

# Beyond the Ridge







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Throughout the College over recent months, there have been multiple occasions where students have recited the words, "In the way of Jesus, to lead is to serve". These words form part of our annual leadership rituals, but importantly the words are also spoken as part of our commissioning of our young people as they undertake service learning experiences such as Cambodia, Northern Territory and Shepparton.

Students come to know and learn through their appointment to leadership positions in our community that service is integral to leadership and that their own self-worth is enriched by the free-will giving of themselves to other people.

*"Service is faith active in love. Service involves the selfless giving and loving of others, making a difference in their lives by responding to their needs, and acting without expecting recognition or reward. A Lutheran school challenges students to grow in their understanding that service is not only a personal response to God's love but a broader response as part of one's humanity for the sake of justice for all. Therefore students in a Lutheran school learn about serving and learn through serving. This concept is known as service learning." (LEA Service Learning in Lutheran schools, 2018).*

Service learning is a core part of our Lutheran community and calls us into action through love, time and the sharing of our gifts. Our own College focus articulates that "Service Learning transforms ourselves and the world".

Service learning is transformational for those we serve and ourselves. When we engage the heart, hands and mind we offer learners the opportunity to experience acts of service, reflect on their actions and see the outcome of their service. Our global, national and local service learning projects encourage our learners to walk alongside the stranger and become a guest in their world.

In this edition of Beyond the Ridge, we seek to share the stories of some of the various service learning activities that occur in our community. These occur with people and places such as internationally with Krus Village in Cambodia; nationally in Ampilatwatja in the Northern Territory and locally with the Natural Resources Management Board here in Adelaide.

Service learning grows the heart and mind, and allows us all to understand the interconnected role we play as a global citizen. Our responsibility is to encourage, nurture and foster this in all learners so that our world benefits from the common bonds of unity and a culture of service is embodied in the heart of each young person. ✝



# To lead is to serve

Mr Cain McDonald | Principal





Words of affirmation is one of the five love languages. It seems like an easy option to take, to say something nice to someone, pay a compliment or remembering to say thank you. In comparison with the other four love languages – quality time, receiving gifts, acts of service and physical touch – a few well-chosen words take a lot less time, effort and organising. Although quickly spoken, words of affirmation meet the need to feel appreciated and can resonate within someone for a lifetime. It's even better when the words are written down, so they can be saved and savoured.

This year, students in the Junior School have made words of affirmation an act of service to members of the College staff that have uplifted the recipients and made the students involved feel good as well.

The first iteration were letters of encouragement. Many staff members received a personalised, hand written letter, containing words of praise and thoughtfully chosen Bible verses. In mine was written, "Thank you for being Head of the JS. You are a nice teacher and may the Lord always be with you." The letters were distributed anonymously across the College and signed off by the Kindness Kids.

Later in the year, on World Kindness Day, the same students distributed novelty magnets with a note attached advocating, 'Make kindness the norm'.

Later in the year, Jars of Joy appeared in staff pigeon holes. The small plastic Jars of Joy were colourfully decorated, contained a chocolate, some funny jokes and riddles, and a friendly note of appreciation. I still have mine on my office table, but the chocolate went pretty quickly. A poem contained in one read:

*Love is kind  
Love is clean  
Love is like a washing machine  
Love isn't late  
It's not up to date  
Joy's not only for boys  
It's for everyone.*

At Tatachilla Lutheran College we believe that service transforms ourselves and the world. Certainly, these small, quirky acts of kindness changed my world and continue to uplift my spirits; and for the anonymous benefactors, I hope their world was changed too. 崇

# Words of kindness change our world





# When the hand, heart and head start moving together

Ms Sarah Hoff-Zweck | Head of Middle School

It is a real joy to see the hands, hearts and heads of our young people in the Middle School move together to make change in their world in a richness of project-based inquiry into learning. When this happens a transformation inside the learner begins, that takes them to a deeper place of meaning and purpose.

The act of service learning creates moments of transcendence for our young people, where they learn about stories of how human beings encounter and overcome adversity, solve problems that will help sustain our environment and wildlife for the future and become global and national ambassadors for social justice.

## Year 7 - Bring Back the Bandicoots STEM Project

In the final week of Term 2 it was a real delight to see Year 7 students sharing with their parents, teachers and members of the Natural Resource Management Board, their proposals to create a new sanctuary within the EcoClassroom for bandicoots. These proposals were a culmination of student learning and investigations through Mathematics, Science, Technology and Ecology, with the real hope in being able to bring bandicoots back to the area.

I was walking through the newly designed exhibition area in the Library in Term 3 and saw two Junior School students looking at the Year 7 STEM Project display and I overheard their conversation. Here are some of their questions and comments they were asking each other:

- Do you know what a bandicoot looks like?
- Have you seen one around your house?
- I can see how they look like a big rat and people could get confused.
- I wonder how much space they would need in the EcoClassroom?

- What kinds of food do they eat? Would we need to provide food for them each day?
- My cousin did this project in Year 7 this year. I hope we get to do this when we are in Year 7.

What a rich learning conversation to witness that reveals the heart of service learning. We are also excited to announce that our Year 7 student environmentalists are working with a wildlife emergency centre in our local area to monitor habitats to study and observe bandicoot sightings. This group of students also presented our final proposal for the new sanctuary to the Natural Resource Management Board in the last week of Term 3.

## Year 8 – Upcycling goods in service to others

In Term 4 as part of the Year 8 Christian Studies program, the concept of 'What Good is the Church?' is explored. Through guided inquiry and real-life investigations students come to understand the role of the Church and the people who are the Church. Students come to discern what the Church and a spiritual community can do and is doing in local, national and global communities.

Students heard from people who are serving in the Lutheran Aid Agency, Australian Lutheran World Service, and connected with local Church communities' mission outreach programs. In making a real connection to these communities, each home class connected with a different local 'Op Shop' where they are recycling and upcycling an item that will be sold in the shop.

Just in time for Christmas, we know our students will make a difference to these Church communities' outreach programs in providing more stock for families who might not be able to afford presents for their children. Our young people come to understand through this service learning experience that money is not needed to make change in the world; it is movement of the heart, hand and mind together.

## Year 9 – Service Learning Festival

Our Year 9s heard the stories of students and staff who have served in our Service Projects in the Northern Territory, Cambodia and Shepparton communities. They became a part of the transformation for these communities by creating stalls that raised money for the needs in these communities. Each lunchtime in Week 9 in Term 3, there was a sea of people coming together in purpose, love and service to others.

Thank you for supporting our Year 9s through the Service Festival which raised \$5,000 for our Service Partnerships. It is our hope that our Year 9s were deeply moved by this service learning experience and that they respond to the call to become a part of the service trips as they transition into the Senior School in 2019.

Our hope for all of our young people in the Middle School is that they find a spark in their learning that is enlightened and keeps shining brighter and beyond the assessment due date. Learning does not stop once a task is completed. The challenge for us as educators and parents is to assist our young people to reflect, think and inquire deeply into their learning; where they are transformed to be the change they want to see in the world. 卐







# Responding to the needs of others

Mrs Marylyn Marshall | Head of Senior School

There is something profoundly enriching in providing a service to others. And the beauty of the action – whether it be small or grand is that it benefits the giver just as much as the receiver. Far from being an act of charity, it is an opportunity for humans to connect through seeing a need and responding to it with respectful action.

This need for community connection is inherent in all of us. In the Senior School we believe in the transformation that occurs through local, national and global opportunities to serve, to reflect and to experience the outcomes of actions. Our students are keen to be involved and take part with an enthusiasm that is wonderful to see.

This year we have provided a number of opportunities for students to serve in their own community. The introduction of House Breakfast on a morning before school

commences has been received well by students and staff alike. It has been a great opportunity for us to connect with one another and for students to serve their House and fellow students while also raising funds for charity. There have also been impromptu opportunities where students have given of their time for the benefit of our community. Jay Van Dam was recognised this year for her generous gift of time and skills in the creation of the mural now in situ in the Middle School.

This year, Mr Gary Fenna embarked upon a mammoth bike ride he named The Everest Climb in order to support a fellow staff member's son within our community. Upon hearing of this, Reece Vidler joined the event and supported Mr Fenna in the 24 hour event by riding alongside him to keep him safe and to encourage him to finish what he had set out to do.

Some of our significant organised opportunities for service within Australia include the Northern Territory Service Trip and the Shepparton Service Trip – the latter providing an alternative to schoolies for Year 12 students. Internationally, the Cambodia Service Trip – offered to Year 11 students – is a significant undertaking for students who work for the most part of the year in organising fund raising to take with them to distribute when in Cambodia.

At Valedictory Service this year we also acknowledged those students who contribute to our community and the wider community. It is with great pride that I belong to the Tatachilla Lutheran College community and the privilege of being involved in the learning that occurs for us all in the simple act of serving. ✝







At the end of Term 3, 13 students and three staff members from Tatachilla ventured to Cambodia for a truly life changing two weeks of service learning.

Whilst we were there we visited a number of places and NGOs to learn about the country, their history and how to help them become a self-sustaining country for the future.

The three places that we spent our time were Phnom Pehn, Kampong Chnang (where we travelled out to Krus Village each day) and Siem Reap.

In Phnom Pehn we spent most of our time immersing ourselves in the culture and learning from the local NGOs who are making a difference in the community. Some of the main NGOs we visited were Friends Café, Bloom (which takes sex slaves and teaches them skills in cake decorating), Children in Families (whose mission is to combat the orphan crisis and place children in families rather than an orphanage), Transform Cambodia (a school where we helped teach conversational English in classes) and Just Tees (an NGO taking boys out of the slums, giving them a job and paying for an education). All of these NGOs taught us as a group so much about the importance of education, how to help, and most importantly that the key goal for support workers, foreign aid and NGOs should be to empower Cambodians.

Over the four day stay in Krus Village, we undertook lots of hard work and formed many relationships. Some of the projects that we completed included fixing 3kms of road by hand, helping the local villages with their mushroom farming and funding the materials to build a classroom. The community feeling in Krus Village was amazing and we all formed indescribable and beautiful connections that will be remembered for a life time. Prior to arriving we raised over \$2,000 for this village and so being able to visit this place, put in some hard work and meet the people has made donating the money so much more impactful and meaningful to us as individuals.

We learnt a lot as a group over our two week stay in Cambodia, learning about their rich history with the genocide, the ways to help the country, speaking with NGOs, donating money and helping in the villages. All of these things have shaped us as human beings and although each of us experienced a culture shock, we are all different and more educated human beings because of what we experienced. 𣎐

# Transforming lives in Cambodia

Emily Dunbar & Jacinta Trebilcock | Year 11 Students







# NORTHERN TERRITORY

**Commenced:** July 2013

**Purpose:** The Lutheran Church of Australia (LCA) has a living, vital relationship with Indigenous culture that goes back over a hundred years. Today the LCA, through the Finke River Mission (FRM), exercises a very special relationship with Indigenous communities in the Northern Territory. Through this special relationship with FRM, Lutheran schools have established connections with remote Indigenous communities for the purpose of service learning and intercultural development.

The following outcomes are sought through this partnership:

- facilitating an understanding of our mission heritage and ongoing opportunities to share the faith
- promoting global cultural and citizenship awareness
- building connections across communities including church, parents, staff, students, service organisations
- identifying practical and sustainable projects in consultation with FRM and Indigenous communities.

**Actions:** Originally the service was heavily focused around doing practical acts of service, both for the FRM facilities and the bush churches and spaces in the communities. However, this was always intended to be a means to develop relationships with people in the community. These days, while there are still practical acts of service done, there is a greater focus on connecting with people. This is done through all kinds of activities, from sport, to craft/painting, worship, learning about culture, and of course the ministry of presence. ✝

## The history of Tatachilla's Service Projects

Ms Sarah Hoff-Zweck | Head of Middle School





## CAMBODIA

**Commenced:** September 2015

**Purpose:** To move our young people beyond a mono cultural world view to reach out to our brothers and sisters in our world, in particular Cambodia. Through the Lutheran Church Australia (LCA) International Mission a partnership with Krux Village and the Lutheran Church community and pastors was formed.

**Actions:** The service element historically occurred through our connection with Krux Village. Students volunteer at Transform, an organisation that educates and cares for young children, but our Lutheran links are the key to our immersion and also our service.

Education and rebuilding communities is critical to this project. The needs that we serve change with every trip as we respond to the needs of the community. Sometimes this has been providing transport through fundraising for a motorbike, to building homes, to teaching English, etc. We help through hands on work, helping to sustain the community with relevant skills they need development in and educating our students about the history of the people and the need for world awareness. ✝

## SHEPPARTON

**Commenced:** November 2012

**Purpose:** Through the Lutheran Church Australia (LCA) International Mission a partnership with Shepparton Lutheran Church formed, due to the large African population at the local Lutheran Church and in the community.

The idea of a Schoolies Alternative came from our Youth Worker at the time continually volunteering with Green Team at the Schoolies Festival and being sick of it being the only option for students to celebrate their end of schooling. A vision was formed of a positive alternative.

The College attends because we want our students to celebrate by putting all their skills and knowledge learnt over their schooling into practice by serving others in the wider community.

**Actions:** This trip focuses on relationship building with the Shepparton community. There is a lot of time spent playing soccer, games, swimming, socialising and getting to know people's stories and journeys of how they came to Australia. There are also practical service projects carried out for the Church community or others within the wider Shepparton community that provide assistance for longer term projects. ✝





# A lifelong love of reading

Mrs Tracey Grice | Years 3-6 Teacher/Librarian

## What does your role at the College involve?

I am the teacher librarian for Years 3-6. My role involves working with students in each of these classes twice a week – once in the library, and once in the classroom. This gives me the opportunity to know the students really well, especially as readers. I work closely with the Assistant Head of Junior School: Teaching and Learning and collaborate with classroom teachers to develop, implement and evaluate the reading curriculum. In my role I assist teaching staff in their efforts to create and promote a lifelong love of literature. I adore working with the students and providing experiences that encourage reading through literature promotion, and teaching strategies and habits so that students build a fulfilling reading life.

## What do you love most about seeing students read?

*"For students of every ability and background, it's the simple, miraculous act of reading a good book that turns them into readers; because even for the least experienced, most reluctant reader, it's the one good book that changes everything. The job of adults who care about reading is to move heaven and earth to put that book into a child's hands".* Nancie Atwell, Reading in the Middle, 2007

This quote sits front and centre of my desk, an ever-present reminder of the importance of helping children find that book. The one that changes everything. They are powerful words from an expert researcher that resonate profoundly with me. The most satisfying part of my job is when a student confesses to me that they aren't a reader or don't like reading, and then they find 'that' book that turns them into a reader. Whether they are reading fiction or non-fiction, I live vicariously through the students as I watch them carve out their own paths as readers – it truly is miraculous. I love the literary chit-chats I have with students in the yard especially when they share their latest read or recommend books to me. I love observing the sneaky readers... the students who find unscheduled moments in their day to read... at lunch, walking from room to room, under their desk while the teacher is teaching – it really demonstrates the pivotal role reading plays in their lives.

## How did you become passionate about reading?

The reason I am so passionate about reading is that I remember 'that' book that turned me from a dormant, apathetic reader to a prolific reader – Anne of Green

Gables. As a child, I was one of those students who only read when it was essential – when a grade depended on it. I never escaped into the wonder that reading offers, and I never really caught the reading bug. I now lament the many wasted reading years that went by and wish that someone had taken me under their literary wing; moving heaven and earth to help me find that book. Hence I am passionate about helping all students find books that turn them into readers or enrich their lives as readers.

## What is Reader's Workshop?

In Reader's Workshop students are doing the 'work' of readers. They learn the habits of lifelong reading as well as strategies to help them decode, comprehend and think deeply about the texts they read. Reader's Workshop is a scheduled time each day where students participate in a mini-lesson – where the teacher models a reading strategy and then students have a large block of time to apply this strategy to their own reading. During independent reading time, students have conferences with the teacher. This is an opportunity for students to share with the teacher the work they have been doing as a reader, and for the teacher and student to set ongoing reading goals. Students also participate in small strategy instruction groups which are tailored to support reading development. Students also meet with their reading partners to discuss their current books or reading projects.

Reader's Workshop is important because it lays the foundation for students to become powerful readers, who read for real reasons. Just like adult readers, students are given choice about the kinds of books they want to read. In this process, students learn a lot about their preferences as readers and begin to build a reading identity. Reader's Workshop prepares students to be life-long, confident and independent readers.

## How do you advocate for reading beyond just your role at the College?

Connections with professional associations are essential to my development as a practitioner. I have been fortunate to be invited to speak at conferences – both local and national to share the work we have been doing in reading at Tatachilla. This work has also been published in several national literacy journals. I also have my own reading podcast called 'Writers Read' where I interview children's book authors about their life as a reader. I share these chats with students, so that they can learn about the reading habits of adult proficient readers so that in turn, it helps them to build their own reading lives. 茶





When did you first start playing AFL and what was it that drove the sport to be such a great passion of yours?

I started playing football when I was 11 years old in an all-boys team at Old Noarlunga Football Club. I was first exposed to the sport when my brother started playing in Under 8s which then lead me to want to play as well.

What club/s do you play for and Tatachilla teams are you involved in?

At club level I play for Christies Beach in the Under 18 Girls team and I also play for South Adelaide Football Club in the Girls Under 17s and the Women's League team. I am involved with a number of sport teams at Tatachilla, the main ones being open football and soccer.

Tell us about the success of Tatachilla's Open Girls AFL team this year?

To be honest going into the first round as a team we didn't have any expectations, as previous years we haven't done that well. We ended up beating both Reynella and Cardijn quite comfortably, which then led us into the next round feeling a lot more confident leading us to another win.

After beating Victor Harbor High School, we were then told we were going up against Sacred Heart, who have been the overall knockout competition champions for the last few years. We didn't let this stop us as we went into the opening quarter firing, which led us to a couple goals advantage. Sacred Heart's late comeback proved to be not enough as we came out on top.

Heading into the change rooms, knowing that we had made the grand final which was being played on Adelaide Oval, made us girls all very pumped and ready to go.

How did it feel to play on Adelaide Oval for the grand final match and to win against Mercedes College?

Playing on Adelaide Oval was very surreal for me and was very hard for me to actually take in. I am very grateful for the experience as I was given the opportunity to play on it before for state, but due to an ongoing injury I was unable to take part.

How did it feel to receive the Overall Best on Ground Medal?

I am forever grateful to have received the Overall Best on Ground Medal but I believe every one of the girls played their best on grand final day and so many of them earned it.

What has been the highlight of your footy journey so far?

There are so many to choose from but probably the biggest highlight of my footy journey so far would be that this season my Christies Beach Football team won the grand final against Morphettville. It meant a lot to me and the girls as the previous year we had lost the grand final within a goal to Morphettville, so we were out for vengeance this time around.

What are your aspirations beyond Tatachilla?

My aspirations beyond Tatachilla would be to aim for becoming an AFLW player but it is going to take a lot of hard work and commitment to get there. 🌟

# Dominating the Women's League

Teah Charlton | Year 11







# If it fields good, Do it

For their latest issue, Fleurieu Living Magazine asked Tatachilla Lutheran College senior students to write an editorial for consideration in FLM. This event feature was written by Year 12 student, **Aysha England**.

'It's pretty crazy,' says Benjamin Hewett in an attempt to describe the contribution and support that he and his team have received from the dynamic Fleurieu Peninsula community for the Field Good Festival.

The event has been a long-held dream of Benjamin's, and with the combined energies and talents of his partners in the project – Sam Lavers and Gerry Bain – it's sure to be a great success.

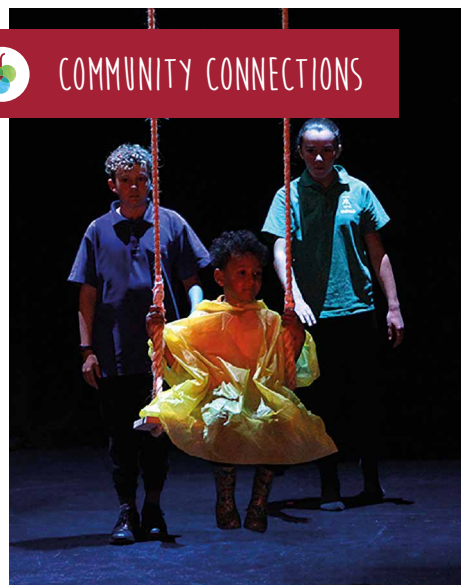
Benjamin Hewett is founder of Yeo Haus, an uptrend surf brand located in Port Elliot. Sam Lavers is the lead singer of local band Zen Panda. Both are part of a new generation of creativity in the Fleurieu Peninsula. Add to the mix their mutual friend Gerry Bain from local record label Swirl Records and you have a one-of-its-kind festival on the Fleurieu Peninsula.

The fruit of their labour, Field Good, is a two-day, one-night music, arts and camping event taking place on October 27 and 28.

The focus of the festival is on showcasing local brands and talent, with the boys agreeing they would rather bring people in who are their friends, rather than 'big names' just to draw a crowd. 'It's definitely a platform that lots of people have been chipping in (for), says Sam. 'There's lots of people down south here who are doing some pretty creative roles.' says Sam. Alongside established local artists of various genres such as STORK, Druid Fluids and Lucy Zola, the boys also hope to 'dig up' talent and deliver a real taste of what the Fleurieu Peninsula has to offer.

The organisers are particularly enthusiastic about the opportunity to host this event close to home, with the festival being held at Alma's Hems Amphitheatre – a private property owned by their friend Kylie Kain – just east of Inman Valley. They've also lined up a number of sponsors including Coopers Brewery and Alpha Box & Dice. And it's likely to be just the beginning for the boys, who hope the Field Good Festival will become an annual feature. Look out for tickets on their Facebook and Instagram pages. @fieldgoodfest 🍷





# Right as

Junior School Musical







# Challenge 4 Charity



## Celebrating the past

### Births

**Tyson Pratt** (2008) and **Lauren Pratt** (Clarke 2010) both Tatachilla graduates, got married in November 2016 and now have a beautiful one year old daughter Alayna born on 24 September 2017.

### Happenings

**Saskia Gerhardy** (2013) is running for a position in council for the City of Onkaparinga.

**Adrian Potter** (2012) came 5th in the City to Bay 12km run with an overall time of 35:18. He was the fastest South Australian runner.

### Engagements

**Brittany Buck** (2009) got engaged to Tom Dunning on 14 June 2018 and will get married in September 2020 at the Adelaide Botanical Gardens.

Congratulations **Sophie Murray** (2009) Chairperson of the Netball SA Reconciliation Action Plan (RAP) Advisory Group, who spoke at the 2018 Inclusion and Diversity in Sport Conference. Sophie who holds a Bachelor of Sport and Recreation and is close to completing a Masters of Aboriginal Studies, is passionate about increasing opportunities for Indigenous sports people.

### Marriages

**Lisa Kitto** (2007) married Daniel Kreig on 2 June 2018 at Ekhidna Winery, McLaren Vale.

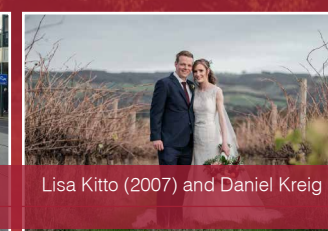
Netball SA has commended the work that Sophie has done in the space of Reconciliation and values her opinion, advice and actions. Sophie has also delivered cultural safety training to Netball SA staff and has been involved in championing netball for Indigenous participants in a recent independent consultation process of Indigenous funding programs with the Office of Sport and Recreation.



Tyson Pratt (2008) and Lauren Pratt (Clarke 2010) with daughter Alayna



Adrian Potter (2012)



Lisa Kitto (2007) and Daniel Kreig



Abi Dowie (Addis 2013) and Elliot Dowie



Sophie Murray (2009)



Brittany Buck (2009) and Tom Dunning





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