

# Beyond the Ridge



Leading the  
way in STEM  
education



News from Tatachilla Lutheran College | Issue 1, 2017

**TATACHILLA**  
lutheran college



# Contents

Principal's message	2
New Year 7 STEM Centre in 2018	4
Equipping our students for innovation and change	6
STEM in the early years	10
Introducing Mrs Marylyn Marshall	12
Inspired to lead Tatachilla	14
Life is sweet in Year 4	17
Community connections	18
The most delightful ways of Mia Reschke	22
From Tatachilla to Milan	24
Celebrating the past	25



# Educating for the future

Mr Cain McDonald | Principal

“We can’t solve problems by using the same kind of thinking we used when we created them.”

Albert Einstein

Innovation in education is shaping the direction of future pathways for our students and is enabling new discourse about the skills, outcomes and dispositions that we equip our young people with in school. What we as adults experienced as education is radically being challenged and gaining momentum to a new pedagogy and experience for all learners – students, parents and teachers.

The Commonwealth Government, and many State Governments, are allocating funding into the resurgence of Science, Technology, Engineering and Mathematics, more commonly known as STEM.

It has become the norm that we talk about the jobs our children will have in the future that have not even been created yet and that it will be common place for our future adults to have more than three distinct vocations in their life. Bill Gates reflected that, “innovation is moving at a scarily fast pace.” Is innovation, technology and critical thinking all that scary though?

In this edition of Beyond the Ridge we launch a fresh look and a fresh approach to our biannual publication for current, prospective and past families. Each edition will focus on a specific theme with articles exploring the theme

from a number of perspectives to develop a deep understanding for our readers. However, we still retain many of the old favourite contents, such as our Old Scholar news. In many ways, this could be described as innovation!

The curriculum areas of STEM have always been a part of our curriculum. As you reflect on former teacher, David Salisbury’s article, you will gain a sense of this early development. This leads us into our future where our students as early as Junior School undertake ‘coding’, through to our latest facility development which will include a dedicated STEM learning space in our Middle School.

The Department for Education and Childhood Development rightly defines that STEM allows for the “development of skills in collaborative problem solving, creative thinking and critical analysis.” As our educational environments continue to change and evolve, the skills that are taught and developed in areas such as STEM, not only focus young minds on the curriculum area, but more broadly on the skills needed for an ever-changing world. Our ongoing challenge is to ensure we are relevant for today and tomorrow in a global community in which our young people will explore, live, work and flourish. 🌱

# New Year 7 STEM Centre in 2018

Year 7 learning spaces at Tatchilla Lutheran College will have a significant upgrade when \$1.2million is invested over the next 6 months in preparation for the 2018 academic year.

The construction of a new learning space for an additional Year 7 class to commence from 2018, will also allow for the establishment of a dedicated STEM learning space. The STEM space will consist of a purpose-built workshop facility along with an enclosed technology hub with some of the latest technology to be used in education.

The STEM learning space will combine the curriculum areas of Science, Technology, Engineering and Mathematics to allow for an integrated, theoretical and practical approach to learning for students in Years 7 and 8.

STEM learning spaces are critical to the jobs of the future and addressing the current gap in growth industries globally. The areas of STEM are amongst the fastest growing occupations in the world, and specialist spaces such as these are aimed at engaging and exciting students through deep learning that will allow them to consider future STEM occupational pathways.

The College has a STEM Project Team which is providing a common understanding of STEM from R-12 and the associated skills for the advancement of each student.

This includes exploring models to assist in providing an effective STEM program and to develop a cohesive STEM curriculum to engage students in the application of Science, Technology, Engineering and Mathematics in an innovative design setting.

In late 2016, the Minister for Education and Training, confirmed that the Commonwealth Government would be investing in this new project with a grant of \$500,000. The College will contribute the additional funds to ensure completion of the project by the end of 2017.

Construction commenced in May with students moving into the new facility in January 2018.

Tatchilla Lutheran College is delighted to be able to provide rich and innovative pathways for our young people in the Middle School and into their senior years of schooling. We welcome new enquires now, for students to become a part of our community for Year 7 in 2018. ✨



# Equipping our students for innovation and change

**Mrs Ali Thacker** | Assistant Head of Junior School: Teaching and Learning

**Mrs Michelle Coop** | Assistant Head of Middle & Senior Schools: Teaching and Learning

Science, Technology, Engineering and Mathematics (STEM) is frequently being referred to more and more in education circles and the media. STEM is both an approach to learning and a way of thinking drawn from these four disciplines.

STEM learning requires critical thinking, engagement in relevant learning experiences and perseverance. Students develop a set of skills in order to design, apply and test solutions to real life challenges. STEM plays an important role at all levels of schooling.

Our Junior School is taking a two pronged approach to STEM; STEM play and a STEM integrated approach to learning.

STEM Play is 'under construction' in the Junior school; literally and metaphorically. Our outdoor play area is being further developed to support both nature play and STEM play opportunities. As such, adjacent to the creek play area, an old ruin is being built by Tatachilla Lutheran College Year 10 and 11 Doorways to Construction students who are applying their design and technology skills to this project. When it is completed, junior students will have the opportunity to explore building and creating in this space with additional wood and carpentry tools. We are also investigating additional STEM play resources such as Lego Technics and robotics.

A STEM integrated approach to curriculum occurs when key learning is naturally sourced across a number of

STEM subjects, and other subjects where appropriate, providing the opportunity for students to identify an issue or problem, and design, apply and evaluate their solution to it. Examples of this in the Junior School include a recent Year 4 Recycling unit where students investigated the type and volume of rubbish in the recycling bins, paper bins and compostable bins in their eating area. Students considered ways many of the materials could be reused and subsequently designed a product to reflect this. The three categories for their design criteria were: a purposeful product, a fun product and or an artistic creation. For the product with a purpose, student designs included a bird feeder, a rocket pencil case, tea light holders, and even a suit of armour. In the fun product category, students designed mini tree houses, pin ball games and a table tennis table, while plastic bottle halves replicated stunning lady birds.

In Reception, students access iPad apps such as SCRATCH which allows them to program animated presentations of their thinking and learning. They also designed, built and then tested mini boats to ensure that they would float. >




Recently Year 6 students designed imaginary animals, complete with adaptations required to suit the environmental conditions and needs to survive and thrive in an invented ecosystem.

In the Middle School and Senior School the development of STEM has a strong focus on deepening connections across curriculum areas to facilitate the transfer of knowledge and skills.

In Year 8, students are able to use measurement in Mathematics to design and create containers of different shapes with a specific volume and identify the economic viability of each type of container. In Design and Technology, they have the opportunity to design a light or lamp and can investigate the energy output and efficiency of the light.

In Year 10, students have the capacity to design a simple object using Coordinate Geometry and linear equations, draw the lines on the Autodesk Fusion 360 program and then produce the object using a 3D printer.

Students from Year 8 – 10 also have the opportunity to participate in a robotics activity that incorporates using a 3D printer to make the robot and then assemble, program and control the device with simple commands using digital technology.

STEM is an innovative approach to problem solving that will continue to develop throughout the school. This enables our students to develop the necessary tools to support innovation and problem solving, and experience applying them to real world problems. It is indeed an exciting time to be a student at Tatachilla Lutheran College. 



# STEM in the early years

Mr David Salisbury | Design and Technology Teacher | 1997 - 2015

As the first Design and Technology Teacher at Tatachilla Lutheran College, my story is about the fantastic students I had the pleasure of teaching and the extremely talented Design and Technology Teachers I worked with over a 19-year period.

From a historical perspective I spent my first 19 years of teaching in the State education system and my last 19 years teaching at Tatachilla Lutheran College. When I left the State system it was a huge jump of faith for me to leave the security of the system I knew so well to start teaching in a brand new workshop with no facilities in it other than four walls and a roof.

I was employed by the first Principal of Tatachilla, Mr Richard Bruss, whose strong Christian faith never appeared to waver in his belief that God would help us to grow our small school.

I came to Tatachilla with a firm conviction in the Design Make and Appraise Model for teaching my subject and I was used to working in fully equipped school workshops with machinery in them such as a band saws, drill press, planer jointer and various hand tools. My budget for all operating costs at Tatachilla in the first year was very small. I had \$10,000 to set up the workshop with some hand tools from Concordia College and some portable power tools, 10 workbenches (acquired cheaply from Salesian College which was closing down) and materials for all the classes, which were only Years 8 - 10 at the time. At this stage, Woodwork was the single subject offering.

We weren't a very wealthy school in 1997, but we made up for this in enthusiasm for teaching and being resourceful. At times in that first year I had my reservations on how I could do all I wanted to do with the students on so little. Occasionally I would have chats with Mr Bruss expressing my concerns and he would reassure me that this was God's school and things would happen, and they certainly did! I look back on those early years at Tatachilla with strong affection for the people who made things happen. We got various donations of tools, materials and money to supplement the budget. Personally, I felt at that time God was working in me, helping and guiding me and giving

me the physical strength and energy when setting up the workshop and courses at Tatachilla, and I was totally consumed by the roller coaster ride he had put me on.

The Foundation students were just starting Year 10 in my first year at Tatachilla and they were keen to experience Design & Technology. I taught them about safety and using hand tools in the workshop environment. I was thrilled with their enjoyment at being offered this new opportunity.

Later in that first year of Design & Technology the College was given a donation and we were able to purchase a bandsaw and when it first arrived there was much excitement from some of the students to see how it worked. I remember one student quite clearly in his absolute amazement at what the bandsaw could do. When we finally got it, he retorted, "Does that mean we don't have to cut all our wood by hand anymore?".

I fondly remember when the Foundation students had their last day at school in Year 12 and they rolled one of the neighbouring hay bales down in front of the Technology block doors. I thought it was a bit of harmless fun in what was indicative of the rural environment of Tatachilla.

In 1999, the first year of Year 12 at the school, included a Year 12 Furniture Construction course which has run every year since then. In this year I was joined by another Design & Technology Teacher, Mr Colin Minke. In his early years he taught mainly Wood Technology and Vocational Educational and Training. As the school was expanding we needed more workshop space so that we could increase our subject offerings in Design & Technology so it was decided to build two workshops for Metal Technology/ Small Engines and Electronics. Mr Minke taught in all areas and was responsible for getting Electronics, Small Engines and Pedal Prix courses underway. In Electronics the students built small battery operated circuits and in the Small Engines course students brought in lawn mower engines from home and worked on them. Mr Minke was a high energy teacher with a strong conviction that all students should try their best to succeed and he did his best to encourage all students. Mr Minke took on positions of VET Coordinator, Senior School Coordinator and eventually Principal of Tatachilla Lutheran College, but

despite all the extra responsibilities, he continued to keep his hand in teaching by taking a Year 11 Wood Technology class each year.

Mr Paul Lambert started at Tatachilla in 2002 and has taught in all areas of Design & Technology. He has a passion for Digital Photography and has been responsible for its introduction at the Senior School level as a very popular SACE subject. His Year 12 students put on an excellent display of photography work at the completion of each academic year.

In 2003 Mr Jim Brown commenced at the College and has taught in all areas of Design & Technology. He has been responsible for expanding on the Electronics courses and the introduction of Digital Technologies such as the use of 3D printers and CNC machinery. Mr Brown is also a highly talented teacher of Computer Aided Design, taking courses through to Year 12, with excellent student results.

Mr Greg Hettner started teaching at Tatachilla in 2005. The Metals Technology subject was still in its infancy at that time and he was responsible for refining and extending it to Year 12. He also became responsible for running the Small Engines course and Pedal Prix, a time-consuming but worthwhile community activity. Mr Hettner is highly skilled and excellent at teaching practical skills.

In 2005 Mr Mark Mosel started at Tatachilla in the position of Technical Assistant and his job has been one of keeping all the workshops up and running. He does this task with admirable dedication and skill, making the teaching environment conducive to optimum learning. He is also recognised as someone students can see and trust to help them if the teacher in their class is busy. Mark is very much appreciated by the teachers.

The extensive expansion of Design & Technology over the years at Tatachilla has been possible because of the demand from large numbers of students who value the "Design, Make and Appraise" skills which are relevant to their needs in the semi-rural environment around McLaren Vale:

- design skills, including computer-aided research and design programs

- manufacturing skills with hand tools, conventional machinery and computer-aided machinery
- the skill of critical evaluation of their products.

Students graduating from our courses have successfully followed pathways in trades, viticulture, and various tertiary studies. They have expressed their appreciation for the life skills learned in their Design & Technology courses for application to home maintenance, leisure activities and hobbies as well as to their main career choices.

Design & Technology has also provided students with the sheer enjoyment and challenge of being involved in the design process and being able to realise their creative expectations as part of the making process.

In more recent years, due to increased demand, Year 7 students have been engaged in Design & Technology workshop activities, which is a departure from the conventional paper and string technology that is sometimes offered in primary schools. It has been satisfying to see the enthusiasm of these younger students working safely in the workshop.

On reflection, it was an option in 1997 on such a small budget to employ the cheaper paper and string technology as a cost saving measure, but I firmly believed that this took away a lot of the inherent motivational aspects of making useful products in a workshop environment. Design & Technology at Tatachilla is an elective subject after Year 8 and has continued to be very popular, justifying the choices and direction taken all those years ago.

I would like to thank the Design & Technology staff for their extensive contribution to the teaching and learning of students at Tatachilla. I would also like to thank the College Council, Student Service Officers and other benefactors who have contributed to the subject in so many ways. I would also like to thank the students of Tatachilla. You are what makes the College such a nice place.

It has been my privilege to have been able to come along for the ride that has been Tatachilla Lutheran College. I wish Mr McDonald all the best in guiding the College into the future. 🌟



A portrait of Mrs Marylyn Marshall, a woman with blonde hair, smiling. She is wearing a patterned top and a name tag that says 'Marylyn Marshall'. The background is a blurred outdoor setting with greenery.

# Introducing Mrs Marylyn Marshall

**Mrs Marylyn Marshall** | Head of Senior School

## You are originally from the UK, what brought you to Adelaide?

I first visited Adelaide in 1991 when I came to travel around Australia for a period of three months. My sister had come to live here three years before and, since she is my only sibling and I missed her terribly, it was a great opportunity to reunite. While I have travelled in and around Europe and other parts of the world, I acknowledged then that there is something unique and special about the expanse and landscapes of Australia; its breath-taking beauty and diversity remained with me after this first visit. Since my sister had settled in Adelaide, I used the area as a base and grew to love it.

I came back to visit a few times since then. However, when my father passed away the longing to be close to family emerged again. My husband loved the climate – very different to the UK! We all loved the lifestyle and believed it would be a great place to raise a young family. So, we migrated and have lived in Adelaide ever since.

## What inspired you towards a career in education?

After studying an Honours degree in English Language and Literature, I worked as a civil servant for the Department of National Heritage. It was an amazing job since I worked with published authors. That being said – it was a job where I dealt with paper work most of all as opposed to working with people. I have always loved to learn and was particularly interested in the way we learn when I had my first child. The desire to change career and becoming a mum for the first time was the catalyst that drew me to teaching in a subject area that remains a great passion of mine. When I reflect upon the predictable paper work of a civil servant, it offers a stark contrast to the dynamism of working with young people in their senior years of education. I love the vibrancy of teaching and the privilege of shaping young peoples' thinking and skills.

## Describe the path that led to you being Head of Senior School at Tatchilla?

It's an interesting and varied one! I have worked in a number of schools in the UK and in South Australia – from state to private, co-educational to single gender, 7-12 to R-12 - and I have loved the experience gained in all of them.

My interests in teaching have meant that I have learned and developed skills in many areas. I have led literacy teaching and training development, taught English, Drama and Media Studies, held pastoral and curriculum leadership roles and have managed an Inclusive Education faculty – one of the steepest learning curves and most fulfilling jobs I have ever done.

I had been looking for a new challenge in teaching and was fortunate enough to know a little about the area and community since I had built a home here a few years ago. Being in this position is a privilege since it enables me to utilise all areas of my experience while challenging me at the same time. I was looking for a special community to which I wanted to belong. I believe I have found just that at Tatchilla.

## What do you love the most about working in education?

Nothing stays the same! The vocation of teaching is one of continuous improvement. Of course the very best thing about education is the students. It is a joy and privilege to teach young people in a subject area that you love. Watching students develop as people and learners as they progress through their education is amazing.

## How does your role contribute to our students being their best?

Every teacher's role should be focused on enabling students to achieve their personal best and to encourage excellence in the development of student attributes and skills both within and beyond the classroom. This role provides me with the opportunity to work collaboratively with staff, students and families to consider this fundamental purpose from a holistic perspective. High standards and expectations combined with explicit quality teaching, respect and an appropriate level of challenge are a powerful combination to enable young people to become the very best they can be. I believe that is the essence of this job description!

## What are you most looking forward to at Tatchilla?

I am looking forward to becoming a fully-fledged member of the community. The staff community has been amazing in welcoming me. When I first arrived, I was particularly struck by just how special this group of people are. I feel blessed to work in such a caring community. I am looking forward to the growth in professional relationships and in the development of friendships.

I am most looking forward to working with students and families to develop the experience of senior education at the College. It is an exciting prospect to be able to work with young adults and their parents and caregivers to provide the best combination of challenge and support. I am looking forward to seeing our graduates shaping the world as adult citizens. 茶



# Inspired to lead Tatachilla

Meet Tatachilla's 2017 College Captains, **Jessica Elton** and **Branden Bonnard**.



What motivated you to nominate for the position of College Captain?

**JE:** I've always been passionate about shaping our school into a better place – not just for my benefit – but also for the benefit of future students, however I never considered myself competent enough for the position of College Captain. I was stuck in the mindset that a leader had to be perfect and had to have a vast amount of experience, of which I didn't possess. It wasn't until a few close friends, who recognised and believed in my leadership potential, encouraged me to apply that I started to change my view on leadership and realised that I could potentially contribute to the school community. The support of my friends gave me confidence in my abilities and the foresight to realise how I could use these abilities to benefit our school community.

**BB:** I believe what motivated me to nominate for the position of College Captain is my passion for speaking both to and for those around me, and leading others to their goals. I think this passion came from my three years spent in the Australian Air Force Cadets, where I earned the position of Cadet Corporal, a Leadership position which requires great discipline and the ability to communicate effectively and concisely in stressful situations.

Is there anything that you have done previously that has helped prepare you for your role?

**JE:** Previously, I hadn't been involved in much of the 'typical' school based leadership, such as the SRC, however I have been involved in many team activities, such as debating, in which I feel developed my leadership skills, particularly public speaking. I also think that being the eldest child in my family has provided me with the experience to work well with younger students and leaders. Overall, I think that everyday situations – like being the first one to speak to a new student, or putting that piece of rubbish in the bin, can sometimes be the best preparation for senior leadership, because it's not just about the big things that everyone notices, but also the small actions that contribute to a bigger cause.

**BB:** My time spent in the Air Force Cadets has definitely been great preparation for my role as College Captain.

What qualities do you think a school leader needs to have?

**JE:** I think that a school leader should be passionate and enthusiastic about contributing to and making a difference in their school, because this is what I believe drives a leader to accomplish their goals. I also think that it is important to be humble, and acknowledge that the focus is not on you and your success, but the whole leadership team benefitting the school. Another quality that I believe is significant in leadership is perspective – as this allows you to focus not only on the big things, but also on the small actions that contribute to a bigger cause. I believe that often a leader must be the catalyst – the person who is willing to start the chain reaction that encourages others to join in, and perspective is a quality that allows a leader to do just that.

**BB:** Leadership is a challenging position, and requires a broad range of personal qualities to lead effectively, but I personally think that some of the most important qualities are integrity, humility, the ability to listen as well as speak up, and the readiness to take on any challenge.

What are you most looking forward to in your roles?

**JE:** I'm most looking forward to seeing our leadership team's ideas turn into actions within our school, and to see the benefit that other students have as a result of our ideas. I think this is one of the most rewarding experiences in leadership as we are able to see first-hand the positive influences that our team is implementing.

**BB:** What I look forward to the most this year is leaving our mark on the school, and bringing forward the concerns and questions of the student body.

What do you think you might find challenging?

**JE:** One of the most challenging aspects of leadership would have to be time management, as Year 12 is such a busy year and there are so many competing demands. What I've found to be beneficial in overcoming this is using my phone calendar to remind me of upcoming assignments or other pressing responsibilities, as this means I don't have to keep a running track of everything in my head.

**BB:** I think one of the biggest challenges I will face this year is managing my work load along side my leadership role, not only to maintain a steady work flow but also to keep a strong grip on leadership. >



“As our world grows in population, so does the need for great leaders who will guide us through the challenges we will inevitably face.”



# Life is sweet in Year 4

Mrs Eunice Sweet | Year 4 Teacher

Although you have both been in your roles for only a short time, has it been how you expected, and what have you enjoyed the most?

**JE:** Coming into my role as College Captain, I was uncertain of what the year would hold, due to the competing demands of Year 12. However, I have found leadership to be one of the most rewarding experiences, and I feel like our team has already achieved so much. So far, I have most enjoyed coming up with new ideas for our school and seeing them being put into action.

**BB:** Coming into senior leadership at Tatachilla, I wasn't quite sure what to expect with Year 12 and other challenges approaching. However it has been excellent so far, and I'm very proud of what the leadership team has already achieved. What I've enjoyed the most would have to be planning events and coming up with ideas for the school with the team, and then seeing those plans fulfilled in our community and the students enjoying them.

What would be your advice to other students considering nominating for a leadership role in the future?

**JE:** My advice would be to have confidence in yourself and your abilities, because you never know how far these could take you inside or outside of school. It's important to realise that everyone has their strengths and weaknesses, and to be a leader you don't have to be perfect or good at everything. I also think it's important to remember what motivated you to apply initially, as this is what drives you as a leader and what will allow you to inspire change.

**BB:** My advice for any student looking to nominate for a leadership role in the future, not only in the College but in their lives outside of school, would be to try and push past any fears you might have when stepping into the position. Failure is not a bad thing, without it there is no change and we are not able to grow. As our world grows in population, so does the need for great leaders who will guide us through the challenges we will inevitably face. 🌱

What sparked your interest in a career in education?

As a child I was quite fascinated with how my teachers dressed and their mannerism. I have lots of memories of me role playing 'teaching' with teddies and dolls. As I got into my teens, I had the opportunity to 'do real teaching' while leading small groups of children during holiday camps. I found the experience of establishing relationships with each of my group members, leading them through various activities with success and watching them develop confidence throughout the camp a really fulfilling experience. By the time I had to decide how I would like to contribute back to the world via a profession, teaching was the obvious choice for me. I have since often wondered what other career I might like to try out, and so far, have not been able to think of any!

What do you enjoy most about your role as a Year 4 teacher?

Developing a better understanding of how my students tick, watching them become more intentional as learners, and developing a greater awareness that they are active citizens of the world.

I also love the way my students inspire me daily with their unique perspectives of life, their eagerness to learn, their courage to try and their graciousness towards each other.

Why do you enjoy teaching in the Junior School?

It is special how students in the Junior School are so full of life and unjaded. To them, anything is possible. What a privilege and responsibility to be in the position to learn with them and play a part in preparing them for life.

Who, or what, inspires you?

Students inspire me with their resilience and the way they view life with optimism.

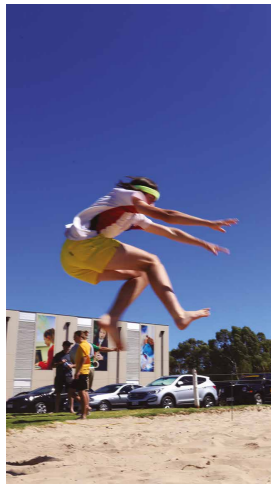
The people I work with, with their insights and ideas.

Life – quite often when I am out and about on the weekend or on holidays, I discover things that I would like to share with my class, either out of human interest or because it connects with something we have learnt, or are going to learn.

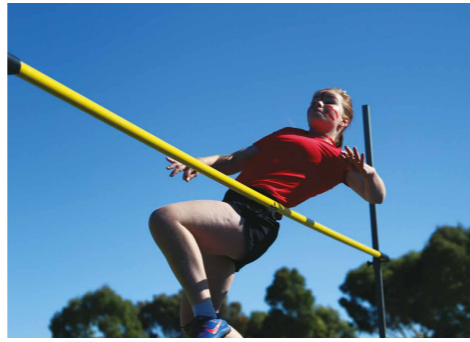
Pinterest!

What do you enjoy doing beyond work?

I love curling up on the couch to read, catching up with friends and family, listening to live jazz, watching ABC murder mysteries, people watching and going for long walks - among other things! 🌱



# Sports Day

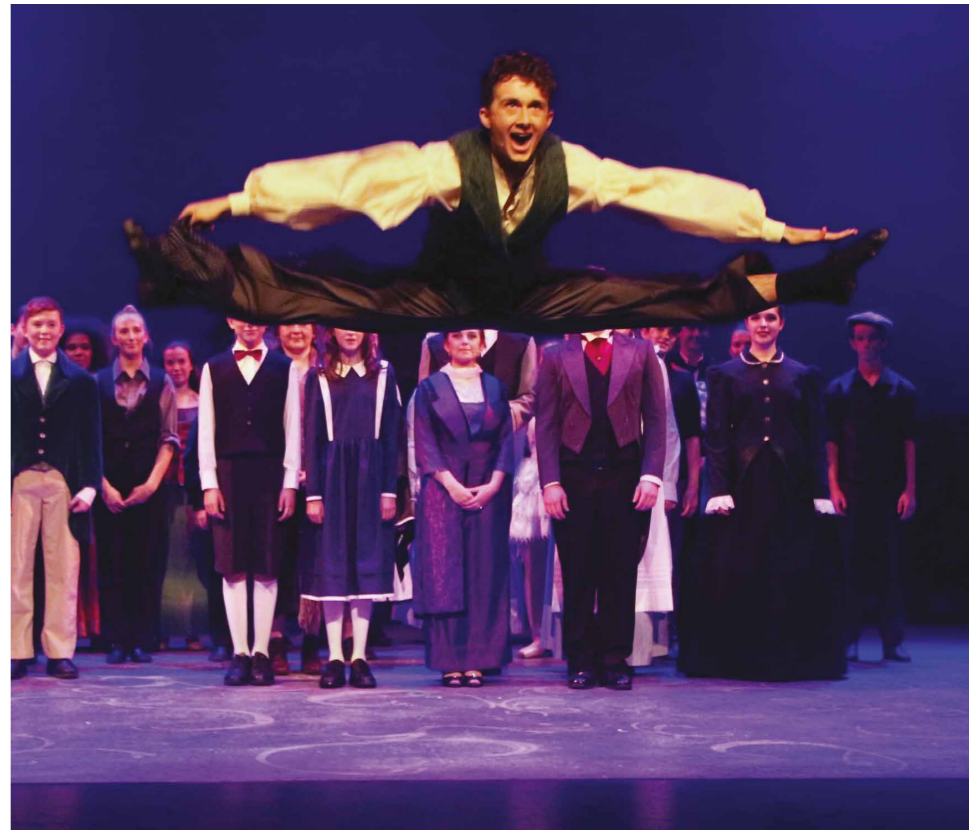


# Twilight Food Affair





# Mary Poppins





# The most delightful ways of Mia Reschke

For the Autumn Issue of Fleurieu Living Magazine they asked 2015 Tatachilla Lutheran College graduate, **Annabel Bowles**, to interview and write a story about a talented fellow student. Annabel is currently studying Journalism at Uni SA.

Photograph by **Angela Lisman**.

Meet Mia Reschke, a 17-year-old artistic powerhouse from Tatachilla Lutheran College. An actor, singer, songwriter and composer all-in-one, she's the Fleurieu's very own Julie Andrews. I was mesmerised by her performances in musicals at Tatachilla's chapels and when I was asked to write about a talented student, Mia immediately came to mind. She has recently landed the lead role in the College's upcoming musical *Mary Poppins*, which will be held at the Hopgood Theatre in May.

Mia spent her first few years living around the corner from the iconic Thebarton Theatre and was raised in an environment that fostered her creative expression. Music filled the household and I'm told that Mia could sing before she could talk and always loved dressing up in trinkets and costumes. It wouldn't surprise me if she arrived in the world twirling and crooning a ballad.

Mia's parents Peter and Jo Reschke, regularly took Mia and her older brother Oliver to live theatre shows and concerts. Since her family moved to McLaren Flat eleven years ago, Mia's talents have been further nurtured and developed.

Mia is a diverse performer, who adopts different identities for her two main creative endeavours; theatre performance and folk music. Mia Reschke the theatre performer is vibrant, bold and exciting and has been seen by thousands. Mia Carmen is an acoustic singer/songwriter, who is soft, mellow, tranquil and yet to be discovered.

Mia's first stage appearance was in a McLaren Vale Primary School musical. Later, talent school Onkaparinga Sing Stars set her on the path to being cast in the lead role of Annie in Tatachilla's *Annie Get Your Gun* musical in 2015. Her stellar performances captivated the audience and scored her solo gigs at that year's Harvest Festival and Almond Blossom Festival.

As I jot down these accomplishments, as well as a string of other performances and musical groups Mia has been a part of, she humbly states that without her teachers she wouldn't be the performer she is today. She says Tatachilla provides her with fantastic opportunities to pursue her love of the arts and therefore is 'the perfect school' for her. Mia has an immense year ahead of her. She is studying Year

12 Music, Drama, English and Art and is also taking part in the Adelaide Cabaret Festival's 'Class of Cabaret'. The semester long program will be her professional debut.

When the curtain's drawn and the show's over, Mia relaxes by writing, singing and recording music. All of her own music is produced in her bedroom, offering a genuine and authentic insight into her soulful personality. Mia writes purely as a form of expression, without an audience in mind, granting herself the freedom to create authentically and wholly.

Mia focuses on melancholic melodies and strong ballads. She finds inspiration in Angus and Julia Stone, Nick Murphy (aka. Chet Faker) and Matt Corby. Her song 'Sunday Calls', released shortly before Matt Corby's 'Monday', shares an uncanny resemblance, not only in name but in tune and its 'a cappella' style. Mia jokes: 'He stole my song'.

Although Mia rarely promotes her music, all of her songs, including her album 'Along Side You,' can be found on the audio platform SoundCloud. Treat yourself and listen to it on a balmy evening.

Creativity and flair clearly run through Mia's blood. Her father Peter Reschke is the Head Chef at d'Arry's Verandah Restaurant in McLaren Vale. Her ability to connect with people likely comes from her mother Jo Reschke, who is d'Arry's maître d'. Both parents are extremely proud and supportive of Mia and have set the standard of a strong work ethic.

Mia's list of creative interests doesn't end at singing and performing. In her limited spare time she loves baking, painting, crocheting and making a variety of handcrafts from earrings to dog collars to Christmas wreaths. She particularly loves anything vintage, and is rarely adorned in something that hasn't been found in an op shop.

The self-confessed 'artsy wannabe,' surpasses a level of 'artsy' that many of us can only dream of. At just the beginning of her senior high school year, she has a maturity and confidence well beyond her age. She is Mia Reschke and you'll want to keep an eye out for her on Broadway one day. 崇



# From Tatachilla to Milan

2015 Old Scholar, **Poppy Fitzpatrick**, writes about classmate, **Annabel Bowles**, and her journalism success since graduating from Tatachilla.

Annabel Bowles was the quiet achiever of Tatachilla's Class of 2015; humbly studious and effortlessly intelligent. We all knew she was smart, we all knew she worked hard, but many didn't realise just how much passion and drive was hidden behind her glowing results. Now, nineteen months on from her Tatachilla graduation, Annabel has found her niche and is absolutely flourishing in her pursuits.

Annabel is almost half way through her second year of a Bachelor of Journalism and Professional Writing, Bachelor of Arts (International Relations) double degree at the University of South Australia. Unsurprisingly, much like in her high schooling, Annabel's results are gleaming with high scores. Her first-year results got her an invitation to the Golden Key International Honour Society, a membership offered to students who scored in the top fifteen per cent of their university. One would think these kinds of scores would be the outcome of a quiet homebody who does nothing but study, but with Annabel it is quite the contrary. Somehow, in between producing outstanding academic work, Annabel has also managed to score herself an internship at a local magazine (or as some may look at it, the magazine scored themselves an amazing intern).

In her relatively short time interning at Fleurieu Living Magazine, Annabel has managed to have multiple pieces of writing published in the Autumn edition – something not many second-year students can boast. Most notable is Annabel's article written on current Year 12 Tatachilla student, Mia Reschke, who she framed as 'McLaren Vale's

own Julie Andrews'. The article is not only an incredibly complimentary profile on Mia's talents, but also a testament to Annabel's gift for the written word. Annabel is incredibly thankful for the opportunities she continues to receive at Fleurieu Living Magazine, but I wonder if her modesty allows her to realise how thankful they must be for her artistic and intelligent input.

In her own time, Annabel also writes poetry and freelance pieces, two of which have been featured in the University of South Australia's student magazine: Verse Mag. Annabel has managed to have her work published in the last two editions.

And if this weren't enough, Annabel is set to embark on a bold journey to Milan, Italy, to begin her second semester of study in August this year. These pursuits epitomise the motivated, inspired and well-rounded person that Annabel is and continues to become.

Alongside her academic endeavours, Annabel has many other interests. She's a lover of dogs, strong lattes, op shops and good music. When she isn't working at Alexandrina Cheese Company, Annabel spends her time exploring the Fleurieu and its stunning coastline, or with her head buried in a book. She lives on a Mount Compass farm with her tennis-and-football-mad family and two kelpies.

You might find her one day thriving amongst environmental or music journalism. But either way, Annabel is an Old Scholar to keep a close eye on; this girl is going places. 茶

# Celebrating the past

## Births

**Lena Brinkworth** (Reichman 2005) celebrated the birth of Jemima Lena Brinkworth on 3 April 2017.

**Casey Standfield** (2010) and partner Luke Pugh welcomed their second child, Callum Mark Pugh, on 23 December 2016.

## Deaths

**Mr Keith Eckert** – College Council Member (1995-2000), College Council Chair (1997-2000) and foundation parent of Debbie Eckert (1999) passed away on 3 April 2017. As per Keith's request, the celebration service of his life was held in the College's Multi-Purpose Facility on 11 April 2017. We give thanks for Keith's service to the College and our prayers are with the Eckert family at this time.

## Engagements

**Bonnie Ryan** (2009) engaged to Ty Hartwig 16 March 2017.

## Marriages

**Lauren Comas** (2006) married Tyson Morris on 8 April 2017 at Sisters Beach in Tasmania.

**Elyse Cossuta** (2006) married **Payman Mohammadian** (2006) on 17 December 2016.

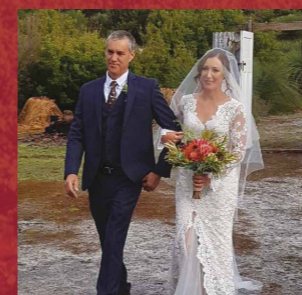
**Sarah Gentel** (2006) married **Mark Curtis** (2001) on 28 October 2016 in Las Vegas.

**Ashleigh O'Donohue** (2007) married Steven Webster on 18 March 2017.

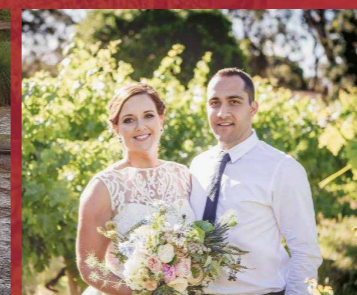
## Happenings

**Ellie Giffen** (2009) has just been accepted as a South Australian Finalist for Miss Universe Australia 2017. Throughout the process, Ellie, who is currently studying Social Work at Flinders University, will be raising funds for Ronald McDonald House, an organisation that provide accommodation for remote families who have children requiring treatment at metropolitan hospitals.

**Maddie Thiele** (2013) has been selected as one of the top three finalists in the HECS Aquatic - Day in the Life of Riley Elliott Contest.



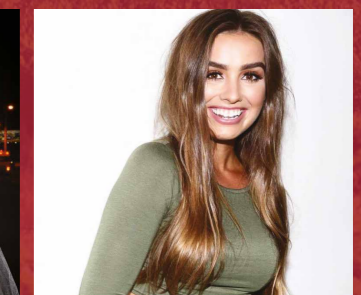
Lauren Comas (2006)



Elyse Cossuta (2006) & Payman Mohammadian (2006)



Sarah Gentel (2006) & Mark Curtis (2001)



Ellie Giffen (2009)



211 tatachilla road  
po box 175 mclaren vale 5171 south australia  
| p 08 8323 9588 | f 08 8323 9788  
| e [tlc@tatachilla.sa.edu.au](mailto:tlc@tatachilla.sa.edu.au)

ABN 44 094 272

[tatachilla.sa.edu.au](http://tatachilla.sa.edu.au)