



# Beyond the Ridge



# Contents

Principal's message	2
What does it take to belong?	4
Developing STEM skills for the future	6
Creating a place of opportunity	8
In love with Fleurieu life	12
The Advertiser's 'Meet the Teacher'	14
Sister school partnership	16
Giving kids the green light	18
The history of Twilight Food Affair	20
Community connections	23
Celebrating the past	25



“It is the local community that needs to own the commitment to education.”

Adam Braun is a young, American entrepreneur and author, but is also the founder of a debt-free higher education program, 'Pencils of Promise', which builds schools and increases educational opportunities for children in developing countries. His book, 'The Promise of a Pencil', sold out in five days in the United States and has become a must read for anyone interested in social enterprise and education.

Braun makes the comment that:

“no one institution or organisation has a monopoly on the provision of education to young people, rather it is a collaborative and shared process that a whole community has input and interest in providing”.

It is often possible to see education, or school, as being the sole place where our children and young adults are taught everything they need to know about the world, how to succeed and thrive in and amongst it. We are incredibly grateful as educators that we get to provide opportunities and encouragement to students in the hope that they will use the skills, knowledge and understandings from their formative years, throughout their life journey. As Braun rightly points out though, it is not a solo adventure.

Consider for a moment the people that you can immediately think of involved in the education of a child – teachers, support staff, wellbeing staff and learning support. For many children there may also be sports coaches, dance coaches, instrumental music staff, volunteer or paid staff in organisations such as St John's First Aid, Cadets or Scouts. There could be employers, gym instructors and maybe even the local hairdresser! Importantly, parents, siblings, grandparents, neighbours, uncles and aunts, relatives and family friends. The old proverb, “It takes a village to raise a child” seems quite accurate when we analyse the connections and impact of significant adults in a young person's education.

Raising a child in a collective village is an immense social responsibility for all of us if we are to heed the words of the proverb. It means that all of us connected to each child have a commitment to ensure that we give to the child the lessons, skills and understanding in their formative years so that they may grow and flourish as truly well-rounded and respectful adults.

The significance of community is also not lost on the writer Paul, in 1 Corinthians 12:24-27:

“So God has put the body together such that extra honor and care are given to those parts that have less dignity. This makes for harmony among the members, so that all the members care for each other. If one part suffers, all the parts suffer with it, and if one part is honored, all the parts are glad. All of you together are Christ's body, and each of you is a part of it.”

Our College Vision Statement, 'Building Community : Enriching Lives', establishes that a key feature of our educational site is that through community we can enrich the outcomes and lives of each other. In so enriching each other, we continue to build a stronger, healthier and more fertile community in which each student can grow, serve and seek new horizons.

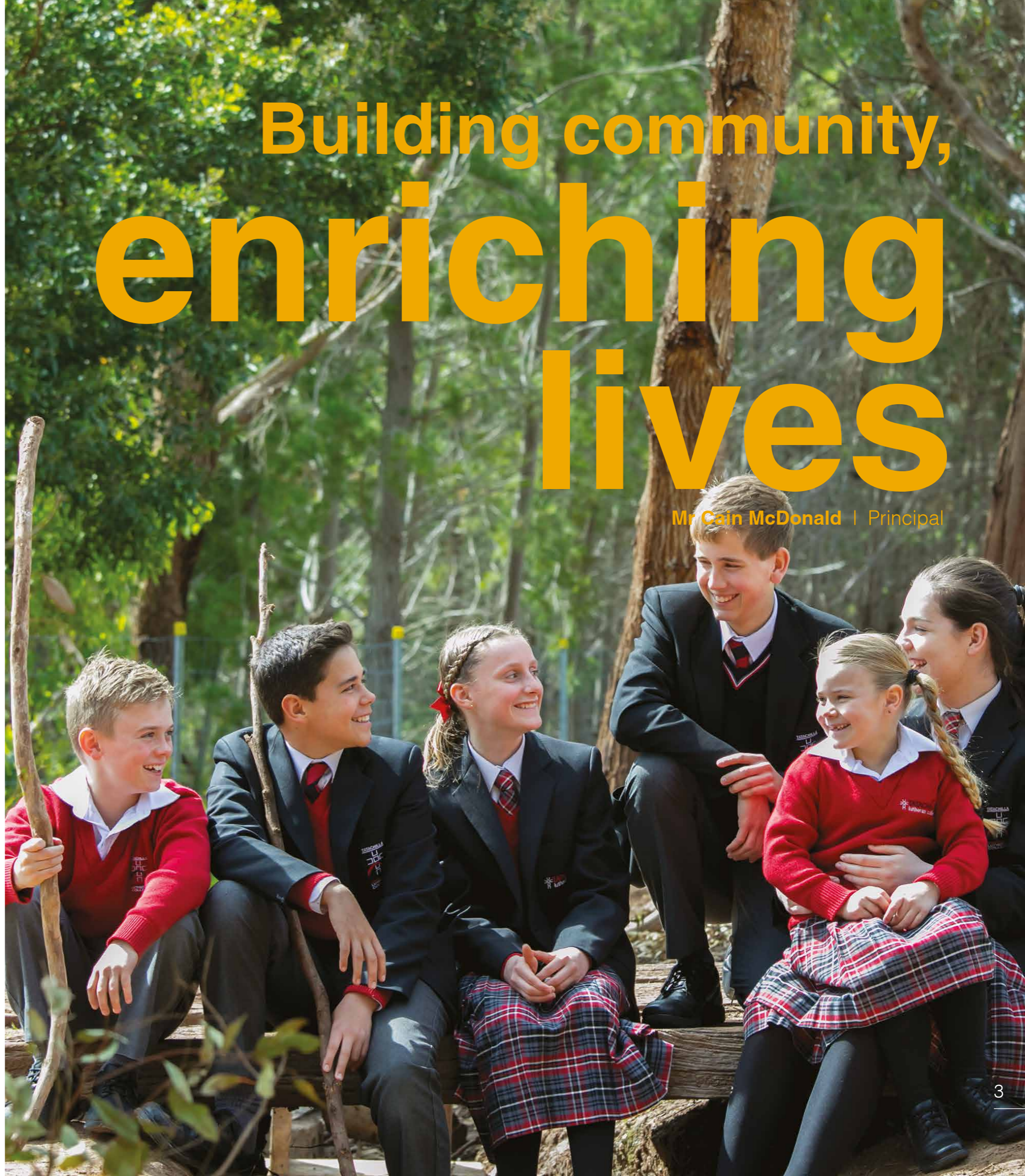
In this edition of Beyond the Ridge, we seek to share the stories of some of the various members of our community. We give thanks to all who enrich our community through their work, vocation, service, volunteering and partnering with us.

The future of our students is too important not to undertake education as a community and to recognise that it is through community that a child will truly come to realise the value of each relationship.

Thank you for being a part of this special and blessed community, Tatachilla Lutheran College. ✝

# Building community, enriching lives

Mr Cain McDonald | Principal





# What does it take to belong?

Mr John Dow | Head of Junior School

Most mornings I greet our students as they enter the Junior School at the kiss and drop zone. They come in and out of the school every day; they have a seat in the classroom and favourite places to play during the breaks; they have their teachers to guide them and friends to catch up with.

Each one is a member of our Junior School community. While it is great to be a member of something like a school community, it doesn't necessarily mean you will experience a sense of belonging and connectedness to it. I'd love all our students to feel truly connected to the Junior School and proud of their association with it. So how can children feel that deeper sense of belonging to the Junior School community? Part of the answer lies in their willingness to take up and fulfil their responsibilities. Whether we are a staff member, parent, or the youngest Reception student in the Junior School, there are many opportunities to be responsible for something.

Being thought of as a responsible person is to be commended. The responsible person does the right thing. They can be relied upon to make sensible choices. But there is more to being responsible than having a good reputation. We are fortunate to have the freedom to choose those responsibilities that reward us with a sense of purpose as we play our part in the world around us. I'd like to see our students approach their responsibilities at school as a way

to feel connected with, and contribute to, the Junior School community; as they participate in their learning, show concern for others, and appreciate and care for the environment that is at their doorstep.

It is wonderful to see many of our students choosing to take on and fulfil additional responsibilities. Our Junior School Captains, Amelia Place and Harry Smith, have taken on the responsibility of leadership, along with the SRC members, House Captains, and Year 6 Monitors. Other students, especially our youngest ones, choose to collect rubbish at lunchtime, using the tongs provided by the office staff. They take great pride in filling a plastic bag with rubbish. In each class, students have the opportunity to shape their learning community, by the way they apply themselves to their learning and relate to their peers.

Our students don't have much of a choice about being in the Junior School community, but they can develop an understanding that the responsibilities necessary for active community participation will help them feel that deep intrinsic satisfaction of belonging. 茶



At Tatachilla we believe that we provide the best transition for young people from a primary to secondary setting through our middle years program. The middle years begin at Year 7 which is our major entry point into the secondary school. This year has seen an additional stream at Year 7 with all five classes beginning, as we do believe that this best assists our students' adolescent development in a changing and transitional time within their lives. Year 7s have a smaller number of teachers who support their wellbeing at this transitional time and a great range of specialist teachers that spark the fire of learning within each of our individual learners.

Our new state-of-the-art STEM facility and specialised teaching within design and digital technology that has links to Mathematics, Science in the laboratories and sustainability in the EcoClassroom, is inspiring our young people to become critical, creative and innovative thinkers and problem solvers. Through these STEM skills, and agility of learning spaces, our young people are creating, making and innovating through real world projects which develops their creativity, problem solving skills, digital literacy, numeracy and scientific understandings in preparing them for a dynamic, globally-connected and changing world and future work.

We are blessed to have a beautiful landscape and environment at Tatachilla where our students in the middle years learn about earth care and sustainability for the future. Our teachers in Maths, Science, Design, Digital Technology and the EcoClassroom collaborate to help grow our students' understanding of what it means to be a global citizen and how meaningful actions in local ways can have a global impact.

Our Year 7s are immersed in a real world of conservation management in our EcoClassroom in the STEM project, 'Bring Back the Bandicoots'. Students will create a proposal to present to the NRM Board on how they can rejuvenate the eco-systems to bring back the bandicoots to our EcoClassroom. They will utilise their mathematical and scientific thinking to create ways to do this and utilise 3D printing of their models for their proposal.

Through this learning experience students are solving real world problems, engaging in real work partnerships with industry, government and councils, while transferring their knowledge, understanding and skills across more than just one learning area. We seek to grow our students' real voices and actions in real life learning experiences.

We are excited to have established a partnership with Flinders University in keeping up to date with STEM research and creating links to real world industries. Through this dynamic partnership our students' minds become open to future work possibilities and teachers engage with current practice and research within the field. This term we had a STEM teaching practicum student from Flinders University who worked with us on the Year 7 STEM project, Bring Back the Bandicoots.

It gives us great joy to showcase our student learning in new agile spaces and STEM learning. We invite you to visit the College to see us in person and see how we transition our students through the adolescent years to emerge as confident, curious learners who are equipped with the skills required for learning and working in the 21st century. 🌱



## Developing STEM skills

# for the future

# Creating a place of opportunity

Mrs Marylyn Marshall | Head of Senior School



School provides students and families with opportunities for more than an education and career pathways. As has been the case for many generations, school also provides young people with the opportunity for community. In a rapidly changing world that can, at times, seem uncertain to young people, school can provide safety, stability and a place of belonging. We acknowledge just how important this is when we think about the number of hours that students spend at school compared with home or other groups to which they belong such as church or sporting clubs.

One of the key strategic directions for the Senior School in 2018 is building community and this has been approached in a number of ways in the first term. From a formal pastoral care perspective, Year Level Co-ordinators' positions have changed so that the same post holder moves through the three years of senior education with the Home Class Teacher team and cohort of students. This offers an excellent opportunity for relationship and community building.

Further community building initiatives include the creation of Home Class Representatives. These positions of leadership provide a voice for students in Home Class groups on day to day matters that are relevant to the year level. For example, representatives in Year 10 have begun discussions about the use of the year level building corridor and will have input into this decision following consultation with their Home Class, Year Level Coordinator and the Head of Senior School. Year 10 students have provided service with the purpose of community building as they have made coffees for Year 12 students led by Ms Meredy Archer.

Year 10 students are undergoing interesting and challenging tasks that provides them with real life experiences of belonging to the world of work and to develop the skills of collaboration, problem solving and adhering to hard and fast deadlines. Students will experience a mock job interview for an occupation of their

choice as part of the Stage 1 compulsory subject Personal Learning Plan. They will also enjoy the experience of Australian Business Week where they will earn Stage 1 SACE credits in a business simulation that encompasses entrepreneurship, design, marketing, business and accounting skills within a group scenario. This occurs the week before work experience where students spend a week with an employer of choice to apply the skills they have practiced within Australian Business Week.

Tatachilla is a place of opportunity and it is our wish that students gain a great deal from all that is on offer because they participate willingly and contribute to making the school a better place. In doing so, it is also our hope that, once they leave us for the world of education and work, that they make the world an enhanced place of being because they realise that they are powerful in being able to change it too. 茶



MOCK INTERVIEWS



**98.2**

ATAR score received by 2017 College Dux, Mathieu Patton



**10**

Merit Awards



**12**

students received ATARs above 90



**100%**

SACE completion



**25.24%**

of students received 'A' grades - a 6% increase from 2016



**8**

A+ results without Merit received



**39**

students used VET in their Year 12 qualifications



**72%**

of students applied to university



**57%**

of students were offered their first choice of university course



# In love with Fleurieu life

Mrs Sally Moran | Community Relations and Fundraising Officer

## You are originally from the UK, what brought you to Adelaide?

I originally visited Australia as a backpacker and fell in love with the sunshine, beaches and outdoor lifestyle. I looked into visa options and found that at the time, South Australia were sponsoring graphic designers, which was my profession.

My husband and I visited Adelaide and knew straight away that we'd love to give it a go. Within a year of beginning the visa process, we had packed up all our belongings, said our goodbyes and set off for our new life in South Australia!

## Tell us about your family

I have been married to my husband, Ben, for 11 years and we have two children, Finley aged 6, and Niamh age 4. The children are both Australian, but have quite English accents having been raised by two British parents!

We live in Aldinga Beach, with our new Border Collie puppy, Tilly. We all love visiting the local beaches (still such a novelty to Ben and I) as well as socialising with friends, visiting wineries and taking the children to play parks, wildlife parks and into the city to soak up the culture.

## What do you enjoy most about Adelaide?

I love the variety of this area. The beaches, the Hills, the beautiful wineries and the city of Adelaide. We have also met lots of lovely new friends and find everyone so friendly. I also love the local produce we have here, particularly the apricot tree in our garden – homegrown apricots are something I had never had the pleasure of tasting before moving to South Australia!

## Describe the path that led to you being Community Relations and Fundraising Officer at Tatachilla?

Having studied Graphic Design at University, I then worked in both Graphic Design and Marketing/Public Relations positions whilst in the UK. When we moved to Adelaide, I then gained a position at Cardijn College working on in-house publications and marketing for the College. I then left Cardijn to have my first child Finley. I decided to remain off work whilst I raised Finley and then Niamh at home. When Niamh began attending Montessori, I was keen to gain another position in a College, as I had really enjoyed the College environment. I then applied for a short term contract here at Tatachilla which eventually turned into my permanent part time role.

## What does your role involve?

My role is really varied, which I love. I help organise community events such as the Mother's Day Breakfast, provide support to our parent volunteers and Parent Partners, design and produce publications such as Carvings, organise reunions for our Old Scholars, as well as run various College fundraising campaigns, such as the STEM Centre Pavers.

## What do you love most about working at Tatachilla?

I love the people I work with. Tatachilla is blessed to have so many incredible, caring and inspiring staff. It is such a busy College, with so much happening each day. I love attending Chapels, Assemblies and other happenings around the College to take photos. The children are always so excited to have their photo taken or tell you what they're doing. The highlights so far have been photographing our hilarious Christmas Chapel, with Father Christmas appearing much to the children's excitement in a red convertible VW Beetle! I feel very lucky to work in an environment where there is so much life and creativity as well as such a caring community. ☘





# The Advertiser's Meet the Teacher

Mrs Ali Thacker | Assistant Head of Junior School: Teaching and Learning



## Number of years in the education sector:

Having taught for several years in the public education sector, including as a Teaching and Learning Consultant in Curriculum Division, I have subsequently been an educator for nearly 20 years in Lutheran schools.

## How do you spend your weekends?

I love gardening, attending Poetry evenings, reading and watching my daughters play basketball live-streamed from the USA where they are both studying and playing basketball on scholarships in the NCAA College system. I try and keep Saturdays free for many of these, with Sunday devoted to my church and school preparation.

## Describe a hobby you like to do?

I love writing poetry. It has been a recent endeavour in the last 12 months or so, and has opened up new ways of expressing my thoughts, beliefs, feelings, narratives etc. I challenged myself this year to compete in the SA Summer Poetry Slam and actually did so a few weeks ago. I found it very rewarding and it has opened up a whole world of new friends and experiences.

## What was the teaching role you had prior to the leadership role?

I have always worked in the interconnected areas of curriculum and inclusive education. I studied a Bachelor of Special Education and a Masters of Gifted Education so that I could find pathways for all students to engage with a curriculum that is rigorous and challenging, whatever their abilities and interests. So, my previous roles have included Literacy Specialist in Learning Enhancement for Years 4-7 and Curriculum Coordinator at Tatachilla Lutheran College, and Primary Years Program Co-ordinator prior to joining Tatachilla Lutheran College in a previous South Australian International Baccalaureate School.

## How do you engage with students in this role?

I am lucky to be able to engage with students in many capacities. My role enables me to collaboratively plan and support innovative approaches to teaching and learning across the school with regular student contact in four year levels. Other connections include as a basketball coach for a Year 8 student as well as coach for the Years 6/7 Girls' SAPSASA Basketball Team, and being visible and connected with students on yard duties. But the

most important engagement with students is watching and listening to their reflections on their own learning and adjusting the learning program to meet their needs and interests. Being a part of students' learning journeys is a real privilege.

## What is something in the job that you really enjoy?

I love the opportunity to connect with students all along their learning journey from Reception (with our three classes as of this year) throughout their years at Tatachilla Lutheran College, as well as the growth of the teaching and learning program over that time. There is great joy in assisting our students to develop as learners as they engage with innovative approaches such as STEM (Science, Technology, Engineering and Mathematics), Digital Technologies, and our exceptional outdoor learning and play spaces, all designed to equip our students with the resilience, flexible thinking, reasoning and problem-solving skills they need to make sense of, and flourish in their world.

## Describe some of the things an Assistant Head has to do.

My role as Assistant Head of Junior School: Teaching and Learning at Tatachilla is best described in our new College strategic focus, "Seek Fresh Horizons", as inspiring, skilling and assisting students to explore the world of learning to equip themselves for the present and future. To enable this, I support teachers to provide a personalised, innovative and challenging curriculum that is contemporary, well planned, creatively and effectively taught and acknowledges students' achievements and challenges through careful assessment and feedback. Forming partnerships with parents and the wider community is also an important aspect of this role. I am blessed to work with students and educators across the College to find successful learning pathways for all.

## Finish off the sentence: When students go home...

I reflect on the joys and successes of the day and challenges for the next day. Teaching is a calling and I feel privileged to be a part of the teaching team at Tatachilla Lutheran College. 🙏

Article as appeared in The Advertiser on 13 March 2018.

PICTURED: Mrs Ali Thacker with students, Jasper and Mia.

# Sister school partnership

Mr Peter Ward | Languages Coordinator

IMAGE: Ben Schroeder | Year 10

Tatachilla Lutheran College has a long and rich history of the study of Japanese. Following the College's inception in 1995, students have been immersed in the Japanese language and cultural learning at a variety of different levels. Throughout the Junior, Middle and Senior Schools, students have experienced the learnings of Japan through cultural tasks, language lessons and opportunities, excursions, Japan Tours, roleplays, exchange visits and much more. As one of our most important trading partners, and with considerable tourism and employment opportunities, Japan presents as a significant part of Tatachilla's culture.

Following a successful Tatachilla Tour of Japan in April 2012, which included our first visit and homestay at Toryo High School, a new era of Japanese language and cultural learning was established. Located in Kumamoto Prefecture, in the middle of the southern Japanese island of Kyushu, Toryo High School has approximately 1,200 students with ages ranging from 15 – 18 years. A highly academic school with a diverse curriculum, Toryo High School students are also regularly involved in many sporting club activities including baseball, tennis, basketball, handball, table tennis as well as Japanese martial arts, Kendo and Karate.

Tatachilla's relationship with Toryo High School was formally established on 12 August 2012. The former Principal of Toryo High School, Mr Masaharu Yoneoka, first visited Tatachilla on their Australian tour at the time, and whilst here, formally signed a Sister-School Agreement with Tatachilla's previous Principal, Mr Colin Minke. Since this

time, Toryo High School has stayed with Tatachilla on three separate occasions (2013, 2015 and 2017), and Tatachilla has visited Toryo High School on each even year (2014 and 2016, 2018). Our current Principal, Mr Cain McDonald, additionally travelled to Toryo High School during our 2016 Japan Tour, and this relationship between our two schools has continued to grow from strength to strength with each of these country visits. As a College, we have developed many important friendships in Kumamoto and at Toryo High School.

On our most recent visit in April, 21 Tatachilla students and five staff enjoyed a five-day homestay with Toryo High School families, as well as participating in Japanese cultural activities such as Japanese calligraphy (Shodo), a Japanese tea ceremony (Sado), Japanese Origami and games, and Japanese flower arranging (Kado). All Tatachilla students had a wonderful time spending time at Toryo High School and exploring the Kumamoto area with their homestay families. Some Tatachilla students were fortunate enough to stay with Toryo students they had hosted before. We loved our time with them, and Toryo's generosity, hospitality and kindness is something that all tour members will remember, as many commented the homestay was one of the main highlights of our Japan Tour.

We sincerely thank Toryo High School and the host families for the way in which they looked after us, and now we can look forward to warmly welcoming them back to Tatachilla in August 2019 as we continue to foster this important Japan-Australia school relationship. 🌸





# Giving kids the green light

Fleurieu Living Magazine story by **Nina Keath**

Photography by **Angela Lisman**

Saskia Gerhardy (2013) is used to being the youngest person in the room. She made a point of it last year at South Australia's Community Landcare Conference by asking everyone under 25 to raise their hand – less than five per cent did. Since then, the 22-year-old has been on a mission to turn that figure on its head.

It's a commonly held stereotype that the rise of smartphones, social media and reality television is pulling youth inside and away from environmental activities. However, Saskia has a different explanation. She thinks kids are bursting with ideas – they just need more opportunities to get involved. 'I want to get across that young people are interested and effective,' she says. 'They sometimes get pushed aside and are seen as incapable but they know what they're talking about, they can see what's happening in the world and they know there are issues.'

Saskia is also speaking from personal experience. The daughter of passionate local environmentalists, she recalls helping her mother and stepfather, Karen and Wayne Lawrence, revegetate their 15-acre property at Willunga. Along the way she would learn the scientific names of indigenous plants they propagated, or local wildlife she helped rescue.

As the landscape changed, she quickly recognised the effect her actions were having on the environment – she was making a difference and wanted to do more. With the local high school at Tatchilla heavily focussed on environmental sciences, Saskia continued to fuel her growing passion for conservation there. 'They encouraged us to let out our inner nerds,' she says with a smile. 'We didn't have to be shy about it.'

Unlike your average classroom, Saskia learnt about bettong and potoroo trapping, and how to undertake wildlife and marine surveys in the Aldinga scrub and reef. She also studied remotely. Saskia remembers disappearing for weeks at a time to survey dunnarts, pygmy-possums and wombats in the Murraylands. She was learning in the real world – in theory, but also in practice.

With her newfound skills, Saskia joined a string of local conservation groups including Trees for Life, Native Animal Network and Landcare. It was here she realised that, more often than not, no one else was in her age group. Again, she was the youngest person in the room. 'I found it hard to get involved as a teenager,' she tells me. 'And I wanted to be part of something that tapped into youth leadership and passion for conservation.' So, Saskia set up her own group.

It started out small. In its first year, the Youth and Community in Conservation Action group (YACCA) had just seven members. Four years on that figure has grown to 30, with original participants now running offshoot groups for younger kids.

Saskia tells me it's all about handing responsibility to the kids. 'I've basically said from the start that this is your group and I want it to go how you want,' she says. 'When the older kids are teaching the younger generation, they feel like they own the group, which makes such a difference. They're not going to leave because they feel like they can contribute.'

It's not about forcing interests. Instead, Saskia believes it's about getting youth to channel their own passions. 'There's also a strong focus on having fun ... and cake', she adds with a grin.

Just as Saskia predicted, teenagers have jumped at the opportunities available through YACCA. 'If someone is interested in rainforests, then they're off to Cape Otway, never mind that it happens to be one of the wettest weeks on record,' she says. Saskia and her boyfriend just lend the kids their raincoats and they quickly carry on with vegetation surveys. Early starts to participate in Arid Recovery at Roxby Downs also haven't dampened their spirits.

Neither have midnight desert storms or fly-away tents. Whatever comes their way, the teenagers rise to the challenge every time.

Educating more students on environmental issues is now Saskia's main focus. 'I want us to tap into this untapped resource and get environmental education across the board in schools in South Australia,' she says. 'Tatchilla is amazing but it's the exception, not the norm.'

As she prepares to present at this year's Landcare conference, Saskia asked the YACCA kids what motivated them to get involved. True to form, they took matters into their own hands by making a video for her to screen on their behalf. They want to be involved in 'work that matters and we want to be involved in real outcomes,' they explain in the video. 'We also want to be involved in our community... and we really love cake. But if you really want to engage kids, you have to let us have fun!' 🍰

“Not just any school fair” has been the motto of Tatachilla’s annual fair since its inception in the late 1990s.

Beginning in 1997, the College held its first Farm Day on the grounds of the former Tatachilla Camp. Farm Day, as it was aptly named, was held annually until the year 2000, and delivered a country show feel with animal rides, a petting zoo, fashion parades, trading tables filled with homemade goodies, and the cake displays.

Once the grounds had become more established the College then held its first Twilight Picnic in the main quadrangle. Families were encouraged to bring along their picnic dinners or purchase a boxed meal and enjoy some local wines and live entertainment.

As the College grew so too did the celebrations and after the acquisition of second hand market stalls in 2005, the newly named Twilight Food Affair moved to the Junior School Soccer Oval. To help ‘fill’ the grounds local businesses were invited to hire a site and operate food stalls while the College provided the side-show fun and entertainment.

During 2008 the state sweltered through its hottest March on record and after 10 consecutive days of temperatures above 40c it was decided to postpone the event for a month. Although this was a decision not taken lightly, the reward was the biggest crowd to date.

Now a well-loved and established event, the goal has become to ensure each year’s event continues to be on trend while always looking for ways to provide new entertainment.

In 2010 we added the excitement of the amusement rides and in 2012 we held our first fireworks display.

2015 was extra special as the College celebrated its 20th anniversary. It was a perfect night as the large crowd certainly enjoyed a fabulous night of entertainment, food and fun, and a special 20th anniversary fireworks display.

Now in its thirteenth year, the original stalls have now been replaced with brightly coloured marquees giving this year’s Twilight Food Affair a real city festival feel. Offering over 40 different stalls, fabulous live entertainment, animal exhibitions, giant carnival rides and side-show stalls, there is certainly plenty to enjoy and this year delivered our largest crowd yet.

Of course a large scale event such as this would not be possible if not for the wonderful and generous support of our families and sponsors. We owe our community a giant THANK YOU for embracing Twilight Food Affair and making it such a success.

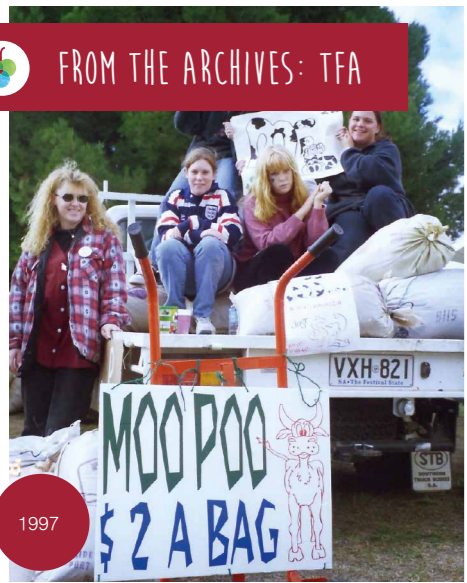
This year’s Twilight Food Affair has raised in excess of \$21,000 with proceeds going towards the refurbishment of the College Library. 茶

# The history of Twilight Food Affair

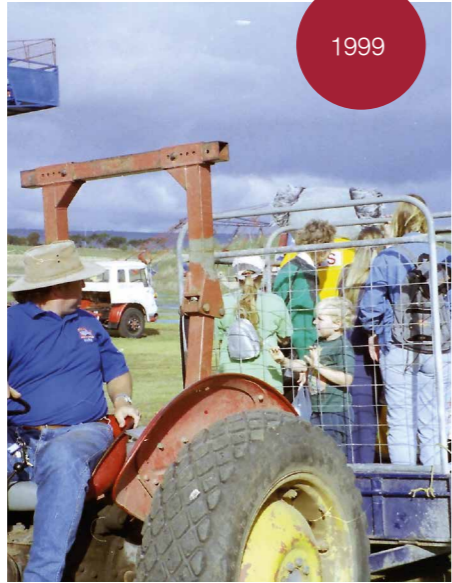
Mrs Kay Digby | Twilight Food Affair Coordinator

WIDEOUT

1999



1997



2006



2008



2009



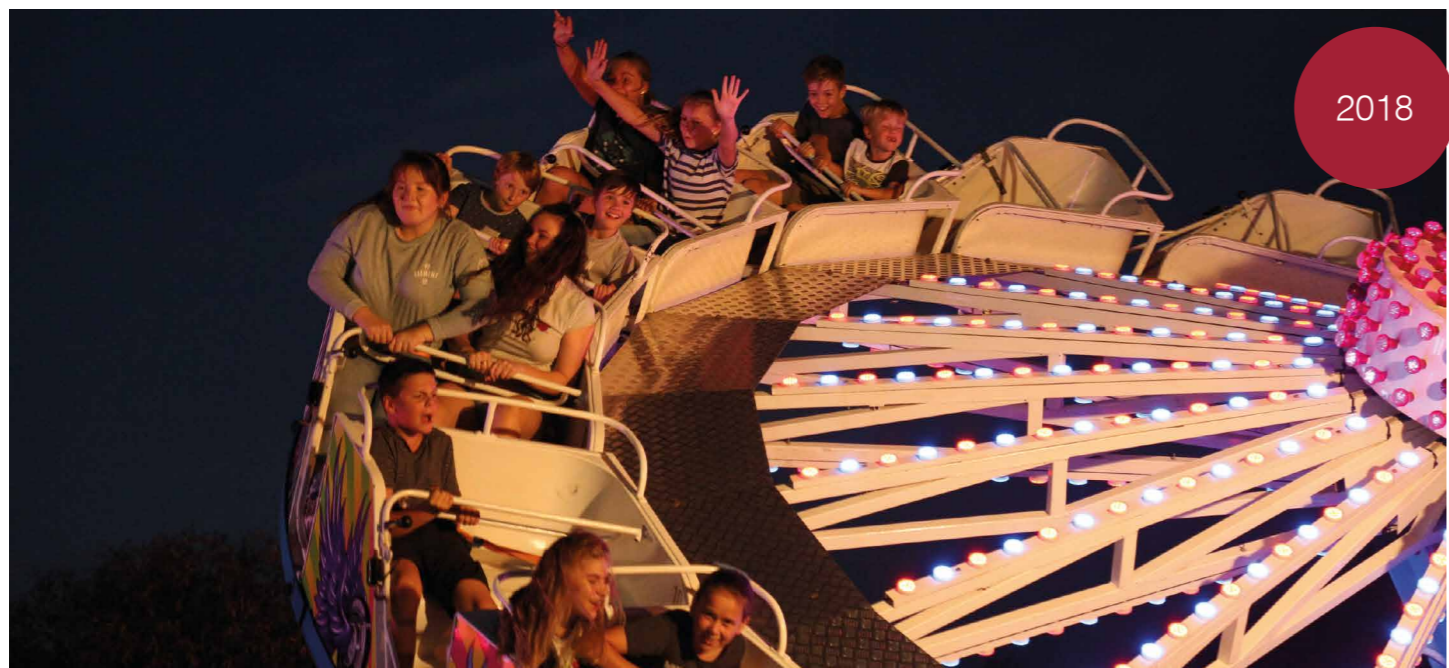
2013



2016

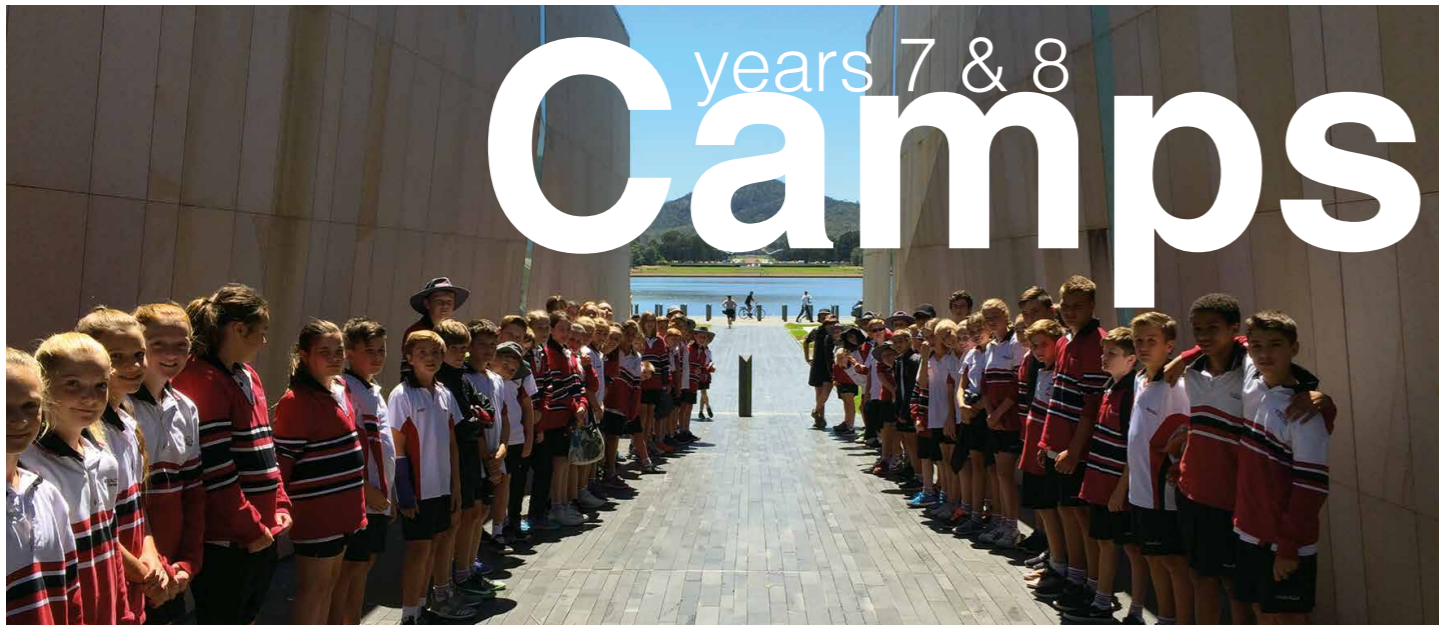


2018



# Sports Day





# Celebrating the past

## Births

**Tamara Elia** (Munro 1999) was a founding student at Tatchilla and now lives in the UK with her husband Alexis. They welcomed their first son, Noah, on 4 July 2017.

**Emma Ourednik** (Koop 2007) lives in the Czech Republic with her husband Marek, and celebrated the arrival of their first son, Max, on 4 December 2017.

**Emily Thompson** (Corbett 2003) and partner, Samuel Thompson (2003), met at Tatchilla in 2001, got married in 2016 and have just welcomed their first baby, Indie Rose, on 7 May 2018.

## Happenings

After leaving Tatchilla, **Harrison Collins** (2015) won a traineeship in Certificate III Civil Construction with Maxima Training Group at the Onkaparinga Council. He was fortunate enough to win a permanent position at the Onkaparinga Council within 18 months of starting his traineeship, which meant he could complete his Certificate III in half the normal training time. He has since won the Maxima Training Group Trainee of the Year Award as well as the TAFE SA Trainee in Civil Construction.

**Ryan Kitto** (2012) has just finished his second season with Adelaide United where he won the 'Golden Boot' for most goals scored for the club. He will visit the College in June to run soccer clinics and assist with the boys' and girls' knockout teams.

## Engagements

**Jordan Noble and Scott Allen** (2012) announced their engagement in October 2016 and will get married next June.

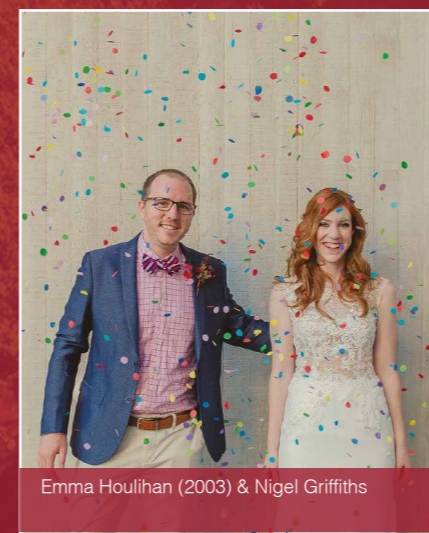
**Ryan McCurrach** (2017) recently received confirmation from The University of Adelaide that he has been awarded a Principal's Scholarship. Ryan is currently studying Mechanical and Aerospace Engineering at The University of Adelaide.

## Marriages

**Emma Houlihan** (2003) married Nigel Griffiths on 17 March 2018 in Canberra.

## In Memoriam

**Brian Maidment** sadly passed away after a long battle with cancer in December 2017. "Ajax" as he was known to his mates, will be fondly remembered for his friendly smile and outback adventure stories. Brian worked at Tatchilla in the Property Services Department from 2005 – 2012.



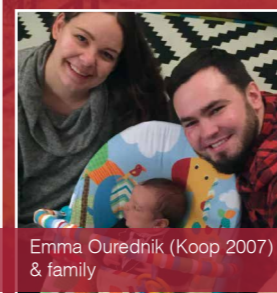
Emma Houlihan (2003) & Nigel Griffiths



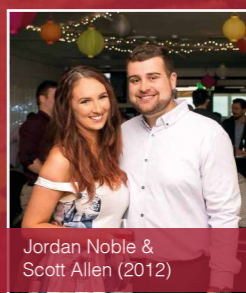
Ryan Kitto (2012)



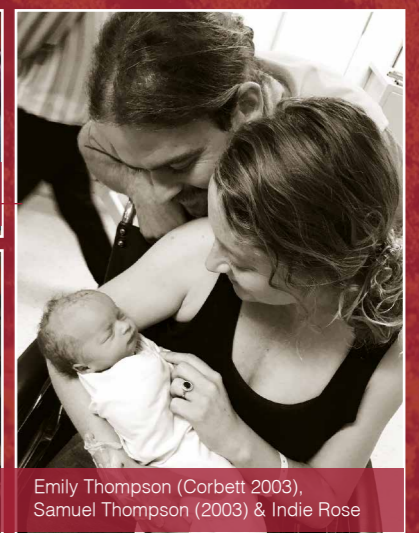
Tamara Elia (Munro 1999) & family



Emma Ourednik (Koop 2007) & family



Jordan Noble & Scott Allen (2012)



Emily Thompson (Corbett 2003), Samuel Thompson (2003) & Indie Rose



SEEK FRESH  
HORIZONS

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