



# PROSPER

Vol. 2 2024 #129



# WELCOME TO PROSPER

As we reflect on this year’s achievements, I am delighted to share this edition of Prosper, which highlights the accomplishments of our students, staff, and broader school community.

This year has been filled with outstanding success, creativity and strength. From remarkable achievements in academics, arts, and sports to social justice and innovation, our community has continued to inspire. Each story within these pages is a testament to the dedication, talent, and spirit of Pulteney Grammar School.

As the year draws to a close, I would like to extend my heartfelt thanks to everyone who has contributed to the support, growth and happiness of our students.

Wishing you all a joyful holiday season and a happy new year. May the coming months bring opportunities for rest, reflection, and renewed inspiration.



From the Interim Principal  
Deb Dalwood

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Prosper is Pulteney’s official magazine, which is distributed to the wider Pulteney community. It provides an overview of the many activities and events at the School, and celebrates the achievements of present and past Pulteney Grammar School students and members of its community.

We value your input so if you have any articles or suggestions, please contact the editor, Julia Hodge via the contact details provided. Advertising in Prosper is limited to members of the School community and many of those who advertise are generous sponsors of Pulteney.

We would encourage you to support their businesses if the opportunity arises. We generally send one copy to each household to be shared. The current edition can also be viewed online [www.pulteney.sa.edu.au](http://www.pulteney.sa.edu.au).

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**Front Cover:** Harry (Year 1) and Gary Vial at Remembrance Day 2024.



**EDITORIAL ENQUIRIES**

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**NGADLU KAURNA MIYURNA TAMPINTHI. PARNAKU TAPA PURRUNA KUMA. NGADLU PURRUTYI KUMANGKA PADNITITYA.**

Pulteney Grammar School is based on Kaurna land, where the Prosper magazine is written and produced. As a School community, we acknowledge the Kaurna people, their spiritual heritage and living culture and our walk together to reconciliation.

# THE IMPORTANCE OF SUPPORTING COCURRICULAR ACTIVITIES AT PULTENEY

Cocurricular activities play a crucial role in students’ personal and academic development, providing them with skills that will benefit them throughout their lives. Research consistently shows that participation in activities such as sports, the arts, and academic competitions enhances academic performance, improves attendance, and boosts aspirations for higher education. These activities also cultivate teamwork, leadership, time management, and communication skills, all essential for future success.

Pulteney takes pride in supporting students’ passions and interests. This support includes offering flexibility, guidance, and encouragement to students balancing academics with their commitments outside of school. For example, professional sailor and Year 12 Captain, Fallon Katz shared in Prosper how her teachers and wellbeing manager from the South Australian Sports Institute helped her manage her sailing obligations alongside her academic responsibilities. Similarly, Brendan Loh who played in the Junior Australian Tennis Open in 2023, explains in this edition that his teacher’s support made it possible to pursue tennis while completing Year 12, this year.

Another example is Lachlan Ranaldo (Year 11) who recently toured India with the Australian Under-19 cricket team while keeping on top of his studies. Students continue to excel academically, supported by dedicated teachers, parents, and a wellbeing team. This level of support ensures that students like Fallon, Brendan, and Lachlan, can pursue their dreams while maintaining high academic standards, proving that success in one area does not have to come at the expense of another.

At Pulteney, teachers regularly engage students in goal-setting exercises that encourage them to consider both their academic and personal goals. By

setting achievable short- and long-term objectives, students are better equipped to manage their time, establish strong study habits, and build resilience. These practices help students track their progress and stay focused on both their academic milestones and personal ambitions.

We are extremely proud of our students’ achievements across various fields, from the arts, sports, science, and STEM, showcased in state and nationwide events annually. We will continue to encourage students to try new experiences, join different teams, and embrace challenges, so that they feel confident that their future is theirs to shape.

Deb Dalwood  
Interim Principal

# LOOKING AHEAD TO 2025



Greg, who has a deep and enduring connection to Pulteney as a past parent and former Deputy Principal during his six-year tenure, brings a strong vision and passion for our School’s future. His leadership will be instrumental as we continue to build on our successes and shape the next chapter of Pulteney’s journey.

The Board also welcomes Christopher Prance, who will join as a Governor effective 1 January 2025. With extensive experience in education, including a focus on Anglican schooling, Christopher’s expertise will undoubtedly enrich our leadership.

It is an honour to continue serving as Chair of the Board, a role to which I have been re-elected. I am equally pleased to announce Diana Newcombe as the new Deputy Chair. On behalf of the entire Board, I express our heartfelt thanks to outgoing Deputy Chair Megan Mathews for her outstanding contributions and wish her every success in her future endeavours.

In other changes to the School Board, we extend our gratitude to Paul Flynn for his dedicated service as the P&F nominee on the Board, as he prepares to retire at the end of the year. We

look forward to welcoming a new P&F nominee. We also welcomed Tim Ridgway to the Board as the Old Scholars nominee during the year, replacing Ken Hall. We thank Ken for his valuable contributions and wish him all the best.

Looking ahead, we are excited to introduce an updated Strategic Direction document. While our direction and principles remain unchanged, this version offers a more straightforward and accessible explanation, as requested by parents and the wider community. It reflects our ongoing commitment to clear communication and meaningful engagement. The document is now accessible on the School’s website and will feature prominently in our communications.

I would like to extend warm wishes for a happy Christmas and a restful holiday period. The year ahead holds great promise for continued progress and innovation at Pulteney, and I look forward to sharing in its success with you.

David Reynolds  
Chair of the Board



# *Congratulations* **CLASS OF 2024**



*Emotions were high at the valedictory celebrations held on October 24 as parents and teachers farewelled the graduating students.*

Interim Principal Deb Dalwood praised their contributions to the School community and the important role senior students play in shaping the culture and values of Pulteney.

“As you approach your final days at Pulteney, I want to acknowledge the challenges you’ve faced and the strength you’ve developed along the way. Your resilience, self-efficacy, and confidence have been evident throughout your time here. At Pulteney, our success is not solely measured by achievements; it is deeply rooted in the character and determination of each individual.

**Above** Class of 24 at Valedictory Celebrations  
**Left 1.** Emerson McClurg, Mackenzie Weaver, Liam Luther and Carla Apostolidis **2.** Indya Nissen, Matilda Drayton, Deb Dalwood and Ivy Farmer

As you prepare to move beyond the School gates, remember that you have made a significant impact here. Know your contributions to your school will be lasting. Class of 2024, once again, congratulations. We look forward, with much excitement and optimism as you begin your next chapter”

*Interim Principal  
Deb Dalwood.*

 **VIEW OUR ONLINE GALLERY FOR MORE PHOTOS**

# YEAR 10 & 11 NEPAL TRIP



## Cultural Exchange and Service-Learning Leaves Lasting Impact

The Year 10 and 11 students and teachers participating in the Nepal trip spent months preparing - reviewing logistics, planning their itinerary, and deciding what to pack. However, nothing could have prepared them for the breathtaking beauty of Nepal or the heartfelt warmth and positivity of the Nepali people.

This year's cultural exchange and service-learning trip to Nepal was the first since the pandemic, but the close bond Pulteney shares with Shadberry International School and Texas International School since 2011 remains strong. The travellers were welcomed with open arms.

"Our hosts, Apurba and Prem, and the rest of the school communities at Texas and Shadberry, treated us like honoured guests," explained Carrie Phillis, Inclusive Education Teacher. "It was humbling to be welcomed into their communities so openly and genuinely. The Nepali students were gracious and welcoming, genuinely keen to learn from us and teach us - so proud of their culture and heritage, and the opportunity to share it."

The immense cultural learning opportunities began as soon as they landed.

The group visited the sacred Eye of Buddha at Boudha Stupa, circling the mandala with their buddies as a gesture of enlightenment, and explored the Hindu pilgrimage site Pashupatinath Temple on the Bagmati River. "Our Texas buddies were wonderful guides to Kathmandu's spiritual centres, explaining the harmony of Buddhism and Hinduism within Nepal," Carrie shared.

A highlight was a four-day trek in the Annapurna region, followed by a service-learning project at Prithivi Narayan Higher Secondary School in Dhampus, where the team helped construct a retaining wall to protect a nearby tea plantation.

Funds raised on R U OK? Day (\$3,000) went toward the infrastructure. At first, the idea of no phones seemed unfathomable, but soon the distraction of technology was not missed - everyone was living in the moment.

Philemon Ruede (Year 10) was happiest doing things as a group, like playing cards and constructing the wall.

*"The nights we played 'Uno No Mercy' were something fun we could all do together. Additionally, working together to construct the retaining wall for the school was one of my favourite moments of the trip."*

"I was unwell in the first week, and this was a challenge, but I learnt that even through hard times, I can bounce back and persevere. I also learnt that I could tough it out through difficult moments, like the trek towards the Chhomrong Base Camp."

For Flora Hunt (Year 10), connecting with Nepali students was eye-opening. "Talking to people so similar to my friends, yet from different backgrounds, was so powerful. My buddies also had a very deep understanding of all of the cultural places we visited, so it was awesome to hear a first-person point of view as it made the trip more enriching."

Carla Moffat, Year 6 Teacher emphasised the lasting impact of these efforts.

*"It's a long term commitment and investment in education."*

The gratitude from the schools was overwhelming. We donated books, and our funds helped build the retaining wall, which we helped construct. We also modelled English teaching methods for local teachers, engaging with language, actions, and storytelling - it was valuable for everyone involved."

Dan Polkinghorne, Head of Learning Innovation, who has led the Nepal Trip for the past 8 years, said the trip was an overwhelming success.

"We are incredibly proud of our students, who took every challenge in their stride and represented their school admirably.

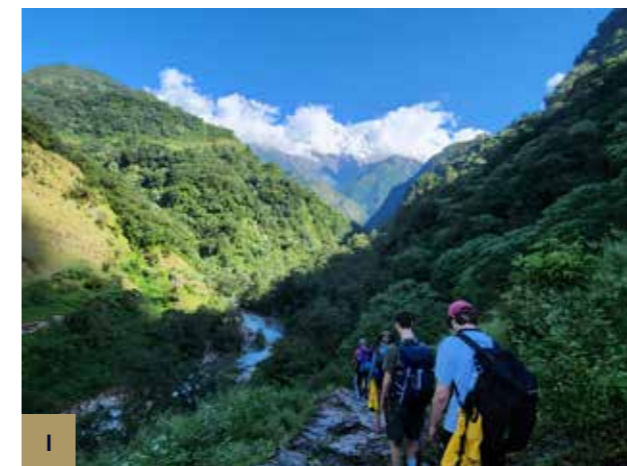
They built strong bonds with peers, teachers, and local communities, gaining the confidence to engage and collaborate. Through teamwork, they developed resilience and practical skills - from time management to environmental stewardship. This journey was one of both personal growth and a deeper understanding of what it means to be a global citizen, an experience that will remain a lasting source of strength."

Upon returning to Australia, Matilda Boucher (Year 10) shared reflections of the trip at a whole school assembly in Term 4 and concluded by encouraging students to consider taking part in the experiential learning program.

"I was a bit unsure about the trekking part - I knew I could handle it, but I didn't know if I'd actually enjoy it. It seemed like it might just be a tough, all-day walk. But sharing the experience with everyone completely changed it. I felt a real sense of accomplishment each day, and I loved it, especially because of the new friendships I made. I'd definitely recommend saying yes to opportunities, even if you're unsure; you never know how much you might enjoy it until you try," said Matilda.

**Left** Will Arbon (Year 11) and Maya McGinley with student at Shree Prithivi Narayan School, Dhampus

**Below** 1. Trail to Cchomrong 2. Shree Prithivi Narayan School, Dhampus 3. Texas International College, Kathmandu 4. Freya Kennedy (Year 10) and Lucy Allen (Year 11) with students at Shree Prithivi Narayan School, Dhampus.





# Junior School Amazed with MADAGASCAR

## A Musical Adventure Jr. Production

The Year 5 and 6 production of Madagascar – A Musical Adventure Jr. was nothing short of spectacular. The audience was immediately transported to the bustling streets of New York City, enhanced by the cast’s impressive New York accents. The attention to detail in the performance made it easy to get lost in the story of Alex the Lion, Marty the Zebra, Melman the Giraffe, Gloria the Hippo, those plotting penguins, and the hilarious reign of King Julien.

Based on the DreamWorks animated film, the musical follows the adventurous escape of Central Park Zoo animals to

the wilds of Madagascar, led by Marty’s curiosity about what lies beyond the zoo gates. The cast’s high energy and spirited portrayals kept the audience engaged, with each young performer bringing their character to life. A standout moment was the lively rendition of the signature dance number “Move It, Move It,” led by King Julien, played by George Bougioukos, whose comedic timing ensured every punchline landed perfectly. The ensemble, filled with joy and enthusiasm, made the number a highlight for both the performers and the audience.

Sofie Springer, as Alex the Lion, delivered a performance beyond her years, combining impressive acting with confident vocals, especially in the jazzy, dark number “Steak,” which illustrated Alex’s sudden awareness of his

carnivorous nature. Sammy Tirimacco brought precision and conviction to his role as Marty the Zebra, while Amelia Neave gave a sassy, charismatic performance as Gloria the Hippo, with dance moves that were on point. Jiana Kang captured Melman the Giraffe’s hypochondriac tendencies with a clever, funny tone, making her portrayal delightful to watch.

Director Michelle McGill did an outstanding job bringing the musical to life with her first Pulteney production. Her thoughtful stage direction made excellent use of the space, ensuring even the busiest scenes were visually exciting and cohesive. McGill’s collaboration with Jess Bohmer on the choreography was another highlight of the production.

The dance numbers were vibrant and energetic, suited perfectly to the age and talent of the cast.

The musical direction was equally impressive, with the students tackling complex songs with accuracy and heart. Vocal coaching by Annie Kwok was effective, as the young cast delivered powerful performances.

Behind the scenes, the show was a team effort. Stage manager Jess Wolfendale and assistant Robyn Cox helped ensure the production ran smoothly, while parents and staff worked tirelessly on set design, costumes, and face painting. Art Teacher Anna Mahoney and Year 6 students made many of the props.

During her post-show address, Michelle McGill praised the students’ hard work, noting how much they had grown throughout the production process. She expressed gratitude to the staff and families for their collaborative spirit, which made the show such a success.

Jonathon Rice, Head of Performing Arts, was impressed with the talent showcased in the musical and looks forward to future productions with the aspiring performers.

*“Musical theatre is big at Pulteney. We put on exceptional shows in the Middle and Senior school. I know a lot of the Year 6 performers are looking forward to being in the production next year. From what I’ve seen, I can’t wait to get them in our cast.”*

*“With such a strong foundation in the performing arts, the future is bright for Pulteney’s young performers,”*

*said Jonathon.*



Left Sophie Springer as Alex the Lion

Above 1. Jiana Kang as Melman  
2. Year 5 and 6 students as The Foosa  
Below Year 5 and 6 students  
as The Penguins



# DANCE TROUPE SUCCESS

## *Pulteney Dance Troupe Gains Statewide Recognition*

In just four years, Pulteney's Senior Dance Troupe has rapidly gained a reputation as a formidable force across the state, with Dance Captain Addi Ritossa noting that other schools now get nervous when they hear Pulteney is competing.

At the South Australian Stage Dancing Society (SASDS) Competition in September, the Troupe presented three exceptional pieces, earning first, second, and Honourable Mention. They followed up with two firsts and second place at the Ultra Dance Competition.

Addi (Year 11) and Dance Captain Emerson McClurg (Year 12) have been involved since the beginning and are proud of the progress Pulteney has made and the recognition the Troupe is gaining.

*"We get a lot of praise not only for the technique but our performance, character, and strength as a team,"*

*said Addi.*

Emerson explained how the school has created an amazing space for performers to learn and grow.

"It is because of our teachers that we have become such a strong dance school. Ms Dobre is an incredible choreographer and under her leadership, we have developed into a competitive troupe."

Emerson added how dance at Pulteney is not just for the technical dancers.

"We have a diverse range of abilities, and Ms Dobre is great at making it work for everyone. That's really important in a school dance program—it needs to be inclusive. [At Pulteney], you don't need formal dance training to be involved. You just need passion, and if you love it, you can be part of it."

Addi encourages young dancers to consider dance in their senior years.

"I watched the program grow from absolutely nothing. When I was in Junior and Middle School, we never heard much about the Pulteney dance program. But now, we're presenting at assemblies and making an impact on so many students' lives. To the next generation of senior dancers, I'd say: get involved. The program is amazing, and it's open to everyone, no matter your level of experience."

## *Pulteney Triumphs at* **TOURNAMENT OF MINDS**



This year was Ishaan Adak's (Year 7) first time participating in the Tournament of Minds (TOM), but it certainly won't be his last.

"I'm really interested in STEM. It was fun and a great way to expand my teamwork and leadership skills. I'll definitely do it again next year," Ishaan said.

The senior TOM team tackled a major environmental issue: plastic pollution. They designed a fully automated device to collect microplastics from beaches, filter them, and recycle the plastic into new products. Their dramatic presentation highlighted the tension between environmentalists and plastic producers, with Ishaan playing the role of the "bad guy" who ultimately realises the solution's importance.

"Plastic is a huge problem. It was once seen as a great resource, but now it affects humans, animals, ecosystems, marine life, and climate change. We all need to recognise that," Ishaan said.

Year 8 student Liam Schwartz, who has been involved in TOM since Year 6, played a pivotal role in developing the prototype. He explained how the team's idea came through brainstorming sessions.

"We thought about vacuums as a cleaning method, and from there, we built the prototype, starting with smaller versions of each component before assembling the final product," said Liam.

Though presenting the project was nerve-racking, the team's preparation paid off. "The device worked perfectly, which rarely happens in TOM. While one team member explained it, we demonstrated how it worked, which really helped," said Liam.

For Year 10 student and TOM participant since 2018, Alicia Bollinger, this year's win was the perfect way to cap off her TOM journey.

"It was an amazing feeling. Since it's my last year, it's great to finish on a high. The whole team was surprised and really excited," Alicia said.

Inclusive Education Teacher and TOM facilitator, Sarah Roff, praised the team's dedication and perseverance throughout the six-week challenge.

"They worked really hard, putting in hours before and after school, at lunch, and in their own time. They started with energy and enthusiasm and then came the challenges. Despite disagreements and differences of opinion, they worked together, and their final product was amazing. My role was purely facilitation—they did it all themselves," Sarah explained.

The judges recognised the team's creativity, problem-solving, and teamwork, awarding the Pulteney Secondary STEM team first place at the state finals.

"We were all so happy, and we didn't expect to win," Ishaan said.

Liam added, "It was especially surprising because we were up against Walford, who had won five times in a row."

Two Pulteney teams went on to represent South Australia at the TOM International Finals held at the University of New South Wales in Sydney on 2 November. Competing against teams from across Australia, as well as from Hong Kong, Indonesia, New Zealand, and the UAE, the students faced immense competition.

The challenge day tested their problem-solving skills and creativity under pressure. Teams had just three hours to solve a complex challenge related to their discipline, make costumes and props, write a narrative, and prepare a 10 minute performance to present to a panel of judges. In addition, they had to tackle a spontaneous problem, requiring them to brainstorm and deliver a creative response in under five minutes.

The Pulteney STEM team—comprising Ishaan, Liam, Miroslava Baryshnikova, Lia Cacas, Vivaan Chandra, Ella Liang, and Irvin Nguyen—was awarded Honours at the international finals, making them the only South Australian team to place.

"We are extremely proud of both teams. They delivered incredibly creative presentations and embraced this amazing opportunity to compete on an international stage," Sarah said.

The event was more than a competition—it was a chance for students to connect with peers from around the world, showcasing the power of collaboration and divergent thinking.

Reflecting on the experience, Liam encourages younger students to get involved. "Definitely do it. It's fun, and you learn a lot—whether it's STEM, language, or social sciences. It's a fantastic experience."

Alicia agreed, emphasising that TOM is for everyone. "The competition is about creativity. You don't have to be good at maths or science to come up with creative ideas. I'd definitely recommend trying it—you'll probably enjoy it and want to do it again."



**Left** Senior Dance Troupe at Dance Ultra

**Above** Back row left to right: Sue Mavropoulos (TOM Coordinator), Sarah Roff (TOM Coordinator and Facilitator), Alexander Smith, Oliver Tran, Xavier Lee, Ella Liang, Lia Cacas, Lincoln Nikitins (TOM judge S.A.), Vivaan Chandra, Irvin Nguyen, Liam Schwartz, Oscar Mitchell (TOM judge S.A.) 2nd Row: Lily Zhu, Alicia Bollinger, Tilly Sims 3rd row: Elodie Smith, Eleanor Knapp, Savija Rupasinghe, Edward Smith, Sebastian Gollan, Ishaan Adak, Miroslava Baryshnikova. Front row left to right: Jobe Cacas, Edward Blake, Charles Rogers-Kang.

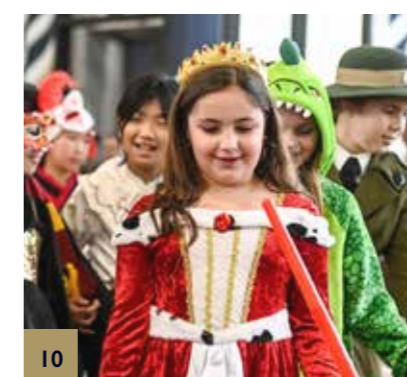
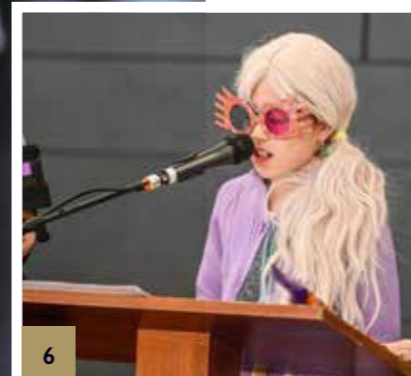
# BOOK WEEK

## *Reading is magic!*

From Thelma the Unicorn to spotting Wally in the crowd, it was a joy to watch the children bring their favourite book characters to life at the 2024 Book Week Parade. A big thank you to everyone who put in the effort to create brilliant costumes, plan special events (Grandma Poss and Hush from Possum Magic even made us a special video!), and organise lessons throughout the week. Most importantly, thank you to those who encourage, and continue to share a love of storytelling, fantastical characters, and the magic of discovering a new favourite book!



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GALLERY FOR MORE  
PHOTOS



1. Elsie Lee (ELC) 2. Myles Roy (Reception)
3. Charlotte Coffey (Year 4) 4. Ellie Schwarze (Year 5) 5. Harrison Kereru (Year 5) 6. Emma Starr (Year 2) 7. Lewis Fitzsimons (Year 5) 8. Hetty Miegel (Year 2) 9. Jummy Ziyang (Year 3) 10. Anna Lagana (Year 4) 11. Year 5s Kasper Kabacinski, Thomas Kelly and Amelia Bedson

# YOUNG WRITERS



Above Phillipa Jackson and Lily Mackereth at the 2024 Young Writers Awards

*Phillipa Jackson (Year 9) and Lily Mackereth (Year 8) are talented writers recognised for their creative prose at this year’s South Australian English Teachers Association Young Writers Awards.*

Congratulations to Phillipa Jackson (Year 9) for winning 3rd place in Poetry for her poem, ‘It’s Just Life – Reverse Poem’, and Lily Mackereth (Year 8) for securing 1st place in Prose for her short story, The Hitchhiker.

Both students received their awards from the internationally acclaimed author Gary Crew, who highlighted the power of creative writing for young people

## *It’s just life*

by Pip Jackson

“It’s just life,  
And it’s simple.”  
He smiled, alive and gazing at the  
hospital around him.  
I took a breath, tearing up.  
He said;  
  
“Maybe that’s what the world was meant  
for,”  
I paused, barely able to stop myself from  
falling apart.  
“Life-like memories; not ...”  
  
“People,”  
  
I looked away, shaking slightly.  
Tears were on the verge of falling.  
  
Calm sea-coloured eyes met a panicked  
storm.  
“I thought I’d get a surprise when I saw  
you”

*And I got one.*

His heartbeat was all I needed,  
But it had stopped....?  
At the hands of strangers and the people  
who tried  
While I watched,  
I did nothing.  
And  
I wanted to scream with pain and loss.  
So I did.  
The doctors said to give it time,  
but I didn’t.  
I wanted to cry for what felt like years,  
He had terminal cancer, of course.  
this would happen, regardless.  
An hour later the car, my head resting  
on the steering wheel I thought:  
I wished time would reverse, no matter  
the cost.

### WHAT WAS THE INSPIRATION FOR YOUR POEM?

I was inspired by how our thoughts can sometimes feel fragmented, but when these scattered thoughts are considered in reverse order, they begin to make sense in a new way, which is why I wrote a reverse poem. I was also influenced by the idea that after people are gone, the only things left behind are the memories of them and their experiences. This poem also raises a question: Are we living in the moment, sharing experiences with others, or are we constantly caught up reminiscing about past events?

### WHAT DID IT FEEL LIKE TO WIN THE AWARD?

I felt a bit more than shocked- I still am. This poem was originally meant for an assignment about a year ago, but my teacher said I should submit it for a state-wide competition, where the poem was shortlisted. Suddenly I was in a room full of everyone who earned a place in the competition, receiving awards. The moment was surreal, but I’m grateful for the opportunity and everyone who supported me.

### WHAT DO YOU LIKE ABOUT WRITING?

When writing, you can get lost in a world you created. You can leave ideas to be interpreted by readers, keeping them interested in what you have written. If I wrote about a warm drink, we would all imagine it slightly differently. Some would say it’s a white porcelain cup with floral prints and herbal tea, others say it’s your local coffee shop’s best espresso. A few people would argue that it’s too hot for warm drinks. I like that we can put a bunch of words on a page and they tell a story, influencing others and creating new ideas.

## *The Hitchhiker*

by Lily Mackereth

The car smelt of McDonald’s and grease. My eyelids yearned to be closed but my will to get home was far stronger than my will to sleep. The moon shone dimly in the sky, and I cranked the aircon up. It was a hot, muggy night and my grey shirt clung to my flesh. I was on my way to Alice Springs; I’d been working in Sydney for the past week and was excited to get home and get away from the smell of the car, but to be honest, there was always something comforting in the smell of my old Ute on an Alice night. My feet were surrounded by a McDonald’s wrapper, an ice coffee lid, an old book by Terry Pratchett, Reaper Man. The radio hummed an old song I didn’t know the name of. I ran my hands over the leather steering wheel and smiled a small content smile that I would be home soon.

I stared tiredly at the road; no cars were around me. I let my eyelids drop only for a second. A hitchhiker was across the road standing with his thumb out. I hadn’t noticed him before, I blinked again, and he stood there frozen. There wasn’t a car or city anywhere near here. How long had the guy been waiting? I felt sorry for the guy and rolled down the windows. “I can take you to Alice”, I said. The guy looked Safe enough, skinny, kind face, a black beanie, grey shirt. He smiled “Thanks”. He hopped in the back, and I continued to drive.

I looked at my passenger through the mirror, his skin was as white as the flour Kerry baked with. His skin clung so closely to his cheekbones that the moon cast long shadows on his face. The smell of fresh body spray wafted around the car. He was well-kept for a hitchhiker. He carried no bags or clothes, yet his hair was clean, and his teeth brushed. “So, where have you been heading,” I asked, trying to make polite conversation. “Anywhere I could go,” he said, vaguely staring out the windows into the blackness. I started to feel self-conscious of my stubble and unwashed body next to my clean passenger, the sweat in my armpits left marks on my shirt, and my beard was scruffy. In the distance, a collection of white dots appeared. Another car, I said to myself, it was the first other car in a while. We drove and drove, the trees and planes changed but the dots stayed the same. I looked at my watch and noticed the time.

“So, you live in Alice?” the guy said. “Yep, me and my wife,” I said, thinking of home. “She nice?” the guy said politely. “she’s fantastic,” I said, feeling grateful I had someone. This guy didn’t seem to have anyone, in fact, he almost seemed lonely. “You got anyone back home?” I spoke.

He looked out the window and drew a slow breath “No”. I felt sorry for the guy. I looked at my watch again a while later. It felt like an hour and the lights remained, the same size and brightness they had always been.

It was such a humid night, and it was getting hotter. He picked up my book and started flipping through the pages. “You know the book?” I asked. “Yes” he said. I felt less nervous now we had a common interest. “I like how he personifies death” I said. The guy shifted in his seat. “Me too.”

“Dark night,” I said to myself.

“The roads are slippery too,” he said quietly, “you could crash.”

I looked at my passenger through the mirror, he turned to look me in the eyes. Suddenly, I no longer felt warm.

“They say before you die everything slows down. And you see a bright light”. I looked at the lights more nervously. I looked back at the guy, his eyes seemed hollow. ‘I don’t believe in all that mumbo jumbo, you live you die, not much to it.” I gripped the steering-wheel tighter. “They say death himself shows up to escort you,” he said, nonchalantly. Now panic rose even higher in my blood. The lights where even brighter than before. His face seemed so hollow now, so lonely, so unnerving, like an old gum tree, eaten hollow by termites. I thought of Kerry at home, probably reading a book, baking lemon drizzle cake. “I really want to get home to my wife,” I said quietly. The guy looked at me. He smiled a small sad smile. “I’m afraid you won’t.”

The car light closed in, burning bright, and I felt the impact of another vehicle hitting us. I smelt a hundred different smells: McDonald’s sweet and sour sauce, petrol, oil, charcoal and leather. I felt the feeling of chalk under my nails. Car seats. Seatbelt straps. Hot metal slippery dips. A dog’s fur. A flower’s pollen. Kerry’s hands in mine. Lemon drizzle cake. Then nothing.

Kerry sat in the large empty living room, surrounded by the smell of drizzle cake and pollen. The news blared loudly. “... Crash on Highway 8, one-person dead...”. As Kerry wept, she didn’t notice the figure watching from beyond, clutching a copy of Reaper Man. “Hmm,” the figure said to himself, lost in thought.

### WHAT WAS THE INSPIRATION OF YOUR SHORT STORY?

My short story, The Hitchhiker was based on a real experience my Dad had with a mysterious hitchhiker on his way to Alice Springs at night. He described the eerie and almost paranormal experience of picking up this odd man in the middle of nowhere, and a glowing light on the road. Using this I created the story the hitchhiker in which The Hitchhiker was a personification of death. I was impacted by Terry Pratchett’s books Mort and Reaper Man, Douglas Adam’s The Hitchhiker’s Guide to the Galaxy, and the movie adaptation of The Book Thief.

### WHAT DID IT FEEL LIKE TO WIN THE AWARD?

I love to write, but I’ve always really struggled with my spelling, punctuation and grammar, and I repeated year 1. I wrote three full versions of this story, with many rewrites and some spell checking help from my parents. Winning this award felt like validation for the effort I put into my writing, and whilst i can be my own greatest critic, it was a wonderful acknowledgement of how far I’ve come.

### WHAT DO YOU LIKE ABOUT WRITING?

I like that writing is as old as words themselves, I like that sometimes giving somebody a pen and paper has the same effect as handing them a sword. Writing can create worlds and it can change minds, or it can simply be ridiculous and make you smile. A blank piece of paper is a limitless opportunity. Writing makes me feel something, and good writing can make others feel something too. Books have made me laugh, cry, scream in anger, and change my mind. I love to write because I love to create. No, it’s more than that, creating is a big part of who I am, and I hope this is just one of the many creations I get to share with others.



# THE LOVELY BONES

## Year 12 Drama Students Deliver a Powerful Performance of *The Lovely Bones*

The Year 12 Drama students took on a challenging and emotionally intense story for this year's production, pushing their acting abilities to new heights and making their final school performance something truly special.

The *Lovely Bones* follows Susie Salmon, a bright and beloved 16-year old... but she is no longer alive. From her special place in the "In Between", Susie observes her grieving family and community. Some are obsessed with seeking justice; others deny their pain; and some grow up, embarking on a journey that Susie herself never had the chance to take.

Senior Drama Teacher and Director, Jamie Hibbert accomplished, yet again, a thoughtful and intense production. Her impactful stage design allowed the narrative to take place on two levels – Susie's personal heaven and Earth, where her family, friends, continue with their lives. The set was ideal for Jamie's supportive and creative direction, which guided the ensemble in expressing deep emotions from beginning to end. The cast worked together seamlessly within a carefully crafted choreographic framework that required concentration and strong teamwork.

Freya Callahan, who played Susie Salmon, said the most rewarding aspect of the play was successfully impacting

the audience with the emotions portrayed by the ensemble.

"We spent a long time preparing and rehearsing, but it was rewarding seeing how the audience reacted when it finally came together," said Freya.

Liam Goodes, who played Jack Salmon, was overwhelmed by the audience's reactions.

*"It was incredible to see how moved the audience was – it was special after spending so long rehearsing," he said.*

The cast felt they grew as actors and individuals through the experience, which they will carry with them into their next chapter.

"Exploring serious, emotional acting was a challenge for all of us. Last year, we focused on more comedy-based plays, so it was a shock to portray such an emotional and intense story this year. Remaining authentic in our performances was really important, as was really getting into the characters even though they were different ages and going an experience we know nothing about, personally," said Liam.

Taylor Schwartz added how a performance like this "requires a lot of effort, especially with rehearsals on weekends and balancing busy schedules. Staying organised and on top of things really helps, especially as we're about to leave school and face the real world. We've learned how to solve bigger problems and how to communicate effectively and work as part of a team."



**Above** The Year 12 ensemble (L-R): Anna Dalby, Hannah Wadsworth, Taylor Schwartz, Sophie Fonovic, Hannah Douglas, Liam Goodes, Ellen Heard, Freya Callahan + Lily McDougall.

**Top** Top Row (L-R): Sophie Fonovic, Liam Goodes, Freya Callahan, Taylor Schwartz, Ellen Heard, Anna Dalby  
**Bottom row (L-R):** Hannah Wadsworth, Hannah Douglas, Lily McDougall

Hannah Douglas, who played Georgia Harvey, encourages the next generation of Pulteney students interested in drama to take advantage of what the school has to offer.

"It's okay to feel unsure sometimes because it's also so rewarding. You must be prepared for the effort, but it never really feels like hard work because it's fun, and you're grateful for it the whole time. For anyone nervous about performing, you get so much support. By the time you perform, it's so ingrained in your mind, and if I can do it, you can too."

Once again, Pulteney received an outstanding review from David Smith of The Theatre Association of South Australia, stating that "Interpreting the complexities of *The Lovely Bones* would challenge any theatre company."

Director Jamie Hibbert and Pulteney Grammar's Year 12 Drama cast took on that challenge and succeeded to a high degree."

In his review, David praised the cast individually as well as commenting on how well they performed as a whole, capturing the audience's attention for the entire 90 minutes.

## STUDENTS ACT FOR POSITIVE CHANGE

Inclusivity ensures that everyone feels valued, respected, and has a sense of belonging, regardless of their abilities or background.

This message is at the core of what the student-led Act Out Advocacy is about.

The group is made up of students from the middle and senior years, who feel passionate about changing social norms and raising awareness of how negative stereotypes can impact lives.

In June, group members gathered to raise the pride flag during pride month.

"We need to speak up for those who may feel like they don't have a voice and to help them feel seen. We would

love for everyone at school to feel like they belong and so that is our goal" said group member, Quinn Sage-Hoff.

Quinn said Pulteney encourages individuality by listening to the needs of every student and supporting their passions and interests.

"I feel our school is welcoming and when we do things like raise the pride flag during pride month, we are acknowledging the diversity in our community, and it shows the teachers and the community how this is important to us."

Isadora Tribe, a group member since 2023, is hopeful that society is moving in the right direction.

"I think in general, there is more acceptance and people are less likely to bully someone because of their differences, but we still have a long way to go. I think schools are safer than they used to be and that reflects society."

The Act Out Advocacy Group meets every Friday during term time and always welcomes new members.

"It's hard for people who are not naturally social, and I guess, for us, it is about being here for anyone who needs someone to talk to because the advocacy group belongs to everyone,"

said Isadora.

**Top right** Quinn Sage-Hoff, Isadora Tribe, Skylar Farley, Helena Jacobson



## FROM JUNIOR TENNIS CAMPS TO UNIVERSITY OF ALABAMA: BRENDAN LOH'S JOURNEY SO FAR

### WHEN DID YOU START PLAYING TENNIS?

I started playing tennis when I was about 7 years old. Mum was looking for holiday camps during the school break, so she enrolled me in a tennis camp at Next Gen. The coach running the camp suggested I get lessons because I showed potential. I wanted to start playing tournaments immediately, but Mum said I was too young. I eventually convinced her, and I made the quarterfinals in the first tournament I played. Since then, I've played in tournaments throughout every school holiday.

### WHY DO YOU LOVE PLAYING TENNIS?

I love playing all sports, but tennis has always been my favorite. I just love competing by myself, and although I enjoy training, playing a match is the part I enjoy the most. Until I was about 15, I was still playing volleyball, basketball, and soccer, but my coach told me I had to pick one, so I chose to focus on tennis.



**Above** Brendan Loh at that Junior Australian Open

### WHAT ARE THE HIGHLIGHTS OF YOUR SPORTING JOURNEY SO FAR?

Qualifying for the Junior Australian Open in 2023 was a huge highlight. Competing at Melbourne Park alongside the pros was an incredible experience. I've also loved traveling the world to play—competing across Asia, Europe, and Mexico has been one of the best parts of my journey over the past few years.

### HOW HAS PULTENEY SUPPORTED YOU IN PURSUING TENNIS OUTSIDE OF SCHOOL?

I honestly wouldn't have made it to the end of Year 12 without the encouragement and support of all my teachers.

It's really hard when I'm out of the classroom for large parts of the term, and I know it creates extra work for them to support me when I'm not there. Sometimes when I come back to school, some of the students think I've left. My teachers have worked hard to ensure I keep up and always spend time with me when I'm back to help me catch up. Barny (Mark Barnett) has been an amazing homeroom teacher and has really supported me in following my dream. Bronte Pickett (Head of Cawthorne-Nicholls) has coordinated with all my subject teachers, which I know has been a challenge at times. I'm really grateful to everyone for helping me make it to the end of Year 12.

### WHAT ARE YOUR DREAMS FOR THE FUTURE?

I'm very fortunate to have been offered a tennis scholarship to the University of Alabama starting in January 2025. They have a world-class athletics program and coaching team, and I'm excited to develop my tennis game over the next 4 ½ years, so I'm ready to hit the Pro Tour when I graduate (hopefully with a degree as well). It's every tennis player's dream to become a professional, but I'm taking it one step at a time.



# SWIMMING CARNIVAL

*The 2024 Swimming Carnival was held at the Marion Aquatic Centre on Friday, 13 September.*

Alongside the “In It to Win It” activities, students tested their speed and skill across their chosen strokes in a range of competitive races. These took place in two pools (A and B), with students from across the Senior and Middle School.

The carnival would not have been possible without the dedication of our Heads of Houses, House Captains, and Sports Department staff. Thank you to all who made it a great day.

## Trophy Highlights:

- Clay Shield**  
Bleby-Howard
- In it to Win It Shield**  
Bleby-Howard
- Ware Trophy (Boys 50m Freestyle)**  
Jarrod Webb (Bleby-Howard)
- Dunstan Trophy (Girls 50m Freestyle)**  
Emma Totman (Cawthorne-Nicholls)
- Plastow Memorial Shield (Team Relay)**  
Monty Marsh-Smith, Leo Chen, Elliott Inglis, Fletcher Hoffmann
- Coward Trophy (Year 11/12 Girls Relay)**  
Ellen Heard, Matilda Drayton, Samara Zhang, Emily Dwyer

## Final Scores

In It to Win It Shield	
1ST	Bleby-Howard 267
2ND	Cawthorne Nicholls 231
3RD	Moore-Sunter 223
4TH	Kennion Miller 201

Clay Shield	
1ST	Bleby-Howard 488
2ND	Moore-Sunter 452
3RD	Kennion Miller 401
4TH	Cawthorne Nicholls 372

**Right** 1. Eli Kennison, Edie Chapman, Sebastian Gollan, Oliver Nichols  
 2. Fletcher Hoffman LHS, Monty Marsh-Smith, Leo Chen and Elliot Inglis  
 3. Lauren Connolly and Emma Totman  
 4. Max Boucher and Matilda Drayton  
 5. Alex Wehner, Jacob Holding, William Gamble, Oliver Moore  
 6. Irene Adak, Frances Peng, Sam Darker





# Artist-in-residence FRUZI KENEZ

*Year 10s explore  
freehand creativity  
with artist-in-residence  
Fruzi Kenez*

## COULD YOU DRAW A ROSE WITHOUT LOOKING?

Our Year 10 students embraced the method of blind contour drawing under the guidance of renowned Adelaide artist Fruzi Kenez.

“By practicing this method, you learn to trust the process, let go of the need for perfection, and experience the freedom of creating something from your mind,” said Fruzi, Pulteney’s artist-in-residence for 2024.

The blind drawing was part of a larger project where students designed a vase using free-flowing mark-making recorded in their artist books.

*“Artist books don’t always tell  
a traditional story but take the  
reader on a journey through  
intimate handling and creative  
use of imagery”*

*explained Fruzi.*

Students worked with botanicals, idioms, and objects from around the room. Then they selected images and words from their books and transferred them to a 2D vase. They investigated how this process can create deeply personal art.

Annabel Caveney (Year 10) collected poems and images in her artist book. She drew flowers using the blind contouring technique before transferring them onto her vase.

Annabel also observed her surroundings and incorporated the wall clock into her design.

“The process is guided by colour and form, more so than by the small details. I chose the clock because it was an interesting shape to draw and it was in my eye line. I like seeing how to add more colour to make it pop”.

The project was inspired by British Contemporary Artist, Sir Grayson Perry who uses the medium of pottery to provoke thought and social and political commentary.

Fruzi emphasised the importance of being “present and allowing marks to guide the artist in unexpected directions. Inspiration is drawn from Grayson Perry’s work, particularly his large pots and 2D art. The project involves working with idioms to turn words into images and conceptualizing a 3D vessel. There’s excitement in the unpredictability of the process,” said Fruzi.

Tyson Christianson chose to draw lemons, lemon juice, a face, and his water bottle.

*“I like the randomness of  
it and using different objects  
to create something unique,”*

*said Tyson.*

Oriel Bryder agreed that making the 2D pot allowed her to be in the moment and come up with an original design.

“It’s been great choosing what to include and using idioms to create your style,” said Oriel.

Fruzi was impressed by the students’ abilities to delve into their designs.

“The beauty of the process lies in being authentic to your style while going with the flow. It’s thrilling to see how people resist in the right way—by staying true to themselves, but still engaged in the guidance.

We sink into automatic mark-making without rigid concepts, letting the magic reveal itself. My goal is to teach them to let go of expectations and allow the art to unfold.”

Lauren Sutter, Senior Art Teacher said teaching children about expression through art practice is extremely powerful.

“One of the most rewarding aspects of working with Fruzi was helping students connect with the love of form, creation, and mark-making for its own sake. We come from a place where art is often seen as needing deep meaning or concept.

It’s amazing to see students let go of the fear of perfection, embrace play, and release that rigidity. They came in gripping their pens tightly, and now they’re leading with the wrist, sinking into the experience.”

Fruzi Kenez is a painter, ceramicist, curator, and arts educator.

Fruzi opened Peanut Gallery in Adelaide in 2016, showing finely curated exhibitions featuring emerging and established local artists alongside interstate and overseas talent.

They are well known for their clay ware, portraiture, and love of garlic.



Above 1. Annabel Caveney  
2. Annabel’s Artist Book

Top Left Fruzi Kenez  
Top Right Fruzi teaching Year 10s

## Bradley Christie on MANAGING BLUE GUM PARK AS PULTENEY'S PARK 20 COORDINATOR



Above Bradley Christie at Park 20/Blue Gum Park/Kurangga

### Bradley Christie on Pulteney's Park 20 Maintenance and Quality Turf Management

Pulteney's Park 20 Coordinator, Bradley Christie, has always enjoyed the challenge of greenkeeping and cutting the perfect turf.

"Ever since I can remember, I have been interested in greenkeeping. It is a form of dark art, really. A lot goes into creating pitches, so they are ready for our many sporting events. Some weeks we will have over 300 people out there. So, it's about continuing to rotate the use of wickets, checking the weather, and maintaining the turf."

Park 20 hosts a wide range of activities, including use by external sporting clubs, other schools, Pulteney Old Scholars, and our students for training, games, and lunch or recess activities. Additionally, Bush Kindy operates at Park 20 during the cooler months.

The management of activities is a major part of the responsibility of Pulteney's Groundskeeping Team.

"Being a public space, the parklands are also used by runners and dog walkers, so it's important to maintain the area to a high standard while ensuring the safety of our children and team."

Bradley and his team find the greatest reward in watching young talent use the ovals, knowing these experiences will become lasting memories for them.

"Seeing the young stars of tomorrow out there is an incredible feeling. Watching kids reach milestones, like their first hundred runs, on the facilities you've prepared—there's nothing quite like it."

"It's also rewarding to see how our pitches encourage the public to join in. People often stop while walking, play a few bowls, and then continue on their way."

Bradley is well known for his TikTok content, 'It's a Turf Life,' where he explains his methods for perfect wickets, line marking, and other turf-related magic. To his surprise, his channel has attracted thousands of subscribers.

*"I am a cricket tragic, but I am not alone," he chuckled. "I was surprised with how much interest it got, but I am glad people are keen to learn."*

Pulteney's diligent upkeep of the ovals create plenty of interest from professional sporting clubs, including AFL, SANFL, and SACA.

"We are doing a good job at maintaining an excellent standard, which attracts big clubs. Importantly, this is great for our kids, who are training and playing on professional-standard grounds," said Bradley.

Since moving to South Terrace in 1921, the School has enjoyed access to the Parklands, making it a unique inner-city school with extensive green spaces.

As part of the lease, Pulteney is responsible for the upkeep of Park 20, with maintenance and preparation of five ovals all year round.

## TEACHING AWARDS



KATHERINE ADNETT:  
EXCELLENCE AWARDEE,  
DEPUTY PRINCIPAL  
OF THE YEAR

Congratulations to Katherine Adnett, Deputy Principal Teaching and Learning on her outstanding achievement as an Excellence Awardee for the Deputy Principals of the Year awarded by The Educator's Australian Education Awards 2024

The annual Australian Education Awards are the leading independent national awards in R-12 education sector and this award recognises the most outstanding Deputy Principal across all education sectors in Australia. Eligibility for an Excellence Awardee includes the assessment of: her effective leadership; motivation of staff and support to the school principal; commitment to professional development (self and staff); academic and other achievements during the school year; leadership of innovation and change within the school and engagement with parents and the wider school community.

Katherine's dedication and innovative leadership continue to inspire and make a significant impact in the field of education. This well-deserved recognition is a testament to her hard work and commitment to excellence.



JOHN MCCALL:  
BOB TUCKER  
MEMORIAL AWARD

Congratulations to John McCall, Head of Teaching and Learning for Years 7-12, on receiving the prestigious Bob Tucker Memorial Award from the Legal Education Teachers' Association of South Australia.

The Bob Tucker Award is awarded by the Legal Education Teachers' Association of South Australia, for excellence in the teaching of Legal Studies through service to the subject association, service to the curriculum development of Legal Studies, and service to the subject of Legal Studies in South Australia and the Northern Territory.

The Legal Education Teachers Association of South Australia Executive has dedicated a special award to teachers of legal Studies in South Australia and the Northern Territory to commemorate and acknowledge the work of the "Founding Father" of Legal Studies in South Australia, Bob Tucker.

We congratulate John on this award that recognises John's outstanding dedication to this subject and his passion for teaching and leadership.

## CREATOR SPOTLIGHT

### Quinn Sage-Hoff

(jewellery and fashion design)

#### TELL US A LITTLE ABOUT YOUR BRAND AND WHAT YOU CREATE.

My name is Quinn, and I founded my brand, Creative Flair, around a year ago with the mission of putting my flair on things I found boring or plain. I created tie-dyed t-shirts and stickers for laptops for a while but now I use the lost wax method to create silver jewellery. I am excited to share it and get it out there.

#### WHAT INSPIRED YOU TO CREATE YOUR BRAND/PRODUCTS?

I think what really inspired me to create this brand was just the idea of being different and adding plenty of flair to the world. I kept seeing plain things, and the current style of 'basic' clothing with whites, tan and single colours. I haven't even stepped foot in the fashion world, but I knew I wanted to create something different, something with flair.

#### WHAT HAS BEEN THE GREATEST CHALLENGE OF ESTABLISHING YOUR CREATIVE PRACTICE?

The greatest challenge of establishing Creative Flair was getting set up. I couldn't have comprehended how to do it myself. I had the idea in mind but never knew how to move forward with it. I had the confidence to go forward because of Creative Industries (Year 10 subject), which pushed me out of my comfort zone, and that's what I needed. With the resources and a good support network behind me, I had the confidence to make my brand.

#### WHAT ADVICE WOULD YOU HAVE FOR OTHER PEOPLE WANTING TO ESTABLISH THEIR BRANDS OR PRODUCTS?

I had a really good support system, and I think that's one of the greatest challenges in any brand. So something I'd suggest is finding a good support system and not being afraid to put yourself out there – I put myself out there and I didn't get burned by the fire!



#### WHAT ARE CURRENTLY CREATING, AND WHERE TO NEXT?

I am working on silver rings. I have two ring designs so far: fidget and rough. They are in the works right now, which is exciting (something like: and I'm keen to start selling these and taking custom orders).

I'm also hoping to go more into pot plants and recyclable potholders and look at how recycled materials can be used in a creative way.

#### WHERE CAN PEOPLE FIND YOU AND YOUR WORK?

I'm on Instagram at @CreativeFlair24 and I'm currently working out of the Atelier in the Osmond St Precinct.



## Celebrating A LEGACY



### *Rod James' Lifelong Dedication to Art Education at Pulteney*

As part of this year's South Australian Living Artists (SALA) Festival, Pulteney's Atelier hosted a retrospective exhibition celebrating Rod James' work over 35 years.

Rod, the Head of the Arts Faculty since 2011, did not hesitate when asked what inspires his art.

"A lot of my work and subjects symbolise my family life and my work here at Pulteney."

During the month-long exhibition, the atelier space was filled with vibrant family portraits, prints, and ceramics that capture Rod's fondest memories. These included school projects with students, which Rod holds especially dear.

A great example was the display of the 'treehouse project' where Rod and Year 7s go about making their dream treehouse.

"The treehouse project is one of the best to do with the Year 7s because there is no right or wrong and it's about more than just building something cool. We talk about why we build treehouses—it's a way of creating a place of independence. Whether it's sitting quietly by themselves, reading comic books, or just having a place to put up a 'keep out' sign. It's all about finding that personal space, and they love it," explained Rod.

Rod reflected on the success of past students who pursued art after graduating from Pulteney.

"Some students, I couldn't get an essay out of them, but they were brilliant with building and making things with their hands. I recently went to Tasmania and was looking at a magnificent boat and then I soon realised, I had taught the person who built it. He is now a successful boat builder."

Rod's joy is evident when discussing how the arts faculty has evolved over the years.

"The Arts at Pulteney is in a very good place. We have exceptional teachers who are also talented artists. The art room has always been a place open to everyone—a place where young people can be creative in a safe and supported way.

"Today we have a more flexible approach to how art is learned and what it can deliver in terms of job prospects, wellbeing, and self-expression," he said.

From prints to ceramics, Rod delves into the process of making and is a true believer in art as therapy more than a commodity.

"I want to instil a love of art in every child. The process is just as important and there are many reasons to make art. ..It is not always about the result."

Before joining Pulteney in the late 1980s, Rod spent five years working as a landscaper at the Adelaide Zoo, where he also created murals—some of which still stand today.

The recent highlight of Rod's career is a testament to his contribution to the School and the wider South Australian community – and when talking to Rod, and listening to his stories, you cannot help feeling proud to be part of it.

# WORLD TEACHERS' DAY

## *World Teachers' Day Recognises Pulteney's Outstanding Educators*

On World Teachers' Day, three exceptional Pulteney Grammar School teachers were celebrated for their contributions to education and the community at the 2024 Educators SA World Teachers' Day Awards.



### JARROD JOHNSON HONOURED FOR SCIENCE EDUCATION EXCELLENCE

Jarrod Johnson is the recipient of the 2024 Honour Award for his outstanding contributions to science education. With 19 years of teaching experience, Jarrod uses fun and inquisitive approaches to spark a love of science and learning in his middle school students. Jarrod has published papers on AI in education, as well as appeared as a guest speaker on several panels. Jarrod also contributes to events like the Early Career Teachers Conference and the Oliphant Science Awards.

Jarrod said he appreciated the recognition, stating how "an official award is something special; it is saying 'we recognise what you've done and what you are doing,' and I appreciate it."

Looking ahead to science education in 2025, he shared, "I think it's about keeping the passion alive, making it exciting and engaging. Science is always changing, and teaching has to evolve with it. AI is opening new avenues for learning, but at the heart of it, I love making science fun. I want students to look forward to every science lesson and wonder what exciting methods there will be to try next."



### KIRSTY HICKMAN-DAVIS LEADS SAGTA TO INNOVATIVE ASSOCIATION AWARD

Kirsty Hickman-Davis, the President of SAGTA (South Australian German Teachers Association), received an award on behalf of SAGTA for "Innovative Association of the Year." This award highlights SAGTA's contributions and commitment to advancing language education across South Australia. Kirsty has been the president for the past 5 years, and her leadership has been instrumental to SAGTA's success.

Competing against ten other associations, SAGTA stood out for its collaborative work within the community. By partnering with other associations, SAGTA has developed professional learning opportunities that have positive impacts on student learning. Among their many accomplishments, SAGTA recently launched an excursion guide for German teachers that integrates perspectives on First Nations Peoples and Cultures.

Kirsty is proud of SAGTA for winning the 'Innovative Association of the Year' and said it is "a testament to the creativity and hard work by its committee and members." Kirsty also noted Pulteney's support of the association as the school has hosted several SAGTA events over the years and encourages Kirsty's work to enrich language education within the community.



### JONATHAN RICE RECOGNISED FOR CONTRIBUTIONS TO MUSIC EDUCATION

Jonathan Rice received an award for Outstanding Contribution to the Australian Band and Orchestra Directors Association SA (ABODA SA) as treasurer. As a veteran in music education, Jonathan said it is nice to be recognised and that it is "really important that, as the 'old elephants,' we give back by sharing the experience and lessons we've learned over the years."

Jonathan supports the successful South Australian Schools Band and Orchestra Festival by working on the committee and at the event. Jonathan has also contributed to many professional learning opportunities for music teachers in South Australia. He said the association is about "contributing to the music community across school sectors, including independent, government, and Catholic schools, in a desire to support music education more broadly to provide children with music learning opportunities."

"For me, it is about connecting with the community. As well, Pulteney benefits greatly from participating in ABODA as it provides our students with opportunities to compete and perform and grow their network. The association is continuing to grow, and I am sure I will remain part of it for years to come," said Jonathan.

Pulteney Grammar School celebrates the exceptional contributions of these dedicated educators and their impact on both students and the broader education community.

# TEACHER PROFILES



*We are excited to welcome Laura Hocking, our new Head of English.*

With extensive experience from the UK, Laura brings a creative and dynamic approach to teaching English. Since joining us, she has enjoyed getting to know the Pulteney community.

## WHERE DID YOU WORK BEFORE COMING TO PULTENEY?

I moved to Adelaide from the UK in September 2023, so Pulteney Grammar School has been my first school in Australia. When I was in the UK, I taught in a rural secondary school in Cornwall called Brannel School, which is in the South West of England. It is a school of around 1,000 students in Years 7 to 11.

## WHAT INSPIRED YOUR PASSION FOR ENGLISH?

I have always loved reading. As a child, I remember falling in love with classics like The Famous Five and The Chronicles of Narnia. I remember loving the lighter evenings of the summer months, so that I could carry on reading these books way after my bedtime and

I still can't go to sleep without reading first. I love the fact that, wherever you are, with a book in your hand, you can escape to new and exciting places and meet new and interesting characters.

## WHAT'S REWARDING ABOUT TEACHING ENGLISH?

I love teaching English because so much of it is about what the students bring to the lesson. I've taught some texts several times and every time is different because the students will interpret things slightly differently and will often see things that I've never even thought of. I also love the creativity of the subject and students will often blow me away with their imaginative ideas and storytelling.

## HOW DO YOU INCORPORATE REAL-WORLD APPLICATIONS INTO YOUR LESSONS?

The most obvious way is to make the lessons relevant to students. So, exploring how a text written hundreds of years ago, like 'Romeo and Juliet' for example, can still have relevance today. We also look at how the complex, multi-faceted characters are, in essence, no different to people of the 21st century and how the messages about teenage relationships, responsibility and societal conflict are still relevant in our modern world. And then we take that original text and transform these messages into something more up to date, like a rap or a film trailer so that students are also applying their knowledge and understanding of creative technologies to their work.

## HOW DO YOU IGNITE A PASSION FOR ENGLISH IN YOUR STUDENTS?

I think the main way is by sharing my own enthusiasm for the subject and for the texts with the students and by giving them opportunities to have a voice, express themselves and be creative.

## WHAT ROLE DO YOU THINK TECHNOLOGY PLAYS IN THE FUTURE OF EDUCATION?

I am very excited by the new editing and creative media technologies that students are already utilising to make the work that they produce look so professional. Although the pace at which technology is developing is quite daunting at times and AI can be abused, when used well and appropriately it can also enhance creativity and productivity, which is exciting.

## IF YOU COULD HAVE DINNER WITH ANYONE FROM HISTORY, WHO WOULD IT BE AND WHY?

This is a hard one, but I think I'll say the writer Maya Angelou. Her writing is moving, empowering, passionate and inspirational and I would love to spend time getting to know her in person, rather than just through her written word.

## WHAT IS A HOBBY OR INTEREST OF YOURS THAT MIGHT SURPRISE YOUR STUDENTS?

I love rugby union and it's probably one of the things that I miss most about the UK. I helped to coach my daughter's team back home and I loved watching the local teams play. I still watch a bit now, but it's not as big here in Adelaide and definitely not as muddy!

How have you enjoyed getting to know the Pulteney community? I have really enjoyed getting to know the students, the families and the staff at Pulteney. There is a real sense of community and I was made to feel very welcome from day one.



*Welcome James Mingorance, Pulteney's Head of Mathematics.*

James began at Pulteney in Term 3 of 2024. He is committed to enriching students' understanding of mathematics through student agency, creativity, collaboration, and critical thinking.

## WHERE DID YOU WORK BEFORE COMING TO PULTENEY?

I have worked in a range of schools, but before moving to Pulteney, I was the Middle School Coordinator at Southern Montessori School. Working there for nearly eleven years, it was a privilege to lead the students, staff, and families. It was a wide-ranging role where I had the unique experience of expanding a school that was previously primary only into the middle years. Of course, one of the highlights involved leading the maths program.

## WHAT INSPIRED YOUR PASSION FOR MATHEMATICS?

I have always been intrigued by patterns whether that be in art, sport, nature. Strangely, I have had an interest in finding patterns and replicating them, even as a child. Maths is so much more than solving equations and I enjoy helping students to see that. Maths has many practical applications in all aspects of life from budgeting, computing, jobs around the house, and construction to pure maths, there is something for everyone that can be gained from mathematical knowledge.

Finally, I regularly hear that maths isn't a creative subject, but I strongly disagree. There is creativity in all types of problem-solving and enjoy supporting people in the creative process.

## WHAT'S THE MOST REWARDING ASPECT OF TEACHING MATHEMATICS?

The most rewarding part is seeing the 'I get it' moments from students. If they are anxious in any way watching them move into a state of confidence brings fulfilment.

## HOW DO YOU INCORPORATE REAL-WORLD APPLICATIONS INTO YOUR LESSONS?

I always try to connect the work we are doing in the classroom to where it fits in real life. Throughout my career I have been lucky enough to teach a range of subjects, particularly in the middle school so I have a good understanding of the curriculum. As a teacher, I try to be creative and think story telling is really important as it connects students emotionally with what we are doing in the classroom. I am passionate about a range of assessment methods and as my time at Pulteney extends I hope the students will be exposed to a variety of ways to demonstrate their understanding of mathematical concepts far beyond maths tests. I believe context is as important as the content, particularly in the middle school.

## HOW DO YOU SUPPORT STUDENTS WHO FIND MATHS DIFFICULT?

Early in my career I quickly realised that students come into the maths classroom with so many different levels of ability and confidence. One of the things that I work to build in the classroom is a culture of growth where every student is looking to improve on where they are at. I like to bring in visual aids and concrete materials to support students to see the concepts in different ways where possible.

Connecting the learning to real life applications is an important way for students to see the 'why' in their learning building that motivation. Supporting the students to develop a range of strategies and thinking routines to solve problems is an important part of developing them as mathematicians. Lastly, it is about doing our best to meet students where they are at, recognising the differing levels of ability and working up from there.

## WHAT DO YOU HOPE YOUR STUDENTS TAKE AWAY FROM YOUR CLASSES, BEYOND JUST THE CONTENT?

It is important to me that all my students feel seen, valued, and heard in the classroom and I hope that they always feel good about coming to my class. I believe that when students feel that sense of psychological safety, they are open to learning. Beyond content, I hope that students feel they were challenged where they are at, free of stigma so they were able to give it their best.

## WHAT ROLE DO YOU THINK TECHNOLOGY PLAYS IN THE FUTURE OF MATHEMATICS EDUCATION?

Technology is becoming more and more ubiquitous in our lives all the time. I think that there are two ways to look at the role technology plays. One, it is important that we provide students the skills to use technology as a tool and resource to complement their learning but think critically and creatively about its use to support them. The second thing is that we support students to feel that their success is not bound by technology. They need to have the confidence to know how to operate mathematically without constant use of technology, know when to lean into it, but also when to think, 'no, I've got this' and not be reliant on it.



# GRANDPARENTS' DAY



On Friday, 6 September, the ELC and Junior School children welcomed their grandparents and special friends to their school. This cherished annual event celebrated the important role that grandparents, friends, and loved ones play in the lives of young learners.

The highlight of the day was the children's excitement as they showcased their classrooms and shared their learning with their guests. Pride and joy was clearly felt by both the visitors and the eager young show-and-tellers.

A heartfelt thank you to everyone who contributed to making this day so special.



1. Katherine Ma and Etta Woodrow (Year 4) with Bernadette Langan 2. Sophie Liu (ELC) with Jianxin Li and Liwen Xu 3. Cecily Andrew, Edward Munt (Year 1) and Kerry Munt 4. Hudson Bates (Year 4) with Lyn Dobbie 5. Charlie Standish (Year 5) with Sue and Dean Standish 6. Grace and Eleanor Knapp (Year 2 and 5) with Granparents Di and Richard 7. Sophie King (Year 1), Adrian and Roslyn Francis 8. Baljeet, Taqdeer (Year 4) and Kuldeep Kaur 9. Walter Thring (Year 4) with Phil and Jenny Noske 10. Ava Mabikafola (Year 5) and David Burrow with Elodie (Year 5) and Judy Smith 11. Ariel Loh (Year 1) with Steven Tan, Sharon Tan, Derek Loh and baby Oliver Loh

## VALES

The following Vales honour the lives of Mary McKay, Bruce Glastonbury, and Keith Grundy AM, with summaries drawn from the Eulogies shared at their services, respectively. Readers can access the full Eulogies via [Pulteney.sa.edu.au](http://Pulteney.sa.edu.au) or the QR code provided



## Vale MARY MCKAY

On November 2nd, close friends gathered to honour Mary Livingstone McKay, who passed on October 1st, just two weeks after her 101st birthday. She was the beloved wife of Clement (1943) and a generous mentor to many. Mary and Clem maintained a strong connection with Pulteney Grammar, offering financial support over many decades. Clem, a student at Pulteney during WWII, lost his father in New Guinea. With his stepmother unable to cover his school fees, Pulteney and Legacy stepped in, allowing Clem to complete his education. Grateful for this kindness, Clem dedicated himself to giving back.

The entirety of Mary and Clem's estate will fund perpetual scholarships through The Pulteney Foundation, specifically to benefit children unable to afford a Pulteney education—a selfless, legacy. Mary honoured Clem's wishes 29 years after his passing, despite being an Old Scholar of Presbyterian Girls College.

Mary's early years saw her as a window dresser for Demasius Emporium and David Jones, while Clem pursued a career

in banking. They reconnected later and married in their late thirties. With no children, they bought the Brompton Park Hotel, Clem's longtime dream, and ran it successfully for years. Mary, the more outgoing of the two, built connections with local schools and clubs, enhancing the hotel's business.

Together, they cultivated a passion for art, building a valuable collection. In retirement, they moved to Victor Harbor, traveling across Australia and tending to a beautiful garden. Sadly, Clem passed in 1995, leaving Mary lonely but resilient. She threw herself into crafts and community, becoming active in groups like the National Trust and Probus, and building many friendships.

After a stroke in 2022, Mary was rehabilitated at Strathalbyn Hospital, showing determination and humour. When informed she'd be sent in a cab for an MRI, I intervened, eventually taking her myself. Mary, with her characteristic wit, agreed to be "popped" into the car. When she could no longer walk,



Above Mary McKay

she embraced her new wheelchair enthusiastically.

Mary spent her final years at Resthaven, Port Elliot, making friends and enjoying a fulfilling life. She treasured every card and gift on her 100th birthday, valuing her friendships most. Humble, generous, and rarely critical, Mary embodied kindness and grace. Her remarkable legacy of generosity and warmth will live on in the annals of our School.

VALE, Mary McKay.

## Vale BRUCE REEVES GLASTONBURY

Bruce Glastonbury, born on 12 October 1936 to Dudbridge and Gwendolyn, grew up in Millswood. His early years included adventurous train trips to visit cousins and a lively home filled with extended family gatherings. Bruce's schooling began at St George's Goodwood but continued at Westbourne Park Primary and Pulteney Grammar School, where a Choir Scholarship sparked a lifelong connection.

A defining moment came at 14, when Bruce embarked on a 4,000-mile voyage to New Guinea as a cabin boy aboard the Coral Star, gaining skills and adventures that shaped his resilience and character.

Bruce met his lifelong love, Rona Davis, in his teens, and the couple wed in 1959 at Holy Trinity Church. Together, they built a life marked by love, family, and shared values. At age 21, Bruce was installed as a member of the Pulteney Grammar Freemasons' Lodge and eventually went on to become Master of the Lodge. His daughters remember this as a busy time and that Bruce looked particularly handsome in his dinner suit or tails and white gloves, as he headed off to the Lodge.

Bruce's career spanned roles in engineering, sales, and public service at the South Australian Housing Trust.

(1936–2024)

A passionate Pulteney Old Scholar, Bruce excelled in football, playing in the 1955 premiership team. Bruce and Rona moved to Carisfield Retirement Village in 2023, as result of Bruce's declining health. Bruce died peacefully on 14th October, aged 88 years and will be warmly remembered, by many, as a true Navy Blue.

VALE, Bruce Reeves Glastonbury.

## Vale KEITH GRUNDY AM



Above Keith Grundy AM

The name, Keith Grundy sits comfortable with those of WP Nicholls, Rufus Ray and Jock Mackinnon, the great statesmen of Pulteney Grammar School during the 20th century.

Keith Murray Grundy AM was a beloved figure in South Australian education, whose profound impact on Pulteney Grammar School spanned nearly four decades. Affectionately known as KMG, Keith's legacy is one of integrity, compassion, and dedication.

Keith began his teaching career with the SA Education Department in Kingscote on Kangaroo Island, later moving to Karoonda Area School, where he took on the state's longest school bus route, covering 120 kilometres daily. In 1956, he joined Pulteney Grammar School as a Form Master in the Prep School, adding responsibilities such as organiser of sports. His passion for nurturing young minds soon led to his appointment as Master of the Preparatory School in 1966, a position he held for over 30 years.

Under Keith's leadership, the Prep School expanded from 150 to over 300 students. He knew every child by name and would handwrite their reports to reflect, in detail, their strengths and

weaknesses. His leadership combined high standards with genuine warmth, making him approachable and deeply respected by parents and students alike. Keith's dedication extended to the professional growth of his staff, whom he carefully selected for their shared values. He led with a hands-on approach, frequently visiting classrooms to observe teaching practices and provide gentle guidance. His staff meetings were efficient and insightful, as his colleagues respected his thoughtful, well-considered decisions.

Committed to continuous improvement, Keith spearheaded significant advancements, including the 1976 relocation of the Prep School to the Kearns building on Gilles Street. This move enhanced the learning environment and demonstrated his vision for modernising facilities. Beyond Pulteney, he became a respected voice in education, serving as Federal Chairman of the Junior Schools Heads' Association of Australia from 1986 to 1988.

Upon his retirement as Prep Master in 1989, Keith returned to Pulteney in 1991 as Director of Community Relations, and later as School Registrar, before retiring fully in 1998.

Beyond the school, Keith was a founding member of the Specific Learning Difficulties Association of SA, dedicating 25 years to this cause, including six as President. His broader community involvement included being an active parishioner at St Philip's, Broadview, and membership in the Freemasons and the Naval, Military, and Air Force Club. In recognition of his service, he received the Queen's Silver Jubilee Medal in 1977 and was made a Member of the Order of Australia in 1987.

Keith Grundy's influence on education and the community will be remembered by those who knew him as a wise, compassionate leader who inspired excellence through his integrity and vision. His legacy lives on in the countless lives he touched, and his memory will remain a cherished part of Pulteney Grammar School's history.

VALE, Keith Murray Grundy AM.



## WEDDINGS



Congratulations to Angelica Costi ('14) and Adam Russo who were married on Thursday 25 July in Lefkada, Greece.

The old scholars that attended were Con Costi ('79), Paul Costi ('08), Stefan Costi ('11), Dimity Dutch ('14), Julia Sibly ('14) and Zoe Taylor ('14).

# GRACE NEUHAUS

## *top finish in Mongol Derby*

Congratulations to Grace Neuhaus ('20) recently achieved a remarkable feat by completing the Mongol Derby, a 1,000 km endurance race across Mongolia's steppes.

Grace, the first South Australian in ten years to win titles at the Interschool Equestrian Nationals in Werribee, now serves as a lieutenant with the 1st Armoured Regiment at the ADF's Edinburgh base.

The Mongol Derby, widely known as the most challenging equestrian event, requires riders to cover up to 150 km per day on native horses, swapping steeds every 100 km to ensure animal welfare.

Selected as one of 44 riders from 13 countries, Grace invested her savings to participate and raised \$25,000 for Soldier On, with support from the Pulteney Old Scholars' Association and friends. The event commenced on August 7 after two days of training. Riders faced harsh terrain, unpredictable weather, and the

challenge of carrying a maximum of 5 kg of personal gear. Grace encountered several difficulties, including falls and a stomach upset from drinking fermented yak milk.

Despite a two-hour penalty on Day 2, which put her in 17th place, Grace steadily advanced over the next six days. Avoiding local accommodations, she maximized her riding time, often traveling alone. On the final night, she reached the last horse change station alongside two riders. Unable to overtake the second-place rider, they agreed to finish together, securing an equal third place on Day 9.

After a brief celebration, Grace returned to Adelaide and resumed her duties at the 1st Armoured Regiment. In 2025, she will transfer to the 2nd Cavalry Regiment in Townsville as a troop leader.



Above Grace Neuhaus ('20) completing the Mongol Derby

## PULTENEY ALUMNI SAM PRICE LAUNCHES NAIVE WINES

Congratulations to Sam Price ('17), who, over the past two years, has been working toward a wine label with partners Ned Kennett and Andrew Lee. Recently, they launched their brand, Naive Wines.

Naive Wines released its first vintage in 2023 with a McLaren Vale Chenin Blanc and an Adelaide Hills Grenache Gris, selected for their compatibility with the 2023 growing season. Building on this success, the 2024 vintage includes another McLaren Vale Chenin Blanc and a recently launched Nero D'Avola. The brand has quickly found a home in Adelaide's boutique wine scene, with Naive Wines available by the glass and bottle at venues such as Fugazzi, Press, and Leigh Street Wine Room. Bottles are also available for purchase on their website at [naivewines.com.au](http://naivewines.com.au).



Above Sam Price ('17)



## *We remember with gratitude* **REMEMBERANCE DAY**

*On November 11, the Pulteney community gathered to remember the servicemen and women who gave their lives and to pray for all who continue to serve in the defence forces of our nation.*

Reverend Paul Harris led the community in prayer:

“Almighty God, we remember with gratitude all who have faithfully served Australia during the dark days of war and on peacekeeping operations, regardless of the danger to themselves and the separation from loved ones. Most of all, we remember those who gave their lives and pray that their sacrifice may not have been in vain. May we, inspired by their example, dedicate ourselves to building a world of justice, freedom, and peace.”

Old Scholar Angus Winter (2021), currently serving in the Seventh Royal Australian Regiment, spoke passionately about those who suffer as a result of war. He reflected:

“We call to mind those who now struggle with diminished energy, ill health, loneliness, or the inability to do what they once did in service to this community and Australia. We hold in our thoughts those known to us and ask for God’s blessing upon them.”

Old Scholar Jake Penley (1999), Commanding Officer of the First Armoured Brigade of the Australian Army, emphasised the significance of Remembrance Day, describing it as a day of honour and recognition.

“One of the most meaningful events in the Pulteney calendar is the commemoration of Remembrance Day. As a whole school, the community gathers with current and former service members, Old Scholars, and their families to recognise and honour the service and sacrifice of those who have served our country in times of war and peacekeeping roles. The ceremony holds particular importance as we remember the 181 Old Scholars and 53 Old Boys of The Queen’s College who made the supreme sacrifice at war,” said Jake.

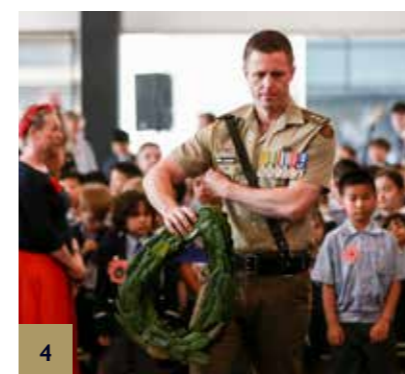
The commemoration included the mounting and dismounting of the Catafalque Party, the laying of the Memorial Cross, and a minute silence. The Concert Choir, the Senior Concert Band, and the trumpeter Leon Gao (Year 9) who played ‘Rouse Sounded’, and Drum Corps delivered exceptional performances, adding grace, solemnity, and emotion to this special event.



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**Top** Siena Pagnozzi, Addison Ritossa and Emily Puah with Old Scholar Angus Winter (‘21) 7 Royal Australian Regiment.

**Right** 1. Catafalque Party from the 1st Armoured regiment, Resting on arms  
2. Queens Old Boys at Remembrance Day Service  
3. Interim Principal Deb Dalwood representing our staff and Lachlan Escreza representing our students, laying wreaths.  
4. Old Scholar LTCOL Jake Penley CSM (‘99), Commanding Officer, 1st Armoured Regiment, laying the ADF wreath  
5. Will Evans 6. Mark Bouchier (‘78) with our oldest Veteran present, Dr John Skipper AM BCOF, aged 102 years.



# DR ALICE ASCARI

## *Advancing Global Health Research on Meningococcal B Infections*

Alice was recently awarded her PhD in Molecular Microbiology from The University of Adelaide for a thesis entitled "The Biogenesis and Homeostasis of the Shigella flexneri Cell Envelope".

Alice was awarded a Dean's Commendation for Doctoral thesis excellence, and completed her doctorate with six research publications, of which four were first-author articles. Alice is now a Postdoctoral Research Fellow at Griffith University working on the pathogen responsible for global meningococcal B infections.



**Above** Dr Alice Ascari ('16)

# OSCAR BRIDGES

## *in Grease the Musical*

An outstanding performer at Pulteney, Oscar was honoured as the 2023 APATA Performing Arts Student of the Year. His professional debut in the national production of 'Grease the Musical', further solidifies Oscar as a rising star in the industry.

Congratulations to Oscar Bridges for his notable achievements to date, and for his continued ascent into the professional performing arts world.



**Above** Oscar Bridges ('23) visiting Pulteney early this year

# SUMMIT OF THE FUTURE

## *Abbey's ('23) Advocacy at the UN Summit of the Future*

Congratulations to Abbey Wilkinson for her outstanding representation of South Australia's youth at the United Nations Summit of the Future in October. Over four days, Abbey passionately advocated for the voices of young South Australians, particularly those aged 14-18 supported by the South Australian Youth Forum (SAYF).

The UN Summit presented a once-in-a-generation opportunity to unite diverse voices to inform critical global initiatives. Abbey focused on three key documents: The Pact for the Future,

The Global Digital Compact, and The Declaration on Future Generations. These documents address sustainable development, equitable access to emerging technologies, and youth as key stakeholders in shaping global policy.

During her time at Pulteney, Abbey's dedication to social justice was evident in both her academic studies and her contributions to the school community.

She was awarded the Dr. Roneal Naidu Award for service to the School above self.

Abbey remains optimistic about the connections and ideas she gained from the Summit, and she is determined to build on this experience to continue empowering others in her quest for a more just society.



**Above** Abbey Wilkinson ('23) at UN Summit of the Future

# A GENEROUS LEGACY: CELEBRATING POSY'S GRADUATION

## *Mr Fred Priest ('49), recently hosted a luncheon to celebrate Posy Smeaton's ('24) graduation from Pulteney.*

Posy has been the recipient of a Fred and Shirley Priest Scholarship since 2015. Fred and his beloved late wife Shirley have made an incredibly generous gift, by way of their estate, to The Pulteney Foundation, enabling many future generations of students to receive a Pulteney education. Congratulations to Posy and again, many, many thanks to Fred.



**Above** Mark Bouchier, Fred Priest, Posie Smeaton and her grandfather, Tim Smeaton ('60)

# HAPPY 107TH BIRTHDAY TO OLD SCHOLAR, COLIN WAGENER ('33)

The Pulteney community proudly celebrates our oldest and highly respected Old Scholar, Colin Wagener, on this incredible milestone.

Born on December 2, 1917, Colin is a WWII veteran who enlisted in 1939, serving as a Sergeant in the 2nd/3rd Composite Anti-Aircraft Regiment.

A true navy blue, Colin remains close to Pulteney. He has been a remarkable exemplar to generations of Pulteney students who have followed him.

**Right** Colin in his Pulteney suit having ridden his new motorbike to school on his 16th birthday, 91 years ago!



## OLD SCHOLAR ENTERPRISE, COMMITTEE TO SUPPORT FOR YOUNG ALUMNI

The Pulteney Old Scholars' Committee recently embarked on a new form of support for young alumni, supporting professional development and community service by way of financial grants. Our inaugural recipients are Isabella Rigda (2019) and Grace Neuhaus (2020).

We have contributed to Izzy's attendance at the United Nations Climate Change Conference COP29 in Baku, Azerbaijan in November.

This was a unique opportunity to support an outstanding Old Scholar to attend a significant global event, with Isabella committing to presenting her experience to the OS and School community in 2025. (Photo right)

Grace recently competed in the Mongol Cup to raise funds for Soldier On, by racing wild horses 1000km across the steppes of Mongolia for 10 days straight. What an amazing achievement! POSA is keen to support our Veteran community and assisting Grace's endeavour was a unique way to do this.



**Above** Isabella Rigda ('19) and Mark Bouchier OAM KSI

## CELEBRATING PROFESSOR LEAH BROMFIELD: 2024 SA'S AUSTRALIAN OF THE YEAR

Pulteney Grammar School is proud to celebrate Pulteney parent, Professor Leah Bromfield, one of Australia's foremost child protection experts, who was recently named 2024 Australian of the Year. Professor Bromfield

has profoundly influenced child protection reforms both nationally and internationally through her work with governments, non-government organisations, and Royal Commissions.

Currently serving as a Commissioner in the Tasmanian Commission of Inquiry into institutional child sexual abuse, Prof. Bromfield's leadership in addressing systemic failures has shaped laws, policies, and practices that safeguard vulnerable children.

The School congratulates Professor Bromfield on her well-deserved recognition, and we are honored to have such an instrumental leader as part of our school community.



**Above** Leah Bromfield

## DR. JENNI GOOLD: SA GP OF 2024

Congratulations to Dr. Jenni Goold who has a long association with Pulteney as a current and past parent on being named the 2024 South Australian General Practitioner of the Year by the Royal Australian College of General Practitioners (RACGP). This award celebrates her exceptional contributions to antenatal care, patient advocacy, and her leadership during the COVID-19 pandemic.

Reflecting on her achievement, Dr. Goold described herself as "thrilled and overwhelmed" and was quick to credit her colleagues. "I pay tribute to my fellow GPs, especially the team I led during the emergency response to COVID-19. Together, we worked tirelessly to care for patients in quarantine and isolation, ensuring they received the support they needed in unprecedented circumstances."

Dr. Goold's career includes significant involvement in the SA General Practice Obstetric Shared Care Program, where she has provided antenatal care for pregnant women.

Her commitment to this initiative reflects her broader dedication to patient-centered care. "General practice is the unsung hero and invaluable cornerstone of our healthcare system," Dr. Goold stated.

Her work not only enhances patient care but also inspires the next generation of medical professionals to uphold the values of compassion, excellence, and community service.

# The 2024 MELBOURNE REUNION



The 2024 Melbourne Reunion was held at Kingston Heath Golf Club, by courtesy of Old Scholar Peter Brownrigg, who is a member. A very convivial afternoon was spent reminiscing and discussing current happenings at South Terrace.



1. Jan and Rick Selth ('63)
2. Dawn and Grag Cambrell ('59)
3. Peter Brownrigg ('61) and Deb Dalwood
4. Mark Bouchier ('78), Jo Bouchier and Richard Waples ('80)

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*Are you interested in  
lending your expertise to  
The Pulteney Foundation?*

The Foundation supports the objectives of Pulteney by managing and growing funds in order to provide financial support to the School for scholarships, bursaries and for critical seed capital for major projects. This is done by fostering benevolence from the School community, through fundraising activities, by championing specific capital raising activities and through the wise and prudent investment of funds.

In doing so, the Foundation acts as custodian and mentor of the keen sense of community and collegiality that exists at Pulteney, with the broad goal of harnessing the talent, interest and resources of the whole School community.

The Board of the Foundation are seeking expressions of interest from suitably qualified community members to join as a Trustee of the Foundation. The Board are looking for community members who are willing to work as part of a collaborative, positive team, for the future good of Pulteney.

Vacancies exist for prospective Trustees in the areas of marketing, business networking, accounting and governance, however expressions of interest with experience in a broader range of fields are also welcomed.

Together with a Curriculum Vitae, expressions of interest should be directed in the first instance to Mark Bouchier, Executive Director of The Pulteney Foundation, and must be received by mail or electronically by close of business on **Friday 14 February 2025.**

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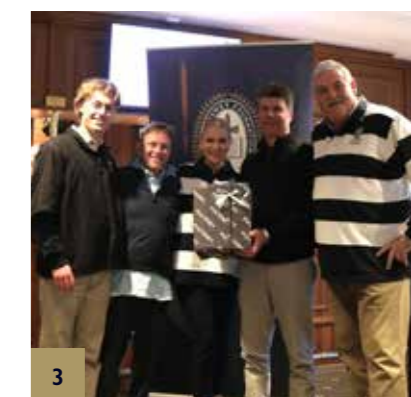
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# Pulteney Foundation GOLF DAY

*Despite the rain,  
the 2024 Pulteney  
Foundation Golf Day  
was a brilliant  
day for all.*

Held at Mount Osmond Golf Club on Friday, 20 September, the day started early and wrapped up with dinner, presentations, and plenty of game-day bragging back at the Club House.

From the stylish polo tops to the camaraderie on the green, it was a fantastic event that brought our community together in true Pulteney spirit. Thank you to everyone who joined us! See you next year!



- Above 1.** Calvin Zarins ('22), Fergus Whitelock ('22), Harry Oates ('22) and Pascal McKenzie ('22)  
**2.** Nathan Van Der Linden, Scott Miller ('11) Sam McGarry ('15) and Ryan Broome  
**3.** The winning team, Samuel Milewski ('21), Sandy Wilkinson and Brenton Milewski ('83), with Suzie Boyaci-Muus and Mark Bouchier ('78)  
**4.** Longest Drive winner John Retsas ('02) and Mark Bouchier ('78)

*Thank you to our sponsors*

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Mellor Olsson, Brenton Milewski of Klemich, Sports Centre.

**BRONZE**  
WFG Gray Plumbers. *kwp*

Drinks supplied by  
Prohibition Liquor Co.

# LONG LUNCH

## *Après Ski*



The Pulteney Foundation's Après Ski Long Lunch was a spectacular event held on Sunday 4, August, and we extend our heartfelt thanks to everyone who attended and contributed to its success. Special gratitude goes to our generous sponsors—Jarmer's Kitchen, Byrne Vineyards, Festival Hire, Prancing Pony Brewery, Amuse Lighting, and Kwik Kopy—whose support made this event unforgettable.

The Après Ski Long Lunch provided an opportunity to come together, celebrate, and support the School's vision. It was a day filled with delicious food, fantastic company, and shared purpose.

Thank you for making this event a success and for continuing to support the Pulteney Foundation. Together, we create a legacy of connection, opportunity, and excellence for our students, past, present and future.



1. Mark and Michelle McGarry, Brian and Cathy Miller, Glenys Snelgrove, Mara and Michael Stephens and Mark Snelgrove
2. Jo Bouchier, Ali Mcleod, Pammie Wall 3. Greg Keene and Amanda Sparks 4. Tanya and Brynn Giles 5. Rebecca Baker, Meg Oates and Linda Jarmer 6. Suzie Boyaci Muus and Palle Muus 7. Mark Bouchier welcoming guests 8. Sam and Eleanor Vial and Meg and Peter Leipus 9. Lyn Heard, Meg Oates and Niki Zhang 10. Matthew Loftes, Greg Atterton and Colin Dudley
11. This way to the ski lift!

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# DIARY DATES 2025

**29** Wednesday  
JANUARY

**FIRST DAY OF SCHOOL**



**30** Thursday  
JANUARY

**JUNIOR SCHOOL  
INFORMATION  
WELCOME EVENING**

6.00pm – 8.00pm



**4** Tuesday  
FEBRUARY

**HIGH ACHIEVERS  
ASSEMBLY**

Robert Henshall Sports Gym  
8:45am



**6** Thursday  
FEBRUARY

**YEAR 7-12 WELCOME  
DRINKS**

Middle and Senior School  
6.00pm – 8.00pm



**14** Friday  
FEBRUARY

**COMMISSIONING OF  
GREG ATTERTON**

Robert Henshall Sports Gym



**28** Friday  
FEBRUARY

**NAVY BLUE FORMAL**

Wine Centre



**6** Thursday  
MARCH

**SENIOR SCHOOL  
ATHLETICS DAY**



**7** Friday  
MARCH

**JUNIOR SCHOOL  
ATHLETICS DAY**



**15** Saturday  
MARCH

**HEAD OF THE RIVER**

West Lakes



**14** Monday  
APRIL

**TERM 1 SCHOOL  
HOLIDAYS**



**20** Sunday  
APRIL

**EASTER SUNDAY**



**29** Tuesday  
APRIL

**FIRST DAY OF TERM 2**



**3** Saturday  
MAY

**OLD SCHOLARS'  
DINNER**

Jarmer's Kitchen



**9** Friday  
MAY

**MOTHER'S DAY  
BREAKFAST**

TBA



**14** Wednesday  
MAY

**YR. 9 – 12 CAREER  
EXPO.**

Pulteney Grammar School



**27** Tuesday  
MAY

**FOUNDERS' DAY**

St Peter's Cathedral and School



**27-31 MAY**

**SCHOOL PRODUCTION  
URINE TOWN**

Thursday 29 May  
12.30pm & 7.00pm

Friday 30 &  
Saturday  
31 May 7pm

Futures Church  
Australia



## PRINCIPAL TOURS

**26** Wednesday  
FEBRUARY

**SENIOR/MIDDLE  
SCHOOL**



**27** Thursday  
FEBRUARY

**JUNIOR SCHOOL**



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