

# Beyond the Ridge



A child in a red sweater is looking at a tablet displaying a satellite view of Earth. The tablet is in a red protective case. To the right of the tablet is a small satellite model. In the bottom right corner, a large rocket is shown launching from the Earth's surface. The background is a dark space with a large view of the Earth from space.

# Contents

Principal's message	2
Fresh horizons in the Junior School	4
Design, innovate and create in the Middle years	7
The changing nature of play	10
Tatachilla's resident artist	13
Double Blue's delight	14
The rich story of Tatachilla	16
Called to serve young people	19
Community connections	20
Staff farewells	24
Celebrating the past	25


# Seek fresh horizons

Mr Cain McDonald | Principal


Tatachilla Lutheran College has a rich and proud history, even before the time of our school being born on this site. In the mid 1800s local indigenous people moved through this region, connecting with local Lutheran missionaries who learnt the Kurna language and culture.




Through the brave exploration of the worlds of learning, we challenge the learner to 'Seek Fresh Horizons' for their fulfilment and their future. Each grape is represented in the following way:

 Wellbeing – is taught, built and embedded in our community

Tatachilla Lutheran College is a safe, supportive and respectful environment for all members of the community in which to learn and work. We teach, build and embed the elements of physical, academic, social, spiritual and emotional wellbeing in the curriculum, through targeted programmes, and in events throughout the school year, to enable us to learn and do our best.

 Service Learning – transforms ourselves and the world

Service Learning is transformational for those we serve and ourselves. When we engage the heart, hand and mind we offer our 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.

 Teaching and Learning - is personalised, innovative and challenging

Teaching and learning is the primary purpose of the College. Each learner is acknowledged and known as an individual with their story, achievements and challenges. We deliver personalised learning that focuses on progress, achievement and participation. Our quality curriculum is comprised of core elements that are planned, taught and assessed in an innovative and developmentally appropriate way.

In the future you will see and hear more about how we all Seek Fresh Horizons – in partnership together as students, parents, staff and the wider community to collaborate on transformation focused on delivering the best outcomes for each individual student as they journey through Tatachilla Lutheran College.

In the 1900s our site was home to the largest winery in the southern hemisphere, while in the late 20th century the Lutheran Church established the 'Tatachilla Camp'.

Wonderful visionaries developed plans for our school in the early 1990s, with the College opening its doors in 1995. Significant change, development, growth and transformation have taken place over the last 22 years. Globally, educational pedagogy is changing and as a staff we have been challenged in our educational thinking through experiences such as the documentary, 'Most Likely to Succeed', the development of our Learning Principles and the Australian Conference of Lutheran Education at the end of Term 2 this year.

Drawing together these various threads, demand that we, just as any school should, ask ourselves and reconsider the question, "What is our core focus for the future?"

Articulating the answer to this question has given rise to a new identity, a renewed focus and a clear direction for the coming years of our College. This focus complements our Mission and Vision Statements, and importantly our Learning Principles, ensuring that we are in a constant state of continuous improvement.

Seek Fresh Horizons depicts three grapes that embody the key elements of our learning community for the future: Service Learning, Wellbeing and Teaching & Learning. Each colour of the grape represents the region in which we are located, while at the same time depicting growth and regeneration. The distinct colours signify three of our local natural attributes; ochre for the earth, green for the vineyards and blue for the coastline. In the very centre, is our 'Tatachilla red' which exemplifies the learner. The stalk representing the different pathways that a learner can take on their journey at, and beyond, the College.



# Fresh horizons in the Junior School

Mr John Dow | Head of Junior School



The call to Seek Fresh Horizons is being heard around the College. It is a call, not just to students, but to all members of the community, College staff, families and friends. Our students seek fresh horizons through the challenge to explore the learning opportunities College life presents. Our staff are being renewed and reenergised through ongoing professional collaboration, and our families and friends are invited to join us in this journey.

In the Junior School, one of the most visible signs that this call has been heard is the introduction of an additional Reception class next year. With the growing demand for places in the Junior School, we realised we needed to consider how we could respond to this. Not only would we be providing up to 25 additional places for families to experience a Christian education, but the Junior School campus would need to be redeveloped to accommodate the additional class, providing a dynamic environment for the quality teaching and learning that takes place every day.

The first step in this process is the renovation of the Reception Learning Centre, where three distinct types of learning spaces will be created; new classrooms, with interconnecting doors to allow closer collaboration between students and teachers; an internal 'learning common' for small groups to gather and share their learning; and covered external areas with direct access from each classroom, significantly extending the existing building at both ends.

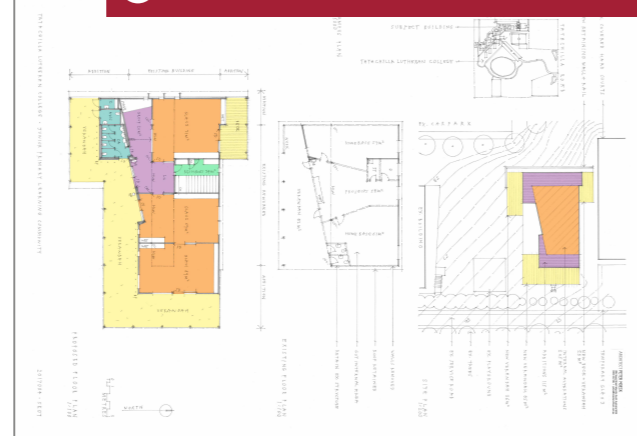
The changes to the Reception Learning Centre are not solely driven by the need to house another class of lively children. A design that allowed teachers and students to collaborate was a priority. Teachers collaborate, not only as they plan the curriculum, but also as it is delivered in the classroom. We believe that children construct their understanding, and that learning spaces should be flexible enough to accommodate hands-on activities, as well as

handwriting or the use of digital devices. There will also be abundant access to natural light and fresh air in each classroom, making them pleasant places to be in. The College has a unique setting, and with this in mind, the new classrooms will, as much as possible, have a view of our beautiful grounds and easy access to the outdoors.

In order to respond to the challenge of Seek Fresh Horizons, the Junior School community is acting courageously, going outside of our comfort zone and devoting our energy and resources to create this fresh horizon for our community. 崇

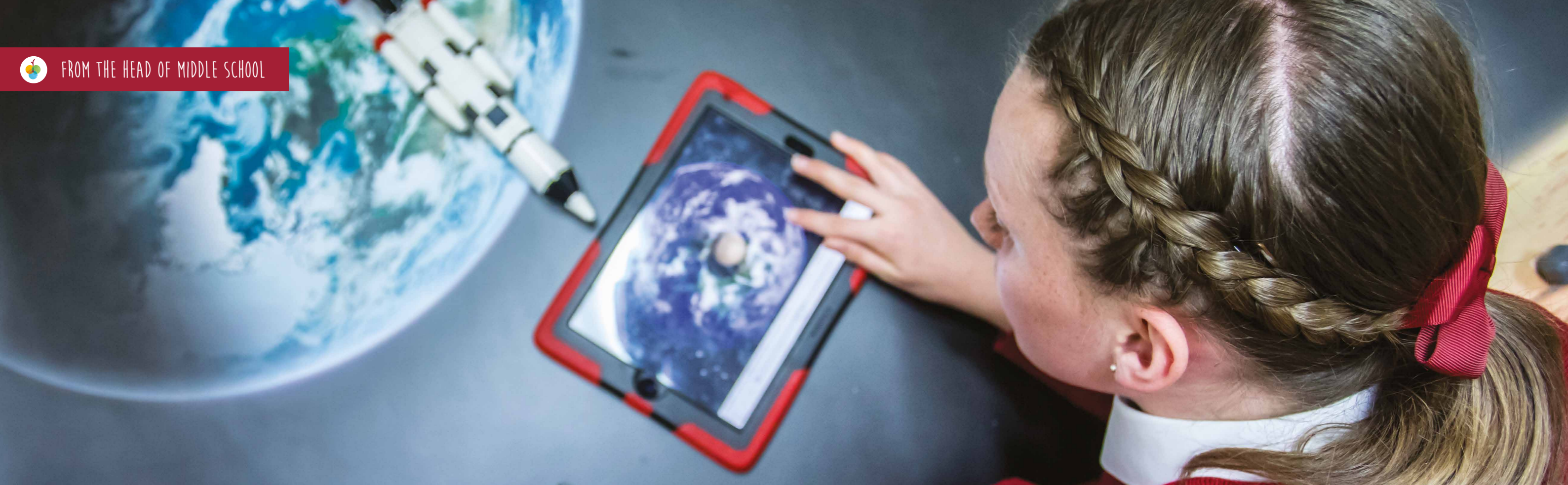


New Reception Learning Centre opening in 2018



# Design, innovate and create in the Middle years

Ms Sarah Hoff-Zweck | Head of Middle School



century learning, in growing the skills that our young people will need to successfully navigate their way into their chosen future career pathway and the challenges that they will face in life.

The new Middle School STEM facility will provide rich learning opportunities that will open our young peoples' minds to design, innovate and create utilising new digital and design technologies. Our staff have been engaged in professional learning, collaborative planning and learning walks in other independent schools to start re-designing learning experiences for our Year 7s in 2018.

### If I was guest visiting the Middle School STEM area what would I see students doing?

Students will work in a variety of contexts; including whole class and small group instructional time and project based learning that creates meaningful connections for students in their learning. Students will have the opportunity to learn in flexible furniture arrangements in learning spaces from tables and chairs to booths, stools and cushions which can be moved to outdoor areas to collaborate with other classes in learning. Flexible furniture has been chosen so the most suitable environment can be created for a particular learning task.

Each season of the year brings changes and the time I love the most is towards the end of winter when some spring days sneak in by surprise. In these moments there is an unexpected warmth and sunshine that changes our perspective and feelings of the last few winter months. Although it is not quite spring yet it gives us hope that the warmer weather is on the way and we are ready for change.

Learning communities are like this too. There is always a change of season on the horizon. Some changes take us by surprise, but other changes can be planned for. In the Middle School at Tatchilla we are committed to reflecting on educational research nationally and globally in 21st

### How would students be using digital technologies and equipment to design, innovate and create?

Through cross curricular and interdisciplinary learning, students will be able to use technologies to design, print their design using the 3D laser printer and program the sensor using skills developed through Digital Technologies. The tool could then be used to measure, record and analyse results, thus incorporating skills developed through the Science and Mathematics curriculum.

### Will there be any new ICT equipment?

LCD televisions that have the capacity for airplay, surround sound speaker systems and a wireless lapel microphone for teachers, will be installed in all Year 7 learning spaces. Students will have their own laptop through the BYOD Program which will assist with their organisation of learning to and from school each day in this transitional time in their lives.

### How might what they do in the new building differ to what they're able to do now?

Students will be exposed to new digital and design technologies and the design, make and appraise process, which they can apply to learning in other subject areas.

Teachers will collaboratively plan learning experiences around a concept that enables students to apply their learning in rich and deeper ways. Students will be involved in sharing their learning through exhibitions where parents, staff and students are able to view their projects and be a part of the feedback and assessment process.

We thank our community for the support in the 'buy a brick' fundraising campaign for the new Middle School STEM facility. Each brick becomes a part of the change in season as we seek fresh horizons in learning to assist our young people to innovate and create.

We thank our parents for continuing to choose Tatchilla as place of learning, growing and serving for your son and daughter in the Middle School and we invite members of our local community to come and experience the warmth of hope in the change of seasons in seeking fresh horizons at Tatchilla. 茶





# The changing nature of play

Fleurieu Living Magazine story by **Nina Keath** | Photography by **Deb Saunders**

I am standing in one of Tatachilla Lutheran College's newest 'classrooms.' The space is light filled and airy, the temperature perfect and the setting designed to accommodate the varied needs of the Junior School students.

Those with learning difficulties and anxiety seem to do particularly well here. The subjects covered include all the STEM foundations (Science, Technology, Engineering and Maths) as well as softer skills like collaboration and lateral thinking. Only one year since inception, the new classroom is having a demonstrably positive effect on learning outcomes and student behaviour, which is not bad for a space that cost the school barely a dollar.

I'm talking about the winter creek at the far edge of the school grounds, nestled under a cluster of shady trees perfect for climbing. Previously considered an occupational health and safety hazard and out of bounds, a change in thinking and culture saw the abandoned space opened up and embraced to become what is now a prized and hugely popular learning space.

Head of the Junior School, John Dow explains, 'We opened this up in the middle of last year because of the need to connect children with nature and for them to be independent, self-directed and collaborative in their play.' John continues, 'To me, this is the heart of the school. When the children are down here, it's like they have a bubble of imagination around them and I'm careful not to interrupt their play and pop it.'

Nature Play and STEM Play are the latest buzz words in education due to the mounting evidence about their importance for healthy emotional and intellectual development. However, the changing nature of modern life has limited the capacity of an increasing number of children to engage in such play. John is a passionate advocate but does concede that, 'Nature Play and Stem Play are now a "thing"'. It used to just be called play!' As simple and obvious as the idea of play for children may seem, a prevailing risk management culture in schools has resulted in many losing or restricting the slightly wild spaces that would offer their students such valuable self-directed learning outcomes.

As part of the school's shift back to a nature-based play approach, Tatachilla Senior School students studying for a TAFE certificate in construction built the younger students a 'ruin' and a 'mud kitchen,' which have become hives of industrious activity during play time. Mud parmigiana and mud muffins were the most popular items on the menu the week that I visited! The school has also provided an impressive pile of sticks and small logs – building materials for an ever growing shanty town amongst the pine trees, with structures of increasing complexity as they move through the primary school years.



# Tatachilla's resident artist

Ms Skye McVicar | Visual Arts Teacher



Not content with sticks alone, the children have shown great entrepreneurship by mining limestone from the creek and engaging in complex marketing and bartering arrangements to trade sticks for stones... so far without any broken bones!

This focussed and intensive play has provided opportunities for developing skills such as teamwork, problem solving, strategy and compromise; also informal maths involving counting, estimation and measurement. Building also brings in the design and engineering skills required to assess balance, strength and load bearing capacity. John smiles, 'We're talking about six year olds. So, it's maths, physics and engineering at a really early stage.' But the evidence shows that this early play-based work is vitally important for later development and the children love it.

The introduction of sticks, stones and mud into the children's play was not without some initial nervousness on the part of the school but those fears have been allayed after seeing how well the children are able to follow rules and work as a group. John says, 'I strongly believe in the capacity of children to direct their learning and to be self-determined in leadership and in having a voice. Our view of the child really impacts the way that we treat them and the opportunities we give them. If you see them as being capable, you'll give them more opportunities.'

Sometimes these opportunities do need to be managed though. On my tour of the creek, we come across a child-built dam that has employed such effective engineering techniques that the dam has filled, overflowed and flooded

into the neighbouring property. John laughs ruefully, 'There's a bit of STEM happening there whether we like it or not! We might have to have a chat with them about the consequences of their design and technology decisions!'

This brings John to a central tenet of his teaching philosophy, which is that learning should always be undertaken with a higher purpose in mind. He says, 'Learning is not for its own sake. We want our students to ask, "I've learnt this so what can I do with it and how can I serve society with the knowledge that I have gathered?"'

In this spirit, the school has embraced the growing body of research around the importance of nature play and connection to the environment to inform a master planning process that is currently underway. The goal is that as new buildings and school initiatives arise, and old buildings are renovated, they will be optimised to be more responsive to the environment. First up will be a new Reception Learning Centre designed to accommodate an expansion from two Reception classes to three, scheduled to open in 2018. John explains, 'The new centre will be oriented to capture all the lovely northern light and views. It will have wide doors opening onto the environment and sheltered outdoor spaces. So, if a child needs a bit of a break from the classroom you can open the doors and supervise them outside.' He continues, 'and you know, isn't that what we love? The alfresco lifestyle! Children can work and learn at a desk but they can also do it sitting outside in the sunshine.' Or, it would seem, sitting half way up a tree or on a muddy bank by a winter creek. 🌿

**What made you choose teaching as a career and how long have you been teaching?**

When my kids started kindy I realised that going back to work in theatre full time wasn't really going to be possible in Adelaide as there wasn't enough work and I didn't have the contacts that I had in Sydney. Therefore, I wanted to look at a career where I could still talk about art every day and interact with others who are interested in this area. I have been teaching for four years.

**What is the best part of being a teacher?**

When I see my students doing well in their own work and they accomplish more than they thought they could. I love celebrating their work by displaying it somewhere around the College. I also love it when a student takes me by surprise and asks something or makes a comment that I hadn't even thought about myself. It makes the lesson and learning fun and spontaneous.

**Describe your most memorable teaching moment.**

When a Year 12 student from last year gave me a card at the end of the year saying that Art class was always a happy place for her – a place where she felt like she was allowed to be herself and was encouraged. I didn't even realise that this student was particularly keen on the subject, my teaching style or my lessons as she didn't talk about her personal feelings during the time she was in my class. So teaching has a unique and powerful impact for the student and teacher when both are engaged on achieving excellence.

It brought a tear to my eyes when I read it and at the time I thought what I am doing for the passionate students in my classes is more important and valuable in the long run than if I had a successful exhibition of my own.

**What do you enjoy doing beyond work?**

Painting, painting, painting! Also, I love walking in nature and being around the greenness of the natural world and reading spiritual books.

**Tell us about the Archibald Prize Competition and the inspiration behind the piece that you entered?**

The Archibald Prize is the most famous portrait competition in Australia, where artists must paint a portrait of someone in Australia, preferentially of some man or woman distinguished in art, letters, science or politics. My painting is a portrait of Peter Combe; the Australian children's entertainer and musician who has been working as a singer/song writer since the 1980s. In the painting Peter Combe is portrayed as "The Fool", playing to the royalty of the court, who are in fact children. This painting is commenting on the fact that Peter plays the fool when he performs, however he has had a huge impact on the joy and laughter experienced by children all over Australia, positively influencing generations.

**What is a passion, skill or interest that people would not know about you?**

I did circus training for a while and specialised in trapeze and stilt walking!

To view Skye's online portfolio visit [www.skyemcvicar.com](http://www.skyemcvicar.com) 🌿





# Double Blue's delight

Mr Tom Harms | Middle School Teacher | Ruby House Coordinator

## What sparked your interest in a career in education?

I come from a long line of family who were involved in the Lutheran school system and I actually had no interest in a career in education when I was in Year 10 and 11 at school. My interest probably began when I started some football and cricket coaching while I was completing Year 12. I really began to appreciate the chance to work with young people and help them improve in areas that were important to them! I then delved into a university degree in Education/Human Movement and never looked back.

## Why did you choose to teach Science in the Middle School years?

Science is a subject that is directly relevant to all of our lives! I love watching students explore things that surprise or shock them, mostly things that they take for granted or experience everyday. As a teacher, the fact that you can combine things that interest you as an educator and interest the kids, it becomes a learning experience that all parties can be involved and grow in. I find that being passionate and curious as a teacher can often rub off on the students in your classroom, so I love to explore the interesting things that makes our world the place it is.

## From a teacher's perspective, why are STEM subjects important for our future learners?

A few reasons - definitely the ability to be creative, to use a combination of skills and to implement plans are all important things for our future learners. The beautiful thing about STEM is that you can complete it almost anywhere and with any resources. The skills that students develop are transferable and real, they are going to have to be creative, they will have to show resilience and learn to fail and STEM based subjects, or the idea of STEM in classrooms, allows those to develop. You also get to uncork this amazing creativity from students that hopefully inspires them.


## What do you enjoy most in your role as a Year 7 Home Class Teacher?

The students. I love having a group of 28 young people that I can have fun with, chat to and find out about their lives. I am with these students for 7 hours a day, so being invested in their lives is a huge privilege. I get to see them develop so much throughout the year, but also throughout the rest of their schooling. Once they come through my Home Class I tend to follow with interest as they move throughout the school!

## Tell us about your passion for footy and your journey towards winning the 2016 & 2017 SANFL Grand Final with Sturt.

I was lucky to grow up with a pretty talented family of sportsmen so being involved with football was always going to happen! I was lucky enough to be asked to play for Sturt as a 14 year old, way back in 2004 and have been at the club ever since. I suppose my journey is similar to a lot of young people. I played a whole lot of football for Sturt throughout their Junior ranks and made my debut in the Senior Team in 2011. I have been lucky enough to be involved in a club that has some amazing people in administration, some brilliant players and terrific fans. The club culture that has been set by the players and coaches over the last 4-5 years has resulted in us being a successful football club in both 2016 and 2017. When you play in Premierships you just feel so lucky to be involved and thankful for the players and coaches around you. I am incredibly proud to be involved in those years and feel like a whole lot of hard work has paid off.

## Who, or what, inspires you?

Definitely my family, my parents and younger brother are big inspirations. I am so proud of all of them for what they have achieved and continue to do. I also am inspired by my partner Renee and my little boy Harry, both of whom went through some pretty traumatic times when Harry was born and to see them both flourishing and living such amazing lives makes me proud to be around them and inspires me to be a little better. 



# The rich story of Tatachilla

Mr Cain McDonald | Principal

“So then, anyone who hears these words of mine and obeys them is like a wise man who built his house on rock. The rain poured down, the rivers overflowed, and the wind blew hard against that house. But it did not fall because it was built on rock. But anyone who hears these words of mine and does not obey them is like a foolish man who built his house on sand. The rain poured down, the rivers overflowed, the wind blew against that house and it fell. And what a terrible fall that was!”

(Matthew 7:24-27)

When I lived in North-East Victoria, I had the joy (some may not consider so) of building a brand-new house on a one and a quarter acre lot of land in the Kiewa Valley. I could easily describe what the house was like, because my wife and I planned it to the finest details such as the light switches, door handles and the paperbark colour of the downpipes! I could also tell you it was on relatively flat, cleared land. But I couldn't easily recall or describe the soil type that the house was built on. There was some clay, but who knows how deep it went? I assumed the builder would let me know if there was an issue with the foundation.

For our house here in Adelaide we live on the side of a hill, again in a lush valley with kangaroos passing by. As the sea winds come bellowing through the valley, I am a bit more conscious now of what our house is built on, considering some nights it feels like we might just blow off the side of the hill!

It is often like this in our lives. Often, we can describe the shape, form and colour of something. Perhaps we can even describe the emotion and feeling that goes along with that. But can we with such detail also describe the foundation that our house, or school or even our self is founded upon?

The words from Matthew's Gospel reminds us that Christ is our foundation, our solid base on which we can grow, live and flourish. Placing our feet, heart and mind solely in God's hands allows us a firm grounding which draws us back time and time again to a solid support. This Bible passage was also one of the inspirations for the establishment of Tatachilla Lutheran College.

Long before the College was established, God had crafted and moulded the land in McLaren Vale. In the Creation of the world, God commanded that there be land and that it bear all kinds of plants. The land of McLaren Vale has done just that for thousands of years now.

The name, 'Tatachilla', means 'red sandstone ridge' in the local Aboriginal dialect, the Kurna language. This reference to rock brings to mind the story of the man who built his house upon the rock as told by Jesus in Matthew's Gospel. Our foundation is established on the red ridge of Tatachilla, a firm grounding, its roots and piers founded deep within the ground – deep within God's love of all people.

Often we talk about our growing 22 year history as a school, however the land upon which we stand has a much deeper story to tell.

After the Creation story, the first peoples moved across this land. The Kurna people, the original landowners and inhabitants of the land on which the College is now situated, are recognised for their homes, movement and

experiences through this region from north to south and vice versa. Many of the place names of the traditional owners have persisted in this area, including Carrickalinga, Kangarilla, Onkaparinga, Noarlunga, Willunga, Yankalilla and Tatachilla.

Tatachilla Lutheran College acknowledges that we all learn and teach on the traditional country of the Kurna people and pay respect to Elders past and present. We recognise and respect their cultural heritage, beliefs and relationship with the land, which continue to be important to the Kurna people living today.

While indigenous people inhabited this land for hundreds of years, in the mid 1800s the settlement of non-indigenous people in South Australia begun.

In 1839 the Native Location was established to what was then termed, 'Christianise and civilise', the Kurna people. Local people were encouraged to camp or stay in the newly built dwellings. They were soon joined by two young German, Lutheran missionaries, Christian Teichelmann and Clamor Schürmann, who established a 'native school' and recorded elements of Kurna language and culture which are still being used today to recover lost elements of the Kurna language.

Interestingly, Teichelmann and Schürmann recognised a system of Kurna land ownership. They wrote in 1840 that the term 'pangkarra' referred to 'a district or tract of country belonging to an individual, which he inherits from his father'. Their attitude to indigenous land ownership sits in stark contrast to our country today.

It was in 1887, that the College land was developed by early settlers. What is now Tatachilla Lutheran College, before it was Tatachilla Camping and Conference Centre, started its life as a winery, set amongst 480 acres. It was at the time, the largest single vineyard in the southern hemisphere founded by George Kelly. Remnants of the original winery still remain on the corner of Tatachilla and California Road, including the sizeable spirit store warehouse.

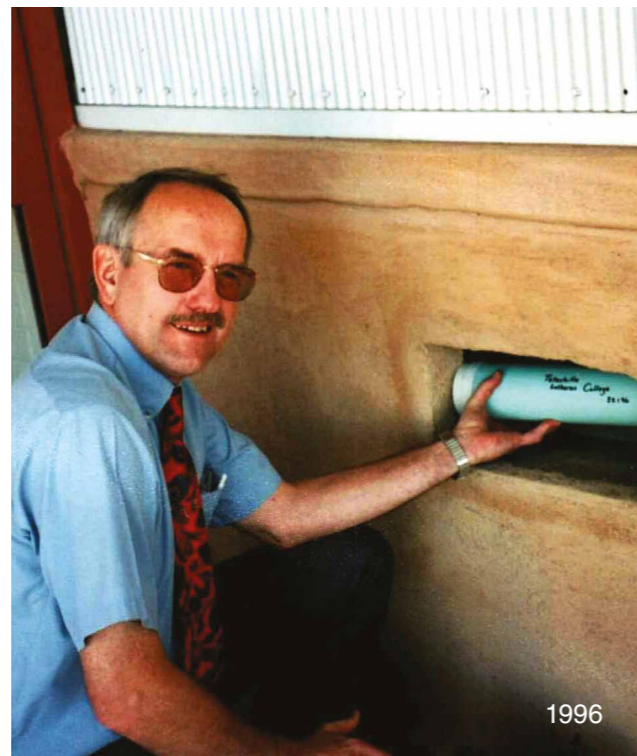
In 1911, the property was sold to Stephen Smith & Company Limited, who constructed the huge cellar block with the grand chateau façade. In 1938, there was still a significant winery, being the largest distributor of burgundy in Australia under the label Keystone Burgundy. If the vines were grown in one straight line they would have extended from Tatachilla to Melbourne.

After a sale to Emu Wine Company the site closed in 1964. No buyers were found and so the site went to auction and after viewing 180 properties, the SA Luther League purchased the property for £17,500, while the local Council at the time, valued the property at £77,700.

1994



1999



The Evangelical Lutheran Church of Australia slowly developed a vision that "God grant Tatachilla may develop as a Lutheran Youth and Family Camp – as a place set apart for Christian fellowship, for wholesome recreation, for training workers to the glory and praise of His Holy Name".

The site developed as a camp, accommodating approximately 100 people at a time. In 1987, it was decided that the camp should continue as it was, for a further 15 years with no further capital expenditure. Soon after this however, in the early 1990s the camp was entering into a state of disrepair even though it still regularly held camp groups, including for various Christian churches, and community organisations such as World Vision, Canteen and YPOut.

A strategic committee looking at the site embarked on a bold plan for the establishment of a Lutheran secondary school, at that time known as Southern Vales Lutheran Secondary School. Pastor Garrie Fischer who is recognised as one of the key pioneers of our College stated that, "Years ago I had a dream that one day some of the 80 acres of southern Tatachilla Lutheran Camp would site a new Christian college. The grace of God fulfilling that dream will continue to change many lives for good in this life and into the one to come".

Through an early vision of what an educational institution perched on the red ridge of Tatachilla might encompass, here in its present location in 1995 was the College established by an association of Lutheran Congregations of the Fleurieu Peninsula. This association maintains governance of the school through the College Council.

Since the initial group of only 67 Year 8 students in 1995, under Principal Mr Richard Bruss, Tatachilla Lutheran College has expanded to include all year levels from Reception to Year 12, and have an enrolment of almost 1100 students.

As the school developed and enrolments grew, the cost to maintain the old Tatachilla Camp became increasingly high. Therefore to assist in funding future development of the College, the campsite was sold, remaining largely untouched since this time and changing ownership numerous times.

The College mission statement expresses our understanding of why we are here – to teach the love of Christ for a fulfilling life which values self-worth, pursues excellence and serves others. This is what defines us now and will continue to define us into the future. Just like the mission of the original campsite, 'providing workers to bring glory to God' – so to we could argue we have the same call to vocation today – to provide the same opportunities to grow our young people to serve in the world.

We acknowledge all those who have faithfully served the College and had the foresight to guide their eyes, minds and hearts to a future vision. The founders, students, staff, parents, members of the community who have borne their blood, sweat and tears into the school to ensure that we are able to stand here still and look to the horizon of tomorrow are to be acknowledged. To all of you – we say thank you. ✝

# Called to serve young people

Tom Brennen | Class of 1999



The thing that I love the most about being a Class of 1999 Old Scholar of Tatachilla is being able to say, "When I was at high school, all we had were three transportable buildings, a laundry for a library and a dirt paddock for PE."

I can hardly believe that it is 2017 and I'm only two years away from being 20 years since graduating from Tatachilla Lutheran College. In a way, I feel that I haven't left the place as I find myself using the lessons I learnt from my school almost daily (and that is not just because I'm now the Principal of a Lutheran school!).

I recall our Principal, Mr Richard Bruss, reminding us at every opportunity of a Bible verse that formed the heart of the school at the time, "Your attitude should be the same as Christ Jesus" (Philippians 2:5). Whether it was a lecture on the need for us to pick up our rubbish, to be diligent students, or to treat each other with great love, he rolled out that verse.

This verse still has a profound impact on me, for every time I face a difficult decision I hear Mr Bruss' accented voice encouraging me to take the path that Christ would chose. For me, that was the greatest gift Tatachilla gave me.

It took me in as a moderately able and shy child, and turned me into a highly capable and driven learner who felt a keen responsibility to care for others.

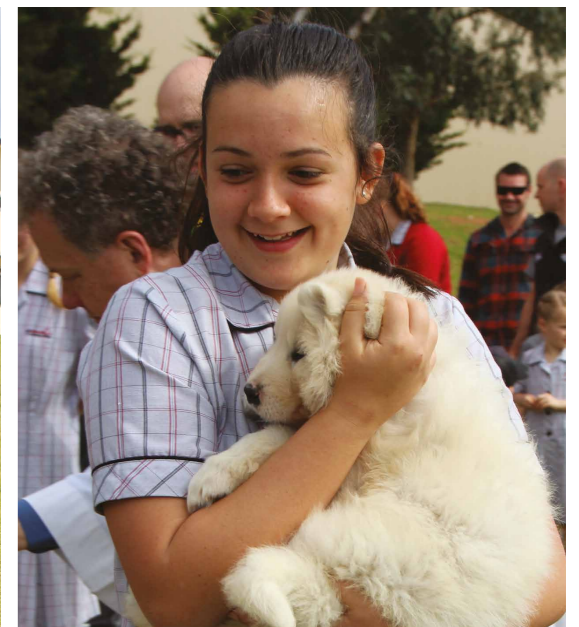
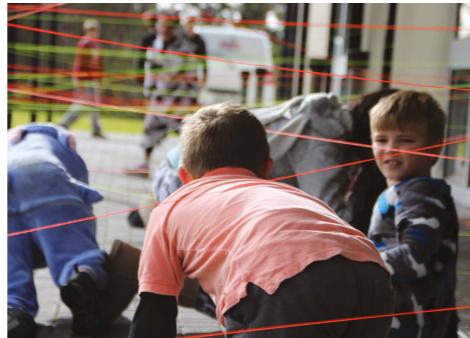
This came directly from the care, passion, and ability of the school staff who pushed me and my peers to be the very best we could be for God's purposes. We didn't have much in the way of physical resources but the school staff were amazing.

The call to be like Christ, saw me study Music at Adelaide University and Drama at Flinders University, performing with the State Opera of South Australia, Co-Opera, Opera Australia and other companies across Australia. It saw me take stock, and know that my singing career did not fulfil that part of me that wanted to serve young people. It saw me volunteer to serve African refugees in Egypt for two years before ending up as a Principal of a primary school and now the Principal of a Reception to Year 12 College in Victoria.

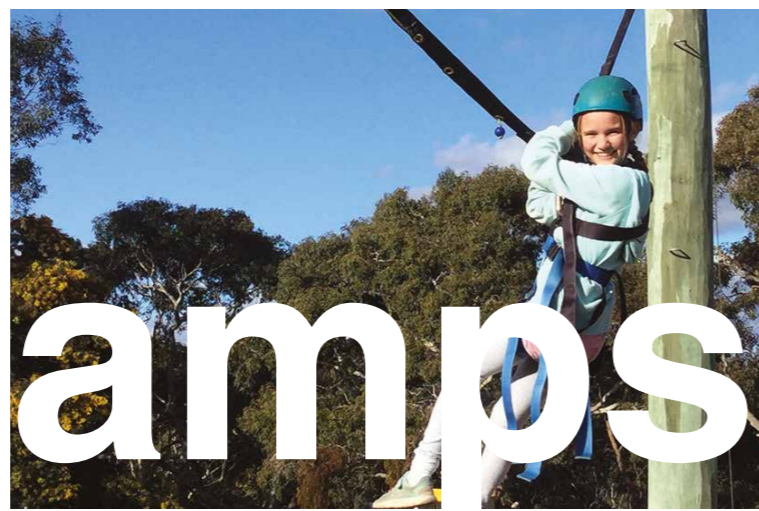
What drives me in my work is to serve young people by giving them the same education and care I received at Tatachilla Lutheran College. The Tatachilla experience gave me a deep faith, great skills and a desire to live a life of service to others. I couldn't have asked for more. ✝



# Bless the Animals



# Challenge4Charity



# Camps



# Winemakers of Tatchilla



# Farewell to the following staff



Jill Carrat



Seelan Chetty



Luke Christiansen



Josh Koop



Paul Lambert



Emma Murphy



Damon Prenzler



Rosemary Scarfo



Jacqui Schar



Laura Simmons



Andrew Squire



Janene Williams

# Celebrating the past

## Births

**Samara Claire Pople** (2009) and partner, Alan Billet, celebrated the birth of their baby boy, Max James Billet, on 13 April 2017.

**Alice Redelinghuys** (Edgley-Edwards 2011) and partner welcomed their second daughter, Viola Sarah Peace Redelinghuys, on 8 May 2017.

## Marriages

**Anthony Schmerl** (2005) married **Jenna Rafferty** (2005) in February 2017 in Whistler, Canada.

## Happenings

Flinders PhD Chemistry researcher, **Lisa Alcock** (2010) was part of the 2017 SciFinder Future Leaders Program in the US. She was one of only 25 outstanding PhD students and postdocs from around the world selected for this year's CAS (a division of the American Chemical Society) SciFinder research events in Columbus, Ohio (14-19 August) and the CAS National Meeting and Exposition in Washington DC (20-24 August). As a member of the 2017 Future Leaders group, Lisa joined an elite group of scientists broadening their understanding of how research information can advance science.

## Engagements

**Michael Brown** (2012) and **Beth Leeder** (2013) announced their engagement on 24 September 2017.

## Marriages

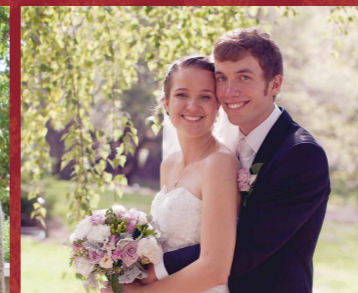
**Kelsie Bain** (2009) married Tim Roberts on 1 July 2017 in Dayboro, QLD.

**Annabelle Drought** (2007) married Michael Roennfeldt in March 2013. The couple welcomed their first son, Elijah, in August 2015.

**Alexandra Robinson** (2012), has officially been admitted as Barrister and Solicitor of the Supreme Court of South Australia.



Michael Brown (2012) & Beth Leeder (2013)



Annabelle Drought (2007) & Michael Roennfeldt



Anthony Schmerl (2005) & Jenna Rafferty (2005)




Kelsie Bain (2009) & Tim Roberts



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