

# tatachilla NEWS

25 YEARS | TATACHILLA  
lutheran college



Term 2 | Week 8 | Thursday 18 June 2020

## from the head of **JUNIOR SCHOOL**



A colleague said to me the other day, that the children in the Junior School play hard. By that she meant that they play quite intensely and enthusiastically. From the moment they go out to play, right up to the bell and often for some time afterwards, they are playing. They love to play.

Pasi Sahlberg, Deputy Director of the Gonski Institute for Education, when asked about play in Finnish schools, which are often held up as the benchmark of a good school, replied, *“Play comes to school with the children.”* I thought this was very profound. Regardless of what we do or don't provide in the way of playgrounds for the children, they will bring play with them to school every day. Since starting as Head of Junior School in 2016, I have championed play as a way for children to learn, develop capabilities and express themselves. With the introduction of stick play, opening up The Creek and providing the woodwork bench, many new opportunities for different types of play have been provided.

However if you look at one dictionary definition of play, *“to engage in activity for enjoyment and recreation rather than a serious or practical purpose”*, it is understandable that society might not value play as much as we. In some countries, recess is being replaced with more time spent on classroom learning, believing that more time on task equals more learning. Not true. To delve a little deeper into the etymology of the word, I found that the origin of the word comes from Middle Dutch *pleien* to *‘leap for joy, dance’*. How perfect considering researcher Peter Gray believes that the predominant emotions of play are interest and joy. (The Lego Foundation [https://www.legofoundation.com/media/1063/learning-through-play\\_web.pdf](https://www.legofoundation.com/media/1063/learning-through-play_web.pdf))

It is well established that play in childhood is linked to the development of creative problem solving, an understanding of symbols and their meaning, providing the foundation for literacy and numeracy and the development of the child's ability to self-regulate, which is an absolutely essential ingredient for success in schooling. (The Power of Play, <https://www.childrensmuseums.org/images/MCMResearchSummary.pdf>)

Given that play happens naturally, brings joy to children and promotes academic, social and emotional growth, we will continue to develop our teaching and learning where play is celebrated and better understood as a way of learning.

### **MERIT AND EXCELLENCE AWARDS**

This fortnight's Excellence Award recipients are: **Emily Hart** (6MCAT), **Jack Harvey** (3SCOT), **Mila Mansell** (1HARS). Emily demonstrates strong leadership skills in her role as House Captain such as organisation, initiative, communication, confidence and positivity, and is an asset to our Junior School. Jack is commended for being a hard worker who excels in his learning, and consistently adds his in-depth thinking to classroom discussions. Mila is a determined and focused learner who encourages others and acts with a high level of care and thoughtfulness for those around her. Congratulations to Emily, Jack and Mila who have demonstrated that they go above and beyond in their participation at school. Congratulations also to all Merit Award recipients who have been recognised for their learning and community mindedness.

**Mr John Dow**  
HEAD OF JUNIOR SCHOOL



# from the JUNIOR SCHOOL

## RECEPTION LEARNING

The 'Receptionals' have had a busy term enjoying their learning. Our students have progressed well with both reading and writing through our Reader's and Writer's Workshop lessons. Mrs Tracey Grice has supported us with our shared reading lessons reading pattern books, and we enjoyed Reader Man when he visited us earlier in the term to teach us all about using our 'Super Powers' when reading.

During our Maths, Science and Christian Studies lessons the children have had opportunities to 'trust the count' to count on, measure and compare, learn about 'cause and effect' through our many Science investigations, and the choices that we make during our Christian Studies lessons.

*I like my Phonics lessons because it helps me learn to read and write. **Lewis Lunnay** RTHEJ*

*I like learning how to write because it helps me write. I like making true story books about my time at the zoo with my family. **Vito Zerella** RTHEJ*

*I like learning how to write. I like writing my snap words in my books. **Willow Norman** RTHEJ*

*I like reading it helps me to learn to read bigger words. **Felicity Cooke** RTHEJ*

*I like art with Mrs Crowe because I get to draw things and I like being creative. **Isaac Locke** RTHEJ*

*I like Sport because Mr Scott teaches us games to play. I am learning to skip, and it is fun. **Noveau Drew** RTHEJ*

*I like learning about Jesus because he made me. It makes me feel happy. One time I looked up at the sky and I thought I saw Jesus. **Grace Shaw** RGE\_MA*

*I like learning about A and B choices. I don't like it when people are rude to other people. **Esther McInerney** RGE\_MA*

*My friends are important to me. I like playing with friends at The Creek because that is my favourite place to play. **Noah Hershman** RGE\_MA*

*I like learning about the letters of the alphabet. This helps me to be a brave speller. **Angus King** RGE\_MA*

*I like learning about Maths and Science. I liked making a spinning top. **Remy England** RGE\_MA*

*I like learning about being on the oval and getting exercise. This helps me to be strong and a good learner. **Sadie Freeman** RGE\_MA*

**Mrs Jayne Thelning, Mrs Marlise Gersch and Students**  
RECEPTION TEACHERS AND STUDENTS





# from the JUNIOR SCHOOL

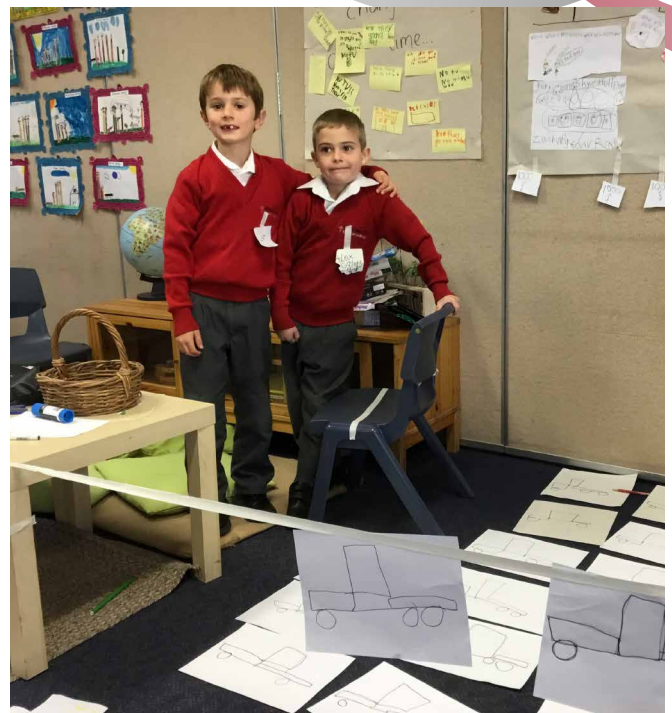
This week I was fortunate to spend time in Ms Stephanie Harvie's Year 1 classroom. The children were highly engaged in setting up and creating their own shops in small groups. I was in awe of the children's collaboration and imagination as they wrote for a purpose, creating their shopfront signs, product lists and price tags on their items. There was such a buzz of positive energy in the classroom as the children worked together to achieve a common goal.

The children had agency over their learning. They decided what kind of shop to create, how to design and display their items, they made their own labels, price tags, shopping lists and figured out how much to price each item for.

At the completion of creating their shops, the children were given play money to take turns visiting other shops and make purchases, give, and receive change from each other and write receipts.

During my observations I was struck by the length of time the children were absorbed in their activity for. Many of them were not bothered about stopping for their mid-morning fruit break and could not wait to resume their playful learning.

This state of 'flow' described by positive psychologist Mihály Csikszentmihályi as, *"being completely involved in an activity for its own sake. The ego goes away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost."*



During this playful learning experience, it was evident that some children had to overcome minor upsets. Self-control and self-regulation are two executive function skills that researchers have identified as being developed through play. This is because children need to overcome their problems and work out their arguments together as they decided on the rules.

When we consider the 2022 skills outlook released by the World Economic Forum, it mentions innovation, critical thinking, problem solving, emotional literacy, creativity, originality, and initiative as the top skills sought after by employers. It is well recognised that playful learning is a pedagogy that supports the development of these skills in children. This is because the essential characteristics of play are risk taking, creativity, collaboration, and imagination (Harvard Centre for the Developing Child).

A current strategic direction for Wellbeing in the Junior School is to explore playful learning experiences as we recognise the importance of play for our children, especially as they will one day enter a very different job market.

**Ms Lindee Hopkins**

ASSISTANT HEAD OF JUNIOR SCHOOL: STUDENT WELLBEING

**TERM 2 CONCLUDES  
FRIDAY 3 JULY 2020**

See full Calendar dates on  
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## from the head of **MIDDLE SCHOOL**

### **FINDING YOUR PASSIONS WITH US**

In the Middle School our young people are able to select a wide range of electives in Year 8 and 9 in the Arts, Technology, Languages and Sports. In Week 8 and 9 on Tuesday morning students are visiting specialist teachers in these learning areas to find out more about the electives on offer in 2021. This assists our young people to be inspired to explore their passions, try new subjects and start thinking about their selections for 2021.

We encourage parents to start having conversations with their child over the coming weeks about what they have seen and what their thoughts are for their future selections in 2021.

Here are some questions to help guide these conversations;

- What elective subjects are you most excited about that you saw in the Subject Selection visits?
- What subjects have you loved learning about the most and why?
- What interests, hobbies, talents and skills do you have that connect to the electives on offer?
- If time was not a restriction, what area of interest or subject would you choose?
- After reading and watching the videos on the Middle School Curriculum Guide from Week 10 Term 2, what stood out to you?



### **MIDDLE AND SENIOR SCHOOL SUBJECT SELECTION PROCESSES FOR 2021**

In COVID-19 times, there are restrictions that are in place which have meant our Subject Selection processes for 2021 have had to change this year. Therefore, we invite students and parents to engage with us in the Subject Selection process for 2021 through the following ways:

- Reading digital/online material and viewing videos on College website in the Middle School Curriculum Guide.
- Year 7 and 8 students will visit elective teachers and specialist facilities in Week 8 and 9 Term 2 and will receive information of how to elect subjects for 2021.
- Year 9 students will hear about new subjects offered in 2021 from students who have studied these subjects and specialist Senior School staff in Week 8 and 9 Term 2 and will receive information of how to elect subjects for 2021.
- Face-to-face Subject Selection Parent Information Session with Assistant Head of Middle School: Teaching & Learning, Mrs Caroline Pritchard & Head of Middle School, Ms Sarah Hoff-Zweck through Zoom video conferences on Monday 29 June. The session time is Monday 29 June: 6:00pm-6:30pm (Year 7 into 8 and Year 8 into 9 2021.)
- Face-to-face Subject Selection Parent Information Session with Assistant Head of Senior School: Teaching & Learning, Mrs Margaret Naylor & Head of Senior School, Mrs Marylyn Marshall through Zoom video conferences on Monday 29 June. The session times are, 6:30-7:00pm (Year 9 into 10 2021), 7:00pm-7:30pm (Year 10 into 11 2021) and 7:30pm-8:00pm (Year 11 into 12 2021.)
- Subject Selections for Year 7 and 8 students and expression of interests for Year 9 students will open from Monday 29 June (Week 10 Term 2) after the Subject Selection Parent Information Session and close Friday 24 July (Week 1 Term 3.)
- A Course Counselling Interview with Year 9 student, parents and a senior member of the Senior School Leadership team will be offered on Monday 10 August (Week 4 Term 3) to make final Subject Selections.

Please see the Subject Selection flyer on page 7 of the Newsletter for information on how to RSVP for the Monday 29 June Subject Selection Zoom sessions.

We look forward to continuing to support our young people to learn and grow in finding their passions in the Middle School and linking these to their emerging pathway for their future. Please do not hesitate to contact Mrs Caroline Pritchard (Assistant Head of Middle School: Teaching and Learning), Mr Michael Ebert (Assistant Head of Middle School: Student Wellbeing) or myself if you require any further support or assistance in this area.

Every blessing for the week ahead,

**Ms Sarah Hoff-Zweck**  
HEAD OF MIDDLE SCHOOL



# from the **SENIOR SCHOOL**

We have commenced our preparation and student education for the selection of subjects for 2021 for Years 9-11. This is an exciting time of the school year for students who are encouraged to ask as many questions of their teachers as they can about pathways in subject areas.

As support for this process, students in Years 10 and 11 will undertake a Pathway Interview to discuss first pathways beyond school. This will assist in backwards planning for the selection of subjects.

Our Curriculum Guide is a valuable source of information for parents and students. Please make some time to explore this on the College website: <https://www.tatachilla.sa.edu.au/curriculum/senior-school>

Thank you to parents and carers who have already booked into the Information Session offered via Zoom on Monday 29 June. Places are still available should you wish to join us online.

If there are any questions regarding the three-step Subject Selection process, please contact Mrs Margaret Naylor at the College, e: [margaret.naylor@tatachilla.sa.edu.au](mailto:margaret.naylor@tatachilla.sa.edu.au)

## **SUBJECT SELECTION AND COURSE COUNSELLING FOR 2021**

This term we begin our Subject Selection and Course Counselling process for students in Years 9 to 11. This is an important three-stage process:

1. Exploration of subjects and Expression of Interest
2. Course Counselling
3. Make Subject Selections



### **STAGE 1: SUBJECT EXPLORATION AND EXPRESSIONS OF INTEREST**

Students will be guided in Extended Home Class time on how to access the College's online Curriculum Guide found at <https://www.tatachilla.sa.edu.au/curriculum/senior-school>. Once possible subjects have been researched, students will be asked to express an interest in the subjects they wish to study in 2021, as well as select two reserve subjects.

This process is very important to participate in as it allows the College to review the needs of each Year Level and the trends in the subjects students wish to study so that we can construct a timetable which endeavours to best meet student needs. This process will be launched on Tuesday 30 June and we ask that all students complete their expression of interest by Friday 24 July for studying subjects in the following academic year.

### **STAGE 2: COURSE COUNSELLING**

Following the Expressions of Interest process, families will be asked to book a Course Counselling Interview. The purpose of counselling is to support students in identifying realistic subject preferences. Support is given to align choices with special interests and strengths as well as career aspirations.

Counselling interviews commence on Saturday 8 August and conclude on Wednesday 12 August. Please note that the following days have been allocated to specific year levels:

- Monday 10 August has been allocated to Year 9 students entering Year 10
- Tuesday 11 August has been allocated to Year 10 students entering Year 11
- Wednesday 12 August has been allocated to Year 11 students entering Year 12

### **STAGE 3: FINALISING SUBJECT SELECTIONS FOR 2021**

During the Course Counselling Interview, students and caregivers will be asked to make their Subject Selections for 2021.

Please note, students who wish to participate in Vocational Education Training (VET) will be required to select a full complement of subjects until the training agreement is finalised with the registered training organisation.

#### **Mrs Margaret Naylor**

ASSISTANT HEAD OF TEACHING & LEARNING: SENIOR SCHOOL





Monday 29 July - Friday 3 July 2020  
Week 10, Term 2



**ABW** ENTERPRISE  
EDUCATION

Australian Business Week (ABW) and Work Preparation Day (Virtual Work Experience) offers Year 10 students the opportunity to acquire the skills necessary to run their own company. In an exciting one-week intensive program students will experience what it is like to run multi-million-dollar accessories factories and make decisions which have real outcomes.

### **During ABW Year 10s can expect to develop capabilities in:**

- > Responsibility
- > Tolerance
- > Decision making
- > Public speaking
- > Report writing
- > Planning
- > Organisational skills
- > Support of others
- > Mathematical ability
- > Creative ability
- > Implementing a plan
- > Teamwork
- > Leadership
- > Computing skills
- > Independence
- > Communication skills
- > Cooperative group work

For further information please contact Ms Susann Phair, ABW Coordinator:  
p: 8323 9588 | e: [susann.phair@tatachilla.sa.edu.au](mailto:susann.phair@tatachilla.sa.edu.au)  
211 tatachilla road, mclaren vale sa 5171





# Years 7 - 12 Subject Selection 2020 into 2021

FIND YOUR PASSIONS AND  
EMERGING PATHWAY WITH US

## Moving into Year 8 and 9 in 2021

We invite students and parents to engage with us in the Subject Selection process for 2021 through the following ways;

- Reading digital/online material and viewing videos on <https://www.tatachilla.sa.edu.au> in the Middle School Curriculum Guide.
- Year 7 and 8 students will visit elective teachers and specialist facilities in Week 8 and 9 of Term 2 and will receive information on how to elect subjects for 2021.
- Face-to-face Subject Selection Parent Information Session with Assistant Head of Middle School: Teaching & Learning, Caroline Pritchard & Head of Middle School, Sarah Hoff-Zweck through Zoom video conferences on Monday 29 June. The session time is Monday 29 June: 6pm-6:30pm (Year 7 into 8 and Year 8 into 9 2021). Please RSVP here: <https://www.trybooking.com/BJWRD>
- Subject selections will open from Monday 29 June (Week 10, Term 2) after the Subject Selection Parent Information Session and will close on Friday 24 July (Week 1 Term 3.)

## Moving into Year 10, 11 and 12 in 2021

We invite students and parents to engage with us in the Subject Selection process for 2021 through the following ways;

- Reading digital/online material and viewing videos on <https://www.tatachilla.sa.edu.au> in the Senior School Curriculum Guide.
- Students will hear about new subjects offered in 2021 from students who have studied these subjects and specialist Senior School staff in Week 8 and 9, Term 2 and will receive information of how to elect subjects for 2021.
- Students will have Career Interviews to build on the career possibilities that each student sees for themselves.
- Face-to-face Subject Selection Parent Information Session with Assistant Head of Senior School: Teaching & Learning, Margaret Naylor & Head of Senior School, Marylyn Marshall through Zoom video conferences on Monday 29 June. The session times are; 6:30-7:00pm (Year 9 into 10 2021), 7:00pm-7:30pm (Year 10 into 11 2021), 7:30pm-8:00pm (Year 11 into 12 2021). Please RSVP here: <https://www.trybooking.com/BJWRI>
- Subject expressions of interests will open from Monday 29 June (Week 10 Term 2) after the Subject Selection Parent Information Session and will close on Friday 24 July (Week 1 Term 3.)
- A Course Counselling Interview with student, parents and a senior member of the Senior School Leadership team will be offered from Monday 10 August (Week 4 Term 3) to make final subject selections. Bookings will be made via SOBS and these interviews may occur via Zoom.





## from the **ARTS DEPARTMENT**

This term in the Drama department students have been busy exploring the 'page to stage' process in a myriad of ways. The Year 8s have been feverishly working on their class production of Frankenstein where students have engaged in set design and construction, costuming and sound in addition to acting roles.

The Year 9s and 10s have been engaged in small group performance works of the popular fairytale The Musicians of Bremen. Working with animation, shadow puppetry and live performance the students have worked together to bring their own interpretations of the script to life.

**Mrs Rachel Overstreet**  
R-12 ARTS COORDINATOR

Our featured visual artist of the Newsletter is Year 9 student Abby Stock.

*"For this project in Visual Art we were inspired by the paper cut art of Kara Walker. We explored silhouettes and paper cut and then chose an issue to inspire our own work. The issue that I decided to tackle was the bushfires that devastated Australia and South Australia over the summer. The artwork symbolises the effort and struggle that the fireman went through to protect the country. The bravery of the fireman should be recognised and acknowledged throughout the country. This is why I did this artwork."*

**Abby Stock**, Year 9.



## from around the **CAMPUS**

On Wednesday 27 May, children from all around Australia participated in National Simultaneous Storytime. NSS is held annually and every year a picture book by an Australian author is read simultaneously around Australia. This is a great opportunity to promote the value of reading and literacy with a fun text.



This year, the text was 'Whitney and Britney, Chicken Divas'. Our Principal Cain McDonald read this book to our students 'virtually' from his home, surrounded by his own chickens. The children loved hearing Mr McDonald read the story and especially loved the way he accessorized this read aloud by wearing a tiara and feather boa!

**Mrs Tracey Grice**  
JUNIOR SCHOOL TEACHER LIBRARIAN



# from around the **CAMPUS**

## **CHILD STUDIES - PRODUCTIONS**

During Child Studies students learn how to look after children from conception to eight years of age. Yes, that is a huge amount of information! Unfortunately, I feel that we really only have the time to learn about a few different aspects – but we do this well! An example of this has recently been evident with the short 'TV Programs' the Year 11 Child Studies class have produced – for children of four to five years of age. This was a group task, which involved a lot of collaboration to ensure the whole five minute production came together successfully. The Child Studies class invited the Reception classes to preview their productions and provide feedback. This is an example of 'cross-age teaching and learning' which works so well at Tatachilla Lutheran College.

**Ms Deadra Peak**  
CHILD STUDIES TEACHER



## **HUMANITIES**

Earlier this term, Year 9 students were challenged, but also inspired during our 'Making A Nation' unit in Humanities. Students learned about the impacts of colonisation for Indigenous peoples; we analysed the graphic novel 'The Rabbits' written by John Marsden. Students also viewed and analysed the new film 'In My Blood It Runs' which explores the current and intergenerational impacts of European settlement.

Reflecting on the unit and the film, Year 9 student **Isabella Kolencik** discussed the concept of invasion. Bella graciously explained how she understands Indigenous history, spirituality and culture.

**Miss Minka Lock**  
MS HUMANITIES LEARNING LEADER

*"Ruthless perceptions and judgements of the Indigenous Australians made by Caucasians have seriously impacted the way that they are valued in society. The history and terror of the invasion runs throughout the veins of the current Indigenous Australians. All that panic and pain still exists. I believe that the rare and irreplaceable culture embedded into the Aboriginals souls luminesces them and changes their bodies into bright glowing stars. When I picture the greater collective of Indigenous Australians across Australia with the history and light running through their bodies igniting their souls, I see a constellation of stars scattered across the sky on a cloudy night."*

**Isabella Kolencik**  
YEAR 9 STUDENT



**MIDDLE AND SENIOR  
SCHOOL SUBJECT  
SELECTION  
PARENT INFORMATION  
SESSION VIA ZOOM**

**Monday 29 June 2020**

See flyer on page 7 for details on how to RSVP.



## 25th year celebrations

# TREE PLANTING

Over the course of the last fortnight, the staff and students of Tatchilla Lutheran College have been busy in our brand-new Forest in celebration of our 25th Anniversary and Tree Day.

Thanks to the generous donation made by Pastor Mike Pietsch and the cumulative efforts of our College community, our Forest now comprises 1300 seedlings – one for each student and staff member here at the College.

From our newest Reception students to our most senior members of staff, every member of our school community has made their way down to the Forest to plant a tree.

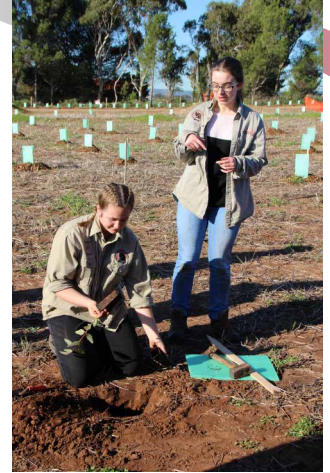
Tree Day has been celebrated at Tatchilla for many years, usually by adding new plant life to our existing EcoClassroom. This year, Tree Day has been about celebrating the College's 25th Anniversary by creating a Forest that will continue to grow alongside the College.

Students and staff alike can take pride in knowing that, by planting in the Forest, they have actively contributed to Tatchilla's environmental legacy. Planting in the Forest has given all involved an opportunity to step away from our desks, partner up with our friends, and contribute to something that we will be able to see growing and developing for years to come. As it grows, our Forest will house curriculum-based education activities, as well as become a welcoming place for pastoral care.

Tree Day this year has been a massive undertaking, and has been contingent on the wonderful support provided by student helpers **Skye Dunn, Mitchell Livingston, Oscar Mutlow, Indiana Mesecke, Grace Kennedy, Emily Drummond, Rebecca Evans, Friedrich Hillen, Viktoria Hillen, Ben Shaw, Kai Dellow, Leilani Rangi-Mitchell, Olivia Piscioneri, Stella Hockman, Lauren Potter, Emily Brewer, Stefanie Garrod, Ash Wynn, Gloria Maung, Isabel Wood, Azalea Gregory, Jasmin McIntosh, Brody Summerfield, Joseph Last, Chloe McCaul and Alistair Krogoll.**

Thank you all very much for shovelling mulch, braving freezing mornings, carting equipment and sharing your knowledge and skills

**Christina Liapis**  
OLD SCHOLAR 2019





calendar  
**DATES**

**Term 2 Week 9**

**Monday 22 - Tuesday 23 June**

Yr 11 Research Project Intensive Days

**Wednesday 24 June**

MS/SS Chapel (Virtual)

**Friday 26 June**

JS Chapel (Virtual)

**Term 2 Week 10**

**Monday 29 June - Friday 3 July**

Year 10 ABW

**Monday 29 June**

Year 10 Work Experience Preparation

MS/SS Subject Selection Parent  
Information Sessions via Zoom

**Tuesday 30 June**

MS/SS Year Level

JS Assembly (Virtual)

**Tuesday 30 June - Friday 3 July**

2021 Subject Selection (Yrs 9-11)

**Wednesday 1 July**

R-12 Chapel: Community Farewell to  
Cain McDonald (face to face!)

Yr 7 Incursion - Ancient Civilisation

Yr 9 Online Excursion - Kalyra,

Montessori & Tatchilla

**Friday 3 July**

Term 2 concludes

**Term 3 Week 1**

**Monday 20 July**

Student Free Day

**Tuesday 21 July**

Students commence Term 3

Yr 12 Elevate Study Session

MS/SS Year Level

SATAC Evening

**Wednesday 22 July**

MS/SS Chapel

Flinders Uni SATAC Workshop

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.tatchilla.sa.edu.au/news/latest-news?article=5234561>



211 tatchilla road  
po box 175 mclaren vale 5171 south australia  
l p 08 8323 9588  
l e tlc@tatchilla.sa.edu.au  
**tatchilla.sa.edu.au**



TATACHILLA LUTHERAN COLLEGE

# 25 YEAR picnic wine glasses



**\$5.00** each

Available for purchase  
from Main Reception



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

# Awesome ENDS - IN - ME

**Bullying is NOT OK and we encourage families to join us for a special online event to support young people and empower them to believe that 'Awesome ends in ME'!**

Join authors Hayley Frazer (*Something A Little Different*) and Catch Tilly (*Otherwise Known as Pig*) as they discuss their books that deliver an important message about bullying, learning to accept help, embracing diversity, acceptance and how you have the power to make a positive impact and let those affected by bullying know that you are there for them.

This informative and interactive event will inspire you and encourage young people to build strength, confidence and resilience – ultimately allowing them to thrive.

**Get onboard - you got this!**

*Event includes three great prize pack giveaways so be quick and book in – numbers are limited!*



Hayley Frazer is a year 10 student with dyslexia. Like many with this diagnosis, her educational journey has been far from easy and drawing on her experiences she has published a story about standing up to bullies, courage and friendship.



When Catch Tilly, a former high school teacher now working as an author and script writer, wrote a play about bullying she

thought she was writing an exaggerated version of reality. Then the kids she was performing for told her “it’s just like this in the playground”. This was 13 years ago and the energetic theatre performer and writer has been researching bullying ever since, developing the bones of her 2006 play into a vividly realised, black-witted, confronting new novel for teenagers.

**LIBRARY  
THROUGH  
THE LENS**

PRESENTED BY



**FREE Live webinar: Wednesday 15 July, 6.30pm-7.45pm**

**Bookings Essential [www.marionlibraries.eventbrite.com](http://www.marionlibraries.eventbrite.com)**