

tatachilla NEWS

25 YEARS | TATACHILLA
lutheran college



Term 2 | Week 4 | Friday 22 May 2020



from the head of **MIDDLE SCHOOL**

A TIME FOR REFLECTION AND GRATITUDE

If we think back to the start of 2020 and the rollercoaster journey we have all been on as a society, what would the skills and mindsets be that have seen us thrive in this time? As we have gained more time to be with our family, connect with our children in different ways and face uncertainty together, our relationships have deepened and we have gained more time to just stop, be and connect. It is in this time of reflection we can see the skills and mindset of:

- **Resilience** - being adaptable and responding positively to change
- **Risk taking** - as we explore new ways to form the teacher/student/parent relationship in a digital/online setting
- **Creativity** - experimenting and constructing meaning in new forms, and expression in the digital space and within the COVID-19 physical and social restrictions
- **Advocacy** - students finding their own voice and growing independence in their own learning
- **Gratitude** - a gracious and thankful heart emerging through kind actions and words to each other.

YEAR 7 LOOK BEYOND PROJECT

Since our young people have returned to face-to-face education over the last fortnight, we have been so proud of the monumental shift in these skills and mindsets of our students. In the Middle School this has been evident through the Year 7 students who have embarked upon their Look Beyond Project, which is designed to allow students to explore their passions and strengths and make a change in the life of others through this exploration process.

Our Year 7s reminded us all through these projects that when we look beyond ourselves, we can bring hope to others, inspire others, value the good in others and welcome others to a community.

We are excited by the future emerging entrepreneurs, artists, musicians, designers, chefs, environmentalists, engineers and writers that we have in our current Year 7 cohort, and how they will make a life changing mark on our world.

A sample of Year 7 Look Beyond Projects can be viewed on our Vimeo channel at the following links, using the password: tatachilla

<https://vimeo.com/420488790>

<https://vimeo.com/420489735>

<https://vimeo.com/420490229>

<https://vimeo.com/420490478>

<https://vimeo.com/420490675>

Ms Sarah Hoff-Zweck
HEAD OF MIDDLE SCHOOL



from the head of MIDDLE SCHOOL

YEAR 9 SPECIALNESS PROJECT VIRTUAL EXHIBITION

Over the last week in the life of a Year 9 student in the Middle School, a transformational experience occurred for each of our young women and men through the Year 9 Specialness Exhibition on Zoom. This exhibition of learning was the end to a six-month long journey in challenging them to find their passions and serve others through exploring their vocation. It was so great to be able to share the exhibition with parents who have supported their son or daughter through this journey with us.

This project is an extension on the Year 7 Look Beyond Project where students deploy knowledge into action, work with a mentor in learning new skills and develop critical personal strengths; such as persistence and resilience. They learn from feedback and overcome setbacks. Our hope is that each student starts to identify a vocation for themselves, that is more than a job, but is what will give them purpose and meaning in their life when they use their passions to serve others.

We are so proud of our Year 9 students in the way they have embraced the challenges of the Specialness Project during COVID-19. Each project is unique and has captured the voice, heart and talents of each individual Year 9 student.

Thank you to every parent, grandparent, special friend, sibling, mentor and staff member who has supported our Year 7 and 9 students. Our young people have big dreams and possibilities for their lives. May the words from 1 Peter 4:10 remain with our students and families in these times;

'Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.'



MIDDLE SCHOOL ENRICHMENT PROGRAMS

We have a wonderful range of Middle School Enrichment Programs that occur at lunch time and after school. These programs allow for our young people to pursue their passions across all learning areas with like-minded students and experience real-world learning.

Last year, **Ash Wynn**, Year 8 student (pictured above), who is one of our student Eco Rangers, perfectly captured this very cute Long-nosed Potoroo. Ash's image is now proudly featured on our new EcoClassroom sign, and we absolutely love it. Here we see Ash's love of photography and nature coming together to make a positive impact.

We look to return Middle School Enrichment Programs in a staged way from Week 5. Information will be sent out to students via email and will also be in the student notices. Parents can view this information via student notices on SEQTA.

from the head of MIDDLE SCHOOL

PARENT FEEDBACK DURING REMOTE LEARNING

During Remote Education, our Marketing and Administration staff contacted a sample of families who had their children learning from home. Through this process, we heard how students had adapted to this form of learning utilising skills such as resilience, risk taking, creativity, advocacy and gratitude.

Parents we surveyed also expressed overwhelming gratitude for the planning, preparations and roll out of the program. From those surveyed, parents indicated an overall rating of four-stars out of five in their satisfaction of the online learning provided via Seesaw, SEQTA, Zoom conferencing and flipped classrooms. Parents were overwhelming thankful for the dedication, service and care that their child was provided by every teacher and the regular communication that was provided by the leadership team.

We acknowledge that if we are required to use the mode of Remote Education again in the future, there are areas for improvement. Parents also shared feedback in exploring how we can continue to find ways to personalise learning to accommodate the different rates at which each student learns and the amount of screen time that students have in this form.

4.0



We understand the situation of families who have children across the three sub-schools which was one of the reasons we implemented the Alternative Timetable in Middle and Senior School in Weeks 2 and 3 with study time after lunch.

If in the event of a further COVID-19 outbreak we need to return to Remote Education, we have a model that is consistent across R-12 with longer learning blocks of time until lunch time, with flexibility after lunch for families to make the decision as to what fits their student best, for this learning and wellbeing time.

Ms Sarah Hoff-Zweck
HEAD OF MIDDLE SCHOOL



Year 7 Look Beyond Projects

from the MIDDLE SCHOOL

REMAINING POSITIVE

"If your young people have reported feeling anxious or worried during this time, they are not alone. Anxiety is normal, and in some cases it can be helpful. For example, research during the past months show that people who worry are more likely to do the things that help to keep themselves physically well, like frequent handwashing. However, sometimes anxiety can be unhelpful."

<https://www.blackdoginstitute.org.au/news/10-tips-for-managing-anxiety-during-covid-19/>

At Tatachilla, through the Take 5 approach we have identified and are explicitly teaching proactive strategies to empower our students as their lives begin to return toward 'normal.'

CHANNEL YOUR ENERGY INTO ACTION

In Home Class time we are encouraging students to try their best to focus on aspects of their lives that they control. We are revisiting how they can:

Create and display in the home a plan for their 'down time.' Students are taught that their plan needs to include specific times for study, 30 minutes of exercise, packing a healthy lunch for the following day and relaxation time to pursue a personal interest.

BE AWARE THAT THINGS MAY BE DIFFERENT TO WHAT THEY WERE

As local sporting organisations plan to return to training many students are discussing their apprehension about starting again. Although some are worried about the possibility of catching the virus most are questioning if their fitness will be enough and are worrying if their skill level will be as it was. Teachers have been providing opportunities during break times for students to re-engage themselves with the skills of many games without the added stress and body contact that may accompany competitive sports. We also encourage parents to also help your child to re-engage with the local club but respect the social distancing recommendations of that club.

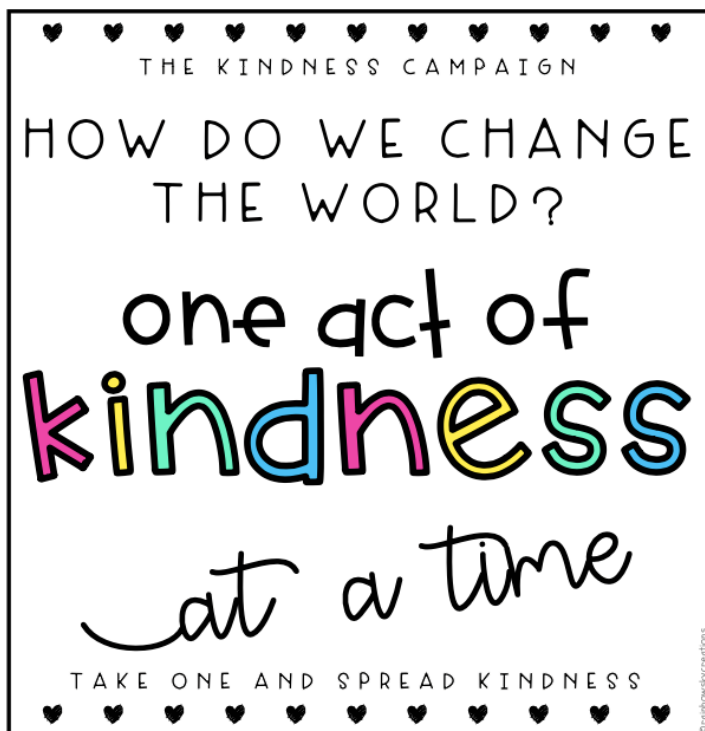
HELP OTHER PEOPLE, BE KIND, AND COMPASSIONATE

In keeping with the idea that when we help other people, it can also make us feel better, we revisited the idea of 'random acts of kindness.' In our extended Home Class this week students watched a clip about acts of kindness, then were encouraged to complete one. We have attached an example of the posters, produced by The Kindness Campaign (<https://tkckindness.org/>) that were placed around the school to encourage a variety of kind acts. Please feel free to use these in your home.

It is our hope that this article keeps you informed of the many approaches we are using to help build on your child's wellbeing.

Mr Mike Ebert

ASSISTANT HEAD OF MIDDLE SCHOOL: WELLBEING



- Help a teacher carry their things.
- Say hello to someone you don't know well.
- Give encouragement to a classmate.
- Surprise someone with a gift.
- Invite someone to play or sit with you.
- Ask a friend if they are ok.
- Ask someone how their day is going.
- Do a chore for someone at home.
- Speak to a person that seems lonely.
- Write someone a kind note.
- Give a teacher a compliment.
- Smile at someone today.
- Tell a parent they are doing a good job.
- Say hi to someone you don't know.
- Ask your teacher if they need some help.
- Tell someone you are happy to see them.
- Read a book to a younger child.
- Invite someone to sit with you at lunch.



from the head of **JUNIOR SCHOOL**

THE WELCOME RETURN OF ROUTINES

Finally the term seems to be getting back to a near-normal routine, and it is a good feeling. The idea of being in a routine can be considered rather dull, and even, boring - as if the regular pattern of life events unfold for no special reason day in and day out. In a school, the routines we follow are important on a number of levels. They provide a framework for the Junior School as a whole, and for each classroom, around which the more interesting things - the learning - can take place. The variety and challenge in the day comes as we engage in learning, constructing an understanding of the world around us; as we get into the 'learning pit' and clamber out again, think critically and creatively about old and new ideas, work together towards a common goal, and all the other things that happen in the classrooms and learning spaces around the College.

Another reason routines are important is because many of them are the rituals and familiar events that bring us together as a community, such as Chapel, Assembly, and Mother's Day Breakfast. I hope it won't be long until we can gather together. I miss the community singing in Chapel, seeing the children on stage presenting their learning and coming together with Junior School families.

LOOSE PARTS PLAY

Every recess and lunch time, Junior School children play under the trees, building cubbies and bases and exploring ways to use the bits and pieces, planks and pots provided for them. Our loose parts materials need topping up. If you have any of the following, we would welcome them and can come to you to pick them up if needed.

- kitchen pots and pans
- PVC pipe offcuts and joiners
- hessian or tarps
- timber planks (cannot be treated pine)
- timber posts (cannot be treated pine)
- marine ply offcuts

Loose parts play involves children in making sensible choices about resources for play and how to source and care for these. It facilitates the children's creative and imaginative play thereby developing their capacity to think, creating situations where they work with others through a process of change. (<https://www.playaustralia.org.au/>)

EXCELLENCE AND MERIT AWARDS

Congratulations to all Merit Award recipients this week. I love hearing about the individual achievements of our children. This week, at least two children were acknowledged for their leadership in their classroom community and described as being good communicators, inclusive of others, diligent in their learning, and respectful of peers and teachers.

We also congratulate the Excellence Award recipients. **Clara McGinley, Ava Shortt** and **William Gordon** embody Tatachilla CARES values and demonstrate them consistently. Congratulations to Clara, Ava, William and their families.

Mr John Dow
HEAD OF JUNIOR SCHOOL

JS CAPTAINS GREETING

We hope you have had an opportunity to enjoy some of this lovely autumn weather. We have been thinking over the past few weeks how grateful we should be. Not only that we are safe during this pandemic, but how appreciative everyone should be of families, friends and teachers. We have realised in this pandemic how grateful we are for our families and that we are really lucky to have them. So we ask you to take a moment when you get home or even now to think of all the things you are grateful for. It can be as simple as your family or friends.

Anna Goad and George Terry
JUNIOR SCHOOL CAPTAINS



from the JUNIOR SCHOOL

CURRICULUM MATTERS

BACK TO SCHOOL!

What interesting times we have lived in over the past three months! During this time, our students have demonstrated wonderful levels of flexibility and independence, both in the Remote Education space and back at school, as new routines and learning experiences developed. One of the best times to reflect on what we have, is when what we take for granted is threatened. So, what are some of our students' reflections on their Tatachilla Lutheran College community?

'I'm happy to be back at school. I can see all my friends and do my learning face to face. I can get feedback from my teacher and friends so I can change something up.'

Adam, Year 6

'I'm happy to be back at school because I love it and I get to play with Grace and other people.'

Piper, Reception

'I'm glad I'm back at school because I like to be at school to see my friends. They are really cool, and because I like doing Maths.'

Sophie, Year 3

'I've learnt how much I appreciate my school and friends and teachers.'

Milly, Year 4

'I'm feeling amazing being back at school because I see my friends. I prefer learning at school because it has more challenges.'

Max, Year 4

'It's so good being back so I can get back to smelling the fresh air, learning new things and learning with my mates. I've learnt I like writing stories about my life.'

Jesse, Year 4

The opportunity to play and learn in the College's stunning and extensive grounds, exciting incursions such as Readerman's visit to Receptions, learning and playing with peers and buddies, and the care and guidance of teachers are just some of the many joys of being back at school.

In a recent Assembly video, Year 6 students expressed their gratitude for other members in our community; groundsman, cleaners, leadership, SSOs, ICT staff, year level and specialist teachers. We thank them all for their contributions in this changing learning environment. And a huge thank you to parents and caregivers for your support of student learning both at home and at school. We are truly blessed as a teaching and learning community.

Mrs Ali Thacker

ASSISTANT HEAD OF JUNIOR SCHOOL: TEACHING AND LEARNING



from the **JUNIOR SCHOOL**

REMOTE EDUCATION REFLECTIONS

We asked for some volunteers in Year 5 to reflect upon our time with Remote Education and the transition back to face-to-face learning. This was written by **Emily Bartlett, Grace McAvaney, Jasper Alexander-Masters, Stefanie Garrod, Jamie Holata, Bailey Gill, Isabelle Cameron, Maggie Hage, Amelia Baragwanath, Phoebe Robinson, Isabella Boyce** and **Jenna Szalai**.

HOW WAS REMOTE EDUCATION DIFFERENT TO 'NORMAL' LEARNING?

Remote Education was different because there were only four lessons a day compared to seven. If we were at home we didn't see our teachers all day and only once or twice a day on Zoom. There was also no Journal question in the morning and to do the roll we had to 'like' the welcome video that our teachers posted every day. To ask a question we had to email, comment on Seesaw or wait for a Zoom meeting. This was hard as we are used to our teachers helping us straight away. For help we could use our parent as a teacher until we got back to face-to-face learning.

WHAT DID WE ENJOY ABOUT REMOTE EDUCATION?

We enjoyed that there were only four lessons in a day. We didn't feel as rushed as a busy day can often feel like. Another great thing is we were at home the whole time. In our free time (Recess and Lunch) we could do what we wanted until it was time for our lessons. When we were working at home it was nice and quiet. At school, it can be loud with so many more people around you.

WHAT DIDN'T WE ENJOY ABOUT REMOTE EDUCATION?

We found that the lessons were longer and harder without as much help from a teacher. It was a lot of change and was hard to get used to. It was definitely harder to do learning blocks than it is to do face to face lessons with our teachers. That wasn't one of our only challenges. One of the big challenges was trying to get used to it without our friends. Without our friends we found it hard to do things at Recess and Lunch. Being one of the people that came back to school straight away it was a lot of change that I had to adapt to and accept.

We found that it was much harder to start Remote Education because we had to get used to the schedule and learning without being able to ask questions when we were confused about the tasks.

HOW HAVE WE ENJOYED OUR TIME OUTSIDE RECENTLY?

We have been trying to balance our time doing Remote Education on our iPads with plenty of time "offline" being active and getting fresh air outside. If we have been home we have enjoyed sports by ourselves or as a family. We have been doing activities like bike riding and swimming. At school we have been doing more fitness and improving our speed, durability, tactics and much more. We have been learning new games and having fun as a Year 5 group. We have played lots of 'Frisbee Thief' and '500 Run' lately.

HOW DOES IT FEEL TO BE DOING FACE-TO-FACE LEARNING AGAIN?

It feels great to be back with our friends and we have teachers to help with the learning. We love it now because we can be with our friends and not have to text or Zoom them. We can hear them clearly now. We did like the Zoom calls but it is so much better to hang out with them all day in person.

It feels good to be back at school and to be able to socialise with friends during this unusual time. It's also nice because we get to have help with the teachers and they get to talk to us and help us more because there are less students whereas at home it was harder to get help because the teachers know the work and the instructions. I've really liked coming back to school because it gives you something to do and it's so much fun here at Tatachilla because the teachers make sure we are working and leave us time to play as well. It is also terrific because we still got to have our specialty lessons and they were so much fun.

Being back to school face to face, is something I wouldn't expect would happen for a while. When we were doing home learning everything was a bit complicated. We couldn't see our friends and we were stuck with our siblings. When at school we can see our friends and we're not stuck with our siblings. Being back with face to face learning is something I really enjoy and I know it will be a great rest of Term 2!

YEAR 5 STUDENTS





from the head of **SENIOR SCHOOL**

WELCOME BACK TO A NEW NORMAL!

Students recommenced the usual seven lesson day timetable this week after the two-week block timetable experience. Students should feel comfortable that their learning is up to date and that consolidation of work from previous weeks has occurred successfully. We are pleased to move back to the 2020 traditional schedule for lessons and, with the extension of Semester One until the conclusion of Term 2 and the decision to cancel examinations for this term, it is hoped that students will conclude the semester on track with SACE deadlines and their Senior School learning.

REMOTE EDUCATION PARENT FEEDBACK

Thank you to Senior School parents who were contacted for feedback regarding your experience of Remote Education. Your time to consider your impressions and reflections are valuable to us – as a means of feedback for the model of Remote Education and as constructive criticism should we ever need to use the mode again. Your feedback was overwhelmingly positive and supportive. I thank those of you who acknowledged teachers for the work undertaken in a short period of preparation and for your patience as we mastered new technology. It was invaluable to read your responses to consider a parent's perspective – both for those who were at home and those who continued to attend the workplace. Please see a brief selection of parent responses below:

- “Worked well – happy with the service provided.”
- “Vastly different to the usual education experience – but it was great to see students behave independently.”
- “Lots of technology for students to learn. They seemed comfortable with it all. I was worried about the amount of screen time for my son.”
- “Really impressed – the College could not have done any more in the time they had. Communication was good and any follow up happened quickly.”
- “Awesome job to keep the learning going at home so we could stay safe.”

ASSESSMENT AND REPORTING

To acknowledge the hybrid nature of education in Term 1 and 2, Semester 1 reports will be released in the first week of Term 3. This will allow assessment to occur right up to the conclusion of the term. Reports will be released to students and parents on Friday 24 July.

YEAR 10 WORK READINESS PREPARATION AND AUSTRALIAN BUSINESS WEEK

Due to the disruption to our plans for Work Experience in Term 2 due to COVID-19 restrictions, we have reimagined some of our Year 10 events and program. We are pleased to advise that Work Readiness Preparation and Australian Business Week will be held in Week 10 of this term. The Work Readiness Preparation Program will assist students in the compulsory training required for work experience. We are hoping that this opportunity may become available in 2020 and encourage students to make arrangements for this in their Term 4 holidays if it is made possible.

Australian Business Week is a great opportunity for students to experience the demands of the workplace in a virtual model. It brings with it specific challenges of group work; meeting deadlines; creative and critical thinking to run a virtual business and brings with it 10 SACE credits for the successful participants. It is a great way for students to explore particular roles in industry – such as marketing, finance, management and operations and a creative way to conclude Term 2. We wish all of our Year 10s great success in this nationally recognised program.

YEAR 11 RESEARCH PROJECT

In readiness for the Year 11 cohort to undertake the compulsory Stage 2 Subject Research Project in Semester 2, students will participate in a two-day intensive program to launch the learning and specific skill acquisition required for the 10-credit subject. Students will explore the role of the SACE Capabilities; hear about the role of research in education from representatives of Flinders University and craft their own research questions ready to undertake some research prior to Term 3. Students are encouraged to begin thinking about a topic for their research and some front loading of topic exploration will occur in Home Class ahead of the intensive program so that students feel prepared and so they can get the most out of the valuable opportunity.

Thank you to Ms Deadra Peak for the organisation of the day and to the Research Project Teaching Team for Semester 2 for their work with students on these days.

Please note that dates for the program are in Week 9 on Monday 22 and Tuesday 23 June.

Mrs Marylyn Marshall
HEAD OF SENIOR SCHOOL

around the CAMPUS

GOOD NEWS IN CAMBODIA!

Whilst it seems the typical response to COVID-19 by Australians has led to mass panic about toilet paper, there are other things going on as well...good news in fact, and you are all a part of it!

For the past seven years students and staff at Tatachilla have been visiting and building relationships with a little village in Cambodia called Krous Village. Every year over that time, Year 9 students have raised money for this village and some of you, when in Year 11, have had the privilege to actually visit.

Once COVID-19 hit Cambodia, similar things have happened there even out in the villages, but with a difference. Poor people who have lost their jobs have no government money and so they are in dire need of support not just for toilet paper but daily food.

Thanks to the fundraising that you have all been involved with, Tatachilla has been able to act in a timely manner in order to meet the needs of 30 families who the little church in Krous village is trying to support. These are the poorest of the poor in the village.

The pictures show Pastor Sreyliak with villagers. She is the person trusted to care for her church and these families. Pastor Sreyliak is a young person with a lot of responsibility now, but she is exactly what makes the Church behave like Jesus, a caring presence amongst people. We want to help her help those in need. These pictures show what has been happening in their village. You have all been supporting the purchase of food for its distribution there.

The good news is that each of you can say, 'I helped with that' and you can feel good about this! Sreyliak told us that \$15 can buy enough rice to feed a family for one month. So we are going to cover that and then keep in touch to see how else we can be involved.

So when you feel all shut in and maybe a little frustrated with your reruns of old films just think about these people and how you are helping them just to have food!

Well done Tatachilla for extending the 'love of Christ' to those most in need!

Mr Grant Wildman
CHRISTIAN STUDIES LEARNING LEADER



TATACHILLA
lutheran college

25
1995-2020

around the **CAMPUS**

ADVANCE NOTICE – NEW UNIFORM

As communicated via email to all families on the Friday 15 May 2020, we are providing advance notice of changes to the College Uniform in order to assist with your forward planning.

In 2017, we embarked on a process to review the College Uniform. This included surveying the whole community; gathering parent, student and staff feedback and conducting workshops with smaller groups of the community.

Since that time, we have been working with Trutex, a national school uniform supplier, to design and deliver an updated suite of uniform products. In undertaking this process, we were focussed on the following pillars to guide the process:

- Price
- Quality
- Function
- Image

Ensuring that the uniform remains affordable for Tatachilla families, and of good quality, continues to be a high priority. Careful consideration has also been given to wear and wash-ability, knowing that school uniforms need to be hard wearing and durable.

Lastly, the look of the uniform needed to reflect the culture of the College, our setting in the Fleurieu Peninsula, and convey a smart and contemporary image to take us into the next 25 years of the College.

The community survey clearly identified current uniform items that were both popular, and unpopular, with our students and their families. These views have been taken into consideration in developing the new look uniform. Priorities for the new uniform included providing a wardrobe of trans-seasonal items that can be layered to suit the weather, rather than the traditional winter and summer uniform; practical clothing for Junior School play and Reception to Year 12 outdoor learning; alternatives to the dress and skirt for girls; and maintaining sub-school identity. I am pleased to advise that the production of the new uniform is now underway and will be in the Uniform Shop at the end of Term 3, 2020.

At this time, a formal launch will be undertaken to demonstrate the full suite of items and the layering options that can be considered. This will also include the publishing of new uniform guidelines, including as noted above, the removal of the winter/summer requirements and a reduced amount of compulsory items, providing much more choice and flexibility for students and parents.

In order to transition from the existing uniform to the new, from the start of Term 4, 2020, the current uniform will no longer be sold in the Uniform Shop. As a result, all current stock will be reduced by 35% from Monday 1 June 2020 until the end of Term 3, or until sold out. Only the new uniform will be able to be purchased from Term 4 this year. The current uniform will still be able to be worn by students through to the end of 2021, with the new uniform not becoming compulsory until the start of the 2022 school year. This allows for a period of transition for all families. The only exception being, that current Year 10 students will be able to wear the current uniform until they graduate Year 12 at the end of 2022.

We recognise that the current stock levels are starting to run low, and in some cases, items have sold out. Where they are sold out, these items will not be restocked. Should you find yourself in a situation where you cannot purchase an item, please contact the staff in the Uniform Shop who can provide you with further direction.

Students commencing at the College in 2021, will undertake uniform fittings during Term 4 this year when the new stock is in store.

We believe that throughout this process, we have remained consistent to the pillars in developing a new suite of uniform items that remain cost effective, functional, durable and reflect the nature of our culture and community.

In our 25th Anniversary year, we look forward to sharing these items with you next term and launching this exciting, once in a generation change for our College.

Yours respectfully,

Mr Cain McDonald
PRINCIPAL

ANNUAL REPORT 2019

As part of the requirements under the Commonwealth Government, schools are required to publish an Annual Report which outlines areas relating to NAPLAN outcomes, Year 12 Results and student attendance from the previous year.

The 2019 Annual Report (completed in 2020) has been compiled and is now available on the College website. You can locate this at: www.tatachilla.sa.edu.au then click on the 'News' tab where you will see a link to the 'Annual Report'.

We thank the Commonwealth Government for their ongoing support and commitment to all students across the country.

Mr Cain McDoanld
PRINCIPAL



calendar
DATES

Term 2 Week 5

Monday 25 - Friday 29 May

National Reconciliation Week

Tuesday 26 May

R-12 House Meetings (Virtual)

National Apology Day

Friday 29 May

JS Chapel (Virtual)

Term 2 Week 6

Monday 1 June

Tree Planting Commences (25th Anniversary)

Tuesday 2 June

MS Year Level (Virtual)

SS Extended Home Class

JS Assembly (Virtual)

Wednesday 3 June

MS/SS Chapel (Virtual)

Friday 5 June

R-12 House Colour Wearing Day

JS Chapel (Virtual)

Term 2 Week 7

Tuesday 9 June

Yr 10 Vaccinations

MS Year Level (Virtual)

SS Year Level (Virtual)

Wednesday 10 June

R-12 Chapel (Virtual)

Friday 12 June

College Tour 9.30am

Please continue to read information emailed to you from the College for the latest arrangements for the coming weeks.

You can also access up to date news on our website at:

<https://www.tatachilla.sa.edu.au/news/latest-news?article=5234561>



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TATACHILLA LUTHERAN COLLEGE

25 YEAR

picnic wine glasses



\$5.00 each

Available for purchase
from Main Reception



tatchilla.sa.edu.au