



Issue: Term 2, Week 2

Important Dates

**Year 7 camp,
11-13 May**

Monday 11 May

**Year 6
Canberra
tour, 18-21
May**

Monday 18 May

**Year 8 camp,
18-20 May**

Monday 18 May

**Years 7-9
Music Night,
6:00pm**

Tuesday 26 May

Upcoming Events

**College tour
(junior years)**

Venue: Tatachilla
Lutheran College -
McLaren Vale

Date: Tuesday 19
May

Time: 9:30am -
11:00am

Read our full news



To access all of our stories this fortnight, visit the [Tatachilla newsroom](#). Alternatively take a look at our highlights reel below.

26 March 2026

Creative excursion inspires Year 12 artists



Our Year 12 Visual Art students embarked on a creative excursion across Adelaide in Term 1, immersing themselves in both educational and professional art spaces.

The day began at the SACE Art Show in Light Square, where students explored an impressive range of folio works. Seeing how themes and techniques were interpreted in diverse and personal ways sparked new ideas and provided valuable direction for their own assessments.

Students then visited the University of Adelaide, touring the Kaurna Building (Architecture) and Dorrit Black Building (Visual Arts), guided by student volunteer Lexie. They explored state-of-the-art workshops including 3D printing, glass blowing, ceramics, photography, printmaking, jewellery and textiles, gaining insight into future study pathways.

The excursion concluded at the JamFactory, where students engaged with contemporary craft and design in a professional context. This experience strengthened the connection between classroom learning and real-world practice.

Students described the day as “inspiring,” “clarifying” and “so much fun,” leaving with fresh ideas and renewed excitement about their creative journeys ahead.

We are proud of the way our students engaged with this opportunity and look forward to seeing how it shapes their future work.

9 April 2026

Mock interviews spark career readiness



Real-world learning took centre stage on 9 April as Year 10 students stepped into the world of work, engaging directly with industry professionals to explore future career pathways.

As part of the subject *Exploring Identities and Futures (EIF)*, students took part in a series of 'mock interviews' designed to replicate a real recruitment process and build confidence in workplace readiness.

In preparation, students developed tailored resumes and cover letters, and refined their interview skills before presenting themselves to volunteers representing a range of industries. Each student applied for one of nine “mock” positions, with successful candidates selected for each role following the interview process.

The experience provided a valuable insight into professional expectations, communication

and the skills required across a diverse range of careers.

Congratulations to the following students who were selected for the advertised positions:

- Occupational Therapist: **Lily Stewart**
- Registered Nurse: **Lilly Quigley**
- Hospitality Wait Staff: **Emily Dommenz**
- Physiotherapist: **Aldo Spaumer**
- Early Learning Educator: **Ava Shortt**
- Veterinary Nurse: **Sophia Sherrah**
- Flinders University Student Ambassador: **Jenson Cole**
- Electrician Apprentice: **Nate Stapleton**
- Carpentry Apprentice: **Jake Albrechtsen**

The college extends its sincere thanks to the industry partners and volunteers who generously contributed their time, expertise and encouragement to support our students.

Businesses:

Evolving Pathways, Flinders University, PhysioXtra

Individuals:

Kelly Hickman, Victoria Yarnold, Debbie White, Tom Corbett, Diana Johns, Michael Smith, Nicole Liebelt, Narelle Mistiades, Miriam Carter

Year 12 formal a night to remember

Our Year 12 students enjoyed an unforgettable evening at Serafino Wines on Friday 10 April, arriving in style and dressed to impress. From elegant gowns and sharp suits to a standout motorbike entrance, the night was full of personality, celebration and joy.

A sincere thank you to the Student Formal Committee for their outstanding organisation, and to staff who supported this special milestone. Highlights included the student-voted awards, with **Bailey Gillard** named Most Likely to Become Prime Minister, **Jade Ellis** recognised for Best School Spirit, **Cody Grant** for Best Laugh, and **Rafferty Guthleben** as the Canteen's Best Customer.

We also thank old scholar **Tom Terry** and Event Photo Adelaide for capturing the evening, and Year 12 Flourish Leader **Jordan Allen** for her heartfelt address, reminding students of the lasting value of shared moments like these.

It was a pleasure to see our Year 12s shine and celebrate together on this special "night of nights".







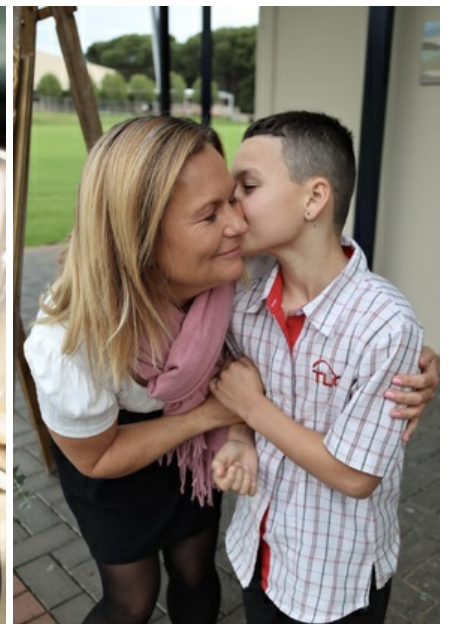
Mother's Day breakfast honours generations of care

More than 120 members of our community gathered on 6 May for our annual Mother's Day breakfast, sharing croissants, quiche, pastries and coffee—and, most importantly, time together. The morning offered a welcome pause in busy schedules, with some families also enjoying special moments of reconnection.

The event was a chance to give thanks for the mums, grandmothers and mother figures who play such an important role in the lives of our students. Their care, strength and support continue to shape our community every day.

Thank you to all who attended and helped make the morning so memorable.





Restorative practice strengthens connection and accountability



Restorative practice is a framework that helps our students to learn, grow and build stronger relationships.

At Tatachilla, we are committed to nurturing not only academic growth but also strong, respectful relationships. One of the key ways we do this is through restorative practice — an approach that focuses on repairing harm, rebuilding trust and helping students learn from their mistakes.

Restorative practice invites students to take responsibility for their actions by understanding their impact on others. Rather than simply asking, “What rule was broken?”, we ask, “Who has been affected and how can we make things right?” This shift encourages empathy, accountability and meaningful personal growth.

At Tatachilla, restorative conversations are carefully facilitated by a classroom teacher, a wellbeing representative and/or senior staff member who has an established positive relationship with the students involved. This is an important part of the process, as trust and familiarity help students feel safe, supported and more open to engaging honestly.

For example, a situation may arise where a student accidentally causes harm during a game at recess — perhaps a push in the heat of the moment results in another student being hurt. In a restorative conversation, those involved are supported to calmly share their perspectives. The student who caused the harm reflects on their actions and hears directly how the other person was impacted, both physically and emotionally. They are then guided to take responsibility and consider how the relationship can be repaired, whether through an apology, an agreed action or a commitment to different behaviour moving forward.

It is important to note that restorative practice does not replace consequences for poor behaviour. Boundaries and accountability remain essential. Rather, restorative approaches work alongside consequences as part of a broader process of repair. While a consequence addresses the behaviour itself, restorative practice addresses the relational impact — ensuring those affected feel heard and that trust can be rebuilt.

By embedding restorative practices into daily interactions, we aim to develop students who are not only responsible for their actions, but also equipped with the skills to resolve



conflict, show empathy and contribute positively to their community.

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