff.

The College is also very pleased to be able to offer the opportunity to commence a teaching career at Woodcroft after a final placement has been completed. For those newly graduated teachers who are offered a position, a placement at Woodcroft has been an opportunity to get a sense of our culture and values, how we interact with each other and what it is like to be in one of our classrooms.

Jack Burtenshaw and Elliott Hall both completed a placement at the College and were then offered their first teaching role here in the Middle and Senior School. They are sharing their experiences from their first year of teaching.

Jack came to teaching looking for a career change, initially coming into education as an SSO to test out his belief that teaching would be a better fit for his personality. Jack loved being in the classroom with students and is now sharing his passion for storytelling through English, Design and Art. He welcomes the opportunity to build strong relationships with students and watching their passions develop.

For Jack, choosing to work at Woodcroft was an easy decision after recognising the culture within the first days of his placement. While he had fantastic experiences at a variety of schools, the level of positivity, support, kindness and professionalism he experienced at Woodcroft is special.

“I believe that this positive staff culture has a direct impact on the students who are also respectful, hardworking and kind. It’s such a lovely feeling to walk across the school and be stopped by multiple students just to say hi,” Jack said.

Growing up, Elliott had always wanted to be an architect. He had a passion for design and creativity and really enjoyed science and mathematics throughout high school. However, it was Elliott’s teachers who inspired him and showed how rewarding a teaching career could be. Elliott knew that he wanted to have the same positive impact on students.

Like Jack, Elliott also worked in support roles in schools before choosing to undertake his degree. In his first year as a teacher at Woodcroft, Elliot appreciates the welcoming and supportive staff culture.







"I am surrounded by colleagues who are always happy to help, share their experience and support each other. As someone early in my teaching career, having that support has made a big difference and has helped me develop my confidence as a teacher," Elliott said.

We asked Jack and Elliott if their first year at Woodcroft has reinforced their decision to choose teaching as a career.

For Jack it is rewarding to not only see students' enjoyment in his subject areas but to be there to help navigate life challenges. As a Year 8 Tutor Group teacher, he recognises that students in that year level are really beginning to find out who they are and that along the way they will make mistakes.

"To facilitate an environment where students can take risks, open up to each other and be themselves is my favourite part of teaching," Jack said.

Elliott's decision has been reinforced when he sees our students become more confident when they realise they are capable of understanding something they initially found difficult.

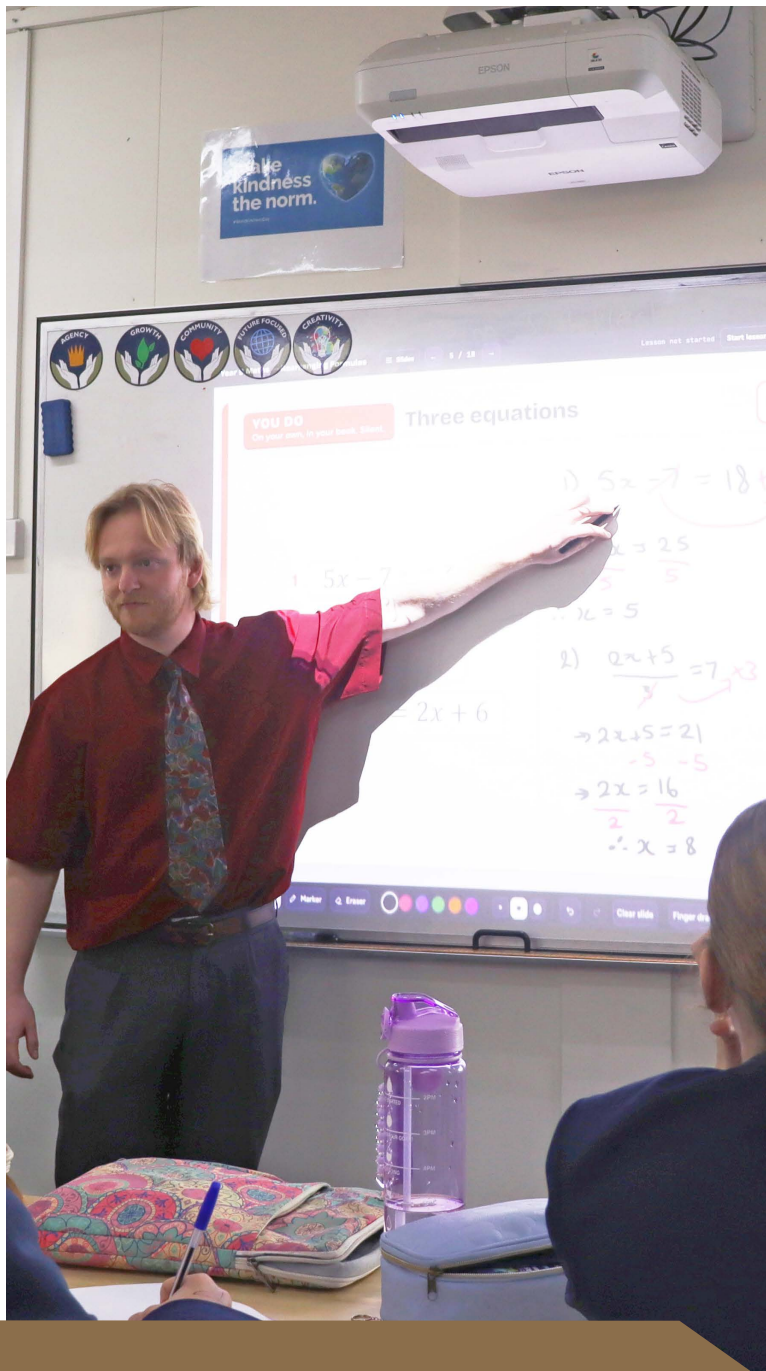
"Whether it is a student finally understanding a mathematical concept or successfully completing a science practical, those moments are particularly rewarding. They remind me that teaching is about more than simply delivering content; it is about helping students develop confidence in themselves as learners," said Elliott.

Both Jack and Elliott are looking forward to continuing to develop their practice with the support of their colleagues and learning from experienced teachers.

In the future, Jack would love the opportunity to further develop Design as a subject, recognising the creative and critical thinking capabilities that can be gained by our students.

Elliott wants to be part of creating classes where students feel that mathematics and science are accessible to them, regardless of their starting point. He wants his classrooms to be a safe and supportive environment were students feel comfortable asking questions, making mistakes and challenging themselves – an aim that is definitely part of our culture!

The College values offering early career teachers a great place to start and we look forward to Jack and Elliott continuing to inspire and share their passions with current and future students. We also recognise the valuable contribution they will make to our culture.



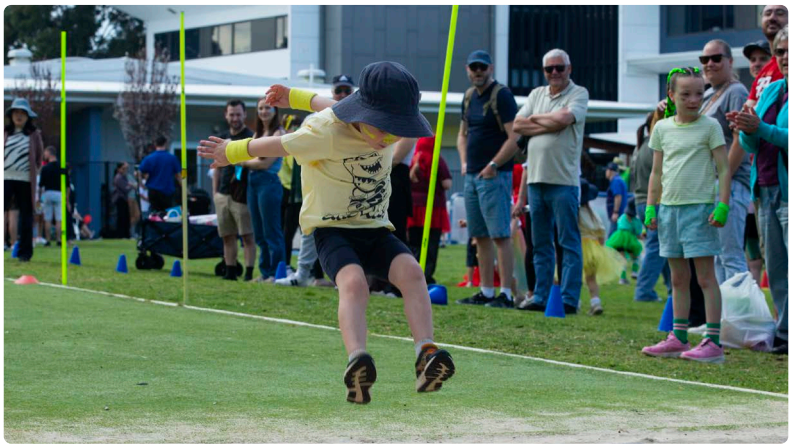


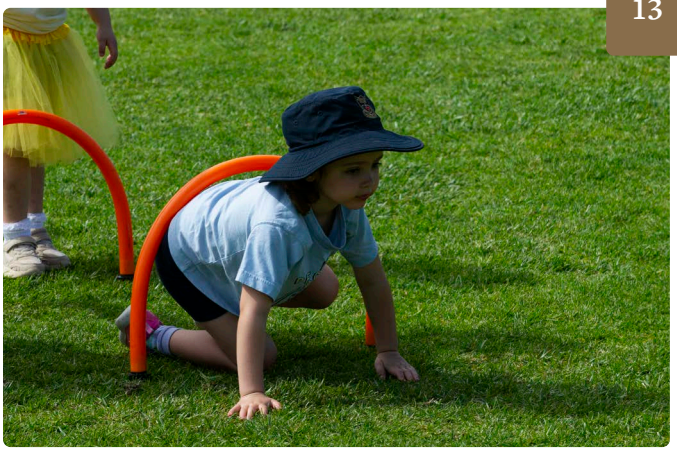




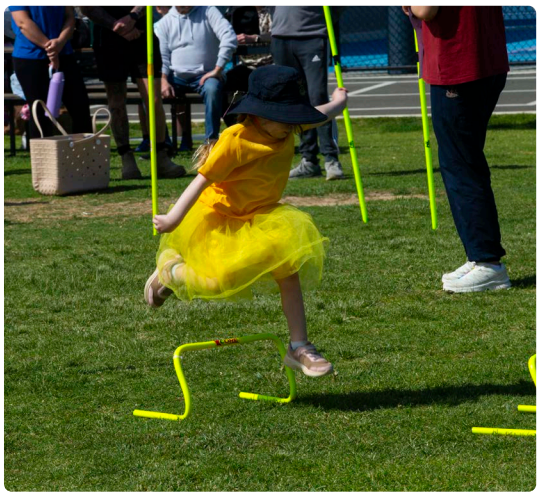










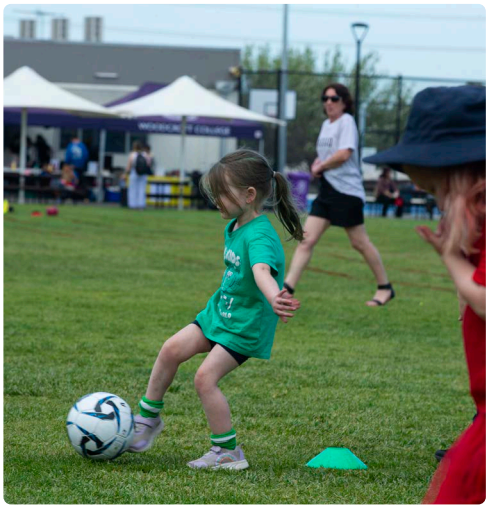




ELC SPORTS DAY

Friday 25 September

















JUNIOR SCHOOL SPORTS DAY

Thursday 24 September









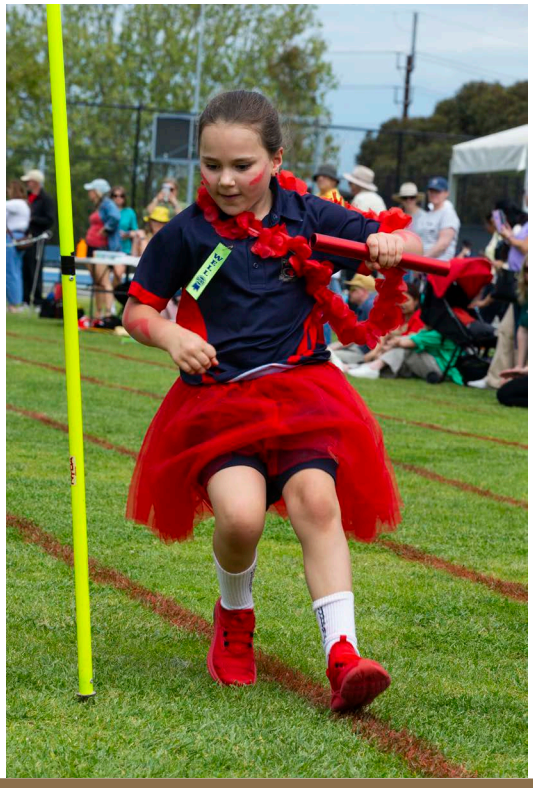






1st	MORPHETT	6,621
2nd	REYNELL	6,512
3rd	MCLAREN	6,508
4th	HARDY	6,140





















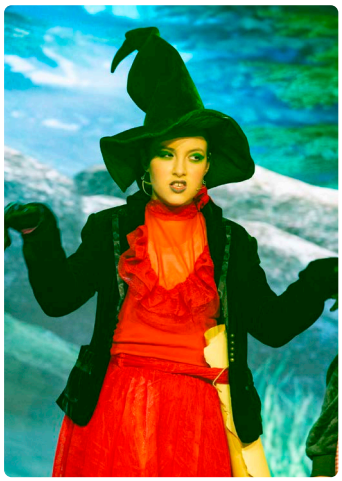
SHREK THE MUSICAL JR

Thursday 27 August - Saturday 29 August

















FACULTY SPOTLIGHT: HEALTH AND PERSONAL DEVELOPMENT

MICHELE SCOTT, HEAD OF HEALTH AND PERSONAL DEVELOPMENT

Empowering Students for Life

Since taking on the role of Head of Health and Personal Development in 2007, I have been passionate about promoting Health and Wellbeing as an engaging, relevant and valuable area of learning for all Middle and Senior School students.

At the heart of our approach is the belief that every student deserves the opportunity to succeed and develop the knowledge, skills and confidence to make informed decisions that align with their values, regardless of age, culture or gender.

"At any given moment, you have the power to say, 'This is not how the story is going to end.'"

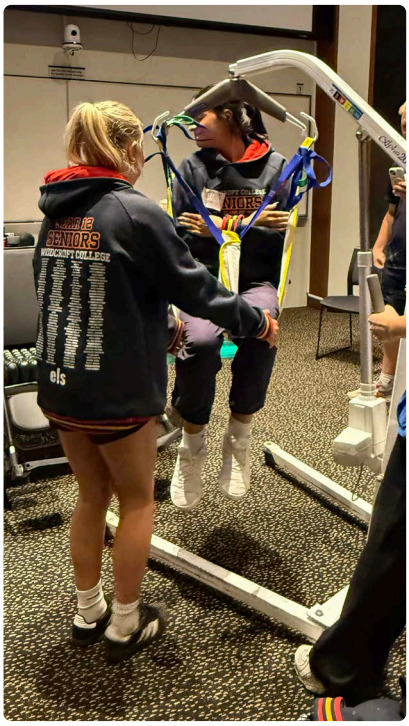
As a faculty, we encourage students to see all experiences, whether positive or challenging, as valuable opportunities for growth, reflection and discovery. Health and Wellbeing is not simply about learning facts; it's about applying knowledge, reflecting on choices, seeking reliable information and taking responsibility for decisions that influence both our own lives and the lives of others.

Learning for Life

Across Years 7 to 9, students explore topics including respectful relationships, informed decision-making, staying safe online and in the community, and reflecting on their own wellbeing.

While the broad themes remain consistent, content and learning experiences evolve at each year level to reflect students' changing needs, development and interests. Our focus is not simply on what students know, but on the skills and processes they can use beyond the classroom.





We want students to know how to access reliable information, make informed decisions and act responsibly. This includes having the courage to speak up, taking ownership of their behaviour, adapting plans when circumstances change and developing resilience when things don't go as expected.

"Growth happens when we take responsibility for our own thoughts, decisions and actions."

As Health and Wellbeing is often taught as a single or double lesson across the Middle School, we place a strong emphasis on meaningful activities that allow students to demonstrate their understanding, build on their strengths and use their agency to make genuine connections between their learning and their own lives.

As students move into the Senior School, Health becomes an elective. Eligible Year 11 and 12 students can also select Integrated Learning: Sport and Health, which allows sport-minded students to investigate a range of topics to help them explore their sporting potential and make informed decisions. In Health and Wellbeing, students take greater ownership of their learning. Students can select topics that are personally meaningful and explore how they can make a difference in their own lives and the lives of others. Recent areas of investigation have included:

- Digital detox and developing healthier relationships with technology.
- Changing sleep habits and routines.
- Responding to bullying and toxic relationships.
- Challenging online promotions and misinformation.
- Exploring risky behaviours and understanding their consequences.
- Developing the confidence and assertiveness to say "No".

Learning Through Experience

Across each year level, we aim to connect classroom learning with authentic experiences to put their knowledge into practice, including:

- Learning a new skill by setting small, achievable actions towards a personal goal.
- Designing a community activity that promotes health and wellbeing.
- Updating their First Aid training.
- Participating in the P.A.R.T.Y. (Prevent Alcohol and Risk-Related Trauma in Youth) Program at Flinders Medical Centre.
- Participating in the Healthy Minds Program with Dr Michael Nehmy.
- Completing Escape Room activities to develop collaboration, communication and decision-making skills.
- Learning yoga and breathing techniques to support mindful moments and self-regulation.

These experiences allow students to move beyond simply knowing something to actually doing something with that knowledge.

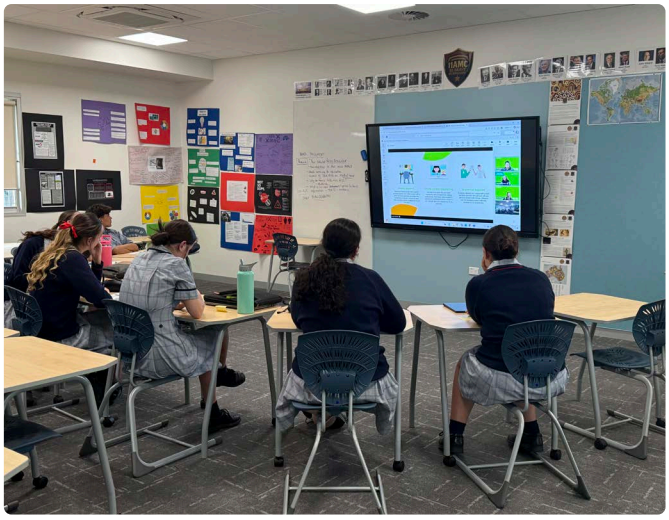
Wellbeing Across the School

With the introduction of our Wellbeing Ambassadors, we are developing new ways to strengthen and connect wellbeing messages across the school. Presentations at assemblies on topics such as sleep, hydration, sun safety and emerging health issues will help engage students and reinforce consistent messages across year levels.

Working closely with Heads of Year, our faculty continues to refine curriculum content so that it remains current, evidence-based and responsive to the evolving needs of students.

My overarching goal as Head of Faculty is to equip students with knowledge, confidence and decision-making skills to support their wellbeing now and into the future, whilst fostering independence and resilience.







Health and Wellbeing as a Career Pathway

Health and Wellbeing also provides students with an opportunity to explore the many career pathways available across the health industry and community services. There are countless opportunities to work with and for people, supporting their physical, social and emotional wellbeing.

The skills developed through Health and Wellbeing are transferable to almost every aspect of life and extend well beyond school. Communication, decision-making, managing challenges, building relationships, seeking help and taking responsibility are not simply classroom skills; they are lifelong skills.

The Lightbulb Moments

One of the greatest rewards of being a teacher, and particularly a Head of Faculty, is witnessing those wonderful 'lightbulb moments', when a student suddenly recognises the relevance of what they are learning and says, "Oh, I get it now!".

Even years later, it is wonderful to speak with Old Scholars and hear, "Remember when we...?" These conversations remind us that the learning and experiences we share at school, stay with students long after they leave the classroom.

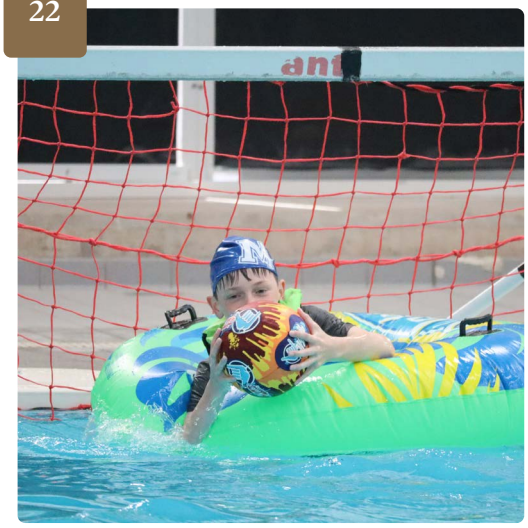
I am very fortunate to work alongside a dedicated team of teachers who share a genuine passion for Health and Wellbeing. Together, we strive to empower students to become agents of change, making positive choices for themselves and contributing positively to the lives of others.

Ultimately, wellbeing underpins everything we do.

"Without wellbeing, there is less effective learning."

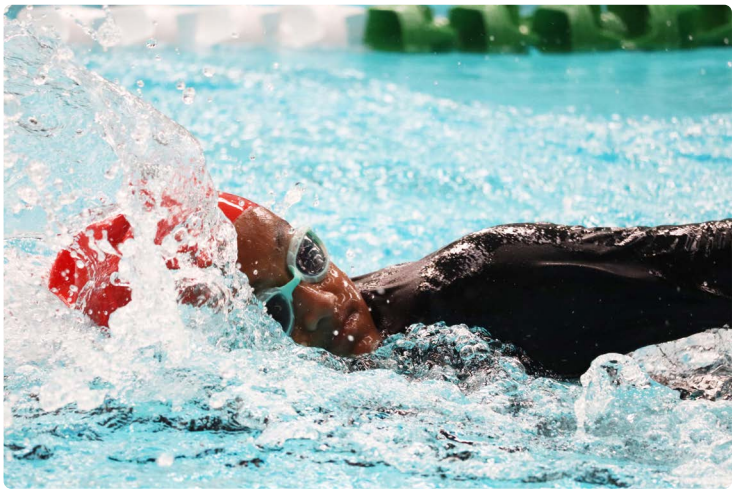
Perhaps our greatest responsibility is to give young people the knowledge, confidence and resilience to understand that the power to make a difference is in their hands.

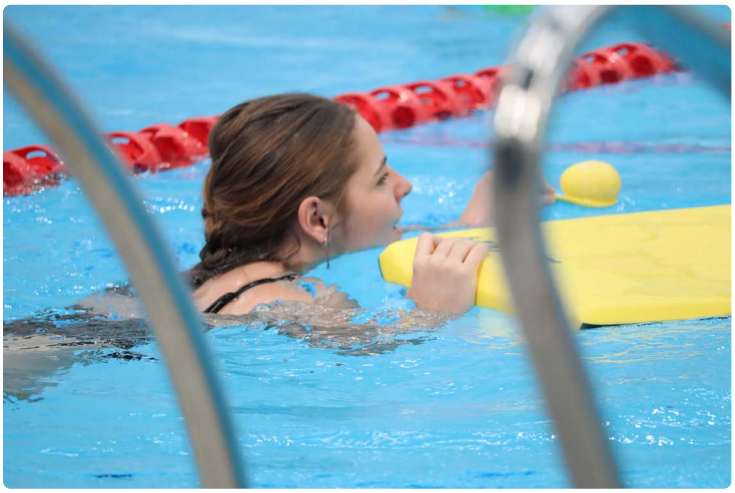




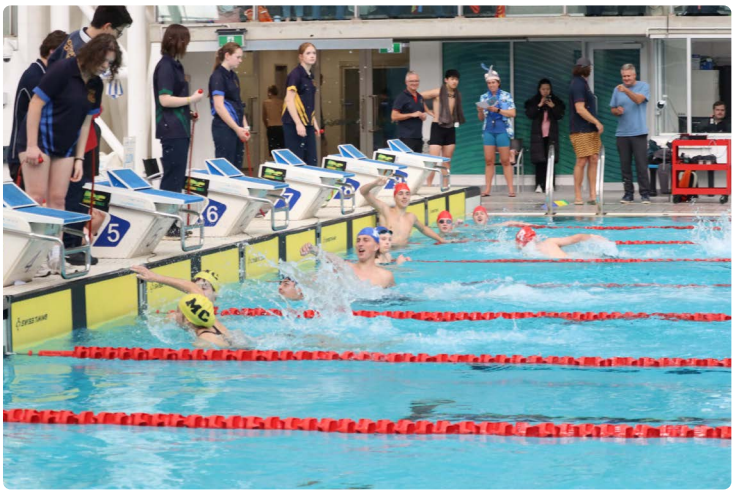










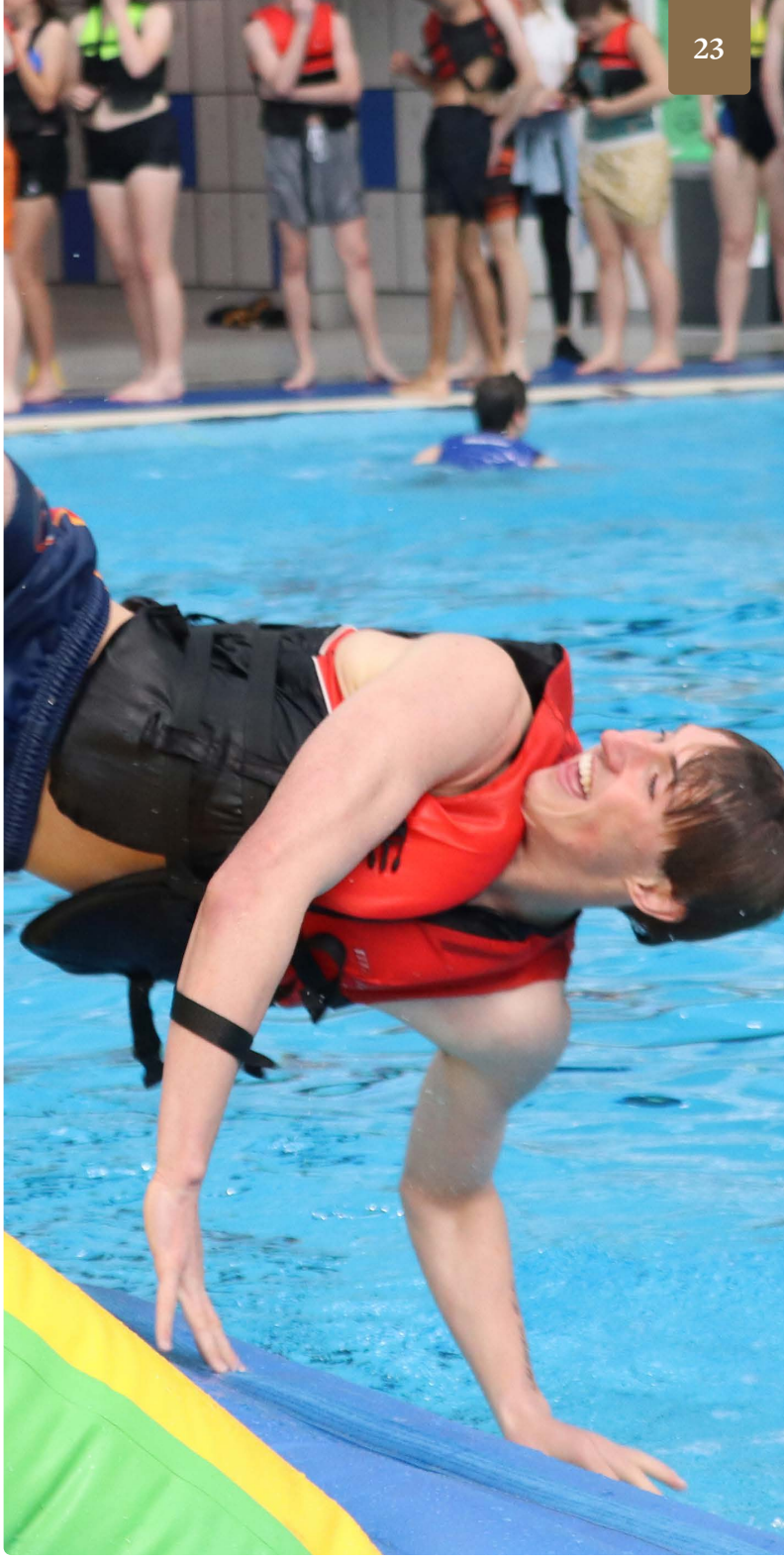


SWIMMING CARNIVAL

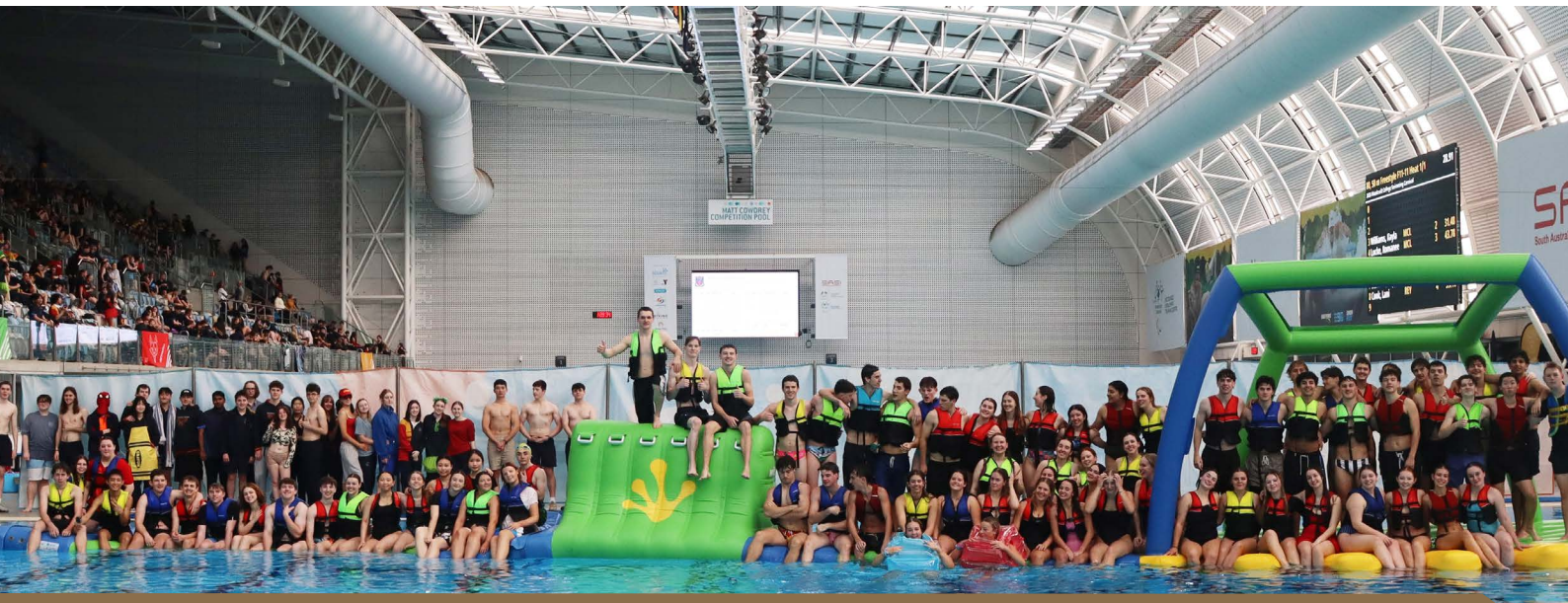
Wednesday 19 August

	Middle School Trophy		Senior School Trophy		Overall House Shield		Spirit Cup
1st	MORPHETT	454	MCLAREN	424	MCLAREN	990	REYNELL
2nd	MCLAREN	447	MORPHETT	395	MORPHETT	978	MCLAREN
3rd	REYNELL	399	REYNELL	385	REYNELL	931	MORPHETT
4th	HARDY	334	HARDY	321	HARDY	840	HARDY








MATT COWDREY
COMPETITION POOL



LETTERS TO YOUR OLDER SELF

Year 9 Quest Camp is the pinnacle of Middle School for many students. The aim of this 14-day camp in the Grampians is to develop the qualities of perseverance, selflessness and community spirit.

This camp intentionally occurs just before the transition to Senior School and represents the point where our community acknowledges the students' move towards greater independence.

One activity undertaken during the camp is Solo Night, were students are issued with tarps and other materials to construct their shelter. Each shelter is about 100m from the next. Once shelters are complete, students have quiet reflection time, then go to their shelters and spend the night alone. During their reflection time, students are tasked with writing a letter to their older self, which is opened in Year 12.

At the beginning of Term 3, our Class of 2026 ventured to Woodhouse Activity Centre for their Year 12 Retreat. On the opening day, students were handed their letter from Year 9 Quest, and were asked to read it in private and reflect on what they wrote three years prior. For many students, reading their Quest letter was an emotional experience.

Four Year 12 students have shared their thoughts on the impact Quest camp and revisiting their letters has had on them as they prepare to complete their final year of schooling.



OLLIE

"When reading our letters, it brought back a lot of memories of the experiences I had on Quest. The solo night was a night that we used to reflect on our time away and combine our skills together and to have a quality night out in the bush. The letter reminds you how important friendships are and what it means to have people close to you.

Quest camp itself was an experience that I will never forget. Going into this camp, I was unbelievably scared and was so afraid of the thought that I was leaving home for two weeks. When looking back at it now, I made friends with people I wouldn't have spoken to, connected with teachers and students and had the time of my life. Quest creates so many memories. If it wasn't for Quest, I wouldn't be who I was now. The camp taught me how to be a leader. Thanks to Quest, I'm now graduating Year 12 with two years of Sports Ambassador and House Captain to my name. Camp also helped me work with people I'm unfamiliar with and trust those around me. As my finals days of school come to an end, Quest is a top three moment throughout my 13 years at school."



AIDAN

"Opening the Quest letter for the first time, I was instantly transported back to Quest. All of a sudden I remembered how it felt being on solo night, the calm breeze in the air and the buzz of one massive fly circling me as I wrote myself this letter.

Reading it, I realised how much my life had changed. The letter featured the close friends I had at the time, how much I missed my family, my Quest group, what I felt during that solo night, our adventures, and the hopes my younger self had for my future. I truly felt someone else was speaking to me. It was great to reflect on everything that had changed, and I got quite emotional imagining myself as a young kid.

I began reflecting if I had become the person I wanted to be - and whether I would be a role model for my younger self. I imagined speaking to my younger self, passing my wisdom, and it was a great thought that I've really never reflected upon before.

It reminded me of just how grand and spectacular Quest experience was, but on the other hand, just how calm and beautiful it was. On solo night, doing hundreds of pushups, looking at the stars and reflecting in silence. Cooking, swimming, bike riding and hiking with new people. Waking up early in the cold with your mates, watching the sun rise before anyone else had woken up. I remembered that while initially I felt I didn't fit into my group, by the end of camp we transformed into one big family. To say we bonded would be an understatement - and I wouldn't trade these memories for anything else.

This letter was a chance to really connect with yourself - and I'm so glad I cherished it enough in Year 9 to know my Year 12 self would appreciate it."

JANNA

"There were certain things that I remembered that I wrote, and many that I forgot. Reading through it gave me this overwhelming sense of pride and achievement that the dreams I had in Year 9 were so big to me then, but I've been able to achieve them and look back on how simple it was to me now, after all the life experience I've continued to have. It was also crazy how desperately I wished I could have talked to my Year 9 self in turn, and told her how far she'd come and how amazing the next three years would be, and that if so much could happen in three years, what would happen later in life??

In regards to memories of Quest, it brought back the community that our year level has always had, which has especially grown this past year, and how supportive we all are of each other. It also made me remember the chocolate tiny teddies and minestrone we ate on solo night - honestly one of the best meals I've ever had!"

MASSIMO

"Receiving the letter was a moment that was really cool but really awkward. It was interesting to think how far you have come and grown as a person. I was smaller, I was younger. There is a bit of that child still there that is reaching out through the letter.

Getting our Quest letters back was one of the great moments of reflection on the Retreat. It touched a few heart strings, reminding us of things we had forgotten about. It brought back memories of the solo night (when the letter was written) - a real callback to that moment, writing it under the stars. It reminded me of the friendships that were started and built on Quest within the group, and that are still connections today. It brought up the feeling of being able to take a risk while on Quest but knowing it was a safe environment.

In my letter I was confident I was going to go into an IT career, and this has completely shifted and I'm now looking at teaching. Who you wanted to be isn't necessarily the calling you are led to."


utopia
Wollongong

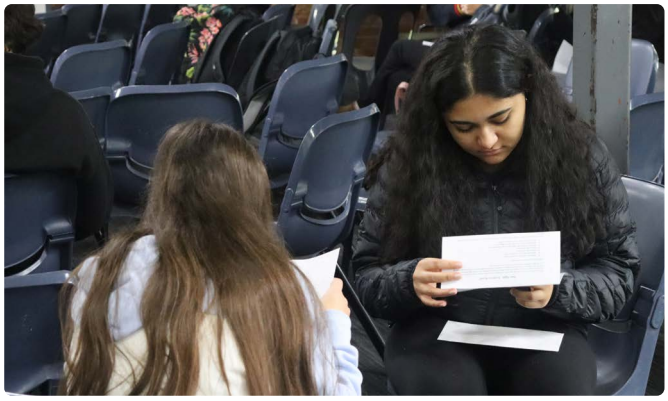












SUCCEEDING THROUGH VOCATIONAL TRAINING AND TRAINEESHIPS

Our Senior School students have the opportunity to succeed at their learning through diverse routes including VET qualifications, traineeships, university extension studies, modified SACE programs, and traditional academic pathways. Every student's journey is unique and we proudly support them all.

Vocational Education and Training (VET) allows students to gain nationally recognised qualifications while completing their SACE. It provides practical, hands-on, industry-focused learning and can support pathways into employment, apprenticeships, traineeships, TAFE and university.

A School-based Apprenticeship or Traineeship (SBATs) allows students in Year 11 or 12 to attend school part-time, work with an employer on-the-job, and complete training with a registered training provider off-the-job.

Tracey Pettis, a Trainer and Assesor from Queensford College says "through VET in Schools, students graduate with real world skills, an industry recognised qualification and a clear pathway into employment, while also strengthening their SACE completion and ATAR results. For those heading to university, it is a genuine head start: with practical experience in their field, and the ability to support themselves through meaningful work in their industry while they study."

She also believes that every student deserves to finish school with more than a SACE certificate and the results provide confident, job ready young people with real choices about what comes next.

This year we have 40 students completing either a VET Course or traineeship in a variety of industries including sport, early childhood, electrotechnology, engineering, beauty, agriculture and electrical.



LUCY, YEAR 12
Early Childhood Education and Care

Motivation for Early Childhood Education

My genuine passion for supporting children's early development and creativity motivated me to choose this path. I find immense joy in watching children grow, reach milestones and develop new skills. Early Childhood is a critical stage of life, and I love watching their imaginations go wild as they explore the world. I wanted a career where I could actively foster that creativity and make a positive impact on their future.



Skills Developed and Future Goals

Throughout my VET course, I have gained practical caregiving skills and a deep understanding of early child development. I learned how to plan creative play activities that spark imagination, safely observe developmental milestones, and implement health and safety guidelines. Additionally, the course improved my ability to communicate effectively with young children, families and team members. After I finish, I hope to secure a position as an Educator in an early childhood centre and use my skills to create a safe, fun and inclusive learning environment.

Advice for Students

My biggest advice to future Year 11 students is to jump at the opportunity to take a VET course. It is a fantastic way to meet different people from different schools who share the exact same interests as you, allowing you to build a great group of friends. To get the most out of it, stay organised to balance your schoolwork, and embrace the hands-on placement hours. Do not be afraid to step out of your comfort zone, as it gives you a massive head start on your career and builds your professional confidence.

WILLIAM, YEAR 11
SportsReady Traineeship

My motivation for SportsReady Traineeship
From an early age I was interested in teaching as a career and coaching sports teams. From Year 7, I volunteered to assist with coaching our College Junior School sports teams which I found really rewarding and a great opportunity to form strong community connections and gain experience in working with children. During my time at Woodcroft I have had many great role models in senior students who were completing the SportsReady Traineeship with PE staff. Their involvement helped inspire me to apply for the position.

Skills developed and future goals
I most enjoy working with the Junior School PE classes where I get to assist with practical lessons. I am learning about different teaching styles and a wide range of activities and how to plan for them. The theory component for the traineeship is a Certificate III in Sport and Recreation and requires me to work autonomously through units which involves organisation, problem solving, and a high level of time management and communication skills. With these skills being further developed I hope that I am accepted into a Bachelor of Education where I can expand my knowledge and interest in becoming a teacher.

Advice for students
The advice I would give to students who are considering doing a SportsReady Traineeship is that it's an excellent opportunity to gain experience in the field of teaching or sports management. A great way to see if this sort of opportunity is for you would be to help coach a team for a term and see if you enjoy it and have a lot of fun along the way.



Seeking new College Board and Committee Members

The Woodcroft College Board 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 Board on 0414 700 680.

Expressions of Interest and a brief CV can be sent to Anna Beames at beames_a@woodcroft.sa.edu.au. Interviews with members of the Board's Nominations Committee will follow.























SHOWCASE

Friday 14 August













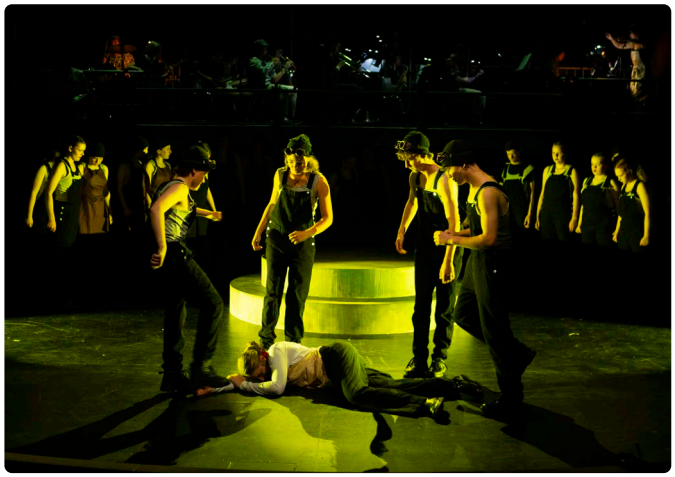
HADESTOWN

Thursday 4 September to Saturday 6 September







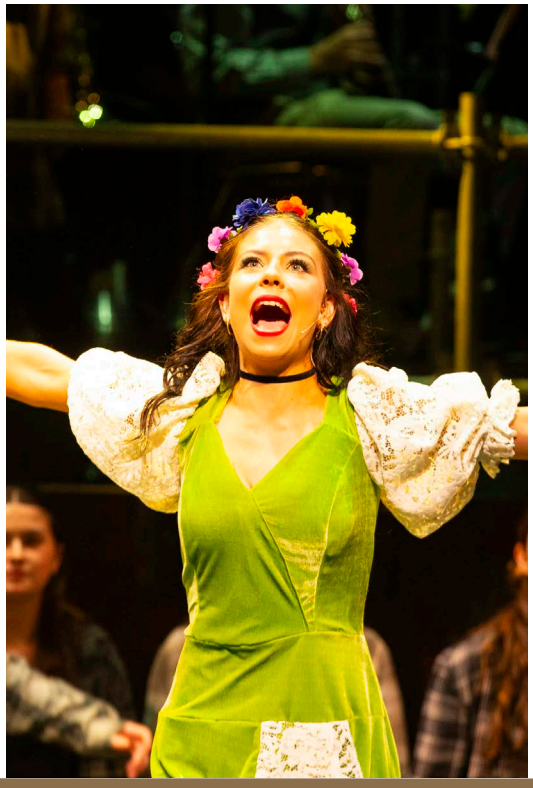














Our 4,300+ Old Scholars are the heart of our College. Their journeys continue to Inspire Confidence in our current students, and we hope that their Real Connection to the College will continue to strengthen as the years go by.



REUNIONS

As always, it has been fantastic to catch up with our Old Scholars and hear where life has taken them since Woodcroft College.

Thank you to everyone who attended our 5 Year Reunion for the Class of 2021. Although it hasn't been so long since this cohort graduated, many of these Old Scholars have embarked on paths they didn't expect and found new passions and dreams to chase. It is the skills they learnt during their time at Woodcroft College that have set them up to take on any challenge, adapt and show resilience as they find their place in the world.

At the end of July we held our first Old Scholar Cocktail Evening, which was open to Old Scholars from all graduating years. Almost 60 people attended from the Class of 1994 right through to the Class of 2025. Thank you to everyone who supported this event, it was wonderful to see so many Old Scholars reconnecting and looking through Yearbooks as they reminisced about old classmates and a few bad haircuts!

Reunions are always a wonderful opportunity for Old Scholars to reconnect and share memories of their time at Woodcroft. We strongly encourage all Old Scholars to keep their contact information up to date, to ensure you receive invites to reunions and other Old Scholar events.

OLD SCHOLAR CAPS

Show your Woodcroft College pride with an Old Scholar Cap!

High quality materials, one size fits all.



$20 + POSTAGE

SCAN QR CODE TO PURCHASE YOURS TODAY!













2026 CAREERS WEEK

A big thank you to Dave Munday (2000), Jasmine Werneburg (2014) and Hamish McMath (2016) who returned to the College in May to take part in an Old Scholar Panel as part of Careers Week.

Our Old Scholars generously shared their insights and experiences with our Year 10 and Year 11 students.

It was great to hear a range of perspectives, unique to their experiences - from coordinating drug and alcohol rehab programs, to practising law and designing buildings.

Your powerful messages of "don't let fear of failure stop you", "follow your dreams" and "do what you love and your purpose will find you" resonated with our students.



STAY CONNECTED

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.

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.

FOLLOW WOODCROFT COLLEGE OLD SCHOLARS ON SOCIAL MEDIA

OLD SCHOLARS CONTINUE ENGAGEMENT WITH WOODCROFT

We love it when our Old Scholars stay engaged with College either in a volunteer or part-time paid capacity.

From coaching sports teams, to playing alongside students in bands or music tutoring to volunteering on our Parents and Friends Committee – it is lovely to hear how much they enjoy staying involved and the sense of reward from giving back and supporting current students.



ETHAN MCIVER, CLASS OF 2023

Music Bands and Musicals

What type of involvement do you have with Woodcroft College?

I mainly support Woodcroft's bands. I have helped out in big ensembles like Concert Band and the Musical Band and have helped the Senior Funk Band throughout the years. This allows me to pass forward what Woodcroft has given me and to continue have fun playing in bands.

Why do you stay involved?

Attending Woodcroft from Year 7 to Year 12 really grew my love for playing music. I feel like Woodcroft, particularly Miss McCarthy, gave so much to build my musical ability and general confidence as a person. Helping to inspire that kind of love of music and confidence in the students is why I volunteer.

Where else are you working/what else are you studying?

Whilst music remains a passion of mine, I am a full-time Civil Engineering student at Adelaide University. The work ethic and personability that was instilled in me by Woodcroft has allowed me to flourish in that environment and even land an internship.

Any favourite memories from your time at Woodcroft?

Some favourite memories come from performing in Showcase and the Musical. Having the mentality of going out there and playing well, so that others can enjoy what we've learnt has stuck with me.



AMY ENDERSBY, CLASS OF 2000

Parents and Friends Committee Member

What type of volunteering do you do at Woodcroft College?

I'm part of the Parents and Friends Committee, where we help raise funds for the school. But my favourite part is definitely helping organise events that bring everyone together. It's a great way to meet people and create that sense of community.

Why do you volunteer your time?

For me, it's all about the people. I've met some amazing friends through the Committee, and I genuinely enjoy being involved. It's always a great feeling when we can buy something that benefits the school or pull off a successful event like the annual Quiz Night. It's rewarding to know we've helped contribute.

Where else are you working/what else are you studying?

When I'm not volunteering, I'm working in our family business - Mike's Beef Jerky.

Any favourite memories from volunteering at Woodcroft?

Without a doubt, my favourite events are the Mother's Day and Father's Day stalls in the Junior School. I love watching the little ones take their gift shopping so seriously! They spend so much time thinking about what their special person would love, and they're always so proud to pick and pay for their gifts all by themselves. It's such a simple event, but I always leave with a smile on my face at how sweet they all are.



SIENNA LOCKE, CLASS OF 2023

Parents and Friends Committee Member

What type of volunteering do you do at Woodcroft College?

Mostly volunteering through the Parents and Friends Committee, which I've found touches on many different aspects of Woodcroft College life, from helping out with Sports Day barbecues to teaching kids how to fold origami on Japanese Cultural Day, and even helping organise gifts for Mother's and Father's Day stalls.

Why do you volunteer your time?

The main reason I expressed interest in being part of the Parents and Friends Committee and volunteering my time was being able to still be part of the Woodcroft community. As I graduated a few years ago and am not directly involved with the College, volunteering my time with the Parents and Friends Committee allows me to still be a part of everything and see the College grow, while also giving me a chance to give back to the community I spent so many years in.

Where else are you working/what else are you studying?

Outside of the Parents and Friends Committee, I am a full-time student in the third year of my Psychology degree at Flinders University. I've also been working at a local McLaren Vale restaurant, The Salopian Inn, for about five years now.

Any favourite memories from volunteering at Woodcroft?

One of my favourite memories with the Parents and Friends Committee would have to be volunteering at the Quiz Night, being able to see lots of old and new faces, catching up and just generally having a great time. Especially when all of us bar staff are following along with the quiz and seeing if we were also worthy of winning (amongst ourselves, of course!).



AIDEN O'NEILL, CLASS OF 2024

Sports Coach

What type of part-time role do you have at Woodcroft College?

I started coaching at the start of 2025 after graduating from Woodcroft College in 2024. What started as filling in for some coaching when the Sports Office needed, quickly turned into a weekly routine. Primarily coaching girls' and boys' football in the AFL season and girls' and boys' volleyball in the volleyball season, I have also been involved in multiple Anglican Cups, event days, tournaments in various sports and a soccer game.

Why do you stay involved?

Over time, I have learnt more about why I stay involved. I feel like I do it for the reward of students at the school really feeling like they succeeded in a physically demanding setting. At the end of Term 3, the Year 9 girls in the Middle School football team begged me to move up with them and coach seniors because they enjoy me as a coach. I love coaching for the feeling of accomplishment for a lot of students. They often say they enjoyed their time when I was their coach.

Where else are you working/what else are you studying?

I am currently in my second year studying a Bachelor of Secondary Education (Health and Physical Education). I work at Pimpala Primary in the OSHC and Blackwood Primary as an SSO.

Any favourite memories from your time as a coach?

One favourite memory would be the boys winning their premiership game last year. That was a good bunch of kids and they all worked really hard to accomplish something big.





OLD SCHOLAR VOLLEYBALL

In Term 3 our 2026 Gold Coast Volleyball teams took on Woodcroft College Old Scholars in an exciting inaugural match-up!

It was wonderful to see so many students, staff and parents cheering on the players and celebrating our volleyball community.

A huge thank you to Marcus Lee for organising the Old Scholar team and helping make this special event possible. Everyone involved had an absolute blast! We are hoping to hold more Old Scholar sports matches in the future – please get in touch if you would like to be involved!

Ashlyn Ambler (2025)
Holly Ambler (2025)
Georgia Gaukroger (2025)
Mahali Hillman (2021)
Josie Hoare (2024)
Mia Juers (Past Student – 2016)
Jacalyn Kraemer-Pickering (2015)
Nicole Pickering (2015)
Katherine Ramsay (2024)
Jordan Brown (2025)
Joseph Campbell (2019)
Chris Charlton (2010)
James Hudson (2025)
Cameron Lee (2018)
Jared Lee (2013)
Marcus Lee (2016)
Henry Morgan (2020)
Jarrad Powell (2016)
Jake Stummer-Harvey (2020)





A WINNING SEASON



Congratulations to the Woodcroft Wanderers who have ended their season as Champions in the Division 3 Collegiate Soccer League. The A team only had one loss and the B team won every game – a remarkable achievement!

This is only the second season for the Wanderers and it was very exciting to be able to have two teams represent Woodcroft this year.

This fabulous result will see the Wanderers move to Division 2 for the 2027 season.

With Home matches played at the College, we know they would love to have members of our school community come out to cheer them on next year. They also run a BBQ when they are playing at home so you won't go hungry!

You can follow the Woodcroft Wanderers on Facebook (Woodcroft Wanderers Football Club) and Instagram (woodcroftwanderersfc) to keep up to date with results and match locations.

The Wanderers are always looking for new players to join their teams. If you are interested, please contact Harry Jones on 0423 132 521 or at harrywjones1004@gmail.com. They would love as many connections with the College as possible.





Thank you to the following generous sponsors for their support:

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PARENTS AND FRIENDS

GHANA COMMUNITIES ARE PROUDLY WEARING WOODCROFT COLLEGE UNIFORMS

It is a pleasure to be able to showcase the real impact that our Parents and Friends volunteers are having, not just here at the College, but across the globe!

As many of you would remember, the Parents and Friends Committee collected the old style of uniforms during the changeover to send overseas to communities in need through AussieGhana. After a long process of collecting, sorting, packing and shipping, we were thrilled to receive these photos of students in Ghana wearing the old Woodcroft College uniforms. It is wonderful that these items were able to be kept out of landfill and help others in need. Thanks to some sales of current uniform items, they were also able to buy 60 pairs of sneakers to send.

The College would like to extend a huge thank you to Toni Smith for driving this initiative along with everyone who donated and assisted with the project.



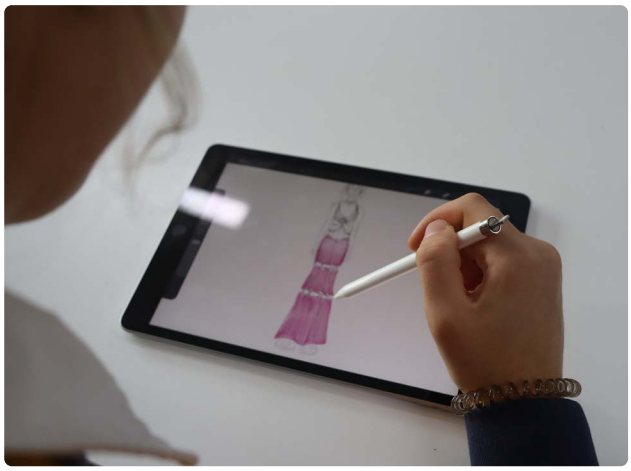














PARENTS AND FRIENDS FUNDED PROJECTS ARE A HIT!

Closer to home, it has been wonderful to see the purchases that were funded in the last round of Parents and Friends grants being used by our students across the College.

The new benchtop plastic recycling extruder is being used in Innovative Technologies to close the sustainability loop.

Students have been learning to use the extruder, creating pens, carabiners and key rings, with more exciting recycled products on the horizon. The extruder is used in conjunction with the plastic shredder. The shredded plastic (from milk bottle lids) gets fed into the extruder, which is then melted down and the liquid comes out into the attached mould.

Use of the extruder is beginning to be incorporated into the Year 7 curriculum and has potential to be used across all year levels.

Senior School textiles students have enjoyed designing some impressive garments thanks to the use of iPads for CAD sketching.

The ELC also received a grant for more Kimochi sets – this program uses fun characters and stories to help children understand feelings, emotional regulation and how to treat others. They have been enjoying getting to know the characters and practicing their new skills.

FUNDRAISERS

Thank you to everyone in the College community who has supported recent Parents and Friends fundraisers which raised over $12,500.

- Victoria Hotel Schnitzel Nights
- Quiz Night: Special thanks to our Event Sponsor, Ray White Woodcroft along with all businesses who donated vouchers and products
- Father's Day Breakfast and Stall
- Sports Day Essentials Fundraiser
- ELC and Junior School Sports Day BBQS

Every dollar raised helps make a difference. Our hard working Committee will be awarding more grants at the end of 2026 and we look forward to announcing the funded projects.













An Independent Coeducational Anglican ELC - Year 12 School
PO Box 114, Woodcroft SA 5162
Ph: 8322 2333
W: woodcroft.sa.edu.au
Cricos #01645K