

news@pulteney



Commemorating Old Scholars of
Pulteney Grammar School
who made the Supreme Sacrifice

Lest we Forget



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Front Cover: PGS Girls Football Team

Editor's Note On ANZAC Day, I laid wreaths for Pulteney and Queens Old Boys at the Australian & New Zealand War Memorial in London. A number of Old Scholars who paid the supreme sacrifice are buried or commemorated in Commonwealth War Graves in the UK.

The aim of this magazine is to keep you informed of life at Pulteney. I value your input so if you have any articles or suggestions, please contact me on 8216 5504 or by emailing mark.bourchier@pulteney.sa.edu.au. Advertising in news@pulteney is limited to members of the school community and many of those who advertise are generous sponsors of the School. I would encourage you to support their businesses if the opportunity arises.

Mark Bourchier

Message from the Principal

Valuing the individual within a strong community

“True community is based upon equality, mutuality and reciprocity. It affirms the richness of individual diversity as well as the common human ties that bind us together.” - **Pauli Murray**

At Pulteney Grammar School we put our students at the heart of what we do. Our Learning and Performance Culture focuses very strongly on valuing the individual qualities each of our students bring to their learning. This involves helping students to discover their individual talents and passions, to challenge themselves, and empowering them to take positive and optimistic action for the betterment of themselves and the world around them.

Sometimes, such approaches to learning might seem somewhat experimental and, therefore, they require commitment and courage on the part of students, teachers and parents to be willing to shift from the traditional modes of learning from the last two centuries, to begin to test and trial different ways of teaching of learning that are responsive to our current and future opportunities and challenges.

Ted Dintersmith, the producer of the documentary ‘Most Likely To Succeed’ (viewed by our staff last year) has recently published a new book ‘What School Could Be’. In it, he asserts that by trusting students to manage their own learning, helping them to take charge and supporting them to work on challenges they think are important, they will delve more deeply, they will achieve not just knowledge, but deeper understanding, and they will develop essential skillsets and mindsets.

Our approach to engaging students in their learning promotes students’ ability to plan, adapt and craft their learning experiences to best enhance their success. For learning to be lifelong, it must feed the need for engagement and enjoyment. Student voice and student agency are vitally important. You will see evidence of this in the articles contained within this edition of news@pulteney.

I recently had the privilege of attending the Duke of Edinburgh’s International Award Ceremony for young South Australians who have achieved their Gold Award. I congratulate Year 12 student Cameron Horsell for his achievement, which was presented to him by His Royal Highness Prince Edward, Earl of Wessex, KG GCVO. In his address to the award recipients, Prince Edward praised them for their resilience, determination and commitment.

The “Duke of Ed” as it is widely known by students and staff, is about challenge, enterprise and achievement. Since the commencement of the Award in Australia, over 750,000 young Australians have participated in the program, equipping themselves with the life skills and mindset to help them make a difference to themselves, their communities and the world.

The goals of the Award speak directly to our vision for learning at Pulteney. We continuously seek ways in which students and staff can adapt, enrich and extend learning opportunities so that they are personalised and not only meet the needs, but also exceed the expectations, of the learner.

We support our young people to become aware, informed and connected global citizens who value diversity and have the skills and the inclination to co-create solutions to our community’s shared challenges. Therefore, our focus is very much on the individual child and their learning, whilst also fostering a strong, connected community to which we all belong. We are Pulteney.

Anne Dunstan
Principal



References: Dintersmith, T. (2018). ‘What school could be’, Princeton: Princeton University Press.



Pulteney Playgroup



We are excited to launch our new playgroup through Pulteney's Early Learning Centre.

Our Playgroup supports families and their children to develop early learning skills in a play-based environment where children's interests and ideas are valued and explored.

With experienced early childhood educators on hand, the children will have access to a variety of activities, equipment and nature play experiences within an informal setting.

Location:	Pulteney Grammar School, Kurrajong Pitpauwe Room (next to ELC-Y) 190 South Terrace, Adelaide SA 5000
When:	Friday 9.00am – 10.15am (Term time)
Cost:	\$10 per term per family (\$40 per year per family) payable by Direct Debit Request (DDR) or Credit Card Request (CCR).
Who:	Children aged 0 – 3 years and their parents, grandparents or carers.
What to bring:	Please bring a snack and drink for your child. You may like to purchase a hot beverage from the Quad Café prior to the Playgroup session. Depending on the weather, you may also need to bring a hat or rain jacket.
More information and to register:	Contact Virginia Evans on 8216 5570 or email virginia.evans@pulteney.sa.edu.au



2018 Student Leader Induction

The start of a new year brings with it renewed vigour and enthusiasm and a determination to build on what came the year before. Students come equipped with a bag full of resources and a heart full of hope. There is a determination to reach newly identified goals, continue to unearth personal qualities and to explore one's individual future.

The students of *one ninety* are aware that one of my guilty pleasures is comic books. Whilst indulging in this over the Christmas holiday break, I read the following new year wish from Neil Gaiman (English author of short fiction, novels, comic books, graphic novels, audio theatre, and films):

"I hope that in this year to come, you make mistakes. Because if you are making mistakes, then you are making new things, trying new things, learning, living, pushing yourself, changing yourself, changing your world. You're doing things you've never done before, and more importantly, you're doing something".

Education and schooling is about taking risks and putting yourself in uncomfortable situations. Only then can one identify if they understand a concept, have an affinity for a subject or can develop the necessary gumption to continue in the face of hardship. In short, we discover ourselves.

It was so wonderful to therefore see the students return to school in 2018 determined to face their fears and tackle challenges previously unseen or unknown all with the intent to face their future head-on.

For those who had been elected into official positions of responsibility by the staff and students of Pulteney Grammar School, this year began with particular joy but also anxious excitement as to the opportunities that lay ahead. The morning of 20 February was therefore a joyous one when we inducted the 2018 Forum of Prefects and House Captains. The following students received their white blazer before taking the pledge of office.



2018 Forum of Prefects

Matilda Blight
Kate Chapman
Maya Clarke
Nicholas Laity
Stefan Mundy
Jai Ruciak
Matthew Slattery
Emily Young

School Captains

Thomas Rundle
Isabel Tynan

School Vice-Captains

Isaac De Donatis
Stella Healey

2018 House Captains



2018 Kennion-Miller House Captains

Rory Egarr
Tayler Price
Charlie Rowe



2018 Bleby-Howard House Captains

Pippa Adkins
Laura Argy
Sam Magarey



2018 Moore-Sunter House Captains

Arthur Blunt
Lara Candy
Telopia Kailis-Phillips



2018 Cawthorne-Nicholls House Captains

Anastasia Patsouris
Elliot Ridgway
Matthew Rule



Isaac De Donatis, Charlie Rowe, Sam Magarey, Matthew Slattery, Nicholas Laity, Stefan Mundy, Thomas Rundle, Rory Egarr, Arthur Blunt, Elliot Ridgeway, Jai Ruciak & Matthew Rule



Emily Young, Lara Candy & Matilda Blight



Stella Healey, Tayler Price & Maya Clarke



Stefan Mundy & Rory Egarr

2017 High Achievers



On Tuesday 13 February, the Pulteney Grammar School community had the opportunity to welcome back those students from 2017 who achieved an Australian Tertiary Admission Rank (ATAR) of over 90. This assembly has always been a very special day in the school calendar and represents an opportunity for us as a community to recognise the effort and application of our senior students.

On the day, our Principal referenced a quote from the legendary soccer player Pele: "Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and, most of all, love of what you are doing or learning to do."

Our 2017 Year 11 and 12 students achieved their wonderful results largely due to their commitment and hard work. Learning is not a simple activity; however, it should be enjoyable, challenging and, ultimately, rewarding.

It is the ultimate joy of any teacher to see one of their pupil's graduate. To see our students' graduate with such success instills great pride but, even more so, sheer joy knowing that these young adults have their whole future ahead of them. A future that will surely be filled with success in its many and varied forms.



Those who achieved an ATAR of 90 or above from the 2017 cohort included:

Haozhang (Daisy) Bai
William Baigent
Aliyah Balacano
Sophia Barva-Smith
Stephanie Beer
Elliot Bell
Mitchell Bender
Samuel Bleby Williams
Claire Churchill
Abbey Creaser
Alexia Daminato
Edward De Luca
Madeline Dieperink
Emily Edwards
Imogen Evans
Isaiah Fabbro
Millie Hanlon
Samuel Hea
Natasha Holmes
Kayne Inns
Sabohan Jerkic
Kirsten Kittel
Samuel Madsen

Guinevere Martin
Caitlin Pearce
Douglas Perrott
Kolin Plumbi
Samuel Price
Sophie Radford
Lachlan Schatto
Dion Vithoulkas
Isla Walker
Matilda Whittaker
Alexander Young
Sophie Zuill

The T.W. Trott Prize is awarded to the student who is the Proxime Accessit to the Dux of the School. The T.W. Trott Prize was awarded to Emily Conroy.

The awarding of the Dux of the School is a prestigious award and one that is not taken lightly. Throughout 2017 the closeness of results that existed throughout the year continued into the final examination results.

The W.S. Moore Memorial Prize - for Dux of the School - was awarded to Neha Athreya.

Nicholas Brice
Head of one ninety

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Visit the site at www.pulteneybusinessdirectory.com.au to search or sign up today. All proceeds will go towards The Pulteney Foundation to help provide scholarships for students who might otherwise be unable to attend the School.

For further information, please contact Mark Bouchier on +61 8 8216 5504 or at mark.bouchier@pulteney.sa.edu.au.



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Middle School

In the Middle School we work hard to foster the needs of young adolescents by ensuring we provide a strong and personalised Pastoral Care program and by ensuring we engage and motivate students and provide opportunities for them to interact with and enjoy our School community.

Year 7 Camp

The Year 7 students began the year with an outstanding learning experience when they attended the Year 7 Camp. They engaged with the snakes at the Raptor Domain, spent time exploring Kelly's Caves, Remarkable Rocks, Admirals Arch and Seal Bay. They slid down the dunes at Little Sahara, kayaked and camped and thoroughly enjoyed the experience.

Year 7 and ELC Easter Egg Hunt

A highlight of the Term was when the Year 7 students connected with the Early Learning Centre students to run an Easter Egg Hunt on Easter Thursday. The ELC Teachers and the Year 7 Tutors coordinated a program whereby the ELC students came to the Middle School to hear Easter stories and songs, and to decorate Easter baskets before they went off Easter egg hunting. No one is sure who enjoyed the experience the most - the Year 7s or the ELC students, but one thing we know for sure they all loved it and the Year 7 students are keen to interact with the littlies more often.



Charlie Standish & Charlie Brennen



Darcy Young & Mason O'Callaghan



Niah Kilgariff-Johnson,
Alice Sabine, Luke Green,
Liam Maguire & Zane Phua



7CR History Conference

7CR ran the 'Annual 7CR History Conference' as a way to showcase their research and understanding of sacred Australian Indigenous sites, World Heritage sites, and the preserving and learning about culture. They also learnt how to correctly format Harvard references. The conference was very realistic with a sign in attendance sheet, company names, pamphlets with team slogans, note pads, name badges, place settings, conference room, cups of tea and hot chocolate, and even some brownies!

In pairs or a group of 3, they each chose to be an expert of Uluru, Burrup or Gariwerd and the students took on the role of a Historian, Anthropologist, Palaeontologist, Geologist or Archaeologist. Students dressed up to suit their roles.

They looked at the importance of sacred Indigenous sites and landmarks in Australia, what dating techniques they would use to work out how old artefacts/fossils/paintings were, as well as analysing different primary and secondary sources.

Students prepared a 5-minute conference presentation in the hope to win a \$1,000,000 cheque!!!! On the panel of guest judges were a variety of teachers in leadership positions who provided feedback to the groups. Having a 'panel of judges' increased the engagement and accountability for the students. All the students had fun and their growth of knowledge on the overview unit of Year 7 History was clearly evident.

A Minute to Win It

The Year 9 Prefects organised on the last day of Term 1 'A Minute to Win It' competition for all Middle School students. This event coincided with the Language Week casual clothes day. The Year 9 Prefects initiated, organised and ran the various sessions aided by Mrs Emily Clarke. It was a great way to end the Term.

Paul Ryan

Head of Middle School



Lili Keene, Amelia Nikoloff, Stephanie Mifsud, Mr James, Madi Schubert, Addi Schwartz, Ross Koutsounis, WaWa Boyd & Jacob McGinley



Anastasia Kiritsis, Abbey Wilkinson & Riley Nicholls



Oliver Holman, Ross Koutsounis, Owen Bowering, Olivia Cardillo, Kiara Borrelli



Kiara Borrelli, Olivia Cardillo & Ms Hickman

Autumn

The floral garden of the April fall,
Smelled of a Crocus with hints of water.
Under the orange Maple that's so tall,
I feel the environment get hotter.

The morning sunlight of the golden globe,
Reflected onto my face with fragrance.
Handling a leaf like a treasury robe,
For all of their boldness they are vibrant.

But the eternal Autumn will decline,
And lose its peacefulness and positives,
Viewing striking beauties of the sunshine,
I shall forgive the season's negatives.

So long as the autumn warmth stays the same,
In coming seasons we'll be glad it came.

By Helen Wan

Prep School

Personalised Learning in the Prep School

Staff in the Prep School are currently involved in implementing a 'personalised learning' approach to teaching and learning. Personalised learning is based on the expectation that all students can learn to the best of their ability, provided the appropriate conditions are available. It involves a commitment to identify each student's learning needs and then designing appropriate teaching strategies, so all students can achieve their potential. Personalised approaches to teaching and learning may include individual, small group or whole class instruction. This is a natural extension to the educational concept of differentiation which is teaching tailored to the learning preferences of different learners.

In the following sections I have outlined some examples of the ways in which learning is personalised for the Prep School students.



Zack Apostolakas reading



Tim Smeaton & Joshua Holmes



Alice Zhang at Aikido



Caitlyn Yung



Mrs Fazzalari & Nicholas Hillen



Henry Lee

Year 3

Students in Year 3 have had personalised experiences in their learning this Term through a variety of curriculum initiatives. This includes the 'Words Their Way' Spelling and Language program. It is a new spelling program based on an individual student's needs. After individualised testing, students are allocated a list of words that are directed at their personal spelling level. The children engage in a range of games and activities to consolidate their understanding of the various patterns found within the words before then progressing to a new sound pattern, list of words, and a fresh challenge.

The teaching of Mathematics in Year 3 also caters for the needs of the individual child. Again, when mathematical concepts are introduced each student works at their own level. Those who need concrete materials to assist them to understand and learn are provided with that support. On the other hand, those who are ready for problem solving and extension are catered for in individual and group activities.

Reading is very much a personalised experience in Year 3. Each week the children engage with individualised reading material which has been selected for their specific reading level. In addition, during weekly library lessons, they also select fiction or non-fiction reading to take home. On their iPads the students use the 'Oxford Owl' reading program in class to source reading texts and answer comprehension tasks. Again, these are designed for each individual's level. Class teachers also conduct Guided Reading groups during which they read and discuss both fiction and non-fiction books that have been selected for each group's reading level, ability, and interest.



Holly Altamura



Harriette Dodman & Julie Astier



Elliot Gask



Liam Koch & Oliver Seelinger

A further example of the way in which the Year 3 staff focused on a personalised learning approach in Term 1 was through an excursion to the Marine Discovery Centre. This trip was planned to link student's interests with the contents of the Term's Humanities and Social Science topic. Thus, after a guided beach walk to collect items that interested them, each student used beachcombing identification charts to sort and classify the items they had personally discovered. Then, back at the indoor classroom, the students moved through a series of work stations to learn more about their items and to pose any questions. The students continued their exploration of this topic back at School by participating in Critical and Creative Thinking tasks which were designed to challenge them at their own level of understanding.



Lois Darker, Julie Astier, Ava Baker & Nektaria Mavragelos



Stephanie Thomas

Year 4

The Year 4 teachers took a similar approach to the introduction of the Term 1 Humanities and Social Sciences topic of 'Indigenous Australians before European Settlement'. This was introduced to the students during a guided tour of the Adelaide Botanic Gardens and followed by a visit to the Australian Aboriginal Cultures Exhibition at the South Australian Museum. They began at the Gardens by seeing the plants and trees used by our Indigenous people for food, shelter and tools. The children were interested in all they discovered in the Gardens and had many questions for the education officers who led the tours.

From the Gardens the children walked to the Museum where they saw many artefacts used by Aboriginal people. The education officers leading the tour helped the children to understand the ways in which these artefacts were used in everyday life. It was especially enjoyable for our students to make connections between our Pulteney Kaurna Shield and the Kaurna Shield in the Museum Exhibition! The knowledge gained from these hands-on experiences ignited the children's interest in the topic. When they returned to School they identified some further questions they wished to investigate before beginning their individual research projects on this theme for the Term.



Annabel Caveney



Lyla Williams & Elli Stathopoulos



Michaela Lazarevic & Mrs Forbes



Ned White & James Lee



4S Technology

Prep School

The Year 4 Health lessons in Term 1 encouraged the students to further develop their interpersonal skills by participating in positive group dynamics sessions. The children worked on team building challenges during which they took on certain roles within their team (i.e. leader, recorder, errand monitor, time keeper and presenter.) By taking on these various roles the students learnt about their ability to communicate with others in a group context. In the follow-up discussions they then identified the ways they had varied their responses and actions within these group settings as strategies to assist their team to operate successfully. These activities over the Term provided the students with the chance to develop their ability to collaborate successfully in a team environment whilst also developing their social and emotional competence.



Kai Dalby, Samuel Smid, David Sparge, & Joshua Holmes



Zachariah Chappell, Zack Apostolakis, Adam Brownbill, Angus Glasson, Alicia Bollinger

Year 5

The students in Year 5 explored Chemical Sciences during Science lessons this Term. In the Science labs they each worked at their own interest and ability level on a range of experiments which furthered their knowledge on the three states of matter (solid, liquid and gas). The unit's aim was for the children to understand the differences in the structures of each state. Students celebrated the conclusion of this unit with a 'Presentation of Learning Morning' on Wednesday 11 April. During the morning the students conducted a 'Changing states of matter' experiment with their parents using ice. The students displayed confident oral language skills as they took the lead as 'Science teachers' for the morning.



Tatiana & Sajidah Chetty



Jessie & Joshua Song



Year 5 Kayak group at camp

Also, in Term 1, an outdoor education camping program provided another excellent platform for personalised learning. The Toc H campsite in Victor Harbor, and venues on the Fleurieu Peninsula, afforded perfect settings for the children to work through a busy program of activities which strengthened their understanding of self and their appreciation of the outdoors.

The children participated in some challenging activities that included surf safety and surf skills, kayaking, sleeping in tents, and cooking dinner on a 'trangia'. Throughout the three day camp the students were well supported and encouraged by the staff to step out of their comfort zone. It was especially interesting to observe how much learning was taking place outside of the classroom. When I visited the campsite, it was wonderful for me to listen to the children's comments about all the activities they had participated in. Each student displayed a strong sense of satisfaction and personal gain from all they achieved while at Camp.

Year 6

The Year 6 class teachers integrated a number of curriculum areas during Term 1 as they introduced the students to the theme of 'Natural Disasters'. Interactive Science lessons in which the children simulated natural disasters such as volcanoes and earthquakes provided an excellent platform for learning, as did the use of YouTube clips, online world book encyclopaedias and library material. The children used these resources to gain information about a variety of disasters before then choosing a disaster which particularly interested them and which they wanted to further examine. Students were then involved in viewing, discussing and researching their subject before presenting their individual findings, including actual global examples of their chosen disaster, to their class teachers and peers.

The introduction of the Year 6 BYOD program (bring your own device) into the learning equation has seen the Year 6 students individually extend control over their own learning. Class teachers have guided the children throughout the first Term to develop an understanding of how their device can assist them in

their learning. The initial teaching showed the children how to create folders in which to place their work. The teachers also encouraged the children to make informed choices about how they will use the programs available to them to present their completed assessment pieces. The goal is to gradually place more control and responsibility into learners' hands as these students in Year 6 prepare for Middle School.



Posey Smeaton, Ellen Heard & Sophie Fonovic



Darcy Bryan



Jordana Russo & Carla Apostolidis

Prep School



Tom Rose



Year 6 Kayak Camp



Jasinta Brownbill, Carrie Marshall & Riya Mallampati



Madeleine Harboard

Nature market

During the final week of Term 1 the Prep School held a 'Nature Market'. It is one of this year's fundraising activities for Anglicare. The Prep School students showed great promise as young entrepreneurs by providing goods that they had grown, cooked, or made at home, and brought in to sell. A variety of potted plants and seedlings were popular, as were homemade smoothies, lemonade, biscuits, and slices. The handmade cards, bracelets, favourite books, and keyrings made in the Pulteney Grammar Sporting House colours, also sold very quickly. This fundraiser provided the students with an opportunity to build on their creative and critical thinking skills as they also developed their appreciation of the need to support the wider community. This Nature Market event was the first stage of the Prep School's plan to integrate the development of entrepreneurial skills into the curriculum.

The examples above illustrate how 'personalised learning' actively engages our students in the process of learning, and thereby leads to improved learning experiences and outcomes. The proof of its success came from the ways the students eagerly engaged with it, and in the demonstrated increases in their learning and education. We are excited to be introducing this approach and the Prep staff will continue to further implement it within the Prep School in 2018.



Jake Mastersson, Alex Caveney & Ben Gamble



Connie McNamara & Adela Soukoulis



Angus & Catherine Moyse with Joshua Magazin & Caroline Henshall

Denise O'Loughlin
Head of Prep

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Kurrajong

Personalised Learning

Pulteney's Learning and Performance Culture Framework underpins our core teaching principle of personalised learning. We:

- Inspire, challenge and empower all students to develop individual talents and passions;
- Foster personalised growth and development;
- Seek and create ways to enhance student learning;
- Are proactive, responsive and collaborative.

Sounds good on paper doesn't it, but how do we live and breathe this principle? The School heavily invests in the employment of qualified classroom Teacher Assistants and Learning Support teachers to work in partnership with our classroom teachers to plan, provide and evaluate the learning experiences for each student. Staff work with students in 1:1 situations, in small groups, as well as whole class focus sessions.



Ammaus Wright creating his individual inquiry project he researched, into a poster

On a daily walk through Kurrajong you will see staff working with students engaged in carefully prepared learning experiences on the veranda spaces, within the classroom, in the Kurrajong Resource Centre, as well as in the playground and Parklands. Students are supported and extended in all areas of the curriculum each and every day. They are also encouraged to take ownership of their learning through flexible seating choices as the physical environment plays a vital role in facilitating creative learning.

Each student is encouraged to continuously self-reflect and is provided with regular actionable feedback. Students have personalised learning goals that are collaboratively planned with the student, their parents and the classroom teacher during Student Led Conferences. The ongoing development of these goals are shared weekly to families via the online digital portfolio Seesaw and displayed in various ways in classrooms.

Pre-testing students' prior knowledge is pivotal and ongoing throughout the year to determine ability-based literacy and mathematical groups, as well as the direction and focus of inquiry projects. Investigations are varied for each student based on their interest within inquiry projects and how their findings are presented reflects this personalised approach.



Ashvin Abraham creating his own collage after looking at the masters Van Gogh, Matisse & Picasso



Charlotte Coffey role playing, making 'banana bread'. This interest sparked the whole class making real banana bread



Mrs Noell working with a guided reading group teaching explicit reading strategies to Abby Johnson, Alexander Demachis, Nicholas Thompson & Zoe Rose



Millie Vidic helping Miss Taylor make banana bread



Justice Thompson & Xavier Bucciarelli on an Easter Egg hunt

Kurrajong

Evidence-based programs such as Words Their Way, CAFÉ, Daily 5, Reading Doctor, MiniLit and Reading Recovery all support literacy needs at an individual level. Gifted and Talented teacher, Sue Mavropoulos, works alongside the teacher and students in classrooms to extend students' learning and ascertain their interests and needs. Sue also implements the Kurrajong Challenge program that aims to develop problem-solving skills using higher order thinking skills applied in critical and creative thinking.

The ELC learning environment is influenced by the principles of Reggio Emilia, where listening to children and setting up projects and inquiries based on those questions and provocations shapes the individualised learning program. Once curiosity is observed, the staff look for pictures, models, texts and artefacts that will encourage deeper conversation and deeper thinking. Through discussion with the children and amongst staff, they often come up with questions they would like to explore and discuss how the project can move forward. The learning spaces in each ELC are set up to reflect the interests of students within those rooms. In ELC-W for example, they have created a 'Tree of Knowledge' based on children's interests provided by documenting initial child information that was completed by parents. Asking children to talk about an interest that they have knowledge in, for example, "Alexia, what do you know about mermaids?", staff can then plan further experiences based on an area that engages the children.

When we personalise learning, mindset matters. Students are all aware of their strengths and areas for future learning, and that each one of us will be focusing on a different area at different rates. At Pulteney we are encouraging students to embrace challenges and learn from setbacks by approaching their work with an effective mindset, enabling them to embrace skills that will prepare them for lifelong learning.

Virginia Evans
Head of Kurrajong



Lenny Bell, Nithaya Chetty, Julian Gorayski & Jayden Mu



Harry Baker & Moses Relf-Christopher



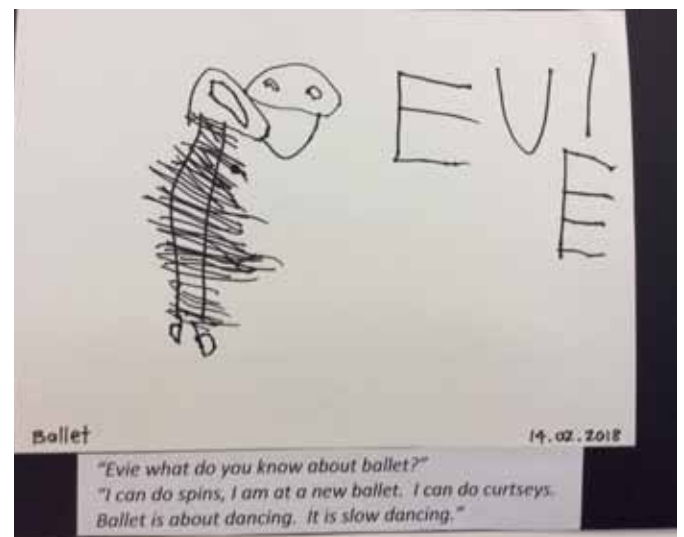
Students' writing goals.



The Tree of Knowledge



Eliza Mislov & Leo Ying Papps



Evie Toeroek shares her love of ballet for the Tree of Knowledge display

Head of the River

The culmination of Rowing season, 'Head of the River Regatta' was held at West Lakes, before an enthusiastic crowd of thousands of parents, students, coaches, and rowers, eleven Pulteney crews took to the water to represent the Navy Blue.

Unfortunately for the host school, weather conditions presented with a stiff headwind which adversely impacted many events and skewed results toward crews lucky enough to draw lanes on the eastern side. The format of the day saw all crews rowing one race only, heats and seeding having been determined prior, this meant there was only one chance to produce the best row. To the reassuring sound of the School Drum Corps, Pulteney crews took to the water with confidence in their training and preparation also knowing that opposition would be intense for the 'do or die' contest.

Unfortunately there were not to be any heroic stories told at the Presentation Dinner that evening, all crews putting in an honest effort but were bettered on the day.

The dinner at School was a wonderful celebration of the season past, our rowers again impressive as they spoke of their season and their crew and their hopes for next season! We congratulate all rowers, coxswains and coaches for their efforts this season, the Boat Club committee for their support at regattas, camp and various functions and for the dinner on Saturday. Well done everyone, see you again next season!

Richard Sexton
Head of Rowing



L-R: Finn Boylen, Angus Winter, Hugo Howell-Meurs, Cooper Hillen, Will Evans (behind), Tiarn Verhulst, Lili Keene, Amelia Nikoloff (front), Olivia Young, Alex Nikoloff (front), Kalea Healey, Lachlan Wise



Will Evans



Year 9B Boys Coxed Quad Scull: Alex Nikoloff (bow), Lachlan Wise (2), Alex Symons (3), Gabriel Luksich (str)



Year 9A Girls Coxed Quad Scull: Lili Keene, Olivia Young, Amelia Nikoloff, Kalea Healey, Tiarn Verhulst

The weather was gloriously perfect for our Middle and Senior School Sports Day on March 15.

This year witnessed a revised program on the 'Championship' side with changes to timings to assist athletes in managing their load and performance and the re-introduction of the javelin and hurdles as events. Running alongside the 'Championship' program was the new 'In It to Win It' program aimed at increasing student participation and inclusion during the day – the students responded wonderfully and both programs were a big hit.

We welcomed students from UniSA who assisted running the 'Vertical Jump' event, our partnership with the Harriers Athletics Club' assisted us in the loan of equipment and an official starter from Athletics SA helped facilitate our program. All these initiatives significantly improved our event. We extend our sincere thanks to these individuals and organisations for their support.

The day is always marked by some amazing performances and this year was no different. Zoe Wilmschurst, Year 10, broke six school records and Maddy Stephenson, Year 9, broke three. In total ten school records were broken on the day. There were

many, many other notable performances on the day, not least from our staff and coaches who officiated the day.

Student support of and for each other was particularly noticeable and there was a feeling of real engagement throughout the day.

At the conclusion of the day the overall House winners were announced as follows:

- Championship: Moore-Sunter
- 'In It to Win It': Kennion-Miller



Cawthorne-Nicholls trying their best at Tug of War.



Fifth time champions, Moore-Sunter celebrate their win



Taylor Price, Charlie Rowe & Rory Egarr accept the 'In It to Win It' trophy from Principal Anne Dunstan



Ben Newman, Marlow Redpath, Tenley Tucker, Stela Bartolovic & front Amelia Nikoloff



Kiara Borrelli, Alicia Dahm, Eliza Button & Sofia Savva

Community

Summer Social

Rain didn't dampen the spirits of those who attended our Summer Social welcome drinks on Sunday 18 February in the Sam Leaker Courtyard.

Scrumptious finger food was served all afternoon along with beer, wine and soft drinks. Guests then made the most of the dessert table, helping themselves to donuts and sweets to take home.



Bob (1939) & Estelle Scott



Karen Hefferson, Carol & Jason Mitchell



Lynne Heard, Richard Sexton (1982) & Raymond Loh



Tanya McNamara, Jacinta Ormston & Brenton Dalby



Robert MacDonald (1965) & Ian Pearson (1964)



Steven Polyichanin (2001) & David Andrewartha (1968)



Deb Fyfe, Mark Bouchier (1978) & Bella Busto



Glenn Trenwith & Caroline Henshall



Irene Kontos,
Andrew Dutkovich &
Diane Bucciarelli



Claire Magarey, Sue Loftes, Marisa Veronese
& Susan Neuhaus



Courtney Leudwigs & Hamish Thomson
(2016)



Venture Club Gin Tasting

It was beautiful Sunday afternoon for the Venture Club Gin Tasting fundraiser. Four distillers had samples of their wares for tasting, and the 70 participants made good use of the offer. The bar also had various Gin-based cocktails to try and these proved very well liked. 36 Short were popular with their Blood Orange Gin, as was Red Hen with their Dry Gin. Antipodes came with their Gin, Espresso and Vodka. Their Pink Gin was a popular drink from the bar. Many people used the opportunity to purchase Red Hen and the other Gins all of which were available later that week. Lyrebird Gin, made by Old Scholars Hugh Lumsden and Angus Rawson, was also a big seller. Snake Oil Tonic Syrup was on hand for patrons to try and received plenty of favourable comments.

A big thanks to organiser Deb Fyfe, and her band of willing parents, notably Ashley Menadue and Matthew and Rosalie Hassan. The Hassan's donated many platters of food and other items which were much appreciated. The work done before the event by Mike Nielsen and Liam Ryan was welcome, and on the day the student committee and Old Scholars helped make the event run smoothly.

Richard Drogemuller

Academic Procedures Coordinator & Physics Teacher





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The Parents & Friends of Pulteney



Back L-R: Jeff Goehr, Herve Astier, Peter Neuhaus
Front L-R: Marisa Veronese, Sandy Sexton,
Sue Loftes & Brenton Milewski

Your Committee has been actively working with the Community Relations team to support and deliver activities at the start of the School year. We hope the various opportunities to welcome new and current parents and students in Term 1 were useful in assisting to connect you with your Sub-School as well as other parents.

Parents sharing in, and feeling part of the Pulteney Community, is an important part of your child's school journey. Therefore, if there are any suggestions in how the Parents and Friends can assist with this now, or improve for the future, please let me know.

Parent Representatives:

We have a good range of Parent Representatives in place across the School and we encourage you to make contact with your Year Level Reps and support them to plan and organise a function. Term 2 is a good time for indoor get-togethers such as a coffee morning, Bottle and Plate Night at someone's home, or Pizza Night at a local hotel or restaurant. This is a short Term so please look to Term 3 and consider organising a class/year table at 'The White Party' on Saturday 18 August.

Quad Cafe:

Quad Café continues through winter Terms in Kurrajong from 8 to 9 am. The Music Department has provided some wonderful performances including the Grammarphones and Stage Bands. Shortly there will be visual art activities to entertain you and your friends while enjoying a coffee from Tony. So, plan ahead by

finding a car park, and linger a little longer at the School to informally meet with staff and other parents.

Easter Raffle:

This year Sue Loftes from the Committee organised an Easter raffle for Kurrajong and Prep Schools which generated a lot of excitement. We congratulate the 16 winners (2 from each Year level) as well as the winner of the Parent Easter Basket. The Committee thanks the community for their support of this fundraiser and Dean at The Gift Specialist at Unley for his expert services for the beautiful presentation of the baskets. The funds raised will go towards new outdoor seating in the Middle School redevelopment. As the Kurrajong and Prep students progress to Middle School they should take with them a sense of pride in their part in helping to 'make this happen'! The Committee are considering a similar Christmas raffle in late Term 4 for Kurrajong and Prep Schools.

Artist in Residence:

The renowned Australian actor and singer, Rachael Beck visited the School supporting the music and performing arts programs in the first-half of Term 2. This has been jointly funded by the Parents & Friends of Pulteney as it is a unique opportunity for our students to be coached and inspired by an experienced and well-known performer. This demonstrates the growing strength of arts programs being delivered by our wonderful staff, and places Pulteney at the forefront of what schools can provide their students.

Second Hand Items:

What to do with those used text books, uniforms and sporting goods? Perhaps we can suggest:

Uniforms go to the Uniform Shop to be sold on commission. If you need uniform items for your child, please look at the pre-loved items in the back room of the Shop.

Text books are slowly moving to computer based, so hopefully in a few years the children will not have to struggle with those heavy backpacks. For now, current text books in good condition are best passed/sold directly to another student, or sold (in November and December) on 'Sustainable Schools' (www.sustainableschoolshop.com.au/members).

The Sporting Goods sale at the end of Terms 4 and 1 were not well patronised. Therefore, if you have any unwanted items we suggest passing them to another student or donate them to a charity.

Thank you for the support of the very active P&FP Committee members, Mark Bouchier and his Community Relations team.

Peter Neuhaus

President of The Parents & Friends of Pulteney

The Archives

The Highs and Lows of Building!!

As the opening of the new Middle School building approaches and we can see the new building taking shape, I am sure there are many students and their parents who are eagerly looking forward to settling in to the new, modern and spacious facilities and leaving behind the temporary accommodation. But spare a thought for those who went before – those who endured previous renovations and new buildings, and those who endured the cramped conditions leading up to the changes.

From 1848 until 1919 Pulteney Street School existed in Pulteney Street just north of Flinders Street. The original school building was built in 1848 and had some additions made to it over the years, but essentially the school building remained much as it had been in 1848. The school house consisted of three rooms - the senior forms (V& VI) were at the back; the middle room housed the youngest boys; the main front hall with its raised dais and school motto painted on the wall was occupied by Forms II, III and IV. It was in this larger room that prayers were said every morning. Often it housed more than 200 students from age 7 to 15. New classrooms were desperately needed but fundraising was slow, building costs were high. The outbreak of war in 1914 steadied student numbers and by 1915 the Pulteney Street building was overflowing. A decision was made to purchase Town Acre 681 on South Terrace and erect a new school building. The purchase of the land from St Peter's College and sale negotiations with the Commonwealth Government for the Pulteney Street site were long and convoluted, but were finally resolved in 1919.

The Pulteney Street site was sold and the students moved out in September 1919, but the new site was a vacant block with no buildings. Temporary accommodation was sought and secured at 50 Hindmarsh Square, originally built as the Congregational Church in 1861 and commonly referred to as the 'Pepper Pots' after the two distinctive domes. Conditions were cramped and substandard - constant repairs were needed to the floors, hat rails, window sashes and windows, and sanitary conditions were inadequate. The stay was supposed to be short term, and they were only permitted to remain by the Local Board of Health because it was assumed the School would only occupy the building for a few months. However, the 'short stay' lasted two years. By early 1920 additional space was needed and a room and desks were hired at Our Boys Institute building in Wakefield Street. Despite the difficult conditions the strong Pulteney spirit was evident as boys, members of staff and parents tolerated these appalling conditions and continued to support the School.

Building material shortages and increased costs caused long delays, but the foundation stone for the new building was laid on 11 November 1920, and the new building was finally opened on 3 July 1921 to much fanfare and excitement. The School continued to grow and by 1924 another 2 classrooms were added to the original building. Fortunately, on this site there was space to grow.

Samantha Cooper
School Archivist



Pulteney Street School c1908



Pulteney Street School at the 'Pepper Pots', Hindmarsh Square c1920

Community - Pulteney Old Scholars Association

President's Report

The significant aim of POSA is to allow its members the ability to maintain links to the School to connect and engage with each other. To this end, the committee has undergone two strategic planning days this year with a view to broadening our engagement with Old Scholars of all ages and both genders. We've established a new organisational structure with finance, engagement communications, mentoring and careers, and merchandising and marketing working groups established. We aim to provide more opportunities, outside of the traditional sporting groups, for Old Scholars to interact. Our inaugural Sunday Set, an initiative to engage with young Old Scholars was held in May and is reported in more detail later in this edition.

Early in June, the Association was pleased to disburse a further contribution of \$50,000 to The Pulteney Foundation in support of the Old Scholar Scholarship program. This highly important program enables the children and grandchildren of Old Scholars to benefit from a Pulteney education when they might not otherwise be able to do so for financial reasons.

Old Scholars sporting groups continue to represent the Association with great passion and camaraderie. After the first eight rounds our new Football Club Girls team has established an enviable 6 win, 2 loss record to place them second on the ladder. Imogen Loftes (2014) is the competition's leading goal kicker. The Boys A Grade sits at fourth on the ladder with 6 wins, 3 losses with Thomas Langford the competition's leading goal scorer with 55 goals from 8 games. The B Grade also sit fourth on the ladder with 5 wins and 4 losses and the C Grade are second on the ladder after 8 wins and 1 loss. Jesse Whinnen is leading goal scorer in the competition with 47 goals from 8 games.

The Old Scholars Soccer Club are fielding 5 winter sides including a Masters team. The highlight thus far for the season is their new Women's side who sit in third position and have made it through to the quarter finals of the Women's Cup Competition, an amazing debut season. The Club are researching their history and have recently discovered their first game was played in April 1927, an article about their history will follow in the next edition.

A mixture of business and pleasure saw me travel about 2500 road miles around the UK during April meeting with Pulteney Old Scholars and families from Wimbledon to Lincoln in the North down through Derby across to Wales back through Oaklands to London for the Reunions and Anzac Day.

It was an honour to be able to join other Old Scholars and the Turner family at Craig (1998) and Helen's wedding in Wimbledon. A few days later on a 5° day in Lincoln we were privileged to be amongst 3500 guests

at the opening of the Bomber Command Museum. A number of Pulteney and Queen's Old Boys served in Bomber Command during WW2 and Old Scholar Angus Hughes, joined 468 other veterans (aged 94 to 107!) who had travelled from Canada, Poland, Australia, New Zealand and South Africa for the occasion. It was good to catch up with Pulteney stalwarts, Gary and Libby Vial and Brendan Nelson at the ceremony. An article on our boys who served in Bomber Command will follow in the next edition. I'd like to hear from anyone who might add to the story.

We travelled to Derby to catch up with generous Pulteney supporter from afar, John Steel (1954), and his wife Rosemary. Having lived in the UK for over 56 years, John spent much of his working life with Rolls Royce Ltd. Firstly as a member of the firm's own fire brigade and culminating as company chauffeur. John ought to write a book about the dignitaries, rock stars, and business moguls he has conveyed around in a stately manner, however, corporate circumspection and discretion will remain with him to the end. As always a most entertaining catch up and lunch.



Mark & Angus Hughes (QOB) at Westminster Abbey on ANZAC Day

Our youngest Old Scholar living in the UK is Denis Egan, attended Pulteney earlier this year whilst his Mum, internationally renowned metal smith, Junko Mori, accepted an artist-in-residency at the Jam Factory. Junko and husband John, who produces traditional furniture from storm felled trees, are bringing up their family in a beautiful corner of Wales. It was a privilege to visit Junko and John's side by side studios. Guests at the upcoming 'White Party' will be able to bid on some of Junko's exquisite work. We look forward to welcoming Denis, who at 8 years of age, speaks English, Welsh and Japanese, back to Pulteney when we can persuade the Jam Factory to invite Junko and John back.



John (1954) & Rosemary Steele in Derby with Mark & Jo



Enjoying the London Sunday lunch, Clive Huggan (1961) & his daughter, soon to be Pulteney Mum, Sorel Matthews



Mel (1959) & Viv Turner and Jo Bouchier at the Friday night Shepherd Market drinks function



Also at the lunch were Nicholas Kerr (1975) & Annabel Kerr



Jo Bouchier & Will Pickett (2006) at the ANZAC breakfast in Mayfair

From Wales onto catch up with Clive (1961) and Hilary Huggan in Oaklands where a morning at Reigate Grammar School had been arranged. Very similar to Pulteney in campus size, number of students and Anglican origins, Reigate is just a little older than we, having been founded in 1675! I'm very grateful to Clive for organising the opportunity as I was able to spend valuable time with the Headmaster and my Foundation counterpart. Clive and Hilary will soon return to Adelaide with their granddaughter Poppy, who will commence schooling at Pulteney later this year. I think this is the first overseas global reunion to yield an enrolment! We look forward to welcoming Poppy. From Oaklands we headed to London for a series of very successful Reunion events and ANZAC Day commemorations. It was good to catch up with Michael Henshall (1992) prior to his moving back to Australia to settle in Melbourne with wife Emma, after a number of years living & working in the UK.

Community

Hong Kong Reunion

Due to holidays, a smaller than usual gathering this year meant the intimate table of Old Scholars and their wives had the opportunity to interact closely with Principal Anne, at the April Old Scholars Dinner. Interesting and lively discussion on the differences between educational offerings and priorities in the two countries was most informative. Our special thanks to our generous hosts Jeff Lau and Albert Wong.



TK Cheung (1989), Jo Bouchier, Anne Dunstan, Mark Bouchier, Edwina & Jeff Lau (1992), Sally & Albert Wong (1992)

Sam's Tree

Many Old Scholars will remember Sam Leaker, long time President of The Old Scholars Association and for whom the courtyard at the rear of Wheaton House is named. Sam's family gathered at school in March last year to inture his ashes under a white Crepe Myrtle. The tree has flourished and recently flowered spectacularly and a plaque has been installed to explain its significance to future generations of Pulteney students.



The Sunday Set



Chris Panousakis (2008)

This new event was created as an initiative to interact with young Old Scholars and attracted 80 attendees. Entertainment was provided by Chris Panousakis (2008), Lewis Brideson (2013), Finn Brunning (2017) and Nikita Dahm (2016). Sonny's pizza (Josh Dolman 2007)) served up their signature delicious fare and a great time was had by all who attended.

Visit the Old Scholars Facebook page to view the highlights of the night.

<https://www.facebook.com/PulteneyOldScholars/videos>



Josh Dolman (2007) creating scrumptious Sonny's pizzas



The Old Scholar crowd enjoying the music



Brigette Rodda (2013), Bridie Rawson (2013), Anne Tunstill (2013), Alice Schkocz (2013) & Julie Huynh (2013)



Padg Fyfe (2011), Apo Kikianis (2013), Jack Holmes (2013) & Callum Brett (2011)

Community - Around the Traps



Jarrod Miller (2017)

School may have finished for Pulteney 2017 graduate Jarrod Miller, but he's certainly been busy! Jarrod, who plays for the Adelaide BITE Baseball Club, represented SA in the national under-18 Baseball championship against Queensland in January this year. The team clinched the first national title in the competition for South Australia in 30 years, and Jarrod not only clubbed a home run in the championship decider, but also took home the batting award!



Max Hurrell (2012)

Max married Leena Regan Walter on 11 November last year in Joshua Tree National Park, California. Max is living in America and enjoying a career in music.



Lloyd Pope (2017)

Not many 18 year olds can boast about having a Facebook appreciation page. Lloyd Pope can. The 'lovable smart alec' with the mop of red hair has impressed once again at the under 19 World Cup in New Zealand.

His performance resulted in widespread praise from the Cricket community, including Shane Warne. He hit the spotlight after claiming 8/35 from 9.4 overs to lead Australia to a stunning victory over England.

Lloyd's raw talent, aggression and team first attitude is a recipe for success. His captain at Kensington, Jake Brown says, "When he gets on a run with his bowling, he's almost unstoppable".

We look forward to following Lloyd's career and wish him all the best for a successful future.

Tom McGarry (2011)

Since graduating from Pulteney in 2011, Tom has been studying and playing Baseball in the United States. Tom left Adelaide in August 2013 to take up a scholarship at Redlands Community College in El Reno, Oklahoma. He graduated in 2015, having won All-Conference honours as a second baseman. From there he pursued offers at four schools and accepted an offer from East Central Oklahoma University in Ada, Oklahoma. He then moved to Cameron University in Lawton, Oklahoma to complete his Senior year – and he graduated in May 2017 with a Degree in Business. He returned to Adelaide in December 2017. Tom commenced work for BT Finance in February 2018.

Tom is playing Baseball still for the West Torrens Baseball Club, and upon his return, he was called up to the National League Adelaide BITE. He will be hoping to re-establish himself at this level in the coming 2018/19 season.



Craig Turner (1998)

Craig Turner (1998) married Helen Butcher at St Mary's Church, Wimbledon, London on 7 April this year. Their reception was held at the Bank of England Cricket Club with Pulteney well represented by family and friends. Craig works in IT and Helen is a school teacher.



Craig Dontas (1997)

Craig has been racing for as long as he can remember and brings plenty of experience to the competition. He has competed in the Australian V8 Ute series for the past 8 years and has worked on the Board of the Clipsal 500.

He debuted the Super Utes category at the 2018 Adelaide 500 and believes they will be the next hero class in Australian motorsport. Racing for Team Triton Racing, operated by Sieders Racing and factory backed by Mitsubishi Motors Australia, alongside new teammate Toby Price.



Community - Around the Traps

Dennis Muirhead (1959)



Dennis is a commercial mediator and lawyer with over 40 years' experience as a criminal law defence advocate in human rights, drugs, death penalty, immigration, defamation, motor racing, entertainment and the music industry.

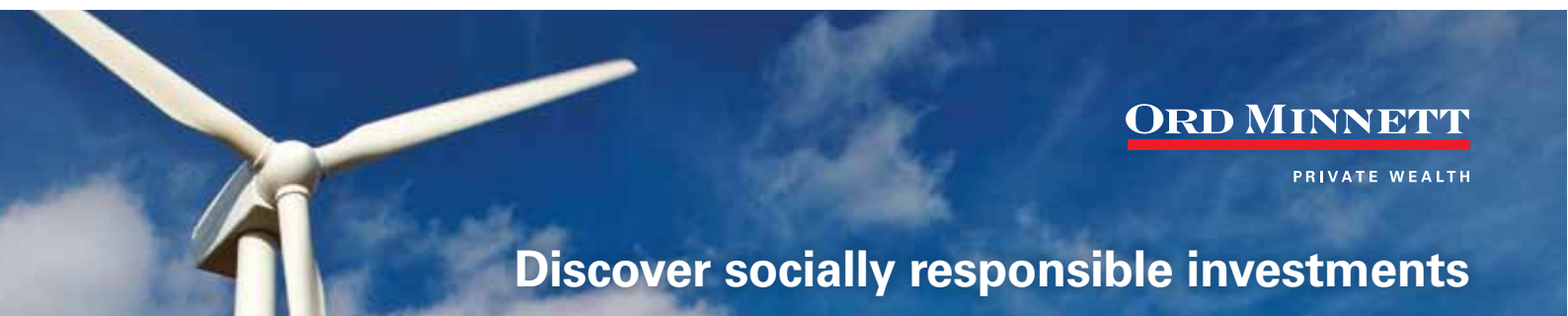
He is an experienced Company Chairman and Director particularly of technology start-ups, charities and voluntary organisations, and was the founding Chairman of the Music Managers Forum (MMF).

Dennis studied Law at the University of Adelaide and was admitted as a barrister and solicitor of the Supreme

Court of South Australia in 1965. He practised there for three years before being admitted as a solicitor in England and Wales in 1971, and co-founded the law firm Simons Muirhead & Burton in 1972.

During the 1980s and 1990s, Dennis was Chairman of two leading charities namely City Roads (Crisis Intervention) and the Institute for the Study of Drug Dependence - ISDD. In 1982, Dennis established Muirhead Management and Muirhead Music to manage record producers, engineers, artists and songwriters.

In 1992, Dennis co-founded and was the founding Chairman of the Music Managers Forum UK (MMF) which is established worldwide. Dennis is now an MMF Custodian Council member. He was inducted into the British Music Roll of Honour in 2008 and honored at the MMF 25th Celebration 2017 as a Founding Member. Dennis was a founding Executive Director of The Fifth Medium Ltd 2006-11, a founding Director of Rightster Ltd 2011-13 and a Business Development Executive at Rightster Group Plc. Rightster (now Brave Bison) is a leading worldwide company specialising in the distribution, marketing and monetisation of live and on-demand video online. He was an Advisory Board Member of We7 Ltd, a pioneering music streaming service from 2006-2012.



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Nick Cannon (1997)



Past Principal, Graham Lange, Nick Cannon & Ernst Ens, former head of Music caught up in Melbourne recently, at a performance at The National Theatre which Nick was directing.

Old Scholar, WAAPA graduate and seasoned opera director, Nicholas Cannon has recently directed a season of 'A Little Night Music' performed by theatre company 'Watch This' in Melbourne.

"What I love about this show is the slightly odd collection of characters and the tension between their public faces and their more unruly, comfortable realities or desires. So, although it's set at the turn of the last century, there's an immediate parallel with our own time and how we curate our lives for public consumption via social media. It's also incredibly witty" he said.

Nick was a regular performer during his time at Pulteney. He went on to graduate from the International Theatre School of Jacques Lecoq in Barcelona and Paris, plus the Western Australian Academy of Performing Arts in Perth.

Malcolm D Silver MD (1948)



Malcolm D Silver MD PHD McGill graduated in Medicine from the University of Adelaide and did post graduate work both at McGill University and the Australian National University. Currently, he is Professor Emeritus of Laboratory Medicine and Pathobiology at the University of Toronto.

He was recently elected to Fellowship of Canadian Cardiovascular Society (FCCS) based on service to the community and professional accomplishments in the cardiovascular field, his main area of expertise.



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In Memoriam

Andrew Ray (1967)



Andrew was the third child of Rufus and Phillipa Ray, brother of Joanna (Klug), Richard and Virginia (Bajev) dec'd.

His favourite pastime was cycling. He would often cycle as far afield as the Adelaide Hills and recounted his love of the freedom he felt once on his bike, riding here and there. He was a student at Pulteney from 1949-1967. He was a keen sportsman playing 1st IIVX Football, Captain of 1st VI Tennis, Underofficer in the School Cadets and Vice Captain of the School in his final year.

Sports were a preferred alternative to study, but after his school years spent at Pulteney Grammar, Andrew went on to Teachers College in Wattle Park where he made many lifelong friends. He remembered these years fondly. While he qualified as a teacher, he probably could have written a thesis on drinking and socialising!

This love of socializing and sports continued throughout his first teaching post in Minnipa. It was here, during a footy match that he first noticed a stunning brunette on the sidelines. Andrew and Kathryn dated for only a short time before he knew that she was the one for him.

After marrying, they settled in the Adelaide Hills where Andrew taught at a few different schools before settling at Hills Christian Community School in Verdun. Here he realised his goal of becoming a School Principal. His passion for the welfare and best interests of the children was always the most important aspect of being a Principal. It was with this in mind that he made each decision, despite knowing some would not be popular. He left a lasting legacy at the school.

His five grandchildren attend Hills Christian today, and they are proud that their beloved Grumpy was once The Boss! Andrew softened with the arrival of

grandchildren and he took great delight in spending time with them reading, sitting in the garden and chatting and teaching them how to play chess. He took an interest in their interests and was always ready to join in where possible, delighting them with his efforts at drift triking, skate boarding, singing and drawing, the re-creation of slow motion fight scenes and occasionally allowing them to mess up the lounge room with a cushion fight!! Family was always absolutely first and foremost to Andrew, and this continued until the end.

Andrew is survived by his wife Kathryn of 45 years and three children, Jordan, who attended Pulteney, Rebecca and Vanessa. They have 5 grandchildren. Andrew died on 25 February 2018 after a short battle with cancer. He is sadly missed by those who lived, worked and played with him in life.

Old Scholars Scholarship

The W.R. Ray Scholarship and The POSA Scholarship are awarded to a student who is entering the school at Year 8 level or above and has a direct relative who is an Old Scholar of Pulteney Grammar School.

They are awarded confidentially and will offer up to a 50% remission of fees.

Applicants provide a letter of application references, reports and attend an interview with the Principal and the Director of Community Relations.

Continuation of the scholarship is contingent upon:

- An annual review of the scholarship recipient's progress by the Principal
- Maintaining academic levels to the satisfaction of the Head of School
- Commitment to the co-curricular life of Pulteney Grammar (contribution to community service)
- A formal letter of continued support from the Pulteney Grammar School Principal following each annual review.

The Scholarships are only available to students not currently enrolled, and only one recipient of each Scholarship will attend the School at any onetime.

Enquiries should be directed in the first instance to Mark Bouchier, Director of Community Relations.
p: 08 8216 5504
e: mark.bouchier@pulteney.sa.edu.au
Applications close August 30.

Christian Davidson (1967)



Chris was the first-born son to the late Captain Torben (Torb) Davidson, and Jeanette (Nettie) Davidson.

Named after King Christian of Denmark, Chris certainly had his delightful Danish Grandmother's intrepid spirit, and was always the leader and inspiration for his four siblings and many younger cousins.

His early childhood was forged in an idyllic environment, living in Shooters Hill, perched on the top of the Dividing Range.

Chris and his siblings were all great playmates, sharing games and chores alike, Chris being their fearless leader, adventure guide and protector.

He started school in 1955 in a small school house in Shooters Hill. There were only 15 students enrolled and housed in one room with one teacher and included Grades 1 to 6.

His love of sport was evident early on. Chris won every event he was in. He also became a 'Lone Scout', a 'Correspondence School' form of scouting.

Chris won a 'Small School Scholarship' to Hurlstone Agricultural High School in Sydney to commence his secondary education.

In 1962, the family made the difficult decision to leave the farm and move to Adelaide. Chris was accepted into Pulteney Grammar School.

Vale

The Old Scholar's Association also notes with sadness, the passing of the following community member:

Barrie Milikan (1951)

He soon fitted in, always working hard towards achieving at both academic and sporting pursuits, gaining the respect of his peers and teachers because of his fearless determination, sense of fairness and fun. He also played for the state at junior level rugby.

He had a part time Saturday morning job at the Scout Shop which enabled him to buy his own "Pearl" drum kit and have drumming lessons with John Reynolds. That year he was chosen as a regular player in the School's First XV Rugby team, and was making his presence felt in the sporting arena, often winning sprints and pole vault competitions in School Sports Day and Inter School events.

In Year 12 Chris became a House Prefect and Vice-Captain of the First XV Rugby Team, also winning more athletics events.

In 1967, repeating his Year 12, Chris was chosen to be a Prefect, Captain of Sunter House, and Captain of the First XV Rugby Team.

With his Headmaster's excellent reference, he then joined an Adelaide firm of Stockbrokers and remained in this job for a number of years.

Chris continued with his Athletics for a number of years competing at the Kensington Sporting Fields and his Rugby at Old Collegians Rugby Club.

Chris married his school day's girlfriend Meredith in 1971 and had four children, Ben, Toby, Jake & Imbi. After a while, he decided to follow his true calling – sport, and decided to become a Physical Education teacher. In 1979 Chris and Meredith separated.

Upon graduating with a degree in Phys Ed and Teaching, his first placement was at Parafield Gardens High School. It was here that Chris met Marie, a Home Economics teacher from Moonta, who later became the love of his life.

In 1995 Chris started at Heathfield High, and for the last two years Chris worked as the Sports Coordinator at Seymour College while serving on the SSABSA PE Year 12 Examination Board for many years.



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