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**PULTENEY**

Vol 3, 2020 #121







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**Front cover:** Oscar Bridges

**Editor's note:** The aim of the magazine is to keep you informed of life at Pulteney. We value your input so if you have any articles or suggestions, please contact Julia Hodge on 8113 5616 or by emailing [julia.hodge@pulteney.sa.edu.au](mailto:julia.hodge@pulteney.sa.edu.au). Advertising in [news@pulteney](mailto:news@pulteney) is limited to members of the school community and many of those who advertise are generous sponsors of the School. We would encourage you to support their businesses if the opportunity arises.

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**Mark Bouchier OAM**

*Director of Community Relations*

*Jeanne Lombard*

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## *Message from the Principal*

The final line of F Scott Fitzgerald's novella *The Great Gatsby* includes the phrase '[s]o we beat on, boats against the current'; I can think of no better expression to capture the endeavours of 2020. Had you asked me in February what I would have thought this year would bring I might have observed, amongst other offerings, that there would be "one or two" proverbial surprises. Never had I thought it might hold what it has.

Our year commenced with the tragic passing of Business Director, Mr Garry Whitelock. Garry was much loved at the school and is survived by his wife Gail, and sons Daniel (2020) and Fergus (Year 10). Garry is well remembered around the School and thanks to the generosity of an anonymous member of the Pulteney Grammar School community, will give his name in perpetuity to the Garry Whitelock prize for Accounting Studies at Year 12, this year won by Olivia Veronese.

The onset of the pandemic brought with it the compelling need for the single greatest change to education in more than a century: Pulteney@Home. As a response to circumstance, Pulteney@Home remodelled one of the fundamental principles of education: that students must gather in the same place at the same time. I will forever be indebted to the teaching staff of Pulteney Grammar School for how effectively they embraced the challenge of the moment and developed an effective home



learning program that provided relief in April when uncertainty reigned, and continuity in November when home learning was required. That the day following the lockdown in November classes resumed as per normal is a remarkable and defining testimony to the professionalism, adaptability and fundamentally the care for students and their learning of our teaching staff. I thank them sincerely.

It remains uncertain what the influence of the pandemic will be on the 2021 school year; we all hope, as we do in our own lives and broader society, that it will not reflect the challenges that were offered this year. I hope and look forward to being able to gather once again without the need to calculate square meterage or to confine the term 'vertical consumption' to the annals of history for garbled expression. And yet, we do not know. Certainly, the signs are encouraging.

Elsewhere in this publication I draw your attention to two features: the farewells from our Senior





leaders who are either retiring or moving to their next career challenge and some of the next developments around the School. I am once again indebted to the service and leadership throughout this year offered by Mr Greg Atterton, Mr Nick Brice and Mr Paul Ryan. I wish Nick and Greg all the very best in their new appointments and thank them sincerely not only for their leadership this year, but for the mark they will leave on Pulteney Grammar School. To Paul, I offer my best wishes for his retirement and will remain grateful for his willingness to delay this next stage of life during the year due to the circumstances that presented.

I also wish to say farewell to Mr Mark Webber who retires following 40 years of service to Pulteney; to commit one's lifetime to the education of children is admirable; to commit oneself to the fortunes of a single school is defining.

Two exciting developments will commence in 2021. The first of these will be the redevelopment of the Cambrell building providing not only new learning spaces and locker space for Year 10 students to join the Centre for Senior Learning, but three new practical areas for entrepreneurial endeavour. The Café will offer students the chance to own and operate their own 'going concern' trading with customers as a business in the city of Adelaide. Similarly, the Atelier will provide the chance for students to work with textiles and other materials towards creating products for both custom design and broader sale. Supporting these two spaces will be a flexible ideation space that will be able to join together with one of the aforementioned areas or unite all three towards the development of integrated projects. The Osmond St precinct will be an opportunity to break the divide between 'school'

and the 'real world'; a chance for students to apply their learning, skills, ideas and enquires in a manner that integrates knowledge disciplines and allows them to first-hand sample what it means to run their own business. This will be a most exciting space.

The second project provides the catalyst for our 175th anniversary celebrations and a legacy from this momentous occasion. The 175th anniversary quadrangle will provide an important and visually stunning centre point to the school campus; linking together the Nicholls Building, the Middle School, and the Chapel. In providing green space the area will be both a passive recreation area and offer the environment for ceremony and gathering. The School community will have the chance to contribute towards its construction and I look forward to celebrating the School's demisemiseptcentennial (175th) from its lawn in 2022.

Finally, I take this opportunity to offer my thanks to the Pulteney Grammar School community who have welcomed me, my wife Louise, and our daughters Adelaide (Year 1), Elizabeth (ELC4), and Madeleine (ELC 3 in 2021) to Pulteney. In moving to Adelaide this year we have indeed joined a family.

I wish everyone a restful, joyous and loving Christmas and look forward to the new year when we will, once again, 'beat on, boats against the current'.

May we prosper by our handiwork.

**Cameron Bacholer**  
*Principal*





“One of the important lessons that I will take with me is to remember that the ‘journey’ is often just as important as achieving the ‘outcome’.”





# GREG ATTERTON

## *Farewell*

**I think we all have the opportunity to make a positive contribution and all are charged with the responsibility of making the School a better place than when we first found it.**

To farewell Mr Greg Atterton, four of our 2021 Prefects asked him a few questions about life at Pulteney and beyond.

### **What's your favourite Pulteney tradition and why?**

This is an easy one for me to answer. My favourite Pulteney tradition is the guard of honour we bestow upon our Year 12 students on the day of Valedictory. It is a real rite of passage for our Senior students who, with a great sense of pride and affection for their school, make their way from Alan Wheaton House, through the main Pulteney gates, weave through the Quad before finishing in Wyatt Hall. I love that everyone is able to share in this special occasion. Whether it be grounds and maintenance staff, teachers, administrators, students and parents, all who have played a role in the school life of our Year 12 students, stand side by side enthusiastically applauding and cheering our Year 12s with the familiar sound of the Pulteney Drum Corp beating in the background. For me this is quintessential Pulteney! It symbolises the strength of our community and the close relationships we enjoy. The smiles and often tears on the faces of our students is priceless. I hope this tradition never changes, rather only becomes stronger.

### **What has Pulteney taught you that you will take to Prince Alfred College?**

Over the past 6 years, I have learnt an enormous amount from students, staff and parents. That's what I love most about my work, the opportunity to continue to learn from others.

One of the important lessons that I will take with me to Prince Alfred College is to remember that the 'journey' is often just as important as achieving the 'outcome'. During my time at Pulteney, I have been

fortunate to lead a number of significant changes at the School. Whether it be carefully navigating the path to effective improvement in teaching and learning, student wellbeing programs, school wide reviews of assessment and reporting practices or co-curricular activities, it is important that all within our School community have the opportunity to share their thoughts and have their opinions heard. A strong sense of belonging, connection, pride and ownership is achieved when all feel they have contributed to the success of the school. Further to this, creating a strong sense of team, building capacity in others and regularly investing in the professional development of staff is critical for the school to achieve its optimum.

### **What's one piece of advice you would give to the future Deputy Principals?**

My advice is fairly straight forward. Take all the time you need to get to know the School community and develop an understanding of Pulteney's unique culture. For me, nothing is more important than the relationships I build with students, staff and parents. I feel to be effective, you first need to get to know the people you have the privilege of serving. The school community will be eager to get to know you too if you seek opportunities for this to occur. Before you can truly make a positive difference and add value, understanding the school culture is a must. You can easily fall into the trap of rushing things and feeling like you need to make your mark. However, resist the urge to engage in change immediately. Allow the school to benefit from your 'fresh eyes' and new perspective and invest in relationships. Ideas for improvement will come quickly enough. When you truly understand your community you will be even more effective.

*From left  
Baxter Wild,  
Anya Ecimovic,  
Mr Greg Atterton,  
Daniel Hassan and  
Bronte Donald*





**What legacy do you want to leave behind?**

The notion of stewardship has always been important to me as much as the idea of leaving a legacy. I think we all have the opportunity to make a positive contribution and all are charged with the responsibility of making the school a better place than when we first found it. I hope the School community would consider me to be a warm, conscientious and visible educational leader who demonstrates a strong commitment to educational excellence, organisational agility and innovative action. I am very proud to have established the Teaching and Learning Committee (TLC) at Pulteney. This involved a significant change to management process that included restructuring staffing models, developing shared guiding principles and implementing a coaching approach to achieve mind shifts in the ways Learning Area Leaders create new learning norms in the best interests of students. With a clear focus on growing new leaders across the entire school, ELC - Year 12, I have overseen a refreshed approach to internal and external professional learning, focusing on building strong professional learning teams that initiated action research projects congruent with the School's strategic priorities. With a stronger focus on effective succession planning and identifying potential new curriculum leaders our School now has greater capacity to drive innovative teaching and learning. I have thoroughly enjoyed leading new school initiatives such as the co-creation of a Learning and Performance Culture Framework, overseeing significant gains in academic outcomes for students, including NAPLAN and Year 12 results and the introduction of new experiential learning and student wellbeing programs. More recently, the Pulteney@Home experience that was quickly established to cater for online learning prompted by the COVID-19 pandemic, was quite remarkable and something I am extremely proud. I am hopeful that the School continues to explore ways we can improve the learning experience for our students. I'm ready to hand over the baton to the new Deputies, confident in the knowledge that I have given my best and contributed to the ongoing success of the School. I'm looking forward to watching the School continue to flourish, albeit from a distance.

**If there was one more thing you could do before your departure what would it be?**

A very wise person once told me to approach each week of my working life as if it was my last. I have found that this quickly brings priorities into sharp focus. That said, when you work in education you never really feel that your job is done. Although cyclic and familiar in nature, you are always looking for new ways to do things that add value and improve the teaching

and learning experience for our teachers and students. Improving facilities and grounds has been a strong focus during my time at Pulteney. Over the past six years, I have worked on major capital building projects which has seen the opening of the Centre for Senior Learning, refurbishment of Alan Wheaton House, demolition of Memorial Wing and the construction of the new Middle School building, renovation of Nicholls Building to include Performing Arts and the establishment of the Kurrajong nature playground to name a few. Recently, I have contributed to the design and plans for Stage 2 of the Centre for Senior Learning which is really exciting. I would have loved to have seen this finished and Mr Bacholer has promised to invite me back for the opening towards the end of 2021. I have also been pleased to lead improvements to academic assessment and reporting and the School is now perfectly positioned to consider new ways of communicating progress to parents and students through continuous reporting. I am confident students would welcome a review of our school uniform, would love more healthy options and a lowering of Tuck Shop food prices, whilst adding more green space to our campus. Car parking continues to remain a challenge for an inner city school. Whenever I have been unsure as to what the next priority should be, I ask our students and staff and they are always quick to tell me. You can't go wrong if you listen carefully to the community.

**You were a huge contributor to the girls footy culture, what is your favourite memory?**

Coaching the AFL Girls Senior Footy team over the years has been a real thrill! I absolutely love the way our players approach the game and their enthusiasm and passion for the sport is infectious. There are so many fond memories I have from coaching AFL teams over the past four years. Whether it's the look of surprise on a players face after they kick their first goal or take their first mark, to the strong sense of camaraderie felt amongst the playing group that spans multiple Year levels, or the sound of the school song "The Old Navy Blue" belted out in full voice after a win. However, my favourite memory would be our win over Scotch College in the first AFL Senior Girls Inter-Collegiate game. I knew how much it meant to the girls and there was a large crowd in attendance that day. Scores were really tight at three quarter time and the team had played well to be as close as they were but fatigue was starting to set in. I knew that it would take a herculean effort if Pulteney was to win. Mr Down and I asked the girls to make every effort count, to keep the ball moving forward and never give up. The feeling amongst the team was one of steely resolve and belief, and I knew that every player was prepared to give their all. I won't forget the sheer



Bronte Donald,  
Daniel Hassan,  
Mr Greg Atterton,  
Anya Ecimovic and  
Baxter Wild



joy on the players faces, the noise of the crowd and the feeling of pride shared by the coaches when the final siren went and Pulteney was in front! I've been fortunate to play and captain footy sides to premierships but I remember ringing my wife on the way home to tell her that this was one of the most memorable games I have ever been a part of and to be honest, winning was the icing on the cake!

**What are you most looking forward to about your new position at PAC?**

I'm really excited at the prospect of getting to know a new school community and the opportunity to learn about the rich history, unique traditions and culture of Prince Alfred College. Leading and teaching in an all-boys school environment will be different for me and I'm looking forward to the challenges and rewards this will bring. It's been a while since I have worked at a school which enjoys a boarding community and I love the different perspectives, culture and experiences that students from diverse backgrounds bring to the school that all can benefit from. I'm looking forward to having dinner with the boarders on a regular basis and learning about their home life, whether that be from rural areas or overseas. Most of all, I am looking forward to forging relationships with all within the PAC community, involving myself in all facets of school life and identify ways I can make a positive difference. There are many new and exciting developments in store for Prince Alfred College in the near future and I'm very much looking forward to playing my role in contributing to their success.

**What will you most miss about the Pulteney community?**

Simply the people. I have been fortunate to work in a number of great schools and each time I make the difficult decision to leave, it is the people that I fear I will miss most of all. I will miss the familiar faces of staff, students and parents, whether it be at sporting events, musical productions, Christmas Concerts, the Quad Café, Pulteney Celebrates or simply saying goodbye each day whilst on

duty on South Terrace. I will miss watching our students grow, attempt new challenges, overcome disappointment, enjoy success and celebrate their achievements. Whether it is on the field, stage or within the classroom, I have marvelled at the talent and skill of our students, but more importantly, I have been inspired by their strong work ethic and their commitment to the task at hand. I am regularly encouraged by the attitudes demonstrated by our students and their positive relationship with one another. I love that it is commonplace to hear students offering encouragement and advice as well as celebrating the effort their peers have put into a particular task. I find it heartwarming to see, through the support of teachers and classmates, our students tackle problems or face challenges that they might have previously believed to be too difficult or the fear of failure too great. I have been blessed to work with staff who are dynamic, highly committed educators, dedicated to exploring best teaching practices and genuinely interested in the welfare of each student entrusted to their care. I have also been incredibly fortunate to meet many wonderful families throughout my time at Pulteney and am grateful to the Pulteney community for allowing me the privilege to educate their children and serve in the role of Deputy Principal. There is a quote that comes to mind. Tiny Dragon is sitting on the back of Big Panda as they travel along the road. Big Panda looks up at Tiny Dragon, "Which is more important," asks Big Panda, "the journey or the destination?" "The company," said Tiny Dragon. This quote sums it up for me. I will miss the company that I have enjoyed for the past six years most of all. My life is certainly richer for the experiences I have gained at Pulteney!

**Questions by Baxter Wild, Anya Ecimovic, Daniel Hassan and Bronte Donald**

2021 Prefects





# BABA YETU

*Composed by Christopher Tin*  
*Performed by Pulteney Grammar*  
*Students*

*Baba Yetu*, by composer Christopher Tin, is a joyful setting of the Lord's Prayer in Swahili.

To view the *Baba Yetu* video, scan the QR code below. Enjoy!

Pulteney's Choir Directors chose this piece because it honoured what was happening this year with COVID-19 and the need for connection and grace within our community. In contrast to the poignancy of the prayer, the uplifting arrangement of the piece gives hope and possibility. The piece provided a simple melodic line that choristers of all ages and abilities could sing, thereby connecting all four of Pulteney's sub-schools. Each choir was featured in their own special role; Kurrajong with the main melody, Prep Concert Choir with the Lord's Prayer in English, selected Prep Concert + Grammarphones Choir with the main melody + individual "virtual choir" shots, and Senior Concert Choir with the main melody, individual "virtual choir" shots and the Lord's Prayer in Swahili.



Kurrajong Choir: 42 students  
Director: Narelle Steffan  
Prep Concert Choir: 27 students  
Director: Sally Oxenberry  
Grammarphones Choir: 32 students  
Director: Annie Kwok  
Concert Choir: 35 students  
Director: Annie Kwok  
Accompanist for all choirs: Meredith Wilson

*The Senior Concert  
Choir with Annie Kwok*







On the left  
The Kurrajong Choir



On the right  
The Prep Choir during  
the filming of the Baba  
Yetu video



The Kurrajong Choir  
rehearsing



On the left  
Zi Han [Vivian] Cui



On the right  
Holly Atamura, Adele  
Soukoulis, Livia  
Ogunsanya, Holly  
Basheer, Asha de Ross,





# CAMBRELL BUILDING

*A tradition of innovation: Cambrell Building refurbishment*

**One of the oldest independent schools in Australia, Pulteney proudly avowals a tradition of innovation.**

However, Pulteney's agility is certainly not a new phenomenon. Looking back, there are many stories that highlight the School's history of innovation, which has helped to ensure the School has remained ahead of the curve in ways that benefit its students and their families, well beyond the days of school.

In 2020, Pulteney owns the complete perimeter or 'rectangle' bounding the campus, meaning that, for the first time in its history, the School is able to consolidate its site and deliver a fit for purpose campus that carries the character of the school.

Historically, buildings at Pulteney have been acquired over time, and whilst charmingly eclectic, these buildings were not all built for purpose and have indeed outlived their initial purpose. That said, these buildings have not outgrown their usefulness.

The School will embark on a campus improvement program that is poised to transform its infrastructure for generations of students and staff, while striking a balance between incorporating memory of place – respecting the attributes of the past and weaving in new adaptations and technologies for the future. It is an opportunity for campus unification and innovation.

The first of these projects commenced toward the end of 2020, with the 'gutting' of the Cambrell Building, in preparation for complete refurbishment in early 2021.

## **An innovation hub**

Renovation of Cambrell and thus the extension of the Centre for Senior Learning provides fit for purpose, contemporary building stock with a focus on entrepreneurship. Cambrell will be a place to connect, collaborate and exchange ideas that simultaneously produces better connectivity

between the city and the school. The result will be a unique educational offering that reflects the diverse and dynamic students and teachers who use the space.

The creation of flexible design spaces will provide the opportunity for students to engage in micro-enterprise and entrepreneurship. This in turn gives way for a broadening of the curriculum with the development of creativity as a third skill set, to complement literacy and numeracy that potentially extends as broadly as Years 5 – 12.

Furthermore, it demonstrates the possibilities of working sustainably within existing building stock to create contemporary learning spaces that align with the expectations of students, families and staff.

Specially, the entrepreneurial offers of the Cambrell development include:

- A café: a student owned/operated business in the City of Adelaide;
- Atelier: a studio for students to undertake work with textiles and create custom-designed products and pieces for broader sale;
- Osmond St precinct: a space that breaks the barrier between 'school' and the 'real world'; where students can apply their learning, skills, and creativity into practical, real-world opportunities.

Principal, Cameron Bacholer explained that the addition of enterprise, entrepreneurship and design to the curriculum enables Pulteney students to find varied paths to prosperity.



“The advantage of offering structured instruction and opportunity for creativity in the curriculum is that it acts as an enabler to turn abstract knowledge into practical, real-world opportunities,” he said. “Design in Primary School art becomes micro-business and entrepreneurship in Middle School and an engineering pathway in the Senior years,” said Mr Bacholer.

Once completed, the Cambrell Building will offer one of the most contemporary, innovative learning spaces that allows Pulteney and its students to lean even more into the City of Adelaide – a boost not only for our community but more importantly, the learning of young South Australians.

**Julia Hodge**

*Director of Marketing and Communications*

## History of Cambrell

**Pulteney Grammar School acquired the building in 1974 and it immediately became home of woodwork, art and craft. It would later house classrooms and a theatre for Performing Arts.**

**The building’s namesake honours the work done by Keith Cambrell, an Old Scholar who was elected Member of the Council of Governors for 7 years from 1935, was its Secretary for the next 33 years and School Bursar 1942 – 1974.**





# 175TH ANNIVERSARY

## *Quad upgrade*

**The origin story of independent schools lies in the desire for a likeminded group of people wishing to perpetuate their values. The foundation of 'The Pulteney Street School' was no different.**

Established to service the education of the mercantile class of the fledgling colony of South Australia, Pulteney, from the outset, had a vision for an egalitarian, liberal education.

Through its 173 years of history, this spirit of enterprise has seen the School respond to the ebb and flow of time and the challenges that the world has afforded. With an eye to the future and a nod to the past, today's Pulteney is woven into the fabric of Adelaide and ready for what lies ahead.

Pulteney as a school has always strove to be more than buildings, bricks and books. It has aspired to exist as an extension of the home: a partnership between family and school towards the raising of children. In accord with the time-honoured proverb, 'it takes a village to raise a child'.

Pulteney's Quad – as it is affectionately known – is in many ways the ceremonial home of Pulteney Grammar School. A gathering place, a place for recreation, assemblies, and in years gone by fairs and carnivals. The Quad is arguably the heart of Pulteney village.

The borders to the Quad capture the rich history of the School in its architecture and its symbolism. The Nicholls Building, the first building on this school site in 1921, Ray Wing, the Chapel and Gare Wing, built in the 1950s, through to the Middle School building of 2018 are drawn together by their opening to the Quad.

At Pulteney Celebrates, Principal Cameron Bacholer announced plans to transform the Quad into the 175th Anniversary Quadrangle, which will serve as a physical legacy of Pulteney's 175th anniversary in 2022.

"What has formed through time, acquisition and construction will very soon be defined as a sense of place in its own right," said Mr Bacholer.

"On the cusp of our 175th year, it is time to once more build our village; to create the spaces that welcome each and everyone one of us, each and every day.

"The 175th Anniversary Quadrangle will provide an important and visually stunning centre point to the school campus, linking together the Nicholls Building, the Middle School and the Chapel," he said.

Indeed, Pulteney's vision for the 175th Anniversary Quadrangle is to provide a beautiful but functional green space that can be utilised by the whole school and the wider Pulteney community as a destination for play, socialising and ceremonial events.

Open lawn congregation space, timber seating, an avenue of trees and garden beds will provide a sense of place, whilst existing bluestone pavers will be recycled to preserve the Quad's heritage and the School's forefathers. Whilst plans are only in the conceptual stages, the accompanying image and legend provide further insight into the features for consideration.

At Pulteney Celebrates, Mr Bacholer shared a 3D 'fly through' of the School's vision for the 175th Anniversary Quad. We are excited to share this fly through via the accompanying QR Code, which showcases the various aspects envisioned for this significant project. An immersive voyage through the Quad, the fly-through allows you to get a feel for the context of the gardens and elements proposed.

Further information about this exciting and significant project will be shared with the School community in the new year, with opportunity for members of the community to contribute towards this physical legacy in celebration of Pulteney's 175th year.

**Julia Hodge**

*Director of Marketing and Communications*





## Legend

- |   |   |
|---|---|
| 1. Open lawn congregation space                                     | 11. Connection to the Nicholls Building   |
| 2. Recycled bluestone crazy pavers within lawn                      | 12. Existing hedges to Chapel façade  |
| 3. Existing crazy pavers retained with paving bands                 | 13. Existing hedge shortened to increase pedestrian space   |
| 4. Garden bed 'fingers' with understorey and ground cover plantings | 14. Bench 'café' seating and long tables  |
| 5. Raised sloped concrete garden beds                               | 15. Recycled sandstone low walling  |
| 6. Timber seating nodes adjacent garden beds                        | 16. Existing trees  |
| 7. Double row tree avenue within garden bed 'fingers'               | 17. Permeable surfaces around existing regulated and significant trees to prevent any damage to the health of trees |
| 8. Single row tree avenue   | 18. Opportunities to incorporate school crest into potential design of quadrangle hard surfaces                     |
| 9. Paved courtyard  |   |
| 10. Connection to Middle School landscape and jacaranda avenue      |   |



# FAREWELL PAUL RYAN



**What year did you begin working at Pulteney?**

I began at Pulteney in 2011.

**What are you most looking forward to next year?**

Having time! To get fit and healthy; to learn Italian. To travel – around Australia most likely, but eventually to Italy. Clean out the garage, fix up the backyard, paint the house. Having time!

**What are the most profound changes you have seen at Pulteney?**

A far greater whole school approach and a willingness/eagerness to experiment with teaching and learning has been a significant change I have witnessed. For the Middle School, the new building was the catalyst for greater teacher collaboration and experimentation. Other than that the change to a House system and vertical Tutor Group system, as well as the appointment of the Middle School Heads of House, has significantly improved the pastoral care of our students in the MS.

**What would you most like to be remembered for?**

Hmmm! I think the transition into the Middle School building and the introduction of the House system are two significant and highly successful

achievements. More broadly creating a culture where students feel comfortable and enjoy (mostly) their time at school. My connection with, as well as my ability to work in collaboration with, parents and encouraging others to do the same, is something I hope people will remember me for. And maybe for not taking life too seriously.

**Tell us your favourite memory of your time at Pulteney.**

Favourite memory - I have many. Going to Kathmandu, Nepal with Mr Bouchier (twice) – too many stories to tell! The Music trip to France and London with Annie Kwok and conducting the choir at the Old Scholar's dinner in London with a spoon as my baton! Demonstrating to Mrs Martin how to do an invacuation when a parent came in to the office to find the lights out and Kelly and I hiding under the desk – that caused a few rumours.



# FAREWELL NICHOLAS BRICE

**What year did you begin at Pulteney?**

2015 – a monumental year for me as I had the chance to begin my tenure at this fantastic school and also the year my first son was born.

**What are you most looking forward to next year?**

The opportunity to explore a new State with my family. The fact is that we do not know anyone in the Gold Coast and so it will be our little family navigating a new world and a new life together. I am really looking forward to this opportunity and the memories we will build together.

**What are the most profound changes you have seen at Pulteney?**

I say this with nothing but admiration for the decades and decades worth of work that preceded my time - Pulteney has grown tremendously over the last six years. Most pleasing is the fact that this growth has not been limited to one facet of the School, but rather encompassed all. A focus on student wellbeing has been something that has particularly enhanced but not to the detriment of academic rigour. The physical appearance of the school has also changed dramatically and I will dearly miss the school grounds.

**What would you most like to be remembered for?**

That I cared.

Teaching must be more than a vocation. It is instead an opportunity to share the human experience with the next generations and also share this same experience with your colleagues. To that end, I hope that when I am thought of in the future, I will be remembered for caring about the staff, students and wider community and cared for Pulteney as whole... rather than simply being an employee of the school.

**Tell us your favourite memory of your time at Pulteney.**

Forgive me, but there are simply too many fond memories. Ranging from camps, classroom interactions, incidental conversations in hallways, difficult behavioural discussions with students which have resulted in personal growth for all involved... these are all memories which I will hold on to. However, I will say that having the opportunity to shake the hands of the young men and women of a graduating class at their Valedictory as they walk across the stage has been a unique and cherished honour for me. The memory of looking into each individual's eyes and be able to recognise their pride and relief that "they did it", whilst being equipped with knowledge of their own personal journeys, is something that I will cherish forever.



# FAREWELL MARK WEBBER

Mark Webber ends a life long career at Pulteney in December this year. He has made a remarkable impression on students and colleagues alike. We wish him the very best in his retirement. We asked Mark a few questions before he says Goodbye.

**What year did you begin at Pulteney and did you envisage yourself staying so long?**

I began in 1980, I spent 5 years here. There didn't look to be many opportunities with several Senior Maths teachers in front of me, so I left for a job at PAC. Late in my first year there, Brian Hagger left unexpectedly leaving a job back at Pulteney that was just what I wanted. Even then I didn't envisage staying for another 35 years, for a total of 40.

**What are you most looking forward to in the future?**

For much of my time with Saturday sport and Sunday marking and lesson prep, it has been a 7 day a week job. I'm looking forward to more family time with Jen and we now have three grandchildren and a fourth on the way. Two of them live at Beachport in the Southeast, so we will have more time to go down there to visit. Some Golf, Fishing and travelling Australia – some overseas travel in the future when things settle down a bit.

**What are the most profound changes you have seen at Pulteney?**

All the changes that society has seen. When I started there was still corporal punishment. Obviously going co-ed. Computers were only just starting so everything was on a blackboard. With no photocopiers we used a spirit duplicator turning the handle. The introduction of graphic calculators has significantly changed the way Maths is taught. Much of the work we used to do by hand is now done on the calculator, so there is a greater emphasis on learning how to use the technology and then interpreting the answer it gives.

**What would you most like to be remembered for?**

In the classroom, listening to students and trying



to explain things in a way they could understand, but with high expectations of them doing the best they could, no matter what their ability. As a Tutor/ Head of House encouraging and helping students. In sport, for helping students learn and compete, again striving to achieve their best. As Head of Maths for 20 years, being supportive of the rest of the faculty. Being available when they had questions and encouraging them to develop their teaching skills in Maths.

**Tell us your favourite memory of your time at Pulteney.**

My most rewarding years were the 5 years I spent as Year 12 Coordinator. I loved coaching football and cricket. I still remember coaching a Year 10 football team that beat St Peter's twice in one year. I also remember many intercols against Westminster. I particularly cherish the memory when Westminster decided we were no longer good enough for them, in our final year of intercols against Westminster in 2005, we beat them at both football and cricket.





# WELCOME KATHERINE ADNETT

## **Introducing Pulteney's new Deputy Principal, Teaching & Learning, Ms Katherine Adnett**

Ms Katherine Adnett will join Pulteney Grammar School as Deputy Principal – Teaching and Learning in 2021. Katherine brings to the role a wealth of experience, having held leadership positions at the Association of Independent Schools of South Australia (AISSA), as well as serving as Head of Junior School at Wilderness School between 2007 and 2011.

In her most recent role as Director of The Centre for Innovation at AISSA, Katherine was the project lead and co-facilitator for the Student Agency Lab partnering with worldwide leader in educational research, Charles Leadbeater, and project lead and co-facilitator of the Meta-praxis project in partnership with University of East London academic, Michael Bunce. Katherine holds a MA in Leading Innovation and Change: Business through York St John's University Business School, UK.

Katherine was pleased to share some insight into her background and what has brought her to Pulteney...

### **Could you tell us about where you grew up?**

Originally from the UK, I was born in Durham and grew up in Staffordshire in semi-rural surroundings.

Twice, for several years during my childhood, I lived in California, moving with my father's work as Professor of Economics. I remember vividly our house built on wooden stilts; nestled in a forest of pines, it was the ideal space for my formative years.

We spent many weekends and school holidays exploring the natural beauty of the American wilderness and national parks such as Yosemite, the Grand Canyon and Arches and more. This left a significant impression on me, igniting a lifelong passion for travel and instilling in me an appreciation of learning in diverse settings and from people with a lived experience different to mine.

At 11, I returned to quite a different life in the UK, where I completed my secondary education at a local grammar school. I went on to university in Manchester and then trained as a teacher in Lancaster, whereupon I moved to London, gaining early teaching experience in Newham and Havering, before moving to Adelaide in 2003.

I have recently moved to the beautiful Adelaide Hills, which are wonderfully reminiscent of the landscape of my home in California.



**As a child, what did you want to be when you grew up?**

So many things! My early experience of living in California fed my inquisitive nature with so many rich opportunities for learning. I remember well the significance of exploring with my family; hiking through the national parks, discovering the natural phenomena such as geysers and rock formations, campfire conversations with rangers and Navajo elders. I now recognise in these early experiences the power of experiential and social learning.

From a young age I was encouraged by my parents to continually expand my horizons, seek new experiences, and connect with diverse perspectives. So, at University I did just that; I pursued my passions of literature, business, politics, and sociology. I was drawn to journalism and teaching – and teaching was the perfect fit for me.

**What (or who) was your inspiration to be a teacher?**

Mr Jones was a Middle School teacher into deep immersive learning before ‘project-based learning’ was a thing. Mr Jones set us off into the countryside to find our own way, orienteering with a map, a compass, and ham and cheese sandwiches. My personal favourite learning adventure was when we lived as Tudors for an entire week, culminating in a street fair, with music, dancing and a Tudor feast!

**What has been your career path (e.g. after graduating from university)?**

I am so fortunate to have taught in some fantastic schools with inspirational leaders.

I first taught in inner city London in some large public schools and then moved out to Havering, where I joined the Senior Management team as Learning Area leader.

I then decided to make the move to Adelaide where I joined the team at Wilderness School, first as a teacher, then Deputy Head of Junior, Head of Junior School and member of the Executive ELC -12.

I took some time away from leadership to raise my two girls (Juliet aged 9 and Sofia aged 7). During this time, I wrote *Teaching for Growth* (2015) and worked part-time at Wilderness teaching the Extended Curriculum Program for students from Year 5-Year 10.

When Sofia was 10 months old, I was asked to join the Senior Educational Consultant team at the Association of Independent Schools, where I have been for the past six years.

During this time, I was also appointed to my current role as Director of the Centre for Innovation, which has been an incredibly rewarding experience.

I support schools across the independent sector to design and scale new pedagogies for deeper learning. This work has enabled me to develop an intimate knowledge of the full range of schools in the independent sector, to hold national advisory positions, and work with leading international education leaders, such as Charles Leadbeater (OECD Advisor and UK Innovation Unit), Professor Yong Zhao (Kansas University), and Ron Ritchhart (Harvard University) on long term projects with a large portion of the sector.

**What is your most memorable teaching experience?**

It is so hard to choose one! Every day is different. There are the times when you laugh so hard that your sides might split. The sight of me being chased by an emu while carrying a child with a swollen ankle was only really funny for me after the event, but the group of students and teachers on the bushwalk with me seemed to find it hilarious at the time!

I remember many “firsts” in my formative teaching years, but perhaps the one that still brings a tear is witnessing a child who started at school selectively mute, after experiencing significant trauma in their own home life, grow in confidence and independence at school to the point of being able to transcend this difficulty to become an independent, active and social member of the school community.

**Who inspires you?**

It's pretty hard to go past Jacinta Ardern as one of the most inspiring leaders of our time. Her authenticity, strength and kindness are character traits I admire and seek to model.

“Kindness is that sense of being aware of the environment around you, the people around you, and the community around you”.— Jacinta Ardern

I am inspired by school leaders and teachers for their unwavering commitment to making a difference for their students, and by students themselves, for their uniqueness, ingenuity, and passion, and of course their enviable capacity to continually challenge and inspire with ideas, questions, and inquiring minds.

I believe learning organisations that truly learn and adapt are those that see value and inspiration in everybody's learning journey.

**What's your favourite movie?**

Rebecca - a perfect combination of Alfred Hitchcock's mastery of suspense and Daphne du Maurier's mesmerising gothic storytelling.

**What is your favourite food or meal?**

Staffordshire Oatcakes made with a secret recipe and only available in Staffordshire, UK. They are a savoury crepe of sorts, made with oats and traditionally served with cheddar cheese and pickle. They are always top on the menu when I return to the UK!

**What attracted you to the role of Deputy Principal, Teaching & Learning at Pulteney?**

In Pulteney, I recognise a strong tradition in pioneering futures, that began when the school was founded in 1847. Today, it stands at the nexus of the old and the new, combining a history of academic expertise and rigour with a vision of the future school, and a focus on enabling students to prosper, so that it may endure for another 173 years.

This forward-thinking vision for Pulteney resonates strongly with my own values about teaching and learning and with my experience of designing, facilitating, and leading processes of innovation and change with independent schools in South Australia over the last decade.

**What is your vision for the role?**

I am really excited to join the team at Pulteney at this pivotal moment; to enable the vision for the future of the school, as a leader of teaching and learning.

In early discussions with Principal Cameron Bacholer, it was clear that there was an almost uncanny alignment in our values and ideas. I am looking forward to working as a member of the Executive team and with the whole School community to build momentum around the development of this shared vision.

My experience of working within and with schools to develop new pedagogical approaches has led to an insight that these approaches must be bespoke to context: what works in one school may not in another. Therefore, my vision begins with recognising and celebrating what makes Pulteney unique, as a city school, with a clear opportunity and mandate to adapt and transform. I believe in personalising learning by leveraging the

strengths of each individual and empowering others, promoting agency for students, teachers, and the school community.

I believe in providing learners with a broader range of experiential learning opportunities, as part of a pedagogy that supports students to find coherence in complexity by developing and applying transversal skills alongside disciplinary skills, and through deeper reflection on their own learning.

Broader approaches to learning will prepare students for a broader range of opportunity in work and life and will therefore require a broader recognition of learning within a profile for each learner, to complement traditional academic pathways.

**What do you enjoy doing in your downtime?**

We have recently moved to the Adelaide Hills from our former home in Burnside and so we are really enjoying the hills lifestyle as a family – cycling, walking and visiting the wineries and markets. We also really enjoy the arts and feel so fortunate that we have such a strong Arts community in Adelaide and we can often be found at the Fringe, theatre or watching live music.

**Your favourite book?**

Impossible to answer with a favourite. Having studied English literature at university, I would say that I do have a love of English playwrights with favourites ranging from Shakespeare through to Ayckbourne, Pinter and Churchill. I met my musical husband for the first time whilst performing in a school play *Our Day Out* by Willy Russell, and that remains an enduring favourite.

**Your favourite music?**

If my Spotify playlist is anything to go by it is Ariana Grande, Justin Bieber, and Trolls World Tour, but away from car journeys with my daughters, my selection is rather more varied. I love live music, and most recently I have particularly enjoyed seeing Hiatus Kaiyote at WOMADelaide, the Australian String Quartet at Ukaria and Nick Mulvey in Dublin.

*\*Please note Katherine Adnett has previously been referred to by her former married name Zollo.*



# WELCOME



**Rebecca Baker - Head of Senior School**

Rebecca is the current Assistant Principal Teaching and Learning at Thomas More College, Salisbury Downs; a role she has served in since 2018. In this role, Rebecca has led the development and implementation of a new vision, school wide pedagogy and teacher development framework as well as the development of a holistic model for assessment and reporting. Recipient of the 2020 Australian Council for Educational Leaders 'Pip Fields' Emerging Leader award, Rebecca has led a team to develop a framework for student learning embedded in reflective practice which has facilitated the creation of curated portfolios of world-ready skills.

Prior to her current appointment, Rebecca held the position of Middle School Strategy, Development and Implementation at Thomas More College, leading a team of teachers to establish the school's Middle School; she also held the position as Acting Director of Student Wellbeing in 2016 developing a sequenced program in Years 7-9 of proactive pastoral care to support student growth centred on values education.

In 2019, Rebecca presented a paper at the 11th International Conference for Adolescent Success entitled 'Using Design Thinking to create a shared vision of future ready graduates'. Rebecca is currently completing a Masters of Education and Professional Studies; her research thesis question explores 'The possibilities and challenges of capabilities-based education'.



**Craig McFarlane - Head of Middle School**

Craig is the current Head of Middle School at Brighton Secondary College and has been so since returning to Adelaide in January. Prior to this appointment, Craig has held a number of senior leadership roles in independent schools including: Head of Junior School at Penleigh and Essendon Grammar School, Melbourne; Deputy Principal St Peter's Woodlands, and Head of Curriculum – Middle School at Xavier College, Melbourne.

Craig has been a member of the University of Melbourne Network of Schools (UMNOS) to develop and implement a feedback loop for young learners informed by diagnostic assessment. In 2019, Craig contributed a chapter to *The International Handbook of Middle Level Education Theory, Research, and Policy*; he is also the past Chair of the Associated Grammar Schools of Victoria Junior Heads Group.

Craig is an accomplished Middle School leader and looking forward to the opportunity at Pulteney.

“Go into the world and do well, but more importantly, go into the world and do good”  
– Minor Myers Jr

# ONE NINETY

## Valedictory

On Friday 23 October, the School community had the opportunity to farewell the Class of 2020. The day was one of joy, but also tinged with sadness as we said goodbye to the Year 12 students who we had shared so much with for so long.

There are many events sprinkled though Valedictory Day, but one of particular note is the Valedictory Assembly. This assembly sees three students - selected by their peers - offer reflections on their time at Pulteney whilst also offering advice to those who will, in the coming years, undertake a similar journey.

2020 saw three students addresses of particular merit. Abby McDougall, Felix Jones and Angelique Patsouris all mused on their tenure at Pulteney and shared insights as to what the community has meant to them. I share an abridged copy of Abby's speech as it speaks volumes to her character... but is also a wonderful symbol of the cohort as a whole.

## Nicolas Brice

*Head of one ninety*

For those who don't know me, my name's Abby and I began at Pulteney in Year 9, after 14 years of living in various rural towns. Arriving here was at first intimidating, with its long legacy of high achievers, and at first it was a struggle to think that I could ever catch up with the rest of my year. However, I have grown since then, and so have the entire cohort. As I stand here today reminiscing over our time at Pulteney and all we have enjoyed of our school years, a few key moments stand out.

Living in the country for most of my life, performance opportunities were rare. Those that were available, however; I jumped on. I have danced since I was 3, and at 11, my mum would drive me the two and a half hours to Adelaide simply to audition for every amateur youth musical we could find. I am certain that upon moving to Adelaide, my mum was relieved that we had a dance studio in our front yard and that my school now offered all the performance opportunities I could need. As I mentioned earlier,

I was very timid in my first few weeks at Pulteney. I jumped around different friend groups, afraid and self-conscious the whole time, until I found a few likeminded people when entering my first Pulteney musical rehearsal. As I entered the theatre, I was ushered over by a dark-haired girl who pointed out that we wore the same sneakers. This girl introduced herself as Sophie and she, along with the others she was sitting with have now become some of my closest friends. This is how easy it became, with the opportunities provided by Pulteney to do what I love, I was able to find people who loved the same things.

One thing to know about Pulteney is that the word community is used a lot. It is the school's most stressed value, and understandably so. I also have learned to love it because it has come to represent the unification of people. Prior to coming to Pulteney, I despised all sports, refusing participation in PE lessons and insisting that ballet was the only exercise I would ever do. This unexpectedly changed when I noticed a sport that I have never even realised existed. What immediately attracted me to rowing was the community that seemed to be formed between the girls there and soon, it became a major part of my life. By the 2018/2019 season, I was completely absorbed by rowing and it really was the community of it that got me to this point. Along with Charlotte and the three other Senior girls, Tash, Maddi and Bec, we were at first disappointed that we couldn't get a four together. But with the long hours spent together morning and night, we became a very close-knit group and were able to encourage and push each other to better ourselves. In 2019 we won some bragging rights by winning Head of the River in our four and I can picture the moment where we knew we had won in extreme clarity. In the last quarter of the race, we were about half a boat behind Walford and I had resigned myself to a loss, when suddenly something within our collective mindset switched and were able to push ahead. Those 250 metres were exhilarating, and we were all ecstatic as we crossed the line. I mention this moment because we, the class of 2020, are now in our final stretch, in what seems like the toughest, yet most rewarding part of the race. We enter exams, anxious for them to be over so we can





On the left  
Cameron Bacholer

On the right  
Mark Bourchier OAM  
(1978) and Alex Boyaci



Jazz on the Terrace





celebrate but know that these next three weeks is when we will have to push ourselves and each other to be better.

Looking back over my whole experience in rowing, it is not the races that stand out, rather those friendships formed. I remember the lethargic jokes thrown around at 5:30 in the morning and the poker games played on camp. This feels very similar to my perspective at the moment. I look back at my time at Pulteney and I remember more fondly the times spent getting kicked out of the Art room by Mr Austin so we can 'enjoy the sun' than the late nights spent stressing over assignments. Those history lessons spent discussing the objectively best film ever: *The Cat in The Hat*. Year 11 English lessons with Mr Grady, where we learned about his grand adventures through the hidden hallways of record shops in search of the holy grail of Beatle's albums. That drama excursion to see *A View from the Bridge* that inspired in the class a collective fangirling over Rodolfo. At the end of the day, the most potent memories of Pulteney involve the simple enjoyment of life.

Finally, I would like to acknowledge this graduating class. We have been faced with many challenges this year, and we have all met them with bravery. During these times, I feel we have ended up being one of the most fortunate groups of students in the world. Not only have we survived a global pandemic, but we were able to excel within it while also keeping connections and friendships within the school. I am so grateful to all of you for the support we have provided each other this year and it is with immense sadness that I say goodbye to seeing all of you every day, but I am looking forward to witnessing your future growth as we enter the real world. Thank you so much for your part in my life, and everyone else's, as I'm sure we have all had an influence on each other throughout our schooling. Both growing as individuals and together. Thank you so much.

**Abby McDougall**



Arthur, Dimos and Andriana Karagiannis



Maurice, Lauren, Christian and Marisa Veronese.



Kate, Adrian, Anna and Virginia Evans



Harry, Anna, Dion, Angelique and Sia Patsouris



# MIDDLE SCHOOL

*I will miss the multiple interactions with the brilliant Pulteney students but look forward to many new adventures.*

2020 has been a bizarre year with the bushfires early in the year, then the initial outbreak of COVID-19 followed by the lockdown in Term 4. The pandemic imposed social restrictions caused havoc with our planning, but fortunately we were able to retrieve or adapt the most significant and most valued of the Middle School events.

The Year 9 and Year 8 Camps were two significant activities that we managed to slot back into the calendar. The Year 9 Camp occurred in Week 9 of Term 3 and, once again, it was held in the magnificent Wilpena Pound region of the Flinders Rangers. The students experienced beautiful weather and had the delight of seeing the Flinders in flower. Students went hiking, abseiling and experienced a 'solo' night where they wrote a letter to their future selves that will be given back to them on their last day of Year 12. It proved to be a great camp with students appreciating the beautiful environment and the time away.

The Year 8 Camp was held in Week 3 of Term 4 and was set in a new location. The Grampians, where the Year 8 Camp has been held in recent years, were naturally out of bounds, so the camp was held in the Chowilla region near Renmark. The region allowed us to add an aquatics element to the program and so students participated in canoeing, cycling and hiking activities. Unfortunately, they experienced extremes in weather, hot days followed by wind and rain. Many thought it was the best camp they had ever been on, but others found it more challenging; however, they all survived and came home safe and sound.

Many of the major Wellbeing activities were also re-introduced, such as Tom Nehmy's 'Healthy Minds' program and Dr Tessa Opey's 'In Your Skin' program for the Year 8s and the Life Ed program for

the Year 7 students.

Excursions were re-scheduled and we had a Cultural Day rather than Cultural Week, STEM week was held in Term 3 and we had our traditional PE Day. PE Day coincides with our Transition Day. It is a casual clothes day with the theme of wear your favourite team's colours. There were activities for students to engage in during recess and lunch with the most impressive being the climbing wall. Having our Transition Day coincide with PE Day works wonderfully, as our new students and the Year 6 students moving to the Middle School, are able to comfortably engage with each other as they play with the PE Day activities. The weather was perfect and the new students, who started the day feeling anxious, left feeling excited.

City Week was another major event that we thought we had managed to retrieve. City Week is a week where the timetable is abandoned and Year 9 students, in groups, head to the city each day to complete their research project that must be based around the Adelaide CBD. This year the project theme was 'Creating Community'. The week is usually held in Term 3 but had to be postponed to Term 4. The week was now to occur in Week 6 and the City Week Expo, where students present their research project to parents and friends, was to be held in Week 8.

Unfortunately, the week had just begun, with great excitement and anticipation by the Year 9s, when, quite suddenly, we were faced with stricter COVID-19 restrictions that prevented students visiting the CBD, followed by a complete lockdown later in the week. The heartbreaking aspect was the cancelling of the City Week Expo, which has traditionally been a major event for the Year 9s that allowed them to showcase their excellent



From left Back row:  
Mr Burrows,  
Anna Vasilunas,  
Paige Richardson,  
Harrison Remphrey,  
Stefan Jacksa,  
Lucas Michalos,  
Leo Chen,  
Jake Basheer;  
Emerson McClurg,  
Brendan Loh,  
Front row:  
Taylor Schwartz,  
Charlotte Sarson,  
Matilda Drayton,  
Cameron Hughes



From left:  
Will Thomson,  
Hamish Wilkinson,  
Fletcher Hoffman,  
Oscar Jarman,  
Julius Jacobsen,  
Andrew Sallis,  
Liam Goodes

research to parents and fellow students. However, our Year 9 students showed great resilience and ingenuity, devising ways of producing their video and presenting their portfolio with limited opportunities. The plan is to share their videos on the Pulteney Website so parents can at least see their research and outcomes.

Another event that we had to adapt was the Year 9 Final Assembly where we traditionally thank and farewell our Year 9s as they move into *one ninety*. Because of the second outbreak and resultant lockdown, the Middle School and Prep School combined forces and held a 'Years 6 and 9 Graduation Assembly' in the Robert Henshall Sports Centre on the last day of school. The event was live-streamed so all parents could view the ceremony. A significant event that occurred this term was the appointment of Mr Craig McFarlane to the position

of Head of Middle School for 2021 and beyond, as I will be enjoying a quieter life in retirement. I had the privilege of working with Craig on a project in 2011. He is a delightful and exceptionally capable educator. I am confident that I am leaving the Middle School in good hands.

Finally, as I am leaving, I wish to thank all the students, their parents and my colleagues for ten wonderful years at Pulteney. I feel very privileged to have worked with so many wonderful people and it has been an absolute pleasure. I will miss the multiple interactions with the brilliant Pulteney students but look forward to many new adventures.

**Paul Ryan**  
Head of Middle School





# PREP SCHOOL

## *Care and Compassion*

**Teachers integrated the theme of Care and Compassion into all curriculum areas, exploring self care, care of others and the environment.**

### **Values and Ethics - Theme Term 4**

The Prep School chose 'Care and Compassion' as the theme for Term 4. Integrated into all curriculum areas, classroom teachers explored the following concepts with their students:

Remember that it is important to:

- Take care of myself
- Take care of others
- Take care of my environment

This theme was discussed by the Year 6 leaders each fortnight as they led the Prep School Assembly and it assimilated well with our plans to support Anglicare in the lead up to Christmas with our Christmas Nature Market and Christmas Hamper drive.

### **Calendar**

The calendar for the Term included curriculum based excursions, programs such as the Year 3 - 6 'Dancify' Arts program, school camps, the 2021 Orientation program, the Prep School Christmas Nature Market and, the favourite day of the year for students, Party Day. Below are just a few features of class and specialist learning activities for the Term.

### **Grandparents' Day**

All students spent the first few weeks of term busily writing letters to grandparents and special friends because we had to cancel our annual Grandparents and Special Friends Day for 2020 due to COVID- 19. The children wrote poems, tributes and letters of gratitude and thanks to their grandparents or special friends. They were posted in early November, with the hope that they might receive a reply if their grandparent or special friend was able to do so. Grandparents Day is a favourite event for all in the Prep School and we look forward to celebrating this occasion again in 2021.

### **Year 3**

In the first weeks of Term the Year 3 students explored and investigated sustainable development, design, and construction. They spent time in class researching and brainstorming information about sustainability before applying their newly acquired knowledge to a design challenge. The challenge

invited the children to take ownership of their learning as they designed a product to be sold at the Prep School Christmas Nature Market. Once designs were finalised students constructed a prototype of their product to be discussed with their teachers, before producing multiple examples of the product to sell at the market.

During Music lessons the Year 3 students explored images from nature to reflect upon and then compose and create music. They used the Harvard Project Zero visible thinking routine 'See, Think, Wonder' to sort their thinking about a chosen image from nature. This helped students to select the words that lend themselves to sound for composition. The children had just begun to notate their sounds in the form of graphic notation in class, so they included some notation as they performed their original compositions, based on nature, to their peers.

### **Year 4**

Students in Year 4 adopted a similar approach to the design challenge conducted in Year 3 when they planned, discussed and created a range of items to be sold at the Christmas Nature Market.

Class teachers took an integrated approach to curriculum within the Year level for the Term and linked the design challenge to their focus for English. As such, the children were encouraged to explore various persuasive genres relating to advertising in class. They began by looking at the features of this type of text and, in particular, the features required to make a successful billboard or poster designed to sell a product. The children's final task in English for the year was to create an advertisement for the product they had made for the Prep School Christmas Nature Market. These advertisements were posted for all to see in the lead up to the market and were successful in setting the scene for market day.

The Year 4 students also investigated 'Natural and Processed Materials' during Science lessons in the final weeks of Term. They learnt that materials





On the left  
Emily Beere in 3D  
working on her  
watering device



On the right  
Leo Ying-Papps in 3D  
with his watering device



On the left  
Year 5 Surf Camp



On the right  
Elle Dodd rock climbing  
on PE Day

Prep School



On the left  
Tom Zhang



On the right  
Angus working on  
HASS



3F Students making items for the Christmas Market



Shelter building at Year 5 Camp



have a range of properties before investigating the absorbency and strength of a range of materials. The students also explored the differences between human made and natural materials and the need for everyone to take responsibility for our environment.

Following extensive research and discussion about natural and processed materials the children applied the knowledge of properties they had gained, such as strength, flexibility, durability, and absorbency, to the design of a parachute for an egg. All designs were made from recyclable materials before the parachutes were put through a testing regime from the balcony of the Digital Technology classroom.

There were many happy faces as parachutes descended successfully from the first floor and just a few disappointed students whose models did not quite meet the design brief!

## Year 5

Students in Year 5 studied 2 and 3D shapes during Mathematics lessons at the beginning of the Term before tackling their final 'Polygon Prototype Project'. This activity invited the children to construct a vessel capable of holding 5 coloured pencils, an eraser, a sharpener, and a ruler or protractor. The vessel had to meet certain specifications and was required to be able to close in some way.

The children had fun creating their models, but were keen to make improvements to their draft plans once discussion had been had about the strength and durability of their vessel. As part of their brief, students had to provide a full-sized net, including angles and measurements. They were reminded of the 6D's of the Design Cycle - Define, Discover, Dream, Design, Deliver, De-brief - as they began

their personalised learning activity and are to be congratulated on the standard of their completed assessment tasks.

Another great learning experience for the Year 5 students was their three-day outdoor learning experience to Victor Harbor. Staff and students had great weather for the first day as the children participated in a nature walk across Granite Island before then attending Surf school at Middleton. The weather was a little colder for the following two days but that did not stop the children from having fun canoeing, building shelters, participating in team games, and competing in a mini Olympics.

The three-day program built on the outdoor living skills introduced to the children in previous camping programs and assisted them to strengthen friendships, and further develop their independence and self-confidence.

### **Year 6**

During the final Term of the year the Year 6 students examined the concept of migration. They analysed the history of Australia post-Federation with initial class discussion revolving around the many reasons people decide to migrate thus allowing for links to be made to major historic global events.

The children were then involved in a series of guided inquiry lessons to gain further knowledge on the topic. As the students completed their research, they were invited to produce their own children's picture book which included at least 10 journal entries outlining the experiences of a person's migration journey to Australia. This task explicitly required an in-depth understanding of narrative and journal writing techniques. The children are to be congratulated for the standard of work they produced.

Design and Technology was integrated into numerous Year 6 subjects in Term 4. Students collaboratively demonstrated the design process cycle through the implementation of 'Book Bag' designs around favoured books, the redesign of the Prep School playground, and some creative Rube Goldberg machines. The children considered the technologies available to them and the best way to execute a plan for final construction. Students completed the tasks through troubleshooting their designs. They had various opportunities to modify, construct, test, appraise and document their design thinking and are to be commended for their final results.

### **Mindlab Olympics 2020**

Two Pulteney Prep School teams competed in the 2020 Mindlab Olympics held at St Andrew's School on 9 November. Both teams played wonderfully, and displayed skill and manners, both of which are requirements of the game.

Congratulations to all the students listed below and, in particular, to the Pulteney Navy team who took out third place in the competition. Congratulations also to Luke Hughes who came equal second in the game 'Quoridor' and Angus Perry who took out equal second place in the game 'Octi'.

Pulteney Navy:

Harry Marks  
Angus Perry  
Alisha Yu  
Matthew Liu

Pulteney White:

Wen Hui Teoh  
Luke Hughes  
Maicher Ren  
Leon Boffo

The Mindlab program complements the focus within the Prep School on problem solving, critical and creative thinking and respect for all.

**Denise O'Loughlin**

*Head of Prep School*





# KURRAJONG

Teachers and students in Kurrajong have enjoyed a wide range of learning experiences across the curriculum. These events and experiences help to broaden the children's skills and knowledge, while having fun and learning in the process.

## ELC

The ELC Yulti children have enjoyed numerous opportunities to explore the wider school environment, fostering connections with each other, older students and staff. These valuable interactions and experiences improve the children's wellbeing and belongingness within this rich learning community.

In ELCT and ELCW the children have been enjoying the exposure to various stories during the Pre-Lit program sessions. This skill-based, early literacy preparation program for preschool, exposes children to pre-reading skills in a fun and engaging way.

*Nauneth Rahman,  
Amelia Vidic and  
Charlotte Coffey*

## Mid-Year Receptions

The children in RM have been engaged in the inquiry process learning about castles from long ago. They have used this knowledge to build their own fabulous castle and engage in play that reflects all that they have learned about how different life would have been in a castle.

## Reception excursion

Reception T and Reception K students enjoyed going on a Botanic Garden Safari. They had a wonderful time building on their knowledge of living things while they got to harvest lettuce from the Botanic Kitchen Garden. The children gathered water from the pump to fill their watering cans so they could water the bean seeds they planted while visiting the garden.

*James Dodd working on  
his design*

## Year 1

The Year 1 children were challenged to design and make an insect including certain criteria during our STEAM Project Days. The insects were required to have 3 body parts; the head, thorax and abdomen, six legs and 2 antennae. Each part of the insect had to be of a certain measurement as well. The children enjoyed the 'Design, Make and Appraise' process and the results were amazing!

## Year 2

Year 2 students enjoyed swimming lessons learning about water safety. They enjoyed learning new strokes, practising the torpedo and diving for weights under water. The Year 2 students also had the opportunity to engage in a Life Support lesson, run by a registered nurse. The students learnt and practised important skills to save a life in an emergency, such as CPR.

## Music

The Kurrajong Choir performed three songs at the Music Ensemble Concert. A medley of their favourite tunes was the highlight for students, as they sang in harmony and added student choreographed actions. It was an exciting opportunity to share their music with families in Wyatt Hall.





### Mandarin

Mid-Year Reception students used the Early Learning Languages Australia (ELLA) program to consolidate their speaking skills in Mandarin. ELLA is a set of language-learning touchscreen applications designed to inspire children by driving a genuine interest in a new language and culture. Students enjoyed using it to practise their numbers, greeting and ages in Mandarin.

### Art

The children enjoyed creating the backdrops for our 2020 Kurrajong Christmas Concert with the theme of 'Our Family Tree'. All students from Reception to Year 2 added their handprints to the trees.

### Book Week Performance

Students in ELC-Year 2 had the opportunity to participate in an interactive performance titled 'Greatest Discovery' as part of this year's Book Week celebrations. The performance featured and explored a range of Australian children's books and the theme of 'Curious Creatures, Wild Minds', encouraging students to engage with reading in an active and energetic manner.

### Natalie Natsias

Head of Kurrajong



Alex Freund and Lenny Bell enjoying their swimming lessons



Kirk Zoppa with the castle in RM



Kurrajong Choir



# PERFORMING ARTS

## **Nicholls Performing Arts Centre Opening**

On Thursday 15 October, the much anticipated, Nicholls Performing Arts Centre was opened with some fanfare. A small but enthusiastic crowd gathered to witness the rebirth of the Nicholls Building, once again re-imagined as it has been before since its inception in 1920. Our Principal, Cameron Bacholer, spoke about the importance of Performing Arts educational programs and opportunities for our students in the past, today and into the decades ahead.

Other guest speakers were Old Scholar Kate Watts, who reflected on her finding her tribe in Drama and how this aspect of her schooling got her through challenging times and has allowed her to develop a professional career in the Performing Arts. Jo Casson, Creative Director of Ding Productions Inc (current Pulteney parent and corporate partner) spoke passionately about the importance of great facilities to empower great opportunities and how the power of performing arts education can be under realised but be critical for so many of our students.

The total refurbishment of the classic sandstone building was done with good speed, well controlled budget and to an outstanding quality. The event was hosted by the Performing Arts Student Captains: Thomas Lewis, Zoe Smith, Jordan Bender, Luka Kilgariff-Johnson, Abby McDougal, Madison Schubert and Addison Schwartz.

The new Nicholls Performing Arts Centre now boasts a music class room, band room that connects to the percussion room, music tech room with all new devises and large screens, strings/vocal room that has a warm and deep acoustics along with day instrument store area, a long term store area as well as 6 music studios to the western end, plus Performing Arts office, Deputy Principal office and foyer space. On the first floor we have two new Drama teaching and learning spaces, plus fantastic props store, a large costume storeroom, make up application wet areas, well as wonderful views over the Quad. We also have the Performing Arts Staff Office, kitchen and bathrooms, as well as offices for Mr McGarry and the Head of Performing Arts.

All the teaching spaces in Nicholls now have excellent sound systems and TV screen or large projection screens, as well significant sound mitigation provided in each space so very good sound separation can be achieved between the spaces. I am sure this new facility will provide greater opportunities to create innovative, challenging and outcome focussed teaching and learning within the Performing Arts faculties for decades to come.

## **Coffee in the Quad**

Nearly every week of the school year, The Parents and Friends Association provide an opportunity for parents, staff and students to gather on a Friday morning outside the wonderful Middle School building from 8 am to enjoy a hot coffee made by our Barista Tony, and it has been my pleasure to arrange musical performances throughout the year. While we try to do this every week, there has been many weeks this was not possible due to COVID-19. As I write this article, the school is closed with it being likely there will be no more Coffee in the Quad this year. None the less I would like to thank all of the students who have performed this year.

We have heard both Stage Bands, both String Quartets, Senior String ensemble, both Handbell ensembles, Prep Concert Choir, Concert Choir, Grammarphones, Jazz on the Terrace, the Year 9 Music students, the Year 10 Music Students as well as several of the SACE Stage 1 and 2 musicians. I would also like to thank my teaching team for their support of these events, as well sound engineer and Old Scholar Sam Hore.

Each of these events usually requires me and Sam to meet at the school at 7am, then frantically set up to be ready for an 8am kick off, then after the performance has finished another hour to pack up. I really enjoy doing the Coffee in the Quad events, so next year if you have time come and have a coffee and enjoy some live music.

## **New for 2021 – Speech/Drama 1:1 lessons and the new Prep Drama Club**

In an expansion of the services the Performing Arts faculty provide our students, I am thrilled to





announce that Katie Jackson (current vocal tutor and co-director of Jazz on the Terrace) can take individual students in Speech and Drama. This program will offer 1:1 lessons focussing on the speech and drama programs as defined by the Australian Music Examinations Board, as well as responding to the needs of our students.

Many of our students might like to take advantage of this opportunity and receive weekly 30 minute lessons with Katie (a graduate of NIDA, one of the most prestigious Drama schools in the world). Students who might like to take advantage could be those who are studying Drama in academic classes here at Pulteney (or outside school), those that want to become better and more well equipped actors, those that value public speaking skills and perhaps those that need assistance in dealing with nerves about speaking in public or simply want to build self confidence to name some obvious areas of benefit. Please book your child into this program via the School web site, community drop down box, instrumental music application, complete the form and we will assign lessons for Semester 1 2021. Please feel free to contact me if further information is required. Please read the terms and conditions of this program prior to completing the form. Spaces are limited so if you are very keen, please apply soon. Teaching slots will be awarded by order of receiving the applications.

I am also pleased to announce that in 2021 we will be initiating a Prep Drama Club again to be run by Katie Jackson, so when co-curricular choices are available for your Prep student in Term 1 2021, the new Prep Drama Club is an option. It will run every Wednesday 3.45 – 4.45pm in a space to be determined. The club will learn drama skills through drama games, develop dramatic skills like characterisation of a role, learning parts of plays, working closely with other students possibly from different year levels among many exciting things. If you would like more information, please see the Pulteney Review for more details.

### Year 12 Drama Production – Picnic at Hanging Rock

At the end of Term 3 the SACE stage 2 Drama class presented their annual dramatic play performance as part of their SACE Stage 2 Drama subject assessment process with *Picnic at Hanging Rock*. While we had to reduce the size of the live audience by over half, we were still thrilled to be able to perform to a live audience. Despite the COVID issues the class did a fantastic job and presented a play of the highest standards. Over the years we have had our expectations raised by tremendous productions year after year and 2020 was no different. I thank Drama teacher Jamie Hibbert and

the talented and determined students for all the extraordinary work that was done. The audience was thrilled by this play which was not a re-hashing of the famous Australian movie but an inspired and clever reimagining of the book. Congratulations to all involved. A special thanks to the Bakehouse Theatre for hosting us despite their closure through COVID-19.

### Legacy Walk + Remembrance Day + Senior Drum Corps

On 6 November the annual Legacy Walk was held from the Torrens Parade Grounds, along Victoria Drive, up King William St, East along North Tce then down Kintore Ave, back along Victoria Drive and onto the parade ground. It was the honour and pleasure of the Senior Drum Corps to perform for the hundreds of people ex and current serving Australian Defense Force members. Legacy is a wonderful organisation and it is a privilege to support them whenever we can. Pulteney has a very significant military history and keeping our connections to the service men and women and the organisations that support them, is important.

**Jonathon Rice**  
Head of Performing Arts



### Come join the committee of the Friends of Performing Arts

We are a fun group of like-minded people who assist in many of the Performing Arts events the school produces, and fund raise throughout the year. Our committee attends events and perform tasks like Front of House management to selling raffle tickets. We also arrange the Pulteney Cabaret night, where our students come together to perform pieces they will showcase at Generations in Jazz. This is a fabulous event where the Pulteney community enjoy an evening of a light supper, wine and outstanding entertainment. It's a wonderful night celebrating the students musicianship and our community.

The money raised during the year goes directly back into supporting the students with a variety of projects including subsidising schools participation in Generations in Jazz at Mount Gambier, purchasing new equipment for music, drama and dance and funding for specialised performance opportunities. A significant and recent project was the fundraising for the new Chapel piano.

We welcome any involvement our parents or caregivers would like to contribute in support of our committee and if you would like to join a wonderful group of people please contact the President Lyn Heard at [lyn.heard@outlook.com](mailto:lyn.heard@outlook.com)

# SPORT

## Sports Blues 2020

Congratulations to the following students who have been awarded a Pulteney 'Blue' in Sport in 2020.

•Henri Pardoe: Rugby Union. South Australia U18. Captain South Australia U16.

•Jesse Coombs: Rowing. National Championships in 2019. 2019/20 season double-State title winning quadruple scull.

•Angus Brown: Rowing. National Championships in 2019. 2019/20 season double-State title winning quadruple scull.

•William Rooke: Rowing. National Championships in 2019. 2019/20 season double-State title winning quadruple scull.

•Spencer Atterton: Indoor Cricket. 2019, 2020 U17 South Australia. 2019 ranked 13th in U17 Australia.

•Kristo Daminato: Tennis. 2019 U18 South Australia. 2019 ranked 15th U18 Australia. Men's National ranking 226 Australia.

•Anna Evans: Volleyball. 2019 U19 Women's Volleyball Championship Squad.

•Sam Magarey: Sailing. Ten years of International and National competition in International 420 Class. 2020 National Windsurfing Championships 4th place.

•Finlay Suttie: Water Polo. 2019, 2020 U18 South Australia.

## Middle and Senior School Winter Sport

Despite the ravaged season Pulteney teams were highly competitive in most sports and a number of success and firsts were achieved. By way of highlights:

### Fencing

Fencing was introduced to Pulteney in 2018 and since then we have had over 70 students participate in the program. Several of our students have now taken up the sport outside of school and have further developed their skills. This is another example of how the Sports Department continue to look for and then offer less traditional ways for our students to be involved in sport and physically active.

This year Pulteney entered two teams in the State

Champs, and our team of Declan Clarke, Zhaoxuan (Edward) Xiao and Luke Ashman took out the gold medal. This is a fantastic achievement for the team and their coach Leighlan Doe, who is himself an accomplished fencer.

### Volleyball

Pulteney Volleyball has again achieved significant success this year. Pulteney entered seven teams in the SA Volleyball Junior League with four teams making finals and both our Senior Boys teams going on to medal. The Senior Boys Navy team took out the gold medal in Division One and the Senior Boys Gold team the silver medal in Division Two. At the SA Schools State Cup Pulteney retained our 4th placed ranking in the State; one more 'win' would have resulted in us capturing the 3rd place ranking. We have come a long way from 2018 when we had three teams in this competition.

### Football

Our Middle and Senior Boys and Girls squads continued to build their positive and athlete centered approaches, with the Middle Boys in particular having their most successful season, both in squad numbers as well as results, for a number of years. The student leadership in our football squads has been outstanding and has made a significant contribution to their success.

### Table Tennis

Our 'newest' sport witnessed an explosion in playing numbers from 20 to 51. Not only did the numbers increase, so did the success of our teams in competitions with all teams placing in the top 3. This included our Middle A team taking 2nd place in the top ranked competition involving wins over Immanuel, St Peter's, Prince Alfred and Pembroke.

### Soccer

After the successes of the 2018 and 2019 seasons, the 2020 season was again positive but will possibly be remembered for not taking opportunities when presented. This included our Girls team who drew the majority of their games, could have finished at the top of the table with just a couple more wins. Our Boys 1st XI played well all season but will rue not taking their chances against Scotch in the Collegiate Cup game. Our Middle Boys teams played and performed extremely well every weekend.

### Huw Bowen

Head of Sport





# THE PULTENEY FOUNDATION



Against all odds, The Pulteney Foundation Long Lunch went ahead on Sunday 1 November. Hosted at Jarmer's Kitchen, 200 guests enjoyed a sumptuous shared continuous lunch perfectly prepared by Chris Jarmer and Rosalie Hassan. The day gave many in our community the opportunity to reconnect and catch up.

As usual, the Pulteney Community's generosity shone through to make the day an outstanding success. Funds raised are used to improve facilities and learning environments within the school and provide the opportunity for students to attend Pulteney who, for financial reasons would not otherwise be able to attend.

**Thank you to the Pulteney Community**  
for generously supporting our students over the past 6 months.

**\$13,050**  
Raised for the Building Fund

**Bequests**  
One bequest of \$50,000 received. Three bequests totalling approximately \$2.05m notified.

**\$80,000**  
raised by Foundation events

**260** people attended a Pulteney Foundation event

In 2020, 14 Students will be supported by grants of \$129,200 from The Pulteney Foundation in addition to the Queen's War Memorial Scholarship, Pulteney Old Scholars Scholarship, The Friends Scholarship and The Fred and Shirley Priest Scholarship



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Guests enjoy a sumptuous lunch in the Jarmer Room at Jarmer's Kitchen



On the left  
Amelia Mislov,  
Kathleen Karagiannis  
and Julia Vidic



On the right  
Kirsty Galantomos and  
Daniela Cosmini



On the left  
Ken Hall (1975),  
Grant Kelley (1981) and  
Mark Bouchier OAM  
(1978)



On the right  
Ryan (2003) and  
Laura Bamford



# GOLF DAY

## *Mt Osmond Golf Club*

On the left  
Andrew Heard (1983),  
Paul Sallis (1983) Nick  
Arbon (1984) and  
Maurice Veronese

On the right  
Hole Sponsor Finesse  
Built, the winning team  
celebrate  
Anthony Cooper (2002)  
Sam Cranna (2003),  
Alan Cooper (2003)  
and Nathan Robins  
(2002)



On the left  
Sport Centre Team  
Morgan Jones  
Rob Morrell  
Stuart Sneddon  
and Adam Knight (1998)

On the right  
Eli Gianakis (2017),  
Kate Barnett (2017)  
and Mia Boyaci (2017)





This year saw over 60 players come together for the annual Pulteney Foundation Golf Day at Mt Osmond Golf Club. After so many months of uncertainty it was fabulous to see so many Old Scholars, parents past and present along with our very generous sponsors enjoy the day.

Three of our Old Scholars were on the course delivering drinks and snacks to players throughout

the day, and our Finance Manager, Paul Blandis was kind enough to manage the BBQ at the Halfway Hutt.

The weather held out for us, and as usual, competition was tough and the scores were close. Hole sponsors, Finesse Built took 1st Place.

### Thanking our sponsors

#### Hole Sponsor

Finesse Built  
Ord Minnett  
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Stanley Morgan

#### Club House Sponsors

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Daren Russell Window Cleaners

### Thanking our major sponsors



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# REMEMBRANCE DAY

## *Lest We Forget*

One of the very special events in the Pulteney calendar, is our commemoration of Remembrance Day. As a whole School, we gather with current and ex-service Old Scholars, to recognise and honour the sacrifice of life and health of those who have served our country during times of war and in peace-keeping roles. We particularly honour the memory of those who made the supreme sacrifice. At war, 181 Pulteney Old Scholars and 53 Old Boys of Queen's College gave their lives.

We remember those buried on the South African veldt during the Boer War. We remember those who lie amidst the valleys and ridges of Gallipoli, on the hills of Palestine and in the cemeteries in France. We remember those who lie beneath the Libyan desert, in the mountain passes of Greece, and the rugged hills of Syria and Lebanon. We remember those buried in the jungles of Malaya, Singapore, Burma, New Guinea and on the islands of the Pacific. We remember those who rest among friends in Britain, those who died as prisoners of war, and those whose grave is the unending sea. We remember those who gave their lives in Korea, Malaya, Borneo and Vietnam, and those who in more recent times, died in Iraq and Afghanistan.

We also call to mind our ex-service men and women who now struggle with diminished energy, ill-health, loneliness, or with their inability to do what once they did, as a result of their service. We recognise especially, those whose burden has been too much to bear upon return from conflict.

We pause to think of Old Scholar service men and women, currently deployed to theatres of conflict, and on peace keeping missions, around the globe.

Pulteney's significant contribution, in times of war, is well illustrated by a few simple figures. In 1939, at the outbreak of World War II, there were 141 boys at Pulteney. Over the ensuing six years of the war, 76 young Old Scholars gave their lives, an extraordinary proportion of the contemporary Old Scholar population. It is important that the Pulteney students of today understand, respect and value the service and sacrifice of the students who have gone before them.

**Mark Bouchier OAM**

*Director of The Pulteney Foundation  
Pulteney Grammar School*







On the left  
Tim Lathlean (2000),  
Mark Bourchier (1978)  
and Major Wesley  
Hatcher (1953). Laying  
the wreaths

On the right  
Pulteney's oldest Old  
Scholar, Colin Wagener  
(1933) recites the Ode





# REUNIONS

## 1970

Graduates from 1970 gathered at the Seven Stars Hotel to catch up with old friends and reminisce about the last half century.

Events

On the right  
Greg Stevens, Rodney  
Luker and David  
Thompson

On the left Keith Odium  
and Graham Teague



On the right  
David Thompson and  
Rodney Luker

On the left  
???, Michael Kernot,  
Graham Haggart, and  
John Schmidt



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# 1980

Our 1980 graduates reunited, not only in person but many joined us from far afield via Skype which provided a wonderful opportunity to reconnect.



On the left  
David Mackenzie,  
Adam Sellars,  
Paul Maddern and  
Trevor Hall

On the right  
Michael Gilbert and  
Basil Fermantzis



On the left  
Name Last Name,  
Name Last Name

On the right  
Steve Maron,  
Michelle Morrison,  
Peter Donnell and  
Tony Hurren



On the left  
Name Last Name,  
Name Last Name

On the left  
Name Last Name,  
Name Last Name





**PULTENEY**  
**OLD SCHOLARS**  
ASSOCIATION

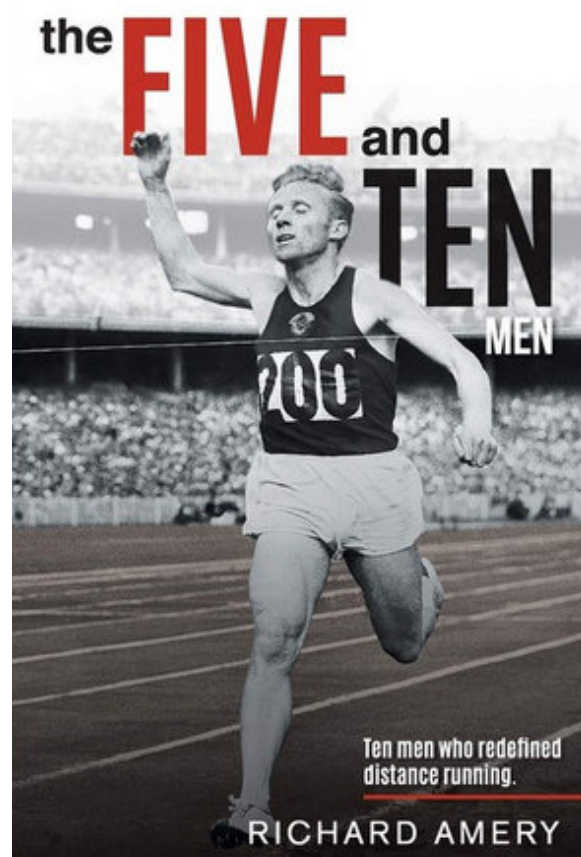
# AROUND THE TRAPS

## **Richard Amery (1963)**

Richard, always interested in distance running, humbly places himself as average – not completely hopeless, but a long way from world class. (He won the state marathon title).

His wish to impart something of the history of the sport brought him to the point of writing this book. The subjects chose themselves. Of the many record holders over the classic distances of five and ten thousand metres, there have only ever been ten who have held both records. Each in their own way played a significant part in showing just what was possible and in so doing raised the bar for those to follow.

The book is an inspiring read.



The Pulteney Old Scholars Netball Club fields teams competing in the City Summer Night Netball Competition.

The City Night Netball competition is played on Tuesday nights at Priceline Stadium. Training will be held weekly in The Robert Henshall Sport Centre.

If you're interested in playing, email [netball@pulteney.sa.edu.au](mailto:netball@pulteney.sa.edu.au).



### **Christopher Adams (2006)**

Past Pulteney parent, Cherrie Adams has recently launched *Critter's Choice*. Cherrie works as a Counsellor in her own business, the catalyst for writing this book was the death of her youngest son, and much-loved Old Scholar Christopher (Critter) in November 2015. Her musings on grief led to two pieces being published; one titled 'When Grief Came to Town' in an online contribution to Psychology Today, and the second 'Gang of Seven', which featured in a collection of works from around the world in a book called *Fear and Courage*.

*Christopher (Critter) Adams (2006)*

Writing became a way to process her grief and eventually led her to the thought of writing a book. She knew she didn't want to write a clinical story about her son's medical and emotional journey with brain cancer. The book took an unexpected turn when she realised that by reframing the actual event, she was able to offer her son the empowerment and choice that he had been deprived of by his disease. It became her final gift to him. In her book, Cherrie explores the concept of finding our way in life, returning home and trusting that we are 'strong enough to live the life we have been given'.

All proceeds from this book will be donated by Strong Enough to Live to the Adelaide-based Neurosurgical Research Foundation to fund brain cancer research.

To purchase a copy, go to [bit.ly/ccaus](https://bit.ly/ccaus) (\$30 + \$2.80 postage)

### **Henri Pardoe (2020)**

Henri has been playing Rugby since the age of 5, and currently plays for The Old Collegians.

He has played here and interstate in South Australian premierships wins.

Henri took it upon himself at age 14 to learn the rules of refereeing the game he is so passionate about. He passed his tests and became Associated with SA Rugby Union Referees Association.

In October, Henri was awarded by Rugby officials and other Referees The Most Outstanding Junior Referees Award 2020 at the Don Smith's SARU presentation Awards night.







### Alan Cooper (2003)

Alan is the Design Manager at Finesse Built where he specialises in designing custom built environments for residential clients. He completed an Industrial Design Degree at the University of South Australia in 2009 and a Masters of Architecture at the University of Adelaide in 2012.

Alan and his team have won multiple awards for his designs over the past 5 years including the Master Builders' Association Residential Building Project of the Year in 2018, and multiple individual contract home awards including most recently a 2020 Housing Industry Association Contract Custom Built Home.

Alan took the Finesse Built team to the Pulteney Foundation Golf Day, surprisingly taking out the win with his brother Anthony and long-time Pulteney mates Sam Cranna and Nathan Robins.



### Pulteney Old Scholar Soccer Club

Women's Team sporting their new playing strips

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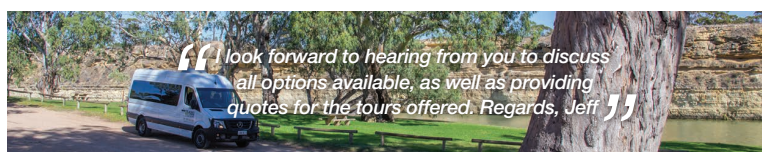
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*"I look forward to hearing from you to discuss all options available, as well as providing quotes for the tours offered. Regards, Jeff"*





### **Richard Alan Smith (1961)**

Richard was awarded an Order of Australia Medal in recognition of his service to the building industry.

After leaving Pulteney he graduated with a Tech (Building) Degree from the University of Adelaide.

Among his other achievements he joined Pak Poy Kumagai in a Construction Planning and Project Management role on Adelaide's largest Construction project at the time, the ASER project. (Adelaide Station & Environs Redevelopment) This comprised the Hyatt Hotel, the Casino, rebuilding of the Railway Station, Adelaide Convention Centre, the Riverside Office Building and associated Plaza works.

In 1992 he joined as a Committee member and later as Board Member of Clipper Ship "City of Adelaide" Ltd (CSCOAL), the not for profit organisation responsible for saving the world's oldest Composite Clipper Ship from destruction In Scotland.

Alan is a keen Yachtsman, sailing now mostly confined to Wednesday night Twilight Racing on his S & S 36 Yacht, Jubilation.



### **Girls Footy**

Our girls kicking goals on and off the field.  
Our Old Scholars Women's Footy Team signed up

for The Long Run in support of a team member  
whose dad has prostate cancer.





### **Mark Hutchinson (1995)**

Professor Mark Hutchinson is STA's new President-elect.

For seven years, Mark has been Director of the ARC Centre of Excellence for Nanoscale Biophotonics at the University of Adelaide. He will be the first South Australian to serve as STA President.

The centre has produced 15 spin-outs and start-ups and has 30 flourishing industry partnerships. Its silo-busting approach encourages engineers, physicists, chemists and biologists to work across disciplines to build new products and techniques using light at the cellular level.

Mark said he was honoured to have been entrusted by the STA members to lead the organisation as President from the end of 2021.

### **Brenton Milewski (1983)**

Brenton has recently joined Klemich Real Estate as a Property Sales Consultant. He joins the real estate agency after 20 years in community pharmacy and is now applying his sales and negotiation skills and experience to the exciting and challenging residential real estate market.



### **Dominic Churchill (2009)**

Dominic is a Transaction Advisory specialist with nearly a decade of experience in infrastructure.

From 2015 to 2019, Dominic was the founding Managing Director of Climate Capital, a renewable energy investment manager deploying capital on behalf of family offices into solar farms around Australia. Before launching Climate Capital, Dominic worked as a Senior Analyst in a boutique corporate advisory firm, VAA, focused on infrastructure and private equity where he worked with a range of domestic and international clients on high-profile transactions.

Since leaving Climate Capital in 2019, Dominic has launched a new advisory business called Provenance Capital which advises domestic and international pension funds on their sustainability-focused investing programs.



### **Jamie Esterman (1999)**

Jamie has a new role as Manager Product Design at Tic:Toc, where he moved 18 months ago. Tic:Toc is a world-leading fintech company, founded in 2017 in Adelaide. They use technology to reimagine financial services processes, and to create efficiencies that translate into killer cost and time savings for customers.

Jamie and his team are responsible for delivering great customer experiences across multiple financial products, including the award-winning Tic:Toc Home Loans and the new-to-market XAI Validate lending software. Since the start of his tenure, he has led and grown a team of UX designers and product specialists to shape Tic:Toc's renowned user experience.



### **Jack Chaplin (2011)**

Jack is enjoying his time at The Porsche Centre in Melbourne as a Apprentice Technician, supporting the motorsport crew and maintaining Porsche GT3 cars during a race weekend, assisting pit crew with tyre and car setup changes in a high-pressure environment in Pit Lane.

In 2019, he won the Apprentice High Achiever Award and travelled to Germany on a 4 1/2 week tour. He spent time at the Porsche factory and museum, learning and understanding the history, new technologies and advancements.

Pre COVID, he attended Dunlop Adelaide, WD-40 Phillip Island 400, CrownBet Darwin Triple Crown, and Supercheap Auto Bathurst 1000.

### **John Chaplin (1983)**

Former Chief Product Officer of Hogarth Australia and Co-founder of award-winning Adelaide-based digital agency Fusion has launched a new digital product design company, Diagram.

Based in Sydney, Diagram are a collective of creators and makers who partner with individuals and businesses to design and build considered elegant digital products. Diagram will work with organisations looking to grow or improve through product development, digital transformation or digitalisation and need the capabilities to do so.

John Co-founded Fusion in Adelaide in 1995 and grew that business to three offices in three cities with over 40 staff. In 2017, he joined Hogarth Australia as Head of Digital, and later CTO and CPO.





## Nikki Dalla Valle (2009) and Louis English (2009)

Nikki and Oliver were married on 14 February this year, only a couple of weeks before the pandemic hit. They were so grateful they were able to go ahead with it all.

Both the ceremony and reception were held at Crown Aviary, at the Crown in Melbourne, where they now live.



Left to right  
Sarah Day,  
Annabel Riggs,  
Ella Riggs,  
Rachel Sweet,  
Nikki Dalla Valle  
(2009), Louis English  
(2009), Matthew Jones,  
Oliver English (2013),  
Jake Phillips (2009),  
Lyall Jackson,  
and Simon Lovell.



## Louis English (2009)

Louis English joins Jack Chaplin at The Porsche Centre Melbourne, running one of the only factory motorsport teams with two competitive Carrera Cup cars in the Australian Championship and the only Porsche Classic partner in Australia and New Zealand.

Being a classic partner means they are certified to complete full ground up in house restorations from early 356s up to 996 and 911s.

Louis' role as Classic Specialist is to manage the restoration work from the start to the finish keeping the workshop on track and within the budget set by the client.

# UNDER THE KURRAJONG TREES

*Pulteney Grammar School | 1847 - 2020*

*Under the Kurrajong Trees* reveals the Pulteney story from before its inception until its future bicentenary.

Your Irish author, Lingard Goulding, abetted by his fictional amanuensis, Professor Turlough Bderdlebee (the 'B' is silent) escorts the reader through the romantic early years of South Australia,

You will read how the first Bishop of Adelaide summoned Rev. Edmund Miller to migrate to Australia and serve as Pulteney's founding Headmaster. Miller reported that, 'Having completed all arrangements, including the trifling matter of taking to myself a wife, after many delays, we joined the ship on 23rd November 1847 ...' The new academy, Pulteney Street School, opened its doors at the intersection of Pulteney and Flinders Streets on 29th May, 1848.

Navigating through the decades, we meet the third Headmaster, exotic polymath William Anderson Cawthorne; the first long-term incumbent, William Samuel Moore, whose pupils proudly called themselves 'Moorites'; William Henry Howard who also ruled long, but ... expelled girls for 115 years; and William Percival Nicholls who, assuming control in 1901, held sway for a monumental forty-one years, negotiating the School's transfer to its site on South Terrace in 1921.

The next giant of Pulteney was the legendary Canon WR Ray who rescued a failing School upon his appointment in 1947. Twenty-five years later he handed the baton to another towering figure, Jock Mackinnon. The 1990s saw difficult times: enrolment plummeted from 1,000 to 650. The book researches the critical year of 1998 when Dr Jill Maxwell, Chairman of the Board of Governors, together with Principal Graham Lange and Head of Junior School, Chris Duncan, re-branded Pulteney as a co-educational School the following year. Their work, and that of their colleagues, empowered the thriving seat of learning that we find today. When Lange retired, the ebullient Dr Eddie Groughan presided over four years of bonhomie and sound leadership, before Anne Dunstan broke an historical mould as Pulteney's first female Principal. 2020 saw the arrival of Cameron Bacholer and ... coronavirus. It is hard to imagine a more daunting introduction for a new



The author, Lingard Goulding at Headfort School in Ireland

Principal. Cameron tackled the challenge manfully, and today Pulteney prospers at its zenith.

An important section of the book investigates the present life of the School: it tells of pupils and staff; art, drama, music, sport, extracurricular education, foreign tours.

Respectable Old Scholars, scions of South Australian society, may quake with embarrassment as they read of the nefarious antics of their distant schooldays!

Should your coffee table feel neglected, treat the poor dear to the 440 nostalgic pages and 270 colourful images many hitherto unpublished. A must read for any with Navy Blue Blood.

Refer to the back cover to order your copy of *Under the Kurrajong Trees*.





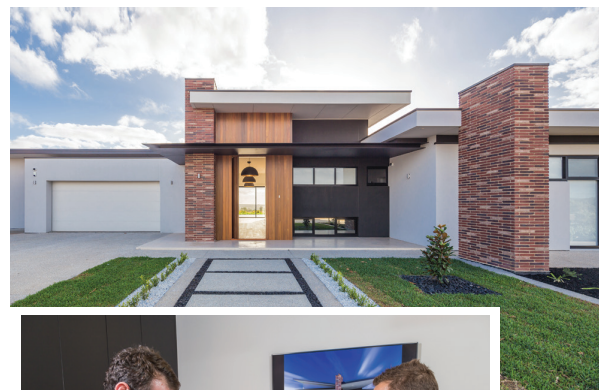
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A detailed analysis of ASX-listed companies, their business fundamentals and the industry sector in which they operate forms the starting point of our investment process. Overlaid against this commercial assessment, is a responsible investing framework to identify listed companies that operate within acceptable key parameters of the Responsible Equities Portfolio.

The objective of the portfolio is to grow the value of the investment through a combination of capital growth and income via dividends. The portfolio does not invest in derivatives. Investors should seek to achieve expected returns over a minimum five year horizon.

**Ryan Bamford (\*03)**  
Foundation Trustee & Senior Private Client Adviser, Ord Minnett  
B.App Fin, Dip. Stockbroking, ASX (ADA1)

Ryan is a recent addition to the foundation, joining just over 12 months ago and comes as a representative of the Old Scholars Association. He brings over a decade of experience in finance and investment markets, and has been a Senior Private Client Adviser with Ord Minnett since 2013.

Contact Ryan to arrange a confidential discussion of your investment portfolio.

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# UNDER THE **Kurrajong Trees**

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Lingard Goulding

Under the Kurrajong Trees reveals the Pulteney story from before its inception until its future bicentenary.

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