

Beyond the Ridge





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Serving in unity

IMAGE: ARTWORK BY RECEPTION - YEAR 2 STUDENTS

Mr Cain McDonald | Principal

You can easily enough see how this kind of thing works by looking no further than your own body. Your body has many parts - limbs, organs, cells - but no matter how many parts you can name, you're still one body. It's exactly the same with Christ... I want you to think about how all this makes you more significant, not less. A body isn't just a single part blown up into something huge. It's all the different-but-similar parts arranged and functioning together. (1 Corinthians 12:12,14)

Reconciliation was core to the ministry of Jesus. Without reconciliation we may not have come to know the saving grace of God, given through his Son. And so, it is with our own school environment – the need to learn, teach and grow in reconciliation and inclusivity with each other, the stranger, the guest, the poor and the other. It is a call to love everyone!

That is no easy feat. Loving everyone!

Nevertheless, through the education and experiences that our students receive they are given the opportunity, the tools and the values to help grow and embed a culture where respect and tolerance is paramount. Ultimately as humans we don't always get it 'right', but this doesn't mean the intent is not lacking.

Here at Tatachilla, students and families have the opportunity to connect and serve members of the wider community. This could be through Christmas Hampers with Lutheran Community Care, our annual Challenge4Charity Day, supporting Kob Village in Cambodia through Australian Lutheran World Service or our long-lasting partnership with the community of Ampilatwatja in the Northern Territory, supported by Finke River Mission.

Loving everyone goes much deeper than service. If we understand that we are all created equal and in the image of God, then we come to appreciate that the stranger across the street, the new neighbour in our street or the exchange student from overseas are all exactly the same as ourselves. Accepting anyone means we can live out a love for all people.

This is a love, an openness and inclusion that does not differentiate, discriminate or humiliate, but rather lift each other up in love, joy and compassion.

Contained within this edition of BTR is just that – stories of love coming to life in our community and the world. 紫



If we want to have unified classrooms, college, community or nation, where difference isn't a reason to exclude or disrespect others, the school playground is a good place to start. Social exclusion can take many forms and at its worst, is a form of relational bullying. Teaching prosocial skills in children, such as skills and attitudes to help them include others in their play, build not only our Junior School community, but prepare children for adult life and participation in society. Pro-social skills include taking turns, giving and following instructions, dealing with conflict, understanding others' feelings and so on.

How can children learn these skills? They learn through watching adults. We are modelling behaviour through our words and actions, that are demonstrating inclusion and acceptance of others. Teachable moments that provide the opportunity to praise redirect or reflect on behaviours arise all the time if we are on the lookout for them.

Emotional and cognitive empathy can also be developed in children. Emotional empathy is where our feelings align with the feelings of others. Cognitive empathy is when we can put ourselves into the shoes of another and understand a situation from their point of view. Empathy can be developed and practised by teaching a child to use 'I' statements, giving them a very powerful tool for expressing their own feelings and connecting with the feelings of others.

Play is learning and is a wonderful opportunity for the development of many things, including the skills and attitudes that promote acceptance and understanding of others.

Inclusion in the playground



Look Beyond

In the Middle School we seek to design the curriculum where the students' voice, passions and strengths are at the centre. We do this through forming concepts that weave across the disciplines in an interdisciplinary and project-based approach to learning.

These projects give our young people the opportunity to exhibit their deep understandings and insights that make connections to the real world.

The Look Beyond project in Year 7 gives our young people in the first year of their Middle School journey, the space to share their voice, passions and strengths with members of their community. Here as educators we seek to discover the heart, mind and soul of each of our young people. Our hope is that when we do this, our young people's voices are included in the curriculum and they start to find their emerging pathway with us.

We were so proud of our Year 7 students for the inspiring Look Beyond projects they shared with their peers, parents and teachers in their exhibition in Term 3. It is through exhibitions of learning that our young people develop communication and presentation skills that showcases their learning in a personalised way. Exhibitions give our young people the opportunity to select from different learning styles to present their understanding best. It is through this experience that our young people start to create a learning profile of their strengths, talents and skills, that showcases the capabilities and career possibilities that they have for their future. This profile becomes the beginning of a pathway that unfolds with us into the middle and senior years and the future workforce.

Albert Einstein once said that, 'Once we accept our limits, we go beyond them.' It gives us great joy when we see our young people exceeding their limits, by looking beyond themselves and achieving more than they could hope for. 🌱

Ms Sarah Hoff-Zweck | Head of Middle School

YEAR 7
LOOK
BEYOND
PROJECTS





Inclusion and personalised learning

IMAGE: 2018 DUX, TOBIAS TURNER

SACE: A South Australian Education System that Enables Inclusion and Personalised Learning

The industrial model of education that continues to exist has long been under criticism and in need of reform. While individual schools and colleges invent ways to move away from the one size fits all standard in their own ways, SACE provides a flexible framework to enable students to pursue their own passions, strengths and pathways with the capacity for a personalised course that adheres to a consistent and recognised standard. This globally acknowledged certificate of education offers a truly inclusive and personalised experience for all participants.

Here at Tatachilla we embrace the many and varied options that SACE provides to allow access to Year 12 education and pathways beyond school. We are happy to enable our students to access diverse and varied courses to develop personal skills; prepare for future learning and to ready themselves for the world of work.

Students are able to feel inclusion in education through subject choices that permit personalised pathways to adult education and work. We are fortunate to be able to enable inclusive educational pathways for all of our students who complete the SACE 'their way.'

Examples of the inclusion that SACE provides are many and varied at Tatachilla.

The following students completed their certificate of education by following their personal pathways:

- The completion of a Certificate III in Christian Ministry in Year 11 that enabled Lily Gregg to begin University Studies in Year 12.
- By completing the SACE in Year 11 with a combination of vocational and academic subjects so that Sarah Burns and Kai Rogers can pursue their passions and interests in Year 12.
- The completion of a school-based apprenticeship that allowed Jai Robinson-Prince to study subjects at Year 12 while also beginning an apprenticeship in the hospitality industry.
- By completing SACE in Year 11 so that Ethan Masters could transition into an electrical apprenticeship by the end of the academic year.
- By setting himself high standards of achievement for university entrance, Ryan McCurrach was awarded a university scholarship for his efforts.
- For his community involvement and high academic achievement, our 2018 Dux Tobias Turner was accepted to study medicine.

For every student's passion, there is a personalised and inclusive pathway to follow in SACE! 🌟



Mr Cain McDonald | Principal

It is always enlightening when we discover something new in God's word that we have either failed to understand previously, or have been drawn into a deeper understanding of, due to a specific need or call to God.

This is what Paul's letter challenges our thinking with – reconciliation is a ministry!

"All this is from God, who has reconciled us to Himself through Jesus Christ and has given to us the ministry of reconciliation, that is, that God was in Christ reconciling the world to Himself, not counting their sins against them, and has entrusted to us the message of reconciliation". (2 Corinthians 5:18-19)

It has been empowering for our community to understand that reconciliation is a ministry that we are called into creating and living with our Indigenous brothers and sisters. Tatchilla Lutheran College has long held Indigenous perspectives as central to its purpose, however this has taken on greater meaning in recent months.

For us our journey to formal Reconciliation commenced about two years ago under the leadership of Mrs Dolores Amos, Indigenous Education Coordinator, here at the College. Working with our Indigenous Education Committee and the Association of Independent Schools of South Australia, our team began to explore the requirements and purpose of a Reconciliation Action Plan (RAP).

A dedicated working party of staff, students and parents initially developed our Vision for Reconciliation, stating that:

"Tatchilla Lutheran College is a Christian, co-educational College with a vision for building community and enriching lives. Our mission is to encourage every person to have an experience which values self-worth, pursues excellence and serves others.

Our vision promotes a culture that honours and respects the special place of Aboriginal and Torres Strait Islander peoples within Australia. We aim to do this through rich and inclusive relationships and learning opportunities that deepen knowledge and understanding of the diversity within and across Australia. This is founded on our strong belief that all people have inherent worth and value regardless of their cultural background.

We aim to build relationships, respect and opportunities in the classroom, around the College and with the community so that we can confidently and more knowingly stand with our Indigenous brothers and sisters to acknowledge their culture, heritage, language and beliefs and ensure that

every student learns of the spiritual and ancestral history of our country. We must forge new understandings and relationships".

The team worked with the Narragunnawali framework, which "supports all schools and early learning services in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions".

Our RAP development was concluded in 2018 and consists of over 30 action items around the key concepts of – Relationships, Respect and Opportunities which can occur in the classroom, around the school or in the wider community.

Such actions are focused on better integration of Indigenous perspectives and culture in teaching and learning, respectful and significant visual evidence around the College, stronger partnerships with local Kurna people, inclusive school policies, and evidenced based school-wide positions on current affairs such as Invasion Day.

Our RAP was officially launched at a whole of College event, attended by dignitaries and local Kurna elders, which included a moving Welcome to Country and Smoking Ceremony by elder Allan Sumner. The Launch, blessed by College Pastor Jon Goessling, also saw the lighting of our new Reconciliation Candle, which symbolises our ongoing commitment to Indigenous reconciliation and burns brightly during each formal worship gathering of our community.

Our RAP has become a central driving document to guide our thinking and actions to ensure that what we seek to undertake in reconciling the past is meaningful, respectful and continuously improved. Our dedicated team meet each term to review current actions, timeframes and the ongoing appropriateness for our community of these actions. This intent and desire to make the RAP a 'lived' document is critical to ensuring reconciliation and our understanding of Indigenous perspectives is maintained and authentic.

In essence, formalising the RAP has given permission for members of our community to ask questions, be inquisitive and know that not having the answers right now, is okay. We recognise we are all on this learning journey and that collectively we will come to a deeper understanding through the guidance of our RAP. Importantly it has also allowed individuals to reflect on their own hearts and actions, both historically and as they walk into a new path today and tomorrow.

We believe our Indigenous students have also grown through development of our RAP. While only small in number here in southern Adelaide, these students have demonstrated a greater willingness to share their culture and heritage and embrace their stories so that they may be leaders in our community learning.

Tobias Turner, College Dux in 2018, flourished through his involvement in the RAP working party and in his community involvement with Kurna elders. One of his proudest moments came as he provided his first ever public Welcome to Country in Kurna language, at the LCA-SA District Synod held at the College last year. Not only was he a keen contributor, and still is, to our RAP, but he was also recognised for his contributions at the end of Year 12, being the first male student in South Australia to receive two Governor of South Australia Commendations for SACE – one for Outstanding Achievement in SACE and the second for Indigenous Student SACE Excellence.

While not the first school to develop a Reconciliation Action Plan, we have been blessed to live and work in a time where there is greater acceptance and willingness to draw closer in friendship, knowledge, understanding, grace and love with our Indigenous neighbours. The relationship has been truly reciprocal and we know that our students and wider community will benefit where reconciliation love comes to life. 𐀀

Learning to reconcile





The annual Ampilatwatja Service Trip greeted us on a rather drizzly Adelaide morning, although the 2019 Service Team weren't chilly for too much longer, after embarking on a two-week trip around remote central Australia. The team began the trip by visiting Uluru and Kata Tjuta; sacred and cultural sites to the Anangu People. We were privileged to have Park Ranger, Alex, show us around some of the sacred sites and explain to us both the Indigenous bush food and Dreaming in these places. There is a rich sense of connection that can only be experienced when you travel to these places in person and we were humbled and awed by our time there.

The team then headed out to Ampilatwatja, a remote Indigenous community approximately 300km north east of Alice Springs. There we spent seven days immersed in the local community participating in relational and practical service. For the first time ever, people from the Ampilatwatja community were waiting to greet us on our arrival; excitement and anticipation from both mobs! During our time in Ampilatwatja we witnessed artwork being hand-painted, sung at the Sunday church service, visited the Health Centre, Art Centre, General Store and Rec Centre, spent time learning the Alyawarr Language, watched individual men's and women's customs and skills being shared, and were invited to join the wider community in a meal of Kangaroo tail and potatoes. The relationship between Tatachilla and the Lutheran Church in Ampilatwatja continues to grow strong, and there is a real sense that we are part of a continuing, living, breathing story!

We would like to thank the many people who have contributed to this year's trip:

- Wayne from the Finke River Mission
- Rudi from St Paul's Lutheran Church, who has knitted hundreds of beanies over the last five years
- Karin and Ellen whose hand knitted blankets now warm many bodies
- KW Wholesalers who once again donated stationery
- Old Scholar and two time Ampilatwatja team member, Amber Mayne (2017), who donated much needed baby gear to the medical centre
- Families of Tatachilla for the many donations of clothing, sports equipment and shoes. All of these goods were much appreciated by FRM and the community of Ampilatwatja.

We sincerely thank those people who have supported us throughout the 2019 journey. 🙏

Serving in Ampilatwatja

**Miss Courtney Blake, Mrs Dolores Amos
and Mr Andrew Squire | Team Leaders**



We asked two of our incoming College Captains, Ruby Thomas and Lucy Newman, what inclusion and reconciliation means to them as they prepare to lead the student community in 2020.

Inclusion and reconciliation are two crucial parts which make a school environment successful and friendly. As incoming College Leaders for 2020, we wish to ensure that everyone has a chance to be their own person during their time at Tatachilla, and for everyone to have their say.

We will do our very best to certify that the voices of all the students are being heard and that their opinion is valid and will get considered.

We believe that inclusion and reconciliation are an essential element in creating a welcoming school environment. In being at the College since Reception, the school community is very important to us.

We have grown and developed through this community and could not have become the people that we are without the support of those around us. We endeavour to ensure everyone feels that when they come into this environment; they are safe and can grow as an individual. We are incredibly lucky that we live in a diverse and interesting society and I feel that it is essential that peoples' differences and individualities are welcomed and supported.

Our 2020 Student Leadership Team wishes to strive for inclusion and reconciliation and help drive the importance of students' voices and opinions. 茶

Including student voice

Ruby Thomas and Lucy Newman | Year 11



Tell us about your passions as both a student at Tatachilla and as a member of the wider community.

Ever since moving from Kangaroo Island and becoming a student at Tatachilla three years ago, I have been eager to leave a positive mark on the school and be an active member of its community. At the core, I am passionate about creativity and influencing others. In a school setting, these passions come to fruition through my video work I have done for College events, my interest in subject areas like Media, and my role as a Deputy College Captain.

What is your hope in being involved in the College Reconciliation Action Plan?

I hope that my involvement with the Reconciliation Action Plan team will inspire other students to consider being a part of it. At the moment the majority of members are staff, however, I would love to see a College environment where students across year levels are actively conscious of the need for reconciliation, and willing to work towards it in a variety of different ways.

Where has your drive come from to serve in this way?

I have always been interested in the culture of our first nations people, and believe that our government, education system and general population are not doing enough to preserve this culture, and educate the masses on all the effects of colonisation still present today. In line with this, I want to take responsibility to actively seek out more knowledge on this topic, in order to become more aware. I feel that reconciliation isn't just about acknowledging country before Chapel, but actively listening to our land's traditional owners, and being aware that there is a lot to learn from Australia's indigenous people. Becoming a part of the RAP team was a learning avenue for me, and I hope that after my time at school comes to a close, I can become a more active ally to indigenous Australians.

Where do you think our community can do more to bridge reconciliation?

When it comes down to it, I am limited to a non-indigenous perspective of reconciliation, meaning my ability to evaluate Tatachilla's efforts is pretty limited as well. Something I would personally love to see is more enthusiasm from students towards learning indigenous culture, and understanding the significance of land. With a growing interest in climate change and environmentalism from students, this could be a great opportunity to engage students with cultural learnings. A quote that I read recently stated, "There is no climate justice without indigenous justice first." Additionally, as a young person I know how consumed our lives can be in the online and media world, and by encouraging students to interact with content created online for the purpose of indigenous activism or education may also be an effective way of engaging students in regards to the importance of reconciliation.

What are your aspirations beyond Tatachilla?

Next year I am hoping to begin a degree in screen studies at university. My dream is to become a film-maker, and while I am interested in many facets and forms of film-making, I am certain that documentary style films with a strong element of activism will be one style I heavily pursue. With that said, I also hope to work on creative and media related projects away from just film, so I'm excited to see where I end up! 🌱

A love for creativity

Jessica Rowe | Year 12



Ms Robyn McLean | College Chaplain

What sparked your interest in a career as a College Chaplain?

In primary school I went through some trauma and in my adolescent years I was an “at risk teenager”. At that time, I didn’t have a school counsellor or chaplain that I could talk to, and looking back I think that would have been helpful for me when I was really struggling. I did however have a friend who invited me to church and youth group in my late teens and it was there that I came to know God’s love for me personally which changed my life completely. I wanted to share the good news of God’s love to others, which led me to a series of roles. The chaplain role sparked my interest as it combined my passion for community, sharing God’s love and compassion and being a listening ear.

What experiences have you had in your life that have helped prepare you for this role?

In my early 20s I attended Bible College, was involved in youth ministry at my church and community and then was involved in cross-cultural ministry overseas for 11 years. Coming back to Australia I worked in member care for cross-cultural workers while setting up a retreat house for cross-cultural workers and their families. This also involved going back to study where I studied a degree in Counselling, a Graduate Diploma in Spiritual Direction and I am about to finish my Master’s in Counselling.

I have also been counselling at a centre called LifeWell and for the last few years I have loved volunteering at Anglicare grief and loss camps for children and adolescents. I am also a mum of two teenage boys.

How do you hope your role will make a difference in the community?

I hope to be able to provide a safe place where people can feel like they are listened to non-judgmentally, can explore their questions, and are cared for holistically. We are physical, mental, emotional and spiritual beings and I hope to provide whatever care a person is needing or wanting at the time. I also hope to create community amongst parents and caregivers. We have started a prayer time on Friday mornings at 8:30-9am, and a chat and cuppa time

after Friday Junior School Chapel where parents can get to know one another. Please feel free to come! We also want to be able to provide care for those in need and so if anyone would like to be involved in a meals ministry please let me know.

What is the best advice you have ever received?

When I lived overseas, I liked to keep busy. We had many faithful people supporting us financially for us to be there. This meant that I felt I needed to be involved in a lot of things, so they felt they were getting their money’s worth out of me. One day my mentor encouraged me to slow down, to take a day a week to just enjoy time with God and rest in his presence. This time ended up being very transformative as I was starting to notice God’s still small voice that I wasn’t noticing when I was busy. Today mindfulness is popular as it allows us to slow our minds and bodies to notice the present. Psalm 46:10 says “Be still and know that I am God”.

Who, or what, inspires you?

Living overseas opens your eyes to a lot and there were so many people I met who inspired me; local people who lived on so little yet practiced incredible hospitality, local friends who risked imprisonment to worship together with others, friends and teammates who loved and helped the homeless, the oppressed and women in slavery. In my current roles I get to have the privilege of hearing people’s stories and struggles, and I am moved that ordinary people go through hardships yet use them for good to help others. I have a passion for mental health and our family has had our own mental health challenges, yet it inspires me when people are vulnerable to face their struggles and take bravery with them to face each day despite their challenges.

Robyn leads a parent/caregiver prayer time on Fridays at 8:30am in the office next to the gym kitchen, and a cuppa and chat after Friday Junior School Chapel at 9:40am in the gym foyer. All are welcome to join us! 卐



Finding hope through adversity



One spot at a time

In a recent issue of Fleurieu Living Magazine, they asked Tatachilla Lutheran College senior students to seek out an individual who is going above the call of duty to contribute to the region – and to write a story about them. This article was written by Year 10 student, Caydi Young.

There's no doubt that Chris Lemar has a deep connection to the ocean – saltwater seems to run through his veins. He grew up as a barefoot 'grom' in the seventies and spent his youth hooning along the mid-coast esplanade (aka 'the mid'). As an adult, Chris moved around, travelling interstate and encountering some of Australia's most pristine slices of paradise – many littered with only native shrubs and natural beauty.

The surf and community along the mid-coast eventually lured him back. Perhaps there was something in the water, or perhaps time spent away from his old haunts allowed him to, as he puts it, look at this place with a different set of eyes. Over the ensuing years he saw that his treasured coastline needed help and after a bit of time and a few conversations with his friend, Carly Lynch, the two co-founded the Adopt A Spot Scheme in 2017.

The goal of the program is to minimise the waste entering the ocean through mobilising volunteers to regularly collect and remove rubbish. Volunteers to the scheme unofficially 'adopt' their favourite spot along our beaches, rivers and creeks and it becomes their job to look after that spot through regular clean-ups. Powered by the philosophy that every little bit counts, the scheme is having a huge impact on the health of our coast. In 2018, Chris and his team of over one hundred volunteers collected 110,000 cigarette butts that had been discarded on the ground. They also accumulated close to three tonnes of littered waste which was collected from sixty-six locations, covering seven council regions.

As we take a seat at Chris' coffee table, there's a distinct nose of salt in the air. The shore is literally metres away from his doorstep. At age 59, Chris wears a thick, resilient skin that's seen many years out in the sun. You'll often see Chris during the winter months checking the surf in a pair of shorts. Not only is he passionate about where he lives; the coast is his way of life.

The Adopt a Spot Scheme all started with collecting and recording rubbish from car parks along the mid. It was

evident from these collections that cigarette butts were a major problem. Chris made and positioned simple plastic tubs along the Esplanade for people to throw their butts into, instead of dropping them on the ground. These tubs have since been turned into permanent fixtures and can be found along the coastline from Sellicks Beach to Glenelg North.

Chris shares with me some of the things he has uncovered and learned while doing these regular cleans. Chief among them, how just a single act of careless rubbish disposal has ramifications for years to come. Take a Mellow Yellow drink bottle cap, found floating in the creek mouth. 'That was replaced by Lift in 1995, so that bottle cap has been floating its way down after every rain event getting closer and closer to the ocean until we finally pulled it out,' says Chris. An old Arnott's chip packet found on Australia Day 2018 with a use-by date of 1982 shows – quite literally – how deep the problem goes. 'That's what's laying under the sand,' he explains. 'When you get a big storm, whatever is under the sand gets washed up and put out into the ocean and washes back again.'

I reach out to Chris 'Radar' Bowen, a close friend of Chris' for over twenty years. They both represent the archetypal mid-coast local with a lifetime of shared stories, good laughs and many waves. 'Most people will complain and whinge that something needs to be done. Not Chris. He rolls his sleeves up and gets on with the job,' says Radar. 'Chris is altruistic, he truly cares for others.'

Chris may seem like he sets an unattainable standard as an ambassador for the community and caretaker of our coast, but in reality he's no different from you and me. He's a local bloke who loves where he lives. He thrives off seeing people enjoy our coastline and living a coastal life that is healthy and rubbish free.

So on behalf of the mid, Chris, we thank you for your dedication and support of the community and your hard work in keeping our coastline litter free. We need more people like you. 茶

Caydi Young | Year 10 Student



Challenge 4 Charity



Winemakers of Tatachilla





class of 1999 20 year
Reunion



Celebrating the past

Births

Caitlen Atkinson (2012) and Damien Nunn welcomed their daughter Ayla Rose, born on 12 July 2019.

Happenings

Grace Cerlieno (Dunbar 2011) married Peter Cerlieno in 2016 at the Soldiers Memorial Gardens, Adelaide. They then emigrated to the UK in 2017 with Grace taking up a position as a travel consultant. Grace now holds the position of Manager at Flight Centre in Central London, enjoying trips to various places with her work including India and California.

Marriages

Jordan Noble married **Scott Allen** (both 2012) on 9 June 2019 at Kuitpo Hall.

Jonathan Place (Class of 2013 and College Captain 2013) has graduated from Flinders University having completed his degree in Law and Legal Practices. Congratulations to Jonathan on this fantastic achievement.

Engagements

Cassandra Jane (2010) is engaged to Rhys Alan. They will get married on 4 April 2020 at Longview Vineyard, in the Adelaide Hills.

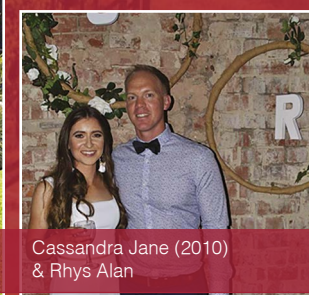
Abbey Turner and **Elliot Blencowe** (both 2011) are engaged after visiting the Finke Desert Race in Alice Springs.



Jonathan Place (2013)



Ayla Rose

Abbey Turner
& Elliot Blencowe (2011)Cassandra Jane (2010)
& Rhys AlanGrace Cerlieno
(Dunbar 2011)

Jordan Noble & Scott Allen (2012)



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