

Celebrating 30 years

# Prospectus



**TATACHILLA**  
LUTHERAN COLLEGE

Believe | Become | Belong





**Tatachilla Lutheran College acknowledges that our school is built on the traditional Country of the Kaurna peoples.**

We pay our respects to Elders, past, present and emerging.

We recognise and respect their cultural heritage, beliefs and relationship with the land.

The land remains, as always, a place of education, peace, care and nurture.

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## Who we are

Tatachilla Lutheran College is a leading R-12 co-educational Christian school in the heart of the stunning McLaren Vale wine region.

Our purpose is to nurture and educate our students to lead lives of intention and meaning.

Minutes from the captivating beaches and alluring hinterland of the Fleurieu Peninsula, Tatachilla Lutheran College is set on 26 hectares of world-class rural beauty.

The college is part of a vibrant network of like-minded Lutheran schools in South Australia, the Northern Territory and Western Australia. This network is united under the umbrella of Lutheran Education SA, NT & WA (LESNW), which represents 40 co-educational schools and early learning centres established in the Lutheran faith.

All partner schools within LESNW share a common foundation and regularly collaborate on the creation of inspired learning experiences and growth opportunities for our children.

The college delivers a continuous, values-rich curriculum across the year levels that inspires intellectual and spiritual growth.

All children in our care are encouraged to use their natural strengths and resourcefulness to stretch their boundaries, pursue their passions, achieve personal excellence and become lifelong contributors to the world around them.

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# The Tatachilla difference

Education at Tatachilla is a hands-on, lived experience.

We are set apart by our vibrant Lutheran culture that values the pursuit of knowledge, shared celebrations, family life, spiritual growth and service to others.

All students are supported to discover their strengths, enrich their worldview, apply their local experiences to global settings and transfer their knowledge across disciplines.

## Immersive curriculum

We are renowned for our performing arts program, focus on environmental education, voracious love of sports, expertise in athlete development, strong emphasis on service learning and more recently, our emerging agricultural science pathway.

We believe in 'learning by doing' and so offer numerous experiential learning opportunities for our students that directly enhance their knowledge, skills and spiritual foundation.

## Teachers called to the profession

Our teaching is delivered by passionate educators who have been hand-picked for their talents and commitment to student growth and wellbeing.

We believe that teachers transform lives and have a critical role to play in shaping the hearts and minds of current and emerging generations at Tatachilla.

## Personalised learning

Our teaching style is designed to reflect the learning needs and aspirations of our students.

This approach ignites motivation and fulfilment and inspires students to achieve personal excellence according to their abilities, passions and dreams.

## Small class sizes

We intentionally offer small class sizes in the junior years (Reception to Year 6) to best enable our youngest students to consolidate their foundational skills in literacy, numeracy, relationship-building and learning.

The college believes that smaller class sizes give students a greater level of one-on-one attention from their teacher and more opportunities to develop their cognitive (and non-cognitive) skills.

## Service learning

Service learning is a crucial way that students from Reception to Year 12 are enabled to serve the community in real and tangible ways while simultaneously achieving important academic objectives.

Unlike traditional community service, service learning at Tatachilla combines volunteerism with research, reflection and assessment so that students are able to broaden their knowledge and critical thinking skills for social change.

## Strong sense of belonging

All Tatachilla students are taught to value themselves and draw strength from a strong sense of belonging to the earth, their God and their college community.

They learn these life skills in an environment of trust, empathy, self-discipline, love and forgiveness.

## Community orientation

No child at Tatachilla goes it alone. When we enrol a student, we enrol a whole family. We invite all families to walk alongside us in a partnership of learning and growth.

## Geographic uniqueness

Our beautiful, semi-rural landscape inspires a lasting love and guardianship of the natural world and allows our teachers to integrate the college's environmental heritage into the curriculum, making it far more than a mere backdrop to learning.

## Continuous journey: Reception to Year 12

We offer students a continuous and sequential education from Reception to Year 12 at a single campus, enabling them to enjoy an uninterrupted school journey and forge enduring relationships with their teachers, classmates, coaches and mentors based on a lifetime of shared experiences.



When we enrol a student, we enrol a whole family. We invite all families to walk alongside us in a partnership of learning and growth.





## Welcome from the principal

At Tatachilla, we live and learn by our college motto: *believe, become, belong*.

This means that our students are nourished in an environment that values self-worth, compassion, kinship, personal growth and the creation of lasting relationships.

We understand that all children bring their own unique experiences, skills, hopes and expectations to our college community. We meet them where they are, respond to their ideas and value their intelligence.

Tatachilla Lutheran College is a faith school and as such we teach our students the love of Christ. We are committed to helping all students discover and celebrate their God-given gifts, uphold Christian values and pursue their own faith journey.

In order to become the best version of themselves, our students aim high and live with a spirit of daring and adventure.

They are encouraged to continually learn from their experiences, develop their abilities over time, accept setbacks as opportunities for growth and persist in the achievement of their goals and dreams.

As a mother of two daughters, I am keenly aware of the importance of choosing the right school for your child, not only as a place of academic learning, but also as a place of memory-making, identity formation and personal growth.

Thank you for considering Tatachilla Lutheran College as your school of choice.

**Alison Thacker**  
Principal



Our students are nourished in an environment that values self-worth, compassion, kinship, personal growth and the creation of lasting relationships.



# Our values

Living and learning at Tatachilla is underpinned by six core values.

## Living and learning at Tatachilla

### Become

#### Courage

We live with a spirit of daring and adventure and a readiness to embrace challenges, take educated risks, show initiative and break new ground.

#### Growth

We continually learn from our experiences, develop our abilities over time, accept setbacks as opportunities for growth and persist in the achievement of our goals and

### Believe

#### Faith

We live with deep faith in God and ourselves and believe that all things are possible and that we each have a sacred role to play in the universe.

#### Ambition

We aim high in all areas of human endeavour, nurture a strong desire to achieve personal excellence and use our talents and passions to make a positive difference in the world.

### Belong

#### Kinship

We forge lasting and authentic relationships with each other through shared experiences, mutual support and a collective sense of acceptance, closeness and belonging.

#### Compassion

We demonstrate the power of trust, empathy, boundaries, grace and forgiveness and support each other to uphold these qualities in our current and future lives.





We support all staff and students to live knowing they are loved, and to make the choice to love others.

## Our faith life

Tatachilla Lutheran College nurtures an environment of love, faith and hope.

Lutheran culture embraces ordinary people and everyday things. It draws on the Gospel values of humility, grace, peace and forgiveness. It is founded on the fundamental belief that God lives in each of us.

As a school centered strongly in the Lutheran faith, we uphold certain ways of being that may be different to other schools or communities but that are core to living and learning at Tatachilla.

These ways of being are underpinned by a number of tenets that Lutheran Christians hold dear:

- **Grace.** Grace is a gift from God – expressed through Jesus – that gives us the freedom to forgive, to treat others with compassion, to rise above injustice and to receive God's love in our own lives.
- **Service.** Serving others through kindness, generosity and practical support is how we express our love for humanity and the earth. This is part of our collective life calling.
- **Transformation.** We understand that life will inevitably expose us to suffering to varying degrees but that hardship is transformational. We believe that we all have the ability to rise up and grow from difficult times.
- **Family.** We believe in the warmth and safety of family and the strong sense of identity and belonging that comes from being a part of a village. We believe that we survive and prosper in groups, not in isolation.
- **Connection.** We believe that our life's work is to encourage each other on life's journey, no matter where we come from or where we're going. We believe that everyday togetherness generates a true sense of belonging.
- **Academic excellence.** We believe in rigorous intellectual pursuit and traversing the frontiers of human knowledge across all fields. For us, knowledge sits side by side with faith.
- **Self-discipline.** We believe in boundaries and accountability. The way we talk and act matters. Positive behaviour is role-modelled, expected and upheld through gentle but firm instruction. We acknowledge our mistakes, make reparations and move forward.
- **Music.** We hold music as a gift from God. We believe in its power to inspire, renew, unite and elevate the human experience. For us, music brings about self-knowledge, joy and communion. Our thriving performing arts program reflects our rich Lutheran musical heritage.
- **Environmental stewardship.** We honour the natural world and take steps to protect, sustain and restore the earth. We believe that creation is ongoing and that we are an intrinsic part of it. What we do to the earth we do to ourselves.

### Our worldview

We understand that holding faith in a secular world can seem at odds with itself. However, Lutheran Christians value the world as it is, both the visible and the invisible. We believe that the world we can't see – the spiritual world – can (and does) coexist with the world we *can* see.

As such, we support our students to consider that they belong to both the secular and spiritual worlds and that these two worlds are equally necessary for them to lead healthy, balanced lives and make sense of their existence.

At Tatachilla, we believe that having a strong spiritual heart is just as important as having practical life skills. The world of earthly things – such as government and science – is just as necessary as the world of spiritual things, including our soul, our invisible connection to each other and our sense of higher purpose.

Our children thrive when they are citizens of both worlds.

This approach to living and learning broadens our students' worldview and builds the 'internal equipment' they need to navigate life's inevitable challenges, contradictions and complexities.

### Rituals and traditions

Our college expresses its faith life through numerous rituals, traditions and rites of passage. We believe these customs, rooted in sacred Scripture, give shape and voice to our core beliefs.

These rituals include weekly chapel services where all students from Reception to Year 12 hear stories and messages that pose key questions about life.

They are invited to reflect on how these questions might be navigated in light of God's teachings.

Chapel services also give our students the opportunity to connect with their spiritual selves and to learn to hold themselves in a sacred space.

Other rituals include the annual Blessing of the Animals ceremony, in which all college families are invited to bring their beloved pets to school for a blessing from the college pastor. This ritual is undertaken in remembrance of Saint Francis of Assisi, the patron saint of all creatures great and small.

In the junior years, students explore values through the lens of Biblical stories and spiritual thinking. They are shown how to listen with their hearts and engage in prayer as a means of connecting with God, themselves and each other.

In the senior years, students engage in the faith world at a deeper, more exploratory level. In addition to chapel services, they participate in spiritual walks and retreats; spend time serving communities within and beyond their immediate world; and visit sites of ecological and cultural significance to better understand the spiritual importance of place.

Through these traditions the college upholds a culture of reverence and celebration that enables our students to know themselves and find completeness and purpose.

We believe that positive change in the world can and does occur when it first begins with the heart.



# Our proud history

Tatachilla Lutheran College is built on an ancient sandstone rock: strong, constant and of the earth.

The school began as a leap of faith 30 years ago, based on a dream held by Reverend Garrie Fischer.

Reverend Fischer's vision was to create a place of learning that would one day transform the lives of all who sought to be educated on the ancient rock.

When the school first opened its doors in 1995, it offered a Year 8 education only. At the time, it had 67 founding students. Now the college proudly supports a thriving student population of 1,100 children from Reception to Year 12.

Surrounded by vineyard country in one of the oldest and most geologically diverse wine regions in Australia, Tatachilla Lutheran College is a place of vision, collaboration, innovation and adaptability.

Like the region's winemaking forebears, the college is always looking forward while staying true to its original purpose and spiritual heritage.

## Celebrating 30 years of educational excellence

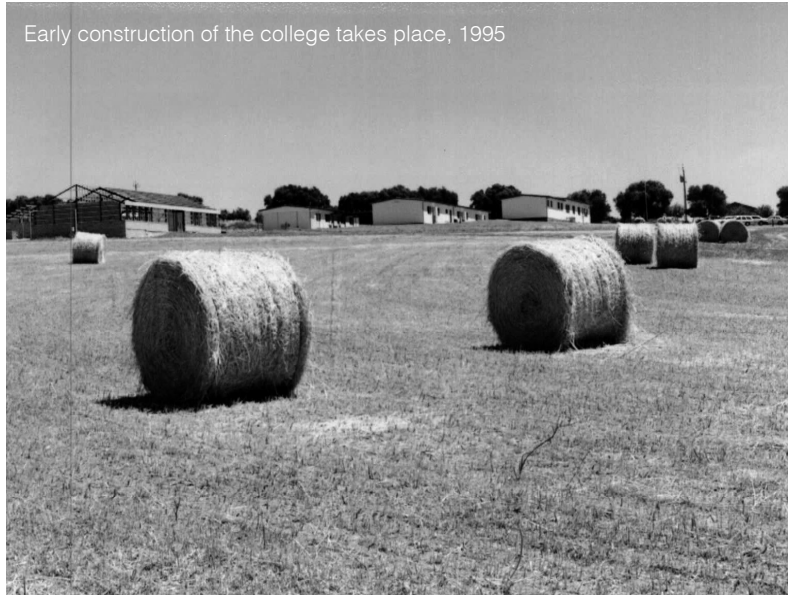
Over the course of three decades, the college has nurtured thousands of students to lead lives of intention and meaning and forged strong and abiding connections with the local southern vales community.

It is these enduring partnerships and intergenerational ties that drive a deep sense of belonging across the Tatachilla student body.

The college is proud of the important role it has played – and continues to play – in the local educational landscape, offering students of the Fleurieu region (and beyond) a first-class education set on unique and expansive natural grounds away from urban development.

At 30 years of age, Tatachilla is at an exciting nexus in its growth: youthful, energetic and agile, yet also sufficiently established and centred in tradition to shepherd students through a changing world with authority and fortitude.

Early construction of the college takes place, 1995



The college is officially opened on 29 January 1995



Surrounded by vineyard country in one of the oldest and most geologically diverse wine regions in Australia, Tatachilla Lutheran College is a place of vision, collaboration, innovation and adaptability.



The founding students of Tatachilla Lutheran College, 1995







# The Tatachilla curriculum

The college follows the Australian Curriculum from Reception to Year 10 and delivers the South Australian Certificate of Education (SACE) in Years 11 and 12\*.

The Australian Curriculum sets the expectations for what all young Australians should be taught from Reception to Year 10, regardless of where they live in Australia or their background.

The college applies a cross-disciplinary approach to teaching the subjects below, allowing students to consider concepts through the lens of multiple and complementary disciplines wherever possible, and helping them to develop three-dimensional thinking.

## The Australian Curriculum

The Australian Curriculum comprises a series of learning areas (below) that are adopted fully by Tatachilla and brought to life through a broad and enriching range of lived experiences.

- English
- Mathematics
- Science
- Health and Physical Education
- Geography / History
- Civics and Citizenship
- Economics and Business
- Music
- Drama
- Media Arts
- Visual Arts
- Design and Technologies
- Digital Technologies
- Languages^

^ The language taught at Tatachilla is Japanese, which is compulsory from Reception to Year 8, inclusive.

\* Select SACE subjects are also offered in Year 10 and can be undertaken alongside the Australian Curriculum.

## The South Australian Certificate of Education (SACE)

The South Australian Certificate of Education is an internationally recognised qualification awarded to students who complete their senior secondary education.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students can choose from a rich range of exciting subjects and courses as part of their SACE studies, noting that units in English and Mathematics at Stage 1 are compulsory.

## Christian Studies

In addition to the Australian Curriculum and SACE offerings, all Tatachilla students undertake Christian Studies from Reception to Year 10 as a core and ongoing aspect of their learning.

In Year 11, students undertake *Spirituality, Religion and Meaning* as either a Stage 1 subject (one semester) or a Stage 2 subject (full year subject). When students reach Year 12, Christian Studies is not taught as a formal subject but rather explored through a series of spiritual seminars and retreats.

This is part of the college's commitment to helping students develop a strong spiritual foundation for their future lives, uphold Christian values and understand that they have a unique and sacred role to play in the world.

From Year 9 onwards, students have the opportunity to choose electives to complement subjects in the Australian Curriculum. These electives are outlined in a separate suite of curriculum handbooks.



# The junior years

## Reception to Year 6

Connection with others, intellectual growth and time in nature define the junior years at Tatachilla Lutheran College.

These essential ingredients prepare our youngest children socially and emotionally for a lifetime of personal growth and fulfilment.

The teachings of Loris Malaguzzi resonate powerfully in the junior years and underpin the positive, unconditional regard the college has for all children, who are viewed as inherently intelligent and capable. We meet them where they are, respond to their ideas and value their abilities.

Class sizes in the junior years are small to give our youngest students a greater level of one-on-one attention and care from their teacher and ensure that they have every opportunity to find their personal voice in a classroom setting.

Small classes also increase classroom participation and have a positive impact on student initiative and social connection.

Play and togetherness are utilised throughout the junior years as a vehicle for learning and to hone skills in literacy, numeracy and fine and gross motor movement. Play at Tatachilla includes games with rules, construction activities, scientific experiments and free dramatic play.

To that end, all children from Reception to Year 6 have access to a range of beloved outdoor play spaces, including our seasonal creek, mud kitchen, climbing trees, mini beast garden, bush tucker garden and our 3.4-hectare EcoSanctuary.

These kinds of activities give students in the junior years the opportunity to practise their skills in decision making, problem solving and investigation and contribute significantly to their cognitive development.

Throughout the junior years, there is an emphasis on 'learning how to learn' – a key lifelong skill.

The junior years also focus on meaningful classroom interactions between teachers and children and exploring the curriculum in a way that is relevant to the needs of children. Our teachers take the time to understand the unique range of experiences, feelings and relationships that each child brings to the college and how these can be used to ignite learning and joy.

Each year level from Reception to Year 6 embodies a unique and sequential life concept that provides a platform for intellectual and emotional growth.

Children undertake activities that explore their specific concept and give them a better understanding of the world around and within them:

- Reception: connection
- Year 1: continuity
- Year 2: change
- Year 3: community and perspective
- Year 4: sustainability and biodiversity
- Year 5: challenge
- Year 6: leadership

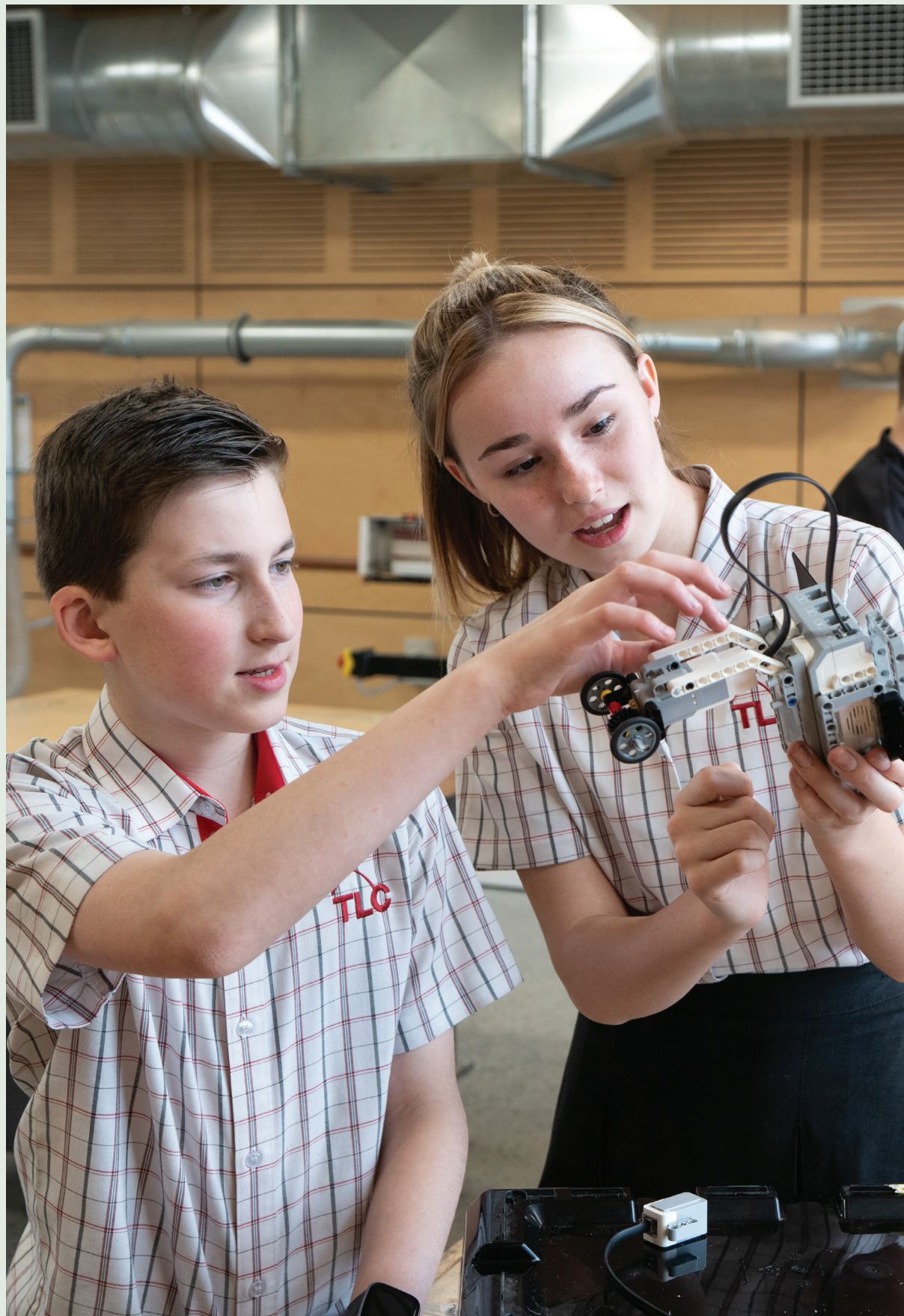
### Music ignites bigger, better brains

At the Year 4 level, all students participate in a special junior years' band program to help them build skills in musicianship, cooperation, planning, concentration and memory. The program involves free instrumental tuition in groups during class time, led by the college's acclaimed music teachers. Research shows that playing a musical instrument in the junior years enhances students' brain function, academic performance and ability to work as a team.



Our teachers take the time to understand the unique range of experiences, feelings and relationships that each child brings to the college and how these can be used to ignite learning and joy.





## The middle years

### Year 7 to Year 9

During the middle years, students are further equipped with the tools they need to problem-solve, fail, try new approaches and rethink.

The emphasis is on encouraging – not rescuing – students on their learning journey.

There is an ongoing focus on the development and application of executive functioning skills: organisation, task initiation, perseverance, self-control, self-regulation and sustained attention.

The middle years are an optimal time to reinforce these skills in the developing adolescent mind. This is because research tells us that the ability of the teenage brain to make neural connections, process information, develop insight and foresight, plan ahead and make decisions is significantly strengthened at this time.

Refining executive functioning skills during the middle years sets students up with the lifelong ability to take on difficult tasks, operate successfully in team-oriented and individual settings, go the extra mile and achieve set goals.

Crucially, there is an emphasis on the ongoing development of metacognition in the middle years. This involves awareness and understanding of one's own thought processes and personal learning style and how this can be improved or leveraged for success.

Students are exposed to educational experiences that nurture metacognition and encouraged to take incremental steps towards taking greater ownership of their learning.

Students in Years 7-9 are also equipped with age-appropriate tools to keep themselves safe in the modern world, both online and offline. They begin undertaking units from The Keeping Safe: Child Protection Curriculum (which they continue until Year 12), which helps them maintain a strong sense of self-awareness and wellbeing and understand what respectful relationships look like.

The middle years are a time for students to start contemplating their future selves beyond school. To that end, Year 9 represents a milestone year for students as they are given the freedom to choose elective subjects for the first time and start pursuing their areas of strength and passion with focused intent.

Electives are offered in a wide range of fields, including (but not limited to) Ecological Science, Agricultural Science, Dance, Music, Food Technology and Japanese.



# The senior years

## Year 10 to Year 12

Students in the senior years are given a greater level of autonomy and responsibility than in the middle years and are supported to develop the self-motivation and focus needed to achieve personal excellence.

At this level, they are encouraged to take full ownership of their academic and personal goals and make confident subject decisions that allow them to specialise in their areas of strength and passion and that align strongly with their career aspirations. The senior years reinforce students' skills in lifelong learning and self-determination.

Additionally, opportunities to further develop critical thinking skills and inter-cultural understanding are generated through a wide range of immersive learning experiences, locally and internationally. These include service trips to Cambodia, cultural tours of Japan and excursions to the Victorian Dance Festival in Melbourne.

These experiences are complemented by hands-on work placements in various industry settings.

Our experienced teaching staff and course counsellors work one-on-one with senior students to ensure that they are informed about their post-school options and the requirements necessary to gain admittance to their preferred university or vocational pathway. Support and advice is also offered to those wishing to explore alternative options in the short or long term, which may include (but are not limited to) joining the defence force or undertaking volunteer work or pursuing further study internationally.

At Tatachilla we understand that educational pathways need to be flexible and reflective of our students' ambitions. As such, those senior students seeking an industry-based qualification can choose to undertake a Vocational Education and Training (VET) course or a School-Based Apprenticeship and Traineeship (SBAT) while still at school as part of their South Australian Certificate of Education (SACE).

Numerous VET certificates are offered in a range of exciting areas such as animal studies, aviation, business, construction, electrotechnology, game design, photography and other emerging vocational fields.

Senior students at Tatachilla are encouraged to aim high, work hard, embrace new challenges and develop a strong ability to communicate effectively and inclusively across different cultural, social and linguistic groups. They are supported to live a life rich in values and have the courage to pursue their dreams and the grace to make a difference.



Senior students at Tatachilla are encouraged to aim high, work hard, embrace new challenges and develop a strong ability to communicate effectively and inclusively across different cultural, social and linguistic groups.



# Personalised learning

At Tatachilla, we understand that learning occurs at different rates, in different ways and at individual points of challenge.

Personalised learning is a key plank of the college's teaching approach.

This means that classroom teachers differentiate the curriculum to best respond to the learning needs and passions of their students. They focus on students' strengths and abilities and recognise their unique experiences and sources of motivation, instead of applying a 'one-size-fits-all' approach.

Central to personalised learning is flexible, dynamic content; targeted instruction; ongoing reflection on learning progress; and student ownership of learning goals.

Personalised learning connects a learner's previous knowledge, skills and experience with the new concepts they need to learn in a way that reflects their preferred learning style.

**What are the benefits of personalised learning?**

Personalised learning empowers students to be active participants and decision-makers in their own learning, which in turn makes the learning experience more meaningful for them and increases their level of engagement and productivity.

Personalised learning also gives children a certain degree of autonomy over their education and the opportunity to be the protagonists of their own learning journey. It helps them to develop the skills required to express what interests them and reflect objectively on their own learning progress.

This in turn enables them to be equal partners in their learning experience while building their independence, self-confidence and ability to problem-solve.

The personalised learning approach is one that is inclusive of all students, including those who may need enrichment, extension or additional support, and ensures that students are able to access the curriculum on an equitable basis to fulfil their learning potential.

At Tatachilla, the personalised learning journey starts by instilling in students the 'power of possibility' and by igniting their personal desire to grow, achieve and evolve.

The college supports students to achieve personal excellence by building upon their innate curiosity, supporting them to connect or personally identify with key concepts and carefully mapping, monitoring and assessing their growth.

This approach helps students find the joy in learning and experience the fulfilment that comes with personal achievement.

**Learning assistance**

The college acknowledges the importance of early intervention for bridging gaps in learning and establishing effective learning routines and skills.

At Tatachilla, our experienced educators target the earliest years of schooling (Reception to Year 6) as a key area for learning assistance.

This reduces the future impact of early learning difficulties and sets students up to thrive in their middle and senior years. It also helps to maximise students' capacity for learning, develop their independence as learners, strengthen their skills in executive functioning and open the door to the full range of curriculum experiences available to them.

Students who require additional assistance with their learning are supported in the first instance by their classroom teachers, who liaise with the college's Learning Enhancement Coordinator and team of Learning Support Officers to provide a range of personalised supports.

**What does learning assistance look like?**

Learning assistance may involve the creation of an Individual Education Plan, which targets specific areas for growth and is inclusive of student goals and aspirations.

The Individual Education Plan is a living, breathing strategy that considers a student's entire school journey from Reception to Year 12 and is adjusted over time as learning needs change. It enables students to set new goals for themselves as they grow in knowledge and skill.

At Tatachilla, we understand that learning occurs at different rates, in different ways and at individual points of challenge.





What does learning assistance look like? cont...

Learning assistance may take a variety of additional forms, including in-class support with a Learning Support Officer or – in the junior years – small group work that targets key competencies in literacy and numeracy.

Students in the middle and senior years who require additional learning assistance are supported by the college's team of learning enhancement specialists. At this level, learning support has a greater emphasis on learner independence.

This better enables students to successfully direct their learning, monitor their progress, self-assess their growth, make decisions that benefit their chosen path and engage in a strong student-teacher-caregiver relationship based on a high level of trust.

**Learning extension**

The college identifies highly able learners who may benefit from learning extension early in their educational journey.

We understand that every student is unique and may require a more tailored approach during their educational journey to nurture their talents and unlock their full potential.

This approach ensures that students' academic development is considered alongside their emotional, social and physical development, noting that 'high-ability' in one area can sometimes co-exist with deficits in another.

Learning extension may involve adjustments to teaching pace, curriculum delivery and the learning environment.

How is learning extension delivered?

The college's Teaching and Learning Coordinators work with highly-able students and their classroom teachers to carefully plan and coordinate learning extension through personalised pathways of study that may include one or all of the following:

- differentiated curriculum that stretches students' knowledge, understanding and skills and maintains their curiosity and interest
- extension classes in English and Mathematics (junior years) and/or participation in the college's Advanced English and Advanced Mathematics streams (Year 10 onwards)
- subject acceleration (where appropriate)
- participation in growth opportunities outside of school, such as relevant national and international competitions
- participation in the Advanced Athlete Development Program and/or Performing Arts Academy
- mentorship and support in the development of executive functioning skills\* to help students maintain their social and emotional development alongside their chronological peers.

Highly-able students who exhibit advanced executive functioning skills may also be eligible to access senior or university-level subjects while at school.

The college is committed to delivering ongoing professional development for teachers of highly-able students and ensuring that learning occurs in a safe, inspired environment where all learners are valued.

\* Executive functioning skills are the essential self-regulating skills that we all use every day to plan, organise, make decisions, and learn from past mistakes. They include impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritising, task initiation and organisation.

The college identifies highly able learners who may benefit from learning extension early in their education journey.







## Extension pathways

From Year 9 onwards, eligible students can apply to join one (or both) of Tatachilla's extension programs in athletics and the arts: the Advanced Athlete Development Program and the Performing Arts Academy.

These are offered as elective subjects.

### Advanced Athlete Development Program

The Advanced Athlete Development Program is designed for emerging athletes who have demonstrated the talent and commitment necessary to compete at the elite level.

The program goes beyond traditional physical education to equip eligible students with the skills and knowledge to grow as high-functioning athletes and – if they so wish – pursue a lifelong career in the sports industry.

To be eligible for the program, students must already be competing at a district, state or national level and consistently maintaining their academic studies. Application is via interview and written submission, which includes references from a coach and classroom teacher.

As part of the program, Tatachilla's student-athletes are equipped with crucial skills in physical conditioning, mental preparation, nutrition, leadership, time management, adaptability, rehabilitation, sportsmanship, sports psychology and umpiring. All graduates of the program also attain introductory level accreditation in coaching.

They have the opportunity to apply these skills to their chosen athletic discipline, which may include (but is not limited to) athletics; Australian Rules football; basketball; cricket; cycling; gymnastics; hockey; netball; soccer; surf lifesaving; swimming; table tennis; triathlon; and volleyball.

Crucially, students gain vital industry experience through collaborations with international sporting experts from Flinders University, the South Australian Sports Medicine Association, the Olympics Unleashed program, the AFL MAX Education program and HP Consulting and Coaching.

### Performing Arts Academy

The Performing Arts Academy is an interdisciplinary extension program for students who have demonstrable talent in the performing arts and who aspire to work artistic fields beyond school.

It is designed for future changemakers in dance and drama. Entrance into the Performing Arts Academy is via audition.

Students in the Performing Arts Academy complement their timetabled studies with a range of exciting co-curricular experiences in industry settings, which may include intensive workshops, backstage theatre tours and previews of major exhibitions, plays, musicals, festivals and operatic performances.

The Performing Arts Academy culminates in a college performance that showcases students' skills and expertise in their chosen fields.

Performing Arts Academy graduates are well-positioned to positively influence Adelaide's artistic landscape and go on to secure highly rewarding artistic careers. They are given opportunities to enhance their portfolio for future interviews and auditions, build a network of industry contacts across various artistic sectors, identify internship opportunities, discover new fields of artistic passion and spend time with like-minded individuals.

The Performing Arts Academy is a distinctive aspect of Tatachilla's Arts curriculum and an enviable platform for the college's future artists to share their talent and creative vision with the world.

Tatachilla's extension programs offer eligible students the opportunity challenge themselves by going beyond the traditional curriculum and exploring their talents at an advanced level.



# Scholarships

Tatachilla Lutheran College actively celebrates high achievement and fosters a culture of excellence.

The college offers a range of exciting scholarships for exceptional individuals.

Scholarship categories include:

- General Excellence (Years 4-7)
- Academic Excellence (Year 10)
- Science and Mathematics (Year 10)
- Advanced Athletics (Year 10)
- Arts (Year 7-10)
- Ecological Stewardship (Years 7-10)
- First Nations (Years 7-12)

All scholarship recipients, regardless of scholarship type, receive a 25% discount on college tuition fees for a period of one academic year.

Recipients may re-apply for a scholarship for the subsequent academic year.

Scholarship places are limited and as such, the college awards scholarships entirely at its discretion and based on individual merit.

## Scholarship requirements

It is an expectation that all scholarship holders will:

- embrace the college values
- demonstrate a passion for learning
- invest diligently in the learning opportunities available to them at Tatachilla
- display high-level executive functioning skills (organisation, task initiation, perseverance, self-control, self-regulation and sustained attention)
- have the potential to develop into leaders in the Tatachilla community
- uphold the Tatachilla Lutheran College Student Code of Conduct at all times
- commit to a minimum three-year tenure at Tatachilla Lutheran College.

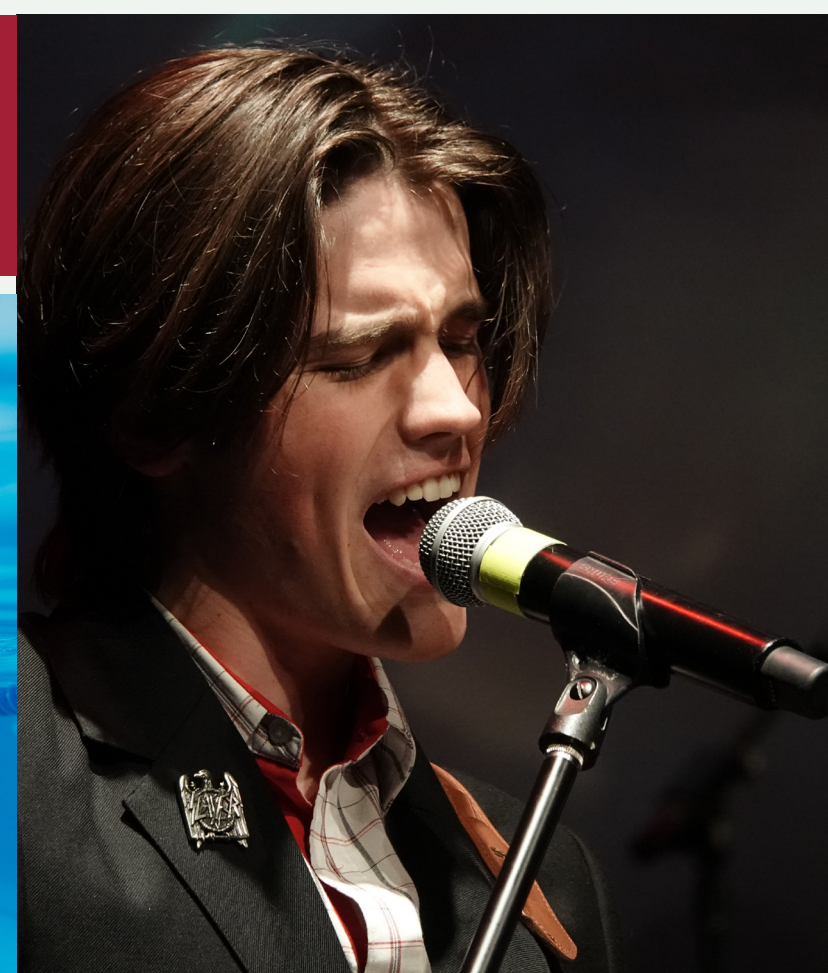
## Further information

Further information about scholarships and the scholarship application process is available from our Enrolments Registrar:

Christine Martin  
Enrolments Registrar  
Phone: 08 7333 4763  
Email: [enrol@tatachilla.sa.edu.au](mailto:enrol@tatachilla.sa.edu.au)



The college actively celebrates high achievement and fosters a culture of excellence.





# College musical

A major cultural highlight of life at Tatachilla is the acclaimed college musical.

The musical represents a wonderful opportunity for students to experience firsthand what is involved in putting on a public performance of scope and scale.

The musical is also a fantastic chance for students at all year levels to work as a creative team to tell a story.

Students in the middle and senior years (Years 7-12) have the opportunity to perform in their own musical every second year.

Students in the junior years (Reception–Year 6) have the same opportunity, but perform in the intervening year (i.e. the year that the middle/senior musical is not held).

In this way Tatachilla is able to host a college musical every year.

## The senior musical

The musical in the middle and senior years is a voluntary, co-curricular offering open to students in Years 7-12.

Students have the opportunity to audition to be a part of a major performing arts experience as either lead or supporting cast members.

Students who do not wish to be centre stage can choose to participate behind-the-scenes, as choristers or instrumentalists in the orchestra pit, sound and lighting technicians, set and prop designers, costume designers, hair and makeup artists or stagehands.

Participants develop lifelong skills in stagecraft, collaboration, problem-solving and self-expression.

Tatachilla's performing arts program also encourages our students to challenge their own assumptions, develop deep empathy, apply new ways of communicating and adopt higher order thinking.

## The junior musical

The musical in the junior years is a compulsory part of the college curriculum involving students in Years 3-6.

Students have the opportunity to gain important performance experience and develop transferable skills in cooperation, communication, improvisation, receiving and applying feedback and remaining calm in unplanned situations.

The musical in the junior years also develops students' self-esteem and facilitates a deep sense of pride, excitement and belonging.

Unlike the musical held in the middle and senior years, the musical held in the junior years is embedded into the performing arts curriculum.



We know that fish only grow as large as the pond they're in. And that is also true of our children. That's why Tatachilla offers them the rich and sacred realm of the performing arts: to enable them to stretch their imaginations and view of the world – as well as their stage legs – and discover the storyteller within.



# Competitive sport

Competitive sport at Tatachilla is undertaken during the school week through School Sport SA.

Students are encouraged to represent their school in the state-wide interschool sports competitions run by School Sport SA, for which they receive coaching from both staff and students involved in the college's Advanced Athlete Development Program.

Student-athletes from this program are either accredited in coaching or on their way to achieving their coaching certificate.

## Sports offered at the college through School Sport SA

Tatachilla students may choose from several competitive sports including (but not limited to):

- Australian Rules football
- athletics
- basketball
- cricket
- cross-country running
- ekiden (long-distance relay racing)
- netball
- soccer
- swimming
- surfing
- tennis
- table tennis
- touch football
- triathlon
- volleyball.

As part of School Sport SA competitions, students are also given the opportunity to compete in non-traditional sports, including equestrianism, golf, diving and lawn bowls.

## Sports days

Interschool sporting competitions are complemented by two college sports days each year: a 'Reception to Year 3' Sports Day and a 'Year 4 to Year 12' Sports Day.

These are among the most beloved and anticipated days in the college calendar.

Children compete in their House teams and collectively vie for the coveted House Shield, awarded to the House that exhibits the greatest athletic skill on the day and accrues the most sports day points. Points are awarded for both participation as well as podium finishes.



The college is passionate about sport and upholds a 'sport-for-all' ethos to enable students to develop personal competencies as well as contribute to team success.





# Agricultural science pathway

The college has expanded its agricultural science program to enable students with aspirations in the agricultural science fields to undertake continuous studies in this burgeoning area from Year 9 to Year 12.

The college recognises that agricultural science is a rapidly expanding sector globally, and one that has seen an exponential increase in technological advancement, career diversity and international focus over the past 20 years.

Students who undertake Tatachilla's agricultural science pathway develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed locally, nationally, and globally. Tatachilla's agricultural science curriculum focuses on emerging agricultural innovations and technologies and involves the use of the college's iFarm.

## The iFarm

The iFarm is a fully computerised, outdoor farm research station that features eight automated garden beds that allow students to compare the impact of different soil types, irrigation levels, fertilisers and micro-climates on crop growth.

Tatachilla is one of only seven schools in South Australia – and the only school on the Fleurieu Peninsula – to have received a revolutionary iFarm from the Australian Government for the advancement of agricultural science and STEM learning in the secondary school years.

The iFarm enables students to undertake simultaneous crop trials, record live data using the iFarm's in-built computer, view root growth through the iFarm's clear Perspex sides and upload and compare data with other schools that are also using iFarm technology.

The iFarm represents an exciting new way for Tatachilla students to experience firsthand how climate variables impact crop propagation and to understand the skills and technology required to produce food and fibre sustainably and in the context of changing world.

## Agricultural industries

Students enrolled in Agricultural Science develop key knowledge in established and emerging industries, such as aquaculture, dairy and poultry.

## Aquaculture

Students are supported to breed their own yabbies and design, build and test their own aquaponics systems.

Aquaponics is an exciting field in the agricultural sciences which is allowing scientists to grow aquatic animals and plants side-by-side.

## Dairy

Students participate in the national *Cows Create Careers* initiative run by Dairy Australia.

As part of the initiative, students learn about local and global career pathways in the dairy industry, meet practising dairy farmers and have the opportunity to personally care for dairy calves on college grounds for a period of three weeks.

Through raising the calves, students develop technical and transferable skills in animal handling. They also undertake related research projects which can be entered into the *Cows Create Careers* competition and earn them prizes for their class and school.

## Poultry

Students learn about the poultry industry by raising chickens on-site and participating in the annual egg-laying competition at the Royal Adelaide Show.

Students monitor the health and growth of their own chickens and nominate those chickens who are competition-ready. Through this experience students acquire skills in showing poultry and determining egg quality.

*Please note that the specific industry focus varies from year to year.*



The iFarm is powered through wind and solar energy and can be operated remotely by students or in-person. It features its own weather station, subsurface drip irrigation, a 2,000L water tank, moisture and temperature sensors, inbuilt digital touchscreen and worm farm for composting.







## Global experiences

Global learning helps students develop a sense of shared responsibility towards the world community.

It also equips them with the awareness and knowledge they need to become contributing citizens in their future lives.

We know that the world is currently facing extraordinary challenges that transcend borders.

As such, Tatachilla Lutheran College facilitates opportunities for our students to have global experiences that help them develop cultural sensitivity and participate ethically and effectively in intercultural settings.

These experiences generate far more than academic knowledge: they ignite empathy, open-heartedness, ethical wisdom and global citizenship.

This is important so that students are able to understand world events, reflect on how decisions made in one part of the world can impact another part of the world and embrace different cultures and perspectives.

The college offers two international experiences for students, including an annual trip to Cambodia (Year 11) and a biennial trip to Japan (Years 10 and 11).

### Annual trip to Cambodia

The college's Cambodia trip is a voluntary and transformational 15-day service-learning experience that includes time spent in Phnom Penh, Krus Village (Kampong Chhnang province) and Siem Reap.

Students explore Cambodian history and culture and learn about the impact of the Khmer Rouge regime.

Importantly, they also work alongside members of the Lutheran Church of Cambodia and several non-government organisations to deliver practical and enduring support to local families and contribute to sustainable community projects.

The trip is based on the World Challenge Model, which means that it is student-led and much more than just a trip overseas. Students help plan the itinerary, manage the travel budget and lead their group through key experiences.

Their mission is to partner with the people of Kampong Chhnang to help improve their quality of life through the provision of basic welfare and educational services. They are also invited to educate themselves about Cambodia's socio-political past, present way of life and future aspirations.

The experience contributes to the completion of the SACE subject *Spiritualities, Religion and Meaning*, which requires students to reflect on big concepts such as community, justice and diversity and evaluate the ethics of aid and humanitarianism.

### Biennial trip to Japan

Senior students who are enrolled in Japanese have the opportunity to participate in a 15-day cultural tour of Japan, which includes visits to the temples, castles and megacities of one of the most famous archipelagos in the world.

A highlight of the trip is a week-long homestay with the students of Toryo High School, Tatachilla's sister school in Kumamoto Prefecture (island of Kyushu).

As part of the homestay experience, students learn firsthand about deep-rooted Japanese customs and traditions, develop new ways of thinking, being and seeing and forge long-lasting friendships with their host families.

During the trip, students learn about the aftermath of the 1945 atomic bombings of Hiroshima and Nagasaki and spend time at the Hiroshima Peace Memorial, the Cenotaph for the Victims of the Atomic Bomb and the Children's Peace Monument.

The Japan experience inspires a great love of Japanese history, culture and language.

The college hosts a reciprocal visit from the students of Toryo High School every second year, enabling students to strengthen the bonds of international friendship.





# Student leadership

Tatachilla views all students as active citizens in their world: capable, influential and inherently qualified to make a difference. The college also believes that the school years are an ideal time for children to draw on these innate qualities to grow as leaders, developing life skills in active listening, informed decision-making, empathy and conflict resolution.

As such, all students – regardless of whether or not they are college office-bearers – are encouraged to find their personal voice, proactively resolve issues within the college environment, leverage the strengths of others to achieve team goals and act with grace and compassion.


The college offers formal leadership opportunities to students who demonstrate initiative, dedication, social conscience, respect for others and team-mindedness and who have earned the trust and support of the staff and student body.


The student leadership program is designed to foster personal growth, character development and career readiness.


The formal leadership positions that are typically offered annually by the college are outlined at right.\*


The student leadership program is designed to foster personal growth, character development and career readiness.


### Junior years (Reception to Year 6)


**Two** captains of the junior years (Year 6)

**One student representative** from each class from Reception to Year 6, who each participate on the Student Representative Council (SRC)


**Two** Emerald House captains (Year 6)


**Two** Ruby House captains (Year 6)


**Two** Sapphire House captains (Year 6)

**Two** Topaz House captains (Year 6)


### Middle years (Years 7-9)


**Two** captains of the middle years (Year 9)


**One student representative** from each House at each year level (Years 7-9), who each participate on the Student Representative Council (SRC)


**Two** deputy captains of the middle years (Year 9)


### Senior years (Years 10-12)


**Two** captains of the whole college (Year 12)


**Two** deputy captains of the whole college (Year 12)

**One student representative** from each House at each year level (Years 10-11), who each participate on the Student Representative Council (SRC)

**Two** Emerald House captains (Year 12)

**Two** Ruby House captains (Year 12)

**Two** Sapphire House captains (Year 12)

**Two** Topaz House captains (Year 12)

Application for student leadership positions is via written letter and a verbal presentation to peers and positions are awarded based on the merits of the application and a student and staff vote.

\* The number of student leadership positions offered may alter slightly year-on-year depending on the number and suitability of candidates.





# Tatachilla EcoSanctuary

Tatachilla Lutheran College is committed to increasing student awareness of sustainability principles and the processes that underpin our natural ecosystems.

Students are empowered with the environmental knowledge they need to take positive environmental action in their own lives and – if they wish – pursue further study in the environmental sciences in their senior years and beyond.

The college is proud of its 3.4-hectare EcoSanctuary, which has been modelled on the natural ecosystems that once existed in the McLaren Vale region and which gives students the opportunity to spend intentional time in the natural world.

The sanctuary is home to a range of native fauna including native brush-tailed bettongs (critically endangered), long-nosed potoroos (near threatened) and tammar wallabies (non-endangered) which thrive in the habitat that was restored by the college more than 20 years ago.

Students in the junior years attend timetabled lessons in sustainability and biodiversity with a qualified Environmental Education Officer at the sanctuary and participate in annual planting days. They are responsible for planting hundreds of native grasses, shrubs, climbers and herbs at the sanctuary each year.

Once students enter their middle years (Years 7-9), they can elect to become EcoRangers and participate in a weekly, co-curricular program of animal care and habitat preservation. This program gives students the opportunity to participate in the trapping and monitoring of the sanctuary's resident mammals (checking for overall condition, weight and gender); play a hands-on role in the sanctuary's breeding programs; undertake seed propagation; and complete everyday tasks such as fence-line checks and path maintenance.

## Environmental partnerships

Tatachilla has partnered with Cleland Wildlife Park in the Adelaide Hills to support the health of Cleland's koala population. Environmental officers from Cleland visit the EcoSanctuary once a week to harvest branches from the college's own eucalypts, notably our manna gums and river red gums, to feed the koalas.

The trees grown at the EcoSanctuary are now an all-important source of high-quality food for Cleland's koalas, providing them with essential fibre and water and helping to keep their diet fresh and balanced.

The college also works with the Softfoot Marsupial Sanctuary in Hindmarsh Valley to maintain the genetic diversity of endangered and threatened native marsupials, specifically brush-tailed bettongs and long-nosed potoroos.

This is achieved by rotating the college's animals with the animals from Softfoot, in order to avoid inbreeding. Maintaining genetic variation among these populations is critical if they are to survive, reproduce and adapt to future environmental changes.

## Community participation

The EcoSanctuary is open to the public at numerous times throughout the year for guided night walks; animal feeding; and workshops on a range of nature-inspired activities (including native garden design, plant propagation, spoon carving, lino printing, and wildlife observation using motion sensor cameras).

Community groups, government and non-government agencies are invited to use the sanctuary as a site for conferences and forums and the college regularly welcomes students from other schools to the sanctuary for excursions and tailored events.

**Tatachilla Lutheran College is committed to increasing student awareness of sustainability principles and the processes that underpin our natural ecosystems.**



# Cricket hub

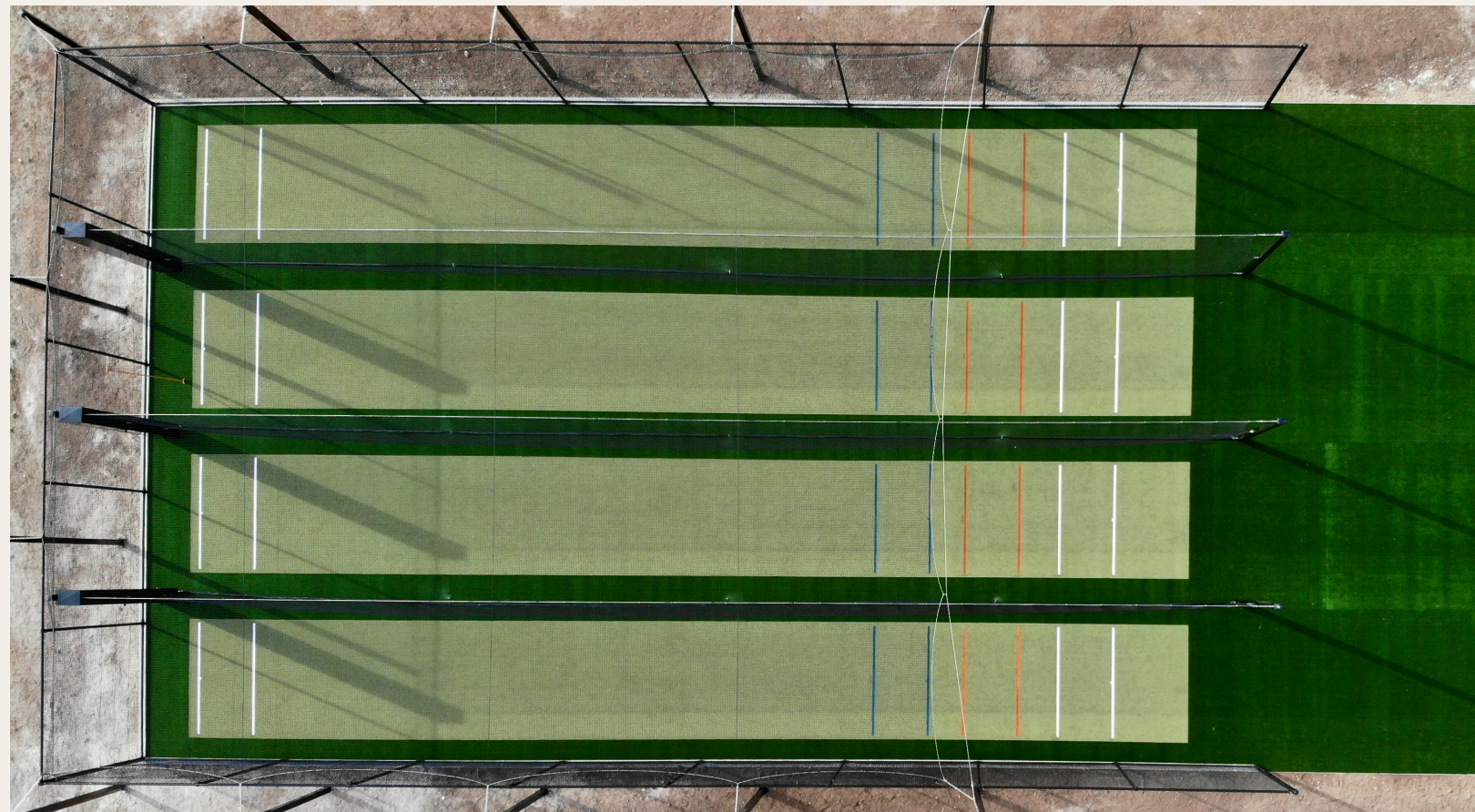
Tatachilla is home to an elite practice facility for aspiring cricketers who are seeking to train at the next level.

The facility comprises four netted pitches and provides all students with the opportunity to hone their cricket skills in a safe, contemporary and hard-wearing environment.

The netted pitches are available to all Tatachilla students as well as players from the McLaren Districts Cricket Club as part of a community partnership that is designed to help boost participation in Australia's national sport at the local level.

The partnership also seeks to attract a greater number of girls and women to the game of cricket and ensure that all young cricketers in the McLaren Districts community have the chance to develop their confidence, sporting ability and skills in leadership and teamwork.

In the off-season, the facility's retractable nets enable the entire expanse of synthetic grass to be used for a range of other outdoor sports at the college.



In the off-season, the facility's retractable nets enable the entire expanse of synthetic grass to be used for a range of other outdoor sports at the college.







## Wellbeing

At Tatachilla, wellbeing is a part of daily life. It is not practised through a single curriculum unit or dedicated facility. We take a grassroots approach by equipping our students with the skills to form lifelong relationships and live with purpose. We believe this is the foundation for lasting wellness in life.

When our children feel well, they grow and learn well. They are intrinsically more motivated, determined, fulfilled and cognitively capable.

We consciously embed wellness through the six key dimensions outlined in the PERMA+ model of wellbeing developed by leading psychologist, Dr. Martin Seligman:

P – Positive emotion

E – Engagement

R – Positive relationships

M – Meaning

A – Accomplishments

+ – Optimism, nutrition, physical activity, sleep and other important areas essential for mental wellbeing

We actively apply the PERMA+ model of wellbeing by encouraging all students to accept the full range of emotional experiences in life – including negative experiences – and actively cultivate situations that generate hope, interest, joy, love, compassion, pride, amusement, gratitude and growth.

Students are guided to use their God-given gifts and natural resourcefulness to discover their purpose and contribute meaningfully to the world: professionally, socially, creatively and spiritually.

Crucially, they spend time in the natural world. Our 3.4-hectare EcoSanctuary provides a contemplative space in which all students have the opportunity to play an important role in the care of the college's native population of bettongs, potoroos and wallabies and support the sanctuary's conservation efforts by propagating seedlings and planting-out native trees and grasses.

All students are given the opportunities they need to pursue their passions, make decisions that align with their soul, know the satisfaction that comes with achieving personal excellence and develop a strong sense of self-worth and personal voice. They receive this in an environment of compassion and trust.

The college's professional counselling team also drives a number of child-centred initiatives in mentorship, role-modelling, resilience-building, self-awareness, personal reflection and mateship which contribute significantly to student growth and wellbeing.

All teaching and support staff at the college receive ongoing professional development in trauma-informed practice, which helps them to create environments and routines that are sensitive to children who may have experienced trauma in their lives and who may need additional tools to self-regulate, bounce back from difficult situations and adopt a growth mindset.

Sometimes wellbeing is best nurtured through one-on-one contact with those who cannot speak: animals. To that end, all students have the opportunity to regularly interact with the college's resident Golden Retriever (Misty), who spends time in classrooms and outdoor play spaces across all year levels. Misty helps connect children through their shared love of animals and facilitate positive feelings of calmness, attachment, familiarity, trust, confidence and empathy.

We take a grassroots approach by equipping our students with the skills to form lifelong relationships and live with purpose. We believe this is the foundation for lasting wellness in life.



# Service learning

Service learning is a crucial way that our students are enabled to serve the community while simultaneously fulfilling key academic goals.

Unlike traditional community service, service learning combines volunteerism with research, reflection and assessment so that students are able to broaden their knowledge and critical thinking skills for social change.

Service learning is a core thread of teaching and learning at Tatachilla from Reception to Year 12. It occurs at both a local and international level.

As a result of service learning, students learn more about themselves and the world they're in, while at the same time meeting a genuine societal need and fulfilling key requirements in their curriculum.

Importantly, service learning teaches empathy and advocacy at the local, national and global level and is a part of educating the whole child as a responsible, global citizen.

## Service learning trip to Central Australia

The college collaborates with various First Nations Elders and communities in the Northern Territory to co-create service-learning experiences in remote central Australia for students in the senior years (Years 10-12).

These outback experiences typically involve living among First Nations communities and taking the opportunity to build and deepen relationships with these communities through cooking, art, sport, face-painting, music, dance and conversation.

Students are supported to use their time in the outback to prepare and eat bush food and acquire skills in language.

They also learn about native medicinal plants, tool-making, First Nations lore and issues facing First Nations communities. Additionally, students have the opportunity to visit some of the outback's most beautiful natural wonders.

Service learning is a core thread of teaching and learning at Tatachilla from Reception to Year 12.



As part of this important service-learning experience, students work alongside First Nations communities to undertake repairs to homes, communal buildings and sites of worship. They grow in cultural understanding and forge important connections to the land and the people – particularly the children of these communities – that endure long beyond the experience itself.

## Service learning trip to Cambodia

The college works in partnership with the Lutheran Church of Cambodia to offer a rare and transformational service-learning experience for interested students at the Year 11 level. See also: 'Global experiences' on page 39.

As part of this experience, students travel to Krus Village in Cambodia (Kampong Chhnang province) to support the village in a number of practical and enduring ways.

Activities include helping to build modest homes, clear land for the construction of schools and community facilities and repair main trade roads.

During this trip, students gain a rich insight into Cambodia's history, culture and rural life.

The Cambodia experience is offered as part of the SACE subject *Spiritualities, Religion and Meaning*.

At its heart, service learning at Tatachilla is about learning from others. It's about being a humble guest in new cultural environments, working alongside different communities to build capacity and strength and acquiring the skills to not only serve, but to serve well. It offers us an opportunity to meet the real needs of others and reflect critically on ourselves and our world.



# House system

Tatachilla has a proud House system that is integral to college life and facilitates a strong sense of belonging and team unity among our children and their families.

Siblings typically belong to the same House.

The House system enables students to develop lifelong friendships and skills in collaboration and leadership. It also allows them to experience the important feeling of being part of a close-knit community that is striving towards a shared goal.

Each House within the college is founded on the rock of Christ and as such, is named after a gemstone found in nature: Emerald (green); Ruby (red); Sapphire (blue); and Topaz (yellow).

Different gemstones originate in different types of rocks and conditions and therefore have different characteristics. This reminds us that we are all unique parts of God's creation and that each House will naturally have its own distinctive strengths and personality.

Each House is led by a House Coordinator who is a member of staff and whose role it is to turn House events into meaningful cultural experiences that generate a strong sense of belonging and unity across the college.

Children come together with their House teams several times a year to earn House points through sport, music, art and philanthropy. House activities include (but are not limited to) charity events, Book Week celebrations, the college 'Battle of the Bands' competition, the college's Twilight Food Affair (food and sideshow stalls), sports days and the whole-of-school cross-country event.

At the end of each academic year, the House Spirit Cup is awarded to the House that has exhibited the greatest House pride, team spirit, sportsmanship and commitment to college culture.

Tatachilla has a proud House system that is integral to college life and facilitates a strong sense of belonging and team unity among our children and their families.





# Twilight Food Affair

The Tatachilla community loves to celebrate and takes every opportunity to come together as school to have fun, express gratitude for the life we share and commemorate the important role of togetherness in the lives of our children.

Our biggest annual celebration – and the college's flagship event – is the Twilight Food Affair.

The Twilight Food Affair takes place in term one every year on college grounds and attracts approximately 5,000 people.

It is one of the largest community events in McLaren Vale and a significant fundraiser for the school.

The event showcases delicious international street food and a range of standout wines and beers produced by McLaren Vale's most beloved cellar doors and breweries.

The event also boasts a range of carnival rides, sideshow entertainment, live music and fireworks.

The Twilight Food Affair represents a major opportunity for the southern vales community to connect in a safe and joyful environment and make new shared memories in the heart of vineyard country.

Tatachilla families rarely miss this stellar night of festive fun before the close of Daylight Saving and the onset of winter.

The Twilight Food Affair as it is today began almost 20 years ago on college soil and has constantly upheld its commitment to maintaining an authentic, family-friendly ethos.

The event seeks to support local business and provide a stunning landscape for relaxing with loved ones of all ages.

The Twilight Food Affair is one of the largest community events in McLaren Vale and a significant fundraiser for the school.







## Blessing of the Animals

Rituals are essential to human life. They help us live out our values, connect to each other, align our hearts and minds and find collective meaning in life.

The college values rituals and the synchronicity they generate. One such ritual that brings the college together in a joyful and profound way is the annual Blessing of the Animals ceremony, which sees more than 400 pets and working animals descend on college grounds to receive a blessing from the college pastor.

Tatachilla's Blessing of the Animals ritual is the biggest such event on the Fleurieu Peninsula.

A cherished yearly custom – undertaken in remembrance of Saint Francis of Assisi, the patron saint of all creatures great and small – the Blessing of the Animals ceremony gives all Tatachilla families the opportunity to give thanks for the important role that animals play in our lives.

All are welcome to be blessed and regularly include horses, cows, sheep, goats, birds, lizards, cats, dogs, rabbits and guinea pigs.

Introduced to college life ten years ago, this sacred and beloved custom is just one of the ways that Tatachilla approaches college culture differently, highlighting the commonality between us in a positive, life-affirming way.



The annual Blessing of the Animals event at Tatachilla is an unwitting gateway for students to see God in nature, with animals acting as the language of love and community. There is nothing so intuitive and profound as the love we have for the animals in our lives: it is Godly and transformative.



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