tatachilla
NEWS

TATACHILLA lutheran college

Term 2 Week 4 | Thursday 25 May 2023

from the
DEPUTY PRINCIPAL

CELEBRATING THE POWER OF SCHOOL MUSICALS: THE UNFORGETTABLE PRODUCTION OF *BIG FISH*

I was thrilled to share in the resounding success of our recent college musical, *Big Fish*, and the profound impact it had on our community. This extraordinary production not only showcased the immense talent of our students but also highlighted the invaluable role that events like these play in nurturing creativity, teamwork and a sense of belonging.

As a drama teacher myself for nearly 30 years, I found this production to be one of the most professional and exceptional I have ever encountered, both in school-based and professional settings. Our students embarked on a journey that left a lasting impression on all those who had the privilege of witnessing it.

The power of school musicals lies in their ability to bring our diverse community together. From the auditions to the final bow, students from different year levels, backgrounds and talents unite their efforts towards achieving a common goal, forging bonds that transcend the boundaries of age and experience. The collaborative nature of these productions fosters teamwork, communication and mutual support, enabling students to develop vital interpersonal skills that will serve them throughout their lives.

In the case of *Big Fish*, the remarkable dedication and passion exhibited by our students was evident in every aspect of the performance. The cast, crew, musicians and technical team worked tirelessly to deliver an unforgettable experience. From the captivating choreography to the meticulously designed sets and costumes, every detail was crafted to transport the audience into a world of imagination and wonder.

Our students' achievements in *Big Fish* extend beyond the stage. The process of preparing for a school musical nurtures confidence, self-expression and resilience. Students learn to embrace their individual strengths while contributing to a larger collective effort. These invaluable life skills empower them to tackle challenges head-on and navigate future endeavours with grace and determination.

Furthermore, the success of *Big Fish* is a testament to the unwavering support and involvement of our Tatachilla community. The enthusiasm and encouragement shown by our teachers, parents and fellow students created an atmosphere of celebration and pride. The thunderous applause that followed each performance demonstrated the profound impact this production had on our community.

As we reflect on the extraordinary journey of *Big Fish*, we extend our heartfelt congratulations to our production team expertly lead by Director Eliza Player and Producer Rachel Overstreet for their unwavering dedication and the exceptional standard they set. Their abilities and experience have undoubtedly contributed to the unparalleled professionalism and quality of the production.

School musicals like *Big Fish* serve as powerful catalysts for creativity, unity and personal growth. They bring our community together, inspire our students and provide unforgettable experiences that will be cherished for years to come. We are immensely proud of our students' accomplishments and grateful for the support of our Tatachilla community in making this production an outstanding success.

Mr Ashley Coats
DEPUTY PRINCIPAL

Tatachilla Lutheran College acknowledges that this school is built on the Traditional Country of the Kaurna peoples. We pay our respects to Elders, past, present and emerging. We recognise and respect their cultural heritage, beliefs, and relationship with the land. The land remains as always a place of education, peace, care and nurture.

BIG FISH MUSICAL

from the acting head of

JUNIOR YEARS

At the Parent Information Night this year, I shared how the Junior School was implementing the 'Zones of Regulation' program. The Zones of Regulation is a framework to support the development of self-regulation and emotional control. Self-regulation is understanding and managing your behaviour and reactions while developing awareness of your alertness levels.

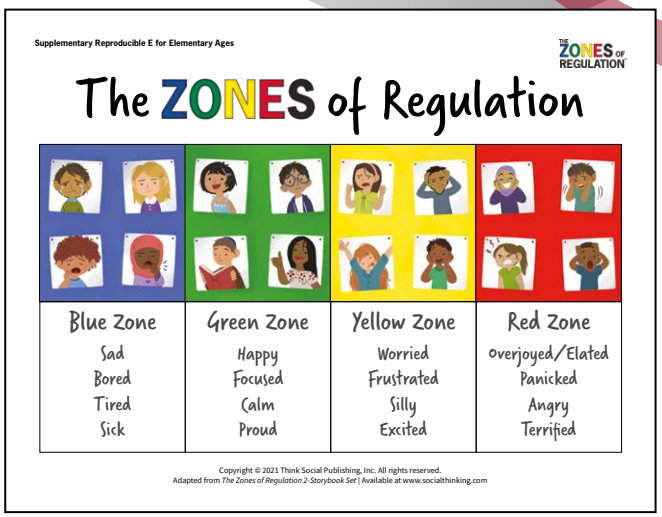
It is essential to understand that regulation is a developmental process, and for many children and adults alike, it is rarely mastered. I know that, as an adult, I am not always well-regulated. I swing between the different zones in a day, which is also very normal.

The goals of the curriculum are to teach learners to identify feelings, energy and levels of alertness; know what regulation tools work and when/how to use them; understand the social context as it relates to regulation and goals; and problem-solve positive solutions.

The four zones describe what we are feeling on the inside: our emotions, energy and levels of alertness. The blue zone is a low state of energy and alertness. The person may be experiencing down feelings such as being sick, bored, tired or sad. The green zone is a calm and organised state of alertness; emotions experienced are mostly neutral such as happiness, calmness, focus or contentedness. In the yellow zone, we are in a higher state but still have an element of cognitive control. We might experience frustration/stress, anxiety, silliness, excitement or feel wiggly or agitated. The red zone is where we experience a very heightened state of alertness. We might be in flight, fight or freeze mode. We may feel elated/ecstatic, enraged/angry, terror-struck/panicked, or devastated.

Important things to know about the zones:

- It's important to ensure that foundational needs are met, such as water, food, sleep, exercise/play, love/security.
- There are no bad zones. All feelings are OK.
- It is not always possible to return to the green zone. We learn best when in the green zone, but some days it won't be possible to return to the green zone despite using our tools.
- Zones are based on our feelings, not our behaviours, as behaviour is a by-product of how we manage our zones.
- The zones of regulation pathway is: (1) notice - how am I feeling? Identify the zone I am in; (2) decide - do I need a tool? Regulate using a tool; (3) reflect - do I feel regulated now, and which zone am I in?
- You can be in more than one zone at a time.
- Some emotions can fall into more than one category.
- The zones need to be managed according to context, goals and demands.



YEAR 6 CAMP

Currently our Year 6s are away in Canberra on camp. Below are some lovely photos shared with me by Mrs Thelning, showing the children at the National Art Gallery and at the Mount Ainslie Lookout. Mrs Thelning said the paintings at the art gallery intrigued the children and they had many insightful questions. We can't wait for them to return to hear more about their canberra tour!

Ms Lindee Hopkins
ACTING HEAD OF JUNIOR YEARS

Year 6 students on the Canberra Tour

from the
JUNIOR YEARS

In a world that is constantly evolving and becoming more interconnected, Junior School students have been fortunate to engage recently in two meaningful educational experiences that have united them with students across the country.

NATIONAL SIMULTANEOUS STORYTIME

On Wednesday 24 May, students joined with over two million readers nationwide to hear the heart-warming story 'The Speedy Sloth' by Rebecca Young and Heath McKenzie. Children had the opportunity to engage with a virtual reading by the author, live-streamed from Taronga Zoo Sydney, plus a range of follow-up activities. Students unpacked the central message that 'winning' does not always mean coming first. We can win when we persist with something tricky, overcome a challenge, face a fear, or learn something new.

The Speedy Sloth was slow but pretty fast for a sloth. We learned that you don't need to be first to be a winner. You need to have fun. **Anna** and **Evelyn (Year 1)**

SCIENCE LITERACY

Last week, sixteen Year 6 students were among approximately 12,000 randomly selected Year 6 and 10 students across Australia to participate in the National Assessment Program – Science Literacy Main Study. This assessment is held every three years, with the overall results contributing to a national report that will provide information to researchers, policymakers, schools, teachers, parents, and community members to improve young people's levels of science literacy. Science literacy includes skills needed to enquire and problem-solve in a scientific context, such as interpreting information, asking questions, conducting investigations, making decisions and communicating findings.

Our students showed positivity, open-mindedness and maturity as they navigated the test experience. By demonstrating focus, taking risks and persisting with some challenging tasks, it was clear that each student came out a winner.

These wonderful opportunities highlight the importance of collaborating and building a sense of community to enhance our students' learning experiences. Additionally, both initiatives contribute to a broader national effort to improve education and create a brighter future for our students. By inspiring their love for learning, nurturing their scientific and literary skills, and encouraging their curiosity, we empower them to thrive in an ever-changing global landscape.

Ms Amy Watson
R-6 TEACHING AND LEARNING LEADER

YEAR 5 SWIMMING WEEK

In Week 3 the Year 5s went to Noarlunga Aquatics Centre to learn water safety skills. We learnt a range of skills and techniques to help ourselves and others in dangerous and risky waters.

To begin, the instructors tested our swimming abilities to sort us into groups: red, blue, black and yellow. We learned a range of survival strokes that can help us swim long distances in a range of tough water conditions. Then every group practised jumps into the water. We later learned which jumps to use in different circumstances.

Next the groups learned the 'three Cs of swimming'. These are: 'Call for help', 'Calm down' and 'Can you float on your back'? This can help you and your peers when you're stuck in a life-threatening situation.

Throughout the week we participated in many fun activities including the boat challenge and the obstacle course. These activities included diving under objects like tyres, nets and hoops.

This was a very exciting experience for us all. We thank the instructors for giving up their time to teach us these helpful skills that will be useful in our day-to-day lives.

Chloe, Asha and **Ava**
YEAR 5 STUDENTS

from the director of

TEACHING AND LEARNING

DEVELOPING THE LEARNER

WHAT IS EXECUTIVE FUNCTION?

Executive function skills are used every day to learn, interact and manage daily life.

Neuroscience describes them as neurological processes involving mental control and self-regulation. While there are many executive function skills students develop, there are six that Tatachilla Lutheran College particularly focuses and reports on. These are: organisation, task initiation, sustained attention, perseverance, self-control and self-regulation.

1. ORGANISATION:

Organisation may look different for each person, however it involves a system to organise and complete tasks and submit them according to timelines. It includes organising workspaces, materials and being punctual. Organisation assists with task initiation because it minimises off-task time used to be in the right place at the right time for learning to occur. This also impacts planning and prioritising of task requirements and submission timelines. A lack of organisation may impact students in a variety of ways, including anxiety, procrastination, and a low sense of self as a learner.

2. TASK INITIATION:

Task initiation is being able to efficiently commence tasks without distraction or procrastination. With efficient task initiation skills, work completion becomes easier. Student anxiety about tasks reduces when students task initiate efficiently, thereby minimising the impact of accumulated tasks and submission requirements. Task initiation is important to develop now, and in the future, as employers value this quality.

3. SUSTAINED ATTENTION:

Sustained attention is the ability to focus on one person or task for a length of time. It includes paying attention even when the task is challenging, and working to avoid distractions. Motivation and interest in a particular topic can impact sustained attention. This is a skill for life as regular tasks people need to attend to, often are not of high interest. If students can develop self-awareness to notice when they've become distracted, they can utilise strategies to help themselves refocus. Paying attention is not only important when we're learning, but in social situations too. People can learn strategies to help them stay focused and pay attention for longer periods of time. Common difficulties associated with an inability to remain focused are difficulty paying attention in class, finding oneself distracted from doing many different things and 'zoning out' during conversations or learning.

4. PERSEVERANCE:

Perseverance is having enough self-control to continue with something instead of giving up when things become difficult. It means that a person's sense of purpose is clear so that they will work until they have reached a particular point or try an alternate way to help with a problem. Eventually success may be achieved, although it may look differently to how the student originally imagined. Perseverance develops as students learn to explore various strategies that may help to overcome difficulties.

5. SELF-CONTROL:

Self-control is the ability to think before acting and resisting the urge to do or say something at an inappropriate time. It is an important skill because thinking first assists students to make the best choices possible. Common actions associated with self-control are interrupting or calling out in class, saying things and later regretting them, making impulsive decisions, difficulty interacting with peers or not following rules or instructions. Having self-control helps a student make appropriate choices. As self-awareness develops, temptations can be resisted if a student can learn to be in control of their thoughts and actions.

6. SELF-REGULATION:

Self-regulation is the ability to regulate and be in control of emotions, including managing negative emotions. It increases positive social behaviours. If a student can control their emotions in positive ways, they are more likely to have effective social skills which generally broadens their friendship circles. Being able to regulate assists students to not do or say things they may later regret and need to repair. Students who find self-regulation difficult often have poorly developed flexibility skills. A change in routine, a noisy unsettled class or a change in teacher instead of their normal classroom teacher, may contribute to difficulties self-regulating on that particular day. Students still developing the ability to self-regulate may also have difficulty staying focused during learning tasks. As the ability to self-regulate develops, students may have reduced instances where they can't cope with feelings of frustration or anger, leading to increased positive feelings about themselves as learners.

Developing efficient and effective executive function skills not only assists students to develop as learners at school, but in fact prepares them, as graduates of Tatachilla, for future studies, careers and life's journey.

Mrs Ali Thacker
DIRECTOR OF TEACHING AND LEARNING R-12

from the

CAREERS AND VET COORDINATOR

PATHWAYS AT TATACHILLA

Did you know you can study and gain a qualification at the same time? Are you aware that the college supports students interested in a trade pathway through school-based apprenticeships or traineeships? In 2022, one of our Year 12 students won the 'School Based Apprentice of the Year' award for his registered training organisation.

Vocational Education and Training (VET) provides students with the skills and knowledge needed for work. VET courses are industry-based courses that are accredited as a certificate/part certificate in further education. Studying VET as part of SACE enables students to get a head start on a qualification, which is a great way to fast-track their progress towards a rewarding career. Most Certificate II courses count towards Stage 1 SACE credits and Certificate III courses (in most cases) count towards Stage 2 SACE credits. If studying a VET course, students are required to maintain their academic program at the college. Please note that VET courses incur additional costs to parents, with some college subsidies available for certain courses on their successful completion.

YEAR 10

VET pathways are offered to Year 10 students in semester 2. Certificate II and/or III courses available are full fee and online only. Alternatively, students may choose to engage in 'taster' courses, industry immersion opportunities or stackable VET offered by the college or accredited providers. Recommendations will be made by the Careers/VET Coordinator to the SACE Coordinator for approval.

YEAR 11

Students can engage in the 'Flexible Industry Pathways' in-line with the 'VET for Schools Policy'. Students will be required to participate in a 'VET Readiness Orientation (VETRO) Program' which includes upfront assessment, induction and orientation to VET. Further information can be sought from the Careers/VET Coordinator.

Tatachilla also offers a dual Certificate II in Horticulture/ Conservation Ecosystem Management course delivered by Katie Hollis in partnership with GrowSmart in our EcoClassroom Sanctuary and in the wider area. Further information about this is available at www.tatachillacareers.com.au.

YEAR 12

Year 12 students are encouraged to apply only for Certificate III courses as they attract Stage 2 SACE credits. These courses are required to be completed prior to SACE completion deadlines. As such, a meeting needs to occur with the Careers/VET Coordinator, with final approval signed off by the SACE Coordinator.

VET COURSES

There are an array of VET courses available for students to choose from. Students at Tatachilla have previously undertaken VET in the following industries:

- Automotive servicing
- Aviation (scientific studies)
- Business
- Carpentry
- Construction
- Early childhood education and care
- Electro-technology
- Fitness
- Game art: screen and media
- Hairdressing
- Hospitality
- Individual support
- Photography
- Plumbing
- Real estate
- Sport and recreation
- Dance

SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP

Students in Years 10-12 can commence an apprenticeship or traineeship while at school (SBAT), as a contribution to their SACE. A traineeship or apprenticeship is a structured learning program in which a trainee or apprentice undertakes paid employment in a vocation or trade to achieve a recognised qualification. The employer will provide training and work that is relevant to their trade or declared vocation. Training providers deliver the training and issue the relevant qualification.

Our college careers website provides information on pathways: https://www.tatachillacareers.com.au/

Should you have any further questions please contact me at: linda.wright@tatachilla.sa.edu.au

You can also book a time to see me in person via the SEQTA homepage by clicking on 'career counselling.'

Ms Linda Wright
CAREERS AND VET COORDINATOR

from the
COUNSELLING TEAM

THE IMPORTANCE OF SLEEP:
UNLOCKING THE POWER OF REST FOR STUDENT SUCCESS

Sleep is often underestimated in our fast-paced society, where productivity and achievement take centre-stage. However, we must recognise that a good night's sleep is not merely a luxury; it is a vital component of our overall wellbeing, especially for students. Research consistently shows that quality sleep is essential for optimal cognitive functioning, physical health and emotional wellbeing.

For students, sleep plays a critical role in memory consolidation and learning. During sleep, our brains process and organise information gathered throughout the day, leading to improved concentration, problem-solving skills and creativity. A solid night's sleep boosts academic performance, enabling students to retain information more effectively and perform better in exams and class activities.

Furthermore, sleep directly impacts our physical health. It strengthens the immune system, reduces the risk of illness and promotes faster recovery from injuries. Students who prioritise sleep have higher energy levels, are more attentive in class and are better equipped to engage in physical activities, leading to a healthier lifestyle overall.

Sleep also plays a vital role in managing emotions and mental health. Lack of sleep can contribute to mood swings, irritability, anxiety and even depression. By ensuring sufficient sleep, students enhance their emotional resilience, coping mechanisms and overall mental wellbeing.

As educators, parents and students, we must prioritise sleep as an integral part of the learning process. Establishing consistent sleep schedules, creating sleep-friendly environments and minimising electronic device usage before bedtime, are practical steps we can take to promote healthy sleep habits.

Remember, a well-rested mind is a powerful mind. By prioritising sleep, we empower ourselves to reach our full potential academically, physically, and emotionally. So let's embrace the power of sleep and unlock the doors to success!

The Tatachilla Counselling team is available for student and parent support five days a week. We can be contacted by email or directly by phone on 7333 4781.

Sue Chapman sue.chapman@tatachilla.sa.edu.au
Mike Ebert michael.ebert@tatachilla.sa.edu.au

Mrs Sue Chapman and **Mr Mike Ebert**
COLLEGE COUNSELLORS

from the
MUSIC DEPARTMENT

WELCOME MAXINE

New staff member Maxine Lee-Morath joins the music department and brings a high level of expertise and welcoming personality to the role. We are lucky to have her on board. Maxine will be our new classroom music teacher for Years 7 – 12. She will also lead the Year 4 band programme, chapel band, concert bands and ukulele ensemble.

YEAR 7 AND 8 STUDENTS - TUITION

We invite parents to consider instrumental tuition for their child in Years 7 and 8 if they do not already learn an instrument or have recently stopped. We have excellent tutors here at Tatachilla offering instrumental lessons on strings, woodwind, guitar, drums and vocal. Through my conversations with students and parents alike, there are a number of students not continuing with lessons in the Middle School.

The benefits of learning an instrument are far-reaching and we often hear from students that they do not have time or are struggling with school work. Learning an instrument can actually assist with this – more information can be found here: https://biggerbetterbrains.com/about/

ENSEMBLES

A reminder that we have a wide selection of ensembles here at Tatachilla for students to be part of; choirs, rock bands, wind bands, string, ukulele and jazz band. These are a great way to meet and socialise with students from different year groups and give something back to the school community. Come and chat with the music team if you wish to be part of an ensemble or would like to know more. We ask parents to encourage their children in this area. Participation does require regular attendance and learning of music but the benefits are far reaching.

Mr Peter Jewitt
DIRECTOR OF MUSIC

from the
ECO AND FIRST NATIONS TEAM

WELCOME TIM

My name is Tim Leggatt and I am the new Environmental Education Officer in the EcoTeam.

In the past I've worked both as a teacher and in the environmental sector. I am so happy to be combining my passions for education and the environment at Tatachilla. In my personal life I love to see live music, cook delicious food, and play my bass guitar.

I am very excited to join the Tatachilla team and to continue the culture of deep environmental learning.

YELP

On a rainy Tuesday last week our Youth Environmental Leaders Programme (YELP) visited the Old Noarlunga Institute Hall for the 2023 Vales Youth Environment Forum. The day was hosted by Jeremy Gramp, the representative from Green Adelaide. Several other schools from the area also attended, giving the Tatachilla YELP team an opportunity to connect with like-minded students outside of their usual College routine. Jeremy ran several workshops with the YELP students.

In the morning, the forum attendees brainstormed ideas for envisioning a cooler, greener, wilder future, where the Tatachilla team discussed renewable energy sources, electric vehicles, and ways to reduce greenhouse gas emissions. In the middle of the day, the forum took advantage of the break in rain to explore the environment while blindfolded, to expand their sensory understanding of ecosystems beyond sight. Tatachilla students felt bark on trees and smelt the aroma of leaves, used balance to navigate uneven terrain and heard the sounds of the park.

In the afternoon Jeremy led a workshop on the importance of native pollinators focusing on native bees where the YELP team then made native bee habitat using bamboo. As the sun started to set, the forum ended the day with a leisurely walk across the swing bridge into Onkaparinga River National Park.

The Year 6 YELP team had an excellent and rewarding day at the 2023 Vales Youth Environment Forum and we thank Jeremy and the Green Adelaide team for providing this awesome opportunity!

Ms Dani Austin, Ms Katie Hollis, Mr Steed Carter
and **Mr Tim Leggatt**
ECO AND FIRST NATIONS TEAM

from around the
CAMPUS

JAPANESE MOVIE MAKING DAY

On Wednesday 10 May, nine students from Year 10 participated in a Japanese movie making day at St John's Grammar. Students enjoyed participating in a range of Japanese language games as well as connecting with students from a number of other schools. Students were involved in creating a short movie that used Japanese language and highlighted a specific key Japanese item or brand. Examples were Kendama, Tea Set, Japanese umbrella and Pocky. We had a wonderful day out!

Year 10 students involved were **Danielle Botha, Lily Furner, Meg Thomas, Ellie Lawrence, Olivia Cooper, Eve Boucher, Max Wind-Martin, Lily Prance** and **Zachary Smith**.

Mr Peter Ward
JAPANESE TEACHER

GRANDPARENTS AND SPECIAL FRIENDS' DAY

On Friday 9 June our R-6 students are encouraged to bring grandparents or a special friend along to the 2023 Grandparents and Specials Friends' Day. We are delighted to be able to hold this event again and look forward to seeing our students share their learning with their guests.

Families will need to book their visitors in in advance via this booking link: https://events.humanitix.com/grandparents-and-special-friend-s-day

A letter has been emailed to our Junior School families with information regarding the day, which will include classroom visits, a morning tea in the gym, followed by a concert by our Junior School students.

SPORTS NEWS

SSSA ATHLETICS

On Monday 3 May Tatachilla's senior athletics team travelled to the SA Athletics Stadium to compete in the School Sport SA C Grade Championships. The day was filled with outstanding individual performances, along with great sportsmanship. It was very impressive to see so many keen Middle School students who happily filled in the gaps in the senior age groups. Overall, Tatachilla placed 6th in the combined team scores, 6th in the girls and 7th in the boys.

Congratulations to **Nicholas Schroder, Rhett Read** and **Seth Read** who achieved a standard certificate for their events.

- Nicholas Schroder - 110m hurdles: 16.09, long jump: 6.19m
- Rhett Read - 800m: 2mins 14
- Seth Read - high jump: 1.80m

We had a great day out and look forward to competing next year.

OPEN BOYS AFL

After weeks of training, the Open Boys AFL Football team finally got to take to the field in the first round of the knockout football games at Encounter Bay Football Club. Up against two very good opponents; Investigator College and Encounter College, the boys knew that they had to play well. The first game for the day was against Encounter College. After a tight first quarter, Tatachilla took a narrow lead and the second quarter continued to be a hard-fought contest. Having built the motto of 'set the tone' and 'play your role', Tatachilla came out firing after the break to kick five goals to nothing in the third quarter and set up a 79 point win.

Having won the first game of the day, the final game against Investigator College would decide who would progress to the second round of the competition. The team kept the opposition scoreless, going into the main break with a 29 point lead. The boys made a quick start out of the blocks in the third quarter scoring four goals to nothing in an excellent display of selfless football. In the final quarter we saw five goals, followed by some very high-class goal celebrations. The final score reading Tatachilla Lutheran College 13.9.87 to Investigator College 0.0.0.

The Tatachilla team will now need to focus their preparation on the second round of the competition, hoping to continue their fight through the knockout competition.

Coach - Daniel Krieg

YEAR 9/10 GIRLS VOLLEYBALL

On Monday 8 May the Year 9/10 girls volleyball team travelled to Reynella East College to compete against other schools in a volleyball zone competition. The team consisted of **Isabel Cranage, Leina Ebel, Maya Fisher, Rebecca Evans, Carys Inkster, Quinn Garwood, Alyssa Hann** and **Lilly Wiggins**. The students played cohesively as a team and their confidence grew with every game. They won one game, lost three but came extremely close to beating the top team, Reynella East. They showed great sportsmanship and really improved their skills throughout the matches. The girls were also able to expand on their knowledge of the game whilst refereeing matches throughout the day. Thank you to **Tahlia Lozada** (Year 11 AADP) for assisting with umpire mentoring and coaching on the day.

Coach - Bronwyn McLeod

calendar
DATES

Term 2 Week 5

Monday 29 May - Friday 2 June
National Reconcilation Week

Monday 29 May
R-7: Life Ed van
Incursion: Year 7/8 History competition

Tuesday 30 May
Excursion: Year 7/8 girls soccer
Excursion: Year boys 5/6 AFL
Excursion: Year 11/12 girls netball
Excursion: Year 10 Outdoor Ed rock climbing

Wednesday 31 May
R-12 Assembly, 9am
Incursion: Year 5/6 netball
Incursion: Year 9/10 History competition
Year 8 Life Ed seminar

Thursday 1 June
R-12 Casual Day
Excursion: Year 7/8 boys and girls basketball

Friday 2 June
JS Chapel, 9am
Year 7-12 Assembly - Indigenous speaker Scott Darlow

Term 2 Week 6

Monday 5 - Thursday 8 June
JS tree planting

Monday 5 June
Excursion: Year 11 AADP
Excursion: Year 10 Outdoor Ed, rock climbing

Tuesday 6 June
Excursion: Year 7/8 girls netball
Excursion: Year 10-12 girls AFL

Wednesday 7 June
Years 7-12 Chapel, 9am
JS Assembly, 2.35pm
Excursion: Year 2 Star of the Sea Marine Discovery Centre
Music Ensemble Concert, 6pm

Thursday 8 June
Excursion: Year 7-12 cross country

Friday 9 June
JS Grandparents and Special Friends' Day, 9am - 12pm

Term 2 Week 7

Monday 12 June
Public Holiday: King's Birthday

Tuesday 13 June
Year 10 vaccinations
Mid-year Reception intake orientation visit

Wednesday 14 - Friday 16 June
Scholastic book fair

Wednesday 14 June
Year 7-12 Chapel, 9am
JS Assembly, 2.35pm
Excursion: Year 7/8 boys soccer
Excursion: Year 9/10 science and engineering challenge
Incursion: Year 5/6 boys and girls soccer
Japan Tour information night, 5.45pm

Thursday 15 June
Excursion: Montessori Biggest Morning Tea
Excursion: Year 9/10 girls netball
Careers Expo, 3.30pm - 7pm, gym

Friday 16 June
JS Chapel, 9am
Year 7-12 House meeting and BBQ lunch

TERM DATES > **https://www.tatachilla.sa.edu.au/news/term-dates**

COLLEGE CALENDAR > **https://www.tatachilla.sa.edu.au/news/college-calendar**

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TATACHILLA LUTHERAN COLLEGE / CAREERS EXPO

Thursday 15 June 2023

3.30pm - 7.00pm
College gym

Open to students and parents
Years 10 - 12

Year 9s also welcome

Find your future path at the

Tatachilla careers expo

TATACHILLA lutheran college

NATIONAL CAREERS WEEK

CAREERSWEEK.COM.AU
@CAREERSWEEKAU

AN INITIATIVE OF:
cica
career industry council of australia