



PRINCE
ALFRED
COLLEGE

PRINCES RECORD

SPRING 2025 | ISSUE #101



Contents

SPRING 2025

02	From the Headmaster	18	Boarding News
03	Funding Major Capital Projects	20	Navigating the Transition Years
04	RED Centre Redevelopment	22	Connected Community
06	Year 1 Reading Program	24	Staff Spotlight - Film and Media
08	Year 5 Musical	26	Winter Intercol
09	Secondary Curriculum Reimagined	27	Indigenous News
10	Short Form	28	Foundation
12	Around the College	29	T.G. Waterhouse Art Tour
14	Outdoor Education – Wambana	30	In Memoriam
16	Singing at PAC	31	Old Scholars



Acknowledgement of Country

We respectfully acknowledge the Kurna people, traditional custodians of the Adelaide Plains, and honour their enduring care for this land for over 60,000 years. Guided by their wisdom and connection to country, we aspire to uphold our College values of Respect, Excellence, Belonging and Endeavour.

Cover: Coral Leader, Stefan Drusian, performing at the 'Piano Man' Music Showcase

Above: PAC students, led by our 2025 Prefects, supporting our First XV Rugby team during the Winter Intercollegiate

Opposite: Will Gibson and Finn McNally hiking in Melrose as part of their Year 9 Wambana journey



Festival City Photography, JKTP Photography, McMahon Imagery, Staff photographers



From The Headmaster

Why Good Buildings Matter



David Roberts | Headmaster

When I was at school, Mr Jackson taught me Year 12 History of Revolutions in a room that could best be described as a small makeshift aircraft hangar. Through the heat of February and March, I barely noticed the discomfort—his passion for the Bolshevik revolutionaries made history come alive for me. I have said previously that good teachers can still teach and inspire students in a white box if there is something to write on and adequate light and ventilation. While this is true, we know that spaces can elevate learning and help inspire both boys and staff.

At Prince Alfred College, we believe that buildings are more than functional spaces—they are formative. They are environments that shape the way boys learn, grow and connect. They reflect our values, foster belonging, and support the development of confident, resilient young men of good character.

Our Master Plan is a bold blueprint for the future, designed to ensure our facilities evolve with the changing needs of our students and the world they inhabit. It prioritises flexible, sustainable and inclusive spaces that support academic excellence and wellbeing. They are investments in the future of boys' education.

Boys thrive in environments that are relational, purposeful, and inspiring. When buildings are designed to support connection and curiosity, they help unlock potential and foster a sense of agency. At PAC, our learning spaces are crafted to encourage collaboration, creativity, and deep engagement – qualities essential for success in a rapidly changing world.

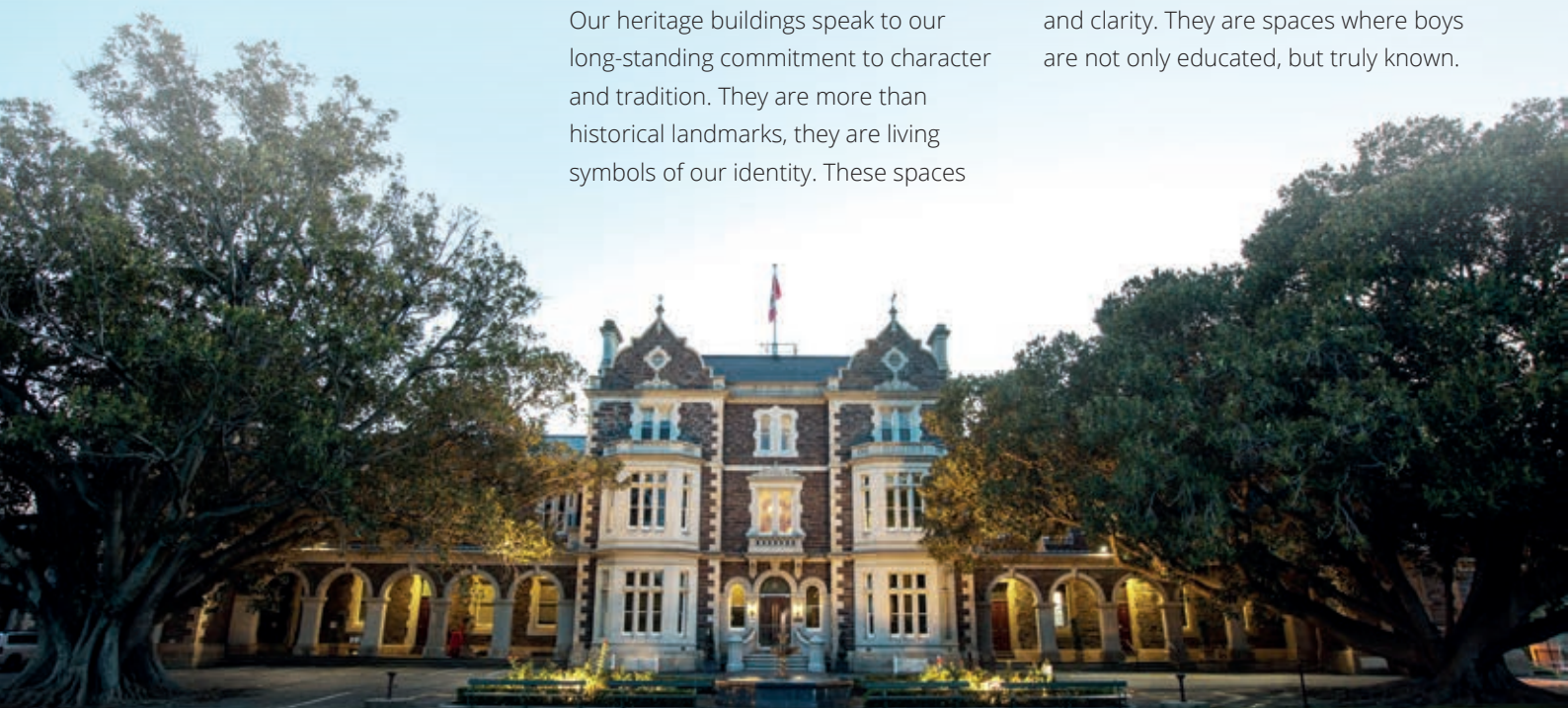
Our heritage buildings speak to our long-standing commitment to character and tradition. They are more than historical landmarks, they are living symbols of our identity. These spaces

foster pride and continuity, reminding each boy that he is part of something larger than himself—a community built on a strong vision, agreed values, and shared purpose.

The wellbeing of boys is central to our design philosophy. Natural light, open spaces, and thoughtful layouts contribute to environments where boys feel safe, supported, and seen. From the Early Learning Centre's celebration of Indigenous culture to the inclusive design of our senior facilities, every space is crafted to nurture emotional growth, social connection, and a sense of belonging.

Good buildings are where lifelong friendships are formed, where values are lived, and where boys come to understand their place in the world. They foster pride in our school community and serve as daily reminders of the legacy each student is part of.

Good buildings matter because they shape the culture of learning. At PAC, they are the canvas on which our boys' futures are drawn—with care, courage, and clarity. They are spaces where boys are not only educated, but truly known.



Funding Major Capital Projects

David Sanders | Chair of Council



The role of philanthropy in sustainable development.

Behind every transformative space is a story of vision, generosity, and community. Funding major capital projects is not just about construction, it's about investing in the future of our boys.

Our Master Plan outlines a strategic and forward-thinking vision for the evolution of our campus. It's a roadmap that ensures our facilities meet the demands of contemporary education, while honouring our heritage. Realising this vision requires considered planning and strong partnerships. Philanthropy plays a vital role in turning aspirations into reality.

Every student at PAC benefits from the generosity of those who came before them. From classrooms and libraries to sporting grounds and wellbeing spaces, our campus is a living testament to the enduring culture of giving that is alive within our community. These gifts reflect a belief in the transformative power of boys' education and the importance of leaving the school better than we found it.

Major capital projects are not just school initiatives, they are shared endeavours with our community. When families and Old Scholars come together to support a common goal, it fosters a powerful sense

of ownership and pride. These projects become symbols of what we can achieve together and they strengthen the bonds that unite our community.

As an independent school, PAC does not receive government funding for the ongoing capital development of buildings and grounds. Instead, we rely on a combination of strategic financial planning, prudent management of reserves, and philanthropic support. This includes drawing from dedicated funds in our Dequetteville Nominees Endowment Fund, established to support long-term infrastructure needs and strategic land acquisitions. Like most schools, the College sets aside funds from school fees each year to help cover depreciation costs and building maintenance. The College will also prudently utilise debt facilities to ensure the successful completion of major projects.

Philanthropic support enables us to build not just for today, but for tomorrow. Our Preparatory School redevelopment that is scheduled for completion in early 2026 has received generous support from the College community through early pledges and our first Giving Day held in May. We are extremely grateful for these

contributions and would like to thank our community for their tremendous support and generosity.

Looking forward, the College Council has approved Stage 2 (Carpark) and Stage 3 (Multi-Purpose Sports Field) of the Master Plan as well as an upgrade to parts of the RED Centre.

Whether it's creating flexible learning environments, enhancing wellbeing spaces or embedding sustainability into our infrastructure, philanthropic gifts empower us to be innovative. They ensure that PAC remains a leader in boys' education, equipped to meet the challenges of a rapidly changing world.

In funding major capital projects, we are doing more than building facilities. We are building futures. We are honouring our past, shaping our present, and investing in the promise of what is to come.

To learn more about supporting capital projects, please contact Director of Philanthropy, Helen Karapandzic on +61 8 8334 1272 or foundation@pac.edu.au.

A New Era in Boys' Wellbeing at PAC

Prince Alfred College is proud to share the exciting new chapter in our commitment to student wellbeing, academic excellence, and community engagement.



Plans are now underway to upgrade our strength & conditioning gym area within the RED Centre—transforming it into a market-leading athletic development and wellbeing space that reflects our values of Respect, Excellence, Belonging and Endeavour.

This initiative, scheduled to be completed in Term 1, 2026, is more than just a facility upgrade. It's a strategic investment in the holistic development of our students—supporting not only their physical health but also their academic performance

and social wellbeing. In today's world, adolescent boys are more body-aware than ever before. Providing a space where they can safely explore their physical development, build confidence, and engage in positive routines is essential to fostering a healthy attitude, positive sense of masculinity and self-confidence.

We know from our research and experience that boys thrive in environments that promote movement, structure, and purpose. Athletic development offers an opportunity

to develop self-determination—through competence, autonomy, and connection. These are foundational elements of wellbeing and motivation.

The upgraded RED Centre has been intentionally designed to support boys at every stage of their development. Our highly qualified and skilled staff under the tutelage of Head of Athletic Development and Performance, Scott Baker, will deliver tailored programs to suit the developmental stage of each group and year level. This supervision and guidance is particularly important

in a boys' school, where leadership, role modelling, and physical engagement play a central role in shaping identity and character.

Moreover, athletic development has been shown to enhance cognition and memory retrieval, directly supporting academic outcomes. By embedding functional movement into our Years 7–12 curriculum, we are not only building stronger and resilient bodies but sharper minds. Our Preparatory students will also have opportunities to engage in supervised and age-appropriate activities within the space.

The new facility will feature a significant increase in space, with Stadium 2 offering a footprint of 864m²—nearly four times the current size. The space features a 'mirrored layout' so that two groups can train at the same time – be it two PE classes or two sport codes. The existing upstairs area will be transformed into space for the rowing ergos as well as Yoga/ Pilates areas to further expose our boys to modern methods of holistic body development. We are currently exploring opportunities for our community to access the Yoga and Pilates classes.

From team-based athletic development to individual training, VET courses, and emerging wellness programs like Pilates and Yoga, the upgraded RED Centre will cater to a wide range of interests and needs. Boarding students will benefit from increased out-of-hours access, and we will work with our senior students to determine how they can

Artist's impression of the Strength & Conditioning Gym in the RED Centre



best utilize this space whilst balancing their classes and study periods next year.

This project aligns with our proud sporting history while adding a modern edge. It positions Prince Alfred College as a leader in holistic education as we develop well-round young men of character. The visually impactful design, featuring a high roof and open layout, will serve as a statement piece for the College and deliver on our Strategic Priority to provide inspiring facilities and environments.

Beyond student use, the expanded floorspace creates renewed opportunities for Old Scholars to continue their connection to our campus after they leave the school.

As we move forward with this exciting development, we invite our school community to share in the vision. The reinvigorated RED Centre is not just a facility—it's a reflection of who we are and what we stand for. It's a place where boys become men of good character, strength, and purpose.

For more information on the redevelopment look out for the regular Master Plan email updates. Old Scholars interested in becoming a RED Centre gym member can register their interest via the below QR code.





Year 1 Reading Program



Last year, Year 12 Prefect, Charlie Waltham, identified both a need and an opportunity: a need for Senior boys to further develop their leadership skills, and an opportunity to reconnect with the Preparatory School. Charlie himself attended the Preparatory School, joining PAC in Year 4. His goal was to strengthen the relationship between the Secondary and Preparatory students in a meaningful and lasting way.

This idea has led to the introduction of the Year 1 Reading Program. Each Friday, a group of Year 11 and 12 students head over to the Year 1 classrooms where they spend a lesson reading stories with our Year 1 boys.

1. Charlie Waltham, Year 12 and Jordi Zhang
2. Thami Nyathi, Year 11 and Hugo Hay
3. Jack Goldup Year 1 left and Tom Neal, Year 11

Of initiating the program Charlie said, "I started the reading program when approached by Mr Chen, who suggested the program could build connection between the Senior and Prep schools. I saw it as a great idea with a lot of potential for us to connect."

The program supports essential early literacy skills such as decoding, fluency and comprehension, while also creating a strong sense of connection to the wider PAC student community. For our Year 1 boys, the program has quickly become a highlight of their week. They eagerly anticipate their time with the older boys, and it has been incredible to watch their engagement with reading grow. Several parents have commented on how valuable and inspiring this initiative has been for their sons.

"As the program has continued and we visit more often, I have found the Year 1s have become more excited about reading which is great to see. We read

all types of books with boys who are at different reading levels which is fun, especially when it is challenging the boys with words they do not know." Charlie said.

"Reading with the boys has been rewarding, but getting to know them has been the best part."
- Charlie Waltham

Year 1 teacher, Kate Ricketts has observed a powerful impact amongst the Senior students sharing, "I've seen them develop authentic leadership skills – learning to be patient, responsible and encouraging. Many have stepped up with a real sense of pride and care."

Charlie agreed, adding, "Every Senior boy loves the Reading Program because of the attitude of the younger boys. Their enthusiasm every time we visit is so much fun. It is an opportunity for us to take a minute to just enjoy what we are doing and it personally makes me feel a lot less stressed."



Year 5 Musical

Kellie McCauley and Sofia Butler | Performing Arts

It was a true delight to work with the three Year 5 classes as they brought Rudyard Kiplin's *The Jungle Book* to life in a vibrant and imaginative stage adaptation. From the first rehearsal to the final performance, the boys demonstrated remarkable enthusiasm, creativity and teamwork. Their commitment to the production was evident in every scene, as they embraced the wild rhythms of the jungle and the timeless themes of friendship, courage and belonging.



Secondary Curriculum Reimagined



Martin McKinnon | Director of Teaching and Learning

In a process of considered reform driven by deep consultation and strategic foresight, the College recently unveiled its final recommendations from the Secondary School Curriculum Review (SSCR). Designed to future-proof learning from Years 7 to 12, the review balances tradition with innovation, offering students greater flexibility, agency, and academic rigour. Here are the four key outcomes:

1. SACE Pathway Reframed: Flexibility, Opportunity & Real-World Relevance

The South Australian Certificate of Education (SACE) pathway is being reshaped to better reflect student needs and future aspirations. Students will now be able to complete the equivalent of five Stage 2 subjects over two years, allowing students to better plan and manage their Year 11 and 12 load. Recognised Studies will expand through partnerships with Adelaide University and onsite VET programs such as Film & Media and Sport Coaching. New subjects including Agricultural Systems and Nutrition are being explored for 2027 and beyond.



2. IB Diploma: Streamlined, Supported, and Sustainable

The International Baccalaureate Diploma Programme (IBDP) will see increased support through “anticipated” subjects like Environmental Systems and Societies offered in Year 11, helping students balance workloads across the two year Diploma. To foster a stronger sense of community, a new IB Core subject will integrate Extended Essay, Theory of Knowledge, and CAS, enhancing research and writing skills.

3. Middle Years Matter: Rigour and Choice in Years 7–10

The Middle Years curriculum is being enhanced with higher-level Science and Humanities classes in Year 10. Experiential learning programs like EduKART and Wambana will be more closely aligned with curriculum outcomes, while elective options in

Years 9 and 10 will be reviewed and redefined, giving students more control over their learning journey and better preparation for senior pathways.

4. A Curriculum for the Future: Strategic, Sustainable, Student-Centred

Guided by the College’s educational philosophy and Strategic Plan 2025–2028, the recommendations aim to build deep knowledge, critical thinking, and lifelong learning habits. The curriculum will be rolled out in phases from 2026 onward, ensuring sustainable implementation across staffing, timetabling, and subject offerings. This is an important step toward a more dynamic, inclusive, and future-ready academic experience.

Dr Di Hu with Year 11, Fred Hassell, in our science lab

Short Form

Prince Alfred College Podcast Series

The College is excited to have launched the Prince Alfred College Podcast series this year. This initiative, led by our 2025



Georgina West



The Hon. Peter Malinauskas



Greg Chappell AO MBE



Jess Stenson

Year 12 Prefect Group, focuses on conversations with interesting people and how they interpret our values of Respect, Excellence, Belonging and Endeavour in their own lives.

The production of the series required students to step outside their comfort zones and build confidence in the new skills they have developed. Our students started by reflecting on our College values and thinking about people they admire in whom they see one of more of our values reflected. They identified and approached potential guests, researched them, prepared their questions, and then recorded - in one take - conversations with some fascinating people.

Our first four episodes feature Ms Georgie West, Deputy Headmaster/ Head of Secondary School, The Honourable Peter Malinauskas, Premier of South Australia, Mr Greg Chappell AO MBE, Old Scholar and former international Test and One-Day cricketer and Ms Jessica Stenson, current parent, dual Olympian, and Commonwealth Games gold medallist.

You can listen to the Prince Alfred College Podcast on Spotify and Apple Music.

We look forward to expanding our podcast series next year, providing opportunities for more boys to participate.

Tarush Jindal Achieves Candidate Master Title

Over the Kings Birthday weekend, Year 7 student, Tarush Jindal, became Prince Alfred College's first ever Candidate Master (CM) in Chess. Such an achievement would be notable at any age, but to attain it at just 12 years old is remarkable. Tarush's achievement places him among the top players in South Australia and makes him the youngest titled player in the state - and the 5th youngest nationally.

In September, Tarush then won the open-age City of Adelaide Championship, one of the highest profile Chess Competitions in South Australia. Earlier this year, Tarush was victorious in the City of Adelaide Junior Championship and the State U18 title.



Prince Alfred College has run a chess program since the late 1950s and has been a leading chess school in South Australia since the 1970s. The College has been State Champion a record 44 times, and is currently on a streak of 16 consecutive titles.

This year, Tarush holds a perfect record of 8.0/8 for the College - winning all seven of his Division 1 matches and his

Intercollegiate match, all while playing at board 1. He is the youngest to do so in the College's history.

For not only his achievements but also his commitment to Chess, the Prince Alfred College community is immensely proud.

Tarush Jindal competing on Table 1 at the 2025 Intercollegiate Chess.

Smart Devices Update – Year 7, 2026

Following implementation at the start of the school year of policy to withhold introduction of smart devices on campus for the Preparatory School, we have seen a pronounced improvement in behaviour, social interaction and engagement in learning among our upper Preparatory students. New and current parents with sons enrolled for Year 7 in 2026 were surveyed in Term 3 regarding extension of this policy into next year. Parents gave overwhelming support for withholding the introduction of smart devices for Year 7 in 2026.

From 2026, Year 7 students:

1. Must not have a smart phone, smart watch, or mirroring technology on College grounds. An exception is granted to help manage a medical condition, disability or learning difficulty.

68%

68% would support the decision as parents to delay the purchase of a smart phone until later in their son's adolescence.

2. Any 'dumb' phone and watches with communication capability must be kept in lockers throughout the school day.
3. Payment methods at the tuck shop include cash, Flexischools or physical debit/credit cards.
4. Year 7 boarders will be able to leave smart devices in the Boarding House, using their student card to gain access to the Boarding House as needed during the week.

78%

78% of parents support the College to withhold introduction of smart phones on the Secondary School campus for students entering Year 7 in 2026.

5. The College recommends that no electronic devices be kept in bedrooms overnight.
6. The College encourages parents to delay the provision of smart devices until a time when you believe your son is of an appropriate age and maturity.
7. The College encourages parents to delay access to social media for all boys in line with government legislation (16 years from 10 December 2025)

Year 11 Students Dig into Green Innovation

In 2024, the College installed a *Foodie F100* rapid composter that transforms over 110kg of daily food waste from our boarding and ELC kitchens into nutrient-rich compost, eliminating the need for off-site disposal and reducing environmental impact.

This initiative has also become a hands-on learning opportunity for Year 11 Business Innovation students. Led by CEO James Hobbs and Vice CEO Finn Wundenburg, the student team developed a business model to package the composted soil conditioner into 10-litre PAC-branded buckets and sell them to the community.



Lachie Calvert and Harry Goldsworthy with the compost

"We're turning waste into something useful and meaningful," says James.

"It's a step toward a more sustainable future," adds Finn.

Teacher, Chris Nicholls, highlights the curriculum value: "Students are

applying real-world business skills in a meaningful context."

Director of Property Services Simon Costanzo notes: "This project reduces our carbon footprint and engages students in environmental stewardship."

The compost buckets went on sale in Term 4, just in time for spring gardening—an inspiring example of sustainability, innovation, and education working together. To find out more about this green initiative and register to purchase a reusable bucket of soil conditioner, scan the QR code.



Around the College

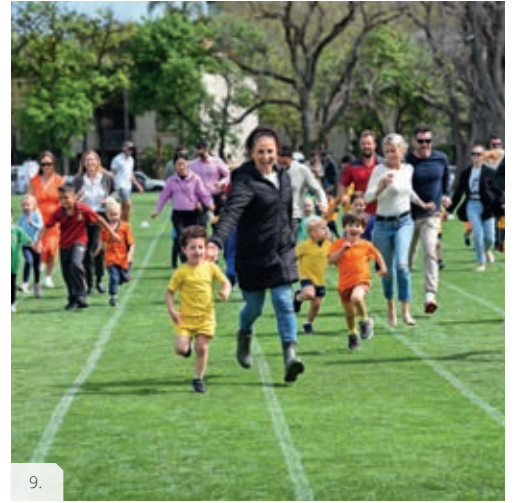


Above and right:

1. Her Excellency the Honourable Frances Adamson AC, the Governor of South Australia, and her husband, Mr Rod Bunten, with 2025 Prefects and staff on a visit to the College.
2. Guest speakers at 'An Afternoon with Geography' including L-R: Danielle Cross, Chris Towers (PAC 2024), Harvey Holme, Year 5, Fraser Newman (PAC 2024), Simon Hackett (PAC 1982), David Roberts and Eddie Lock, Year 12.
3. Year 6 Students visiting the Year 12 Business Innovation Showcase
4. Year 7-12 Co-Curricular Production, Long Tan
5. Zichen (Charles) Li participating in the Year 11 Chemistry Titration Competition
6. Senior & Intermediate Concert Bands accompanying guest artist, Brenton Foster, at the Music Showcase, 'Piano Man'
7. Year 3 students and their friends from Wilderness School viewing the Jack De Vidas art exhibition
8. 2025 Heysen 160 Year 11 participants from PAC and Seymour
9. ELC children participating on Sports Day was an 'all in' activity!
10. Victorious Taylor House Captains, Orlando Antunes and Lucas Drusian accept the overall Shield from David Roberts and Jon Gelsthorpe
11. Year 6 students building beehives in the woodwork room as part of their orientation program to the Secondary School
12. Year 2 student s visiting the Memorial Museum hosted by College Archivist, Kate Pulford and Year 10 archives interns, Harry Paholski and Charles Tang.
13. Adelaide 36ers basketball player and R U OK? Ambassador, Isaac Humphries presenting at the inaugural R U OK? Student Summit held at PAC and attended by students from 15 South Australian schools.
14. The Europe History Tour was an amazing experience and included Italy (pictured at the Colosseum), France, Belgium and Germany.



8.



9.



10.



11.



12.



13.



14.

Wambana: Building Character Through Challenge and Community

Dale Hobbs | Director - Wambana

A Prince Alfred College education is more than academic achievement — it's about shaping young men of character, resilience, and empathy.



One of the most transformative experiences offered to Year 9 students is the Wambana program - a 35-day extended stay based at our College-owned campus at Point Turton on the Southern Yorke Peninsula. Named after the Narungga word for “knowledge and wisdom,” Wambana is a journey of personal growth, outdoor adventure, and community service designed to help boys navigate the transition to adulthood.

The philosophy behind Wambana draws heavily from the teachings of Kurt Hahn, a German educator and founder of residential schools such as Salem. Hahn’s ideals—setting personal goals, developing responsibility, rejecting apathy, cultivating passion, and serving others—are deeply embedded in the Wambana experience. The program encourages boys to reflect on the kind of man they wish to become and equips them with

the emotional tools to make wise, moral decisions throughout life. Boys attend in four groups, one per term.

The Wambana journey begins well before students arrive at Point Turton. In the weeks leading up to departure, boys participate in a transition program at the Kent Town campus, where they learn how to prepare, pack, and mentally ready themselves for the challenges ahead.

The adventure officially begins at Dock 2, Port Adelaide, where, early on a Sunday morning, the boys board the tall ship the *One & All*. The excitement and a few nerves amongst boys and parents are palpable as the boys are waved off from the dock. Under the guidance of the ship’s captain and crew, they learn to sail across Gulf St. Vincent, building teamwork, resilience, and a sense of accomplishment. A highlight for many of the boys is scaling the masts during the voyage.

Upon arrival at the Wambana Campus, students prepare for a four-day cycling tour around the Southern Yorke Peninsula. This physically demanding



expedition fosters endurance, determination, and a deeper connection to the natural environment. After the tour, boys settle into their Wardlis—shared houses where up to eight students live together. This phase of the program is a cornerstone of the Wambana philosophy, teaching boys how to cook, clean, budget, shop, and manage a household. Living in a Wardli cultivates empathy, cooperation, and a newfound appreciation for home life.

Throughout the program, students engage in a wide range of activities that challenge them intellectually, physically, and emotionally. They explore the Great Southern Reef, participate in agricultural science, and contribute to environmental research. Service to others is a key component: boys work with disadvantaged communities, teach fundamental sport skills to kindy children, understanding the impact of their actions on those around them.

Each day, students also spend an hour in solitude, providing space for reflection and introspection—an opportunity to think deeply about their values, goals, and identity. They

spend time writing letters, sharing their experiences with family at home, and they enjoy receiving written correspondence as well. Our regular blog, written by the students, share photos and stories of what they have been accomplishing. During their stay at Wambana, boys have no access to phones or laptops.

Health and wellbeing are central to Wambana. A structured fitness program helps boys build physical and mental resilience, culminating in an 11km beach run that symbolizes their growth and determination. In the final week, in a highlight for many, the group travels to Melrose in the Southern Flinders Ranges, for hiking expeditions culminating in a solo overnight experience.

Wambana is not just a camp—it's a rite of passage. It challenges boys to step outside their comfort zones, embrace responsibility, and develop a deeper awareness of themselves and others. By the end of the 35 days, students return with more than just new skills—they come back with a stronger sense of self, a deeper appreciation for

community, and a clearer vision of the kind of man they aspire to be.

In a world that often emphasizes academic success over personal growth, Wambana stands as a powerful reminder that a Prince Alfred College education nurtures the whole boy. It is a journey of knowledge, wisdom, and transformation—one that leaves a lasting impact on every boy who takes part.



Program Overview:

Day 1: Sail Port Adelaide to Yorke Peninsula
Days 2-5: Cycle Tour
Days 6-29: Wardli Living
Days 30-34: Melrose Expedition
Day 35: Family visit and collection at Wambana



Voices of Confidence: The Power of Singing

Julian Ferraretto | Singing Co-Ordinator

It was late summer, and a crowd was gathered in Adelaide's Botanic Gardens for the Chihuly Glass exhibition. A jazz trio was playing to the masses gathered in the Schomburgk Pavilion when a young man was invited to the stage to join the band – he proceeded to give a captivating vocal performance of Moonlight Serenade and, quite rightly, received an enthusiastic cheer

from the public. The young man, Jack Elms, a Senior student at PAC, had the opportunity to deliver his performance with a professional jazz combo in front of a crowd - not of judges, not family and friends but total strangers – one week before performing this piece at the renowned 'Generations in Jazz' festival. It's the perfect litmus test of where you are as an emerging artist and

a chance to experience the connection and joy your music can bring to the community.

Since joining the College as Voice Coordinator in January, I've witnessed the strength of our singing culture firsthand. With six choirs spanning the Prep and Secondary Schools and a consistent presence at 'Generations in Jazz', PAC has built a program where singing is both valued and visible.



Singing is an extremely powerful form of expression. Participating in the singing program fosters confidence, communication skills, and teamwork – helping our boys to discover their voice, both literally and figuratively. One of our key goals is to continue increasing the number of boys who participate in the ensembles, who sing freely and

Staff Spotlight:

Dr Julian Ferraretto

Andrew Edge | Director of Music

From being a featured guest artist at the Prince Alfred College Sesquicentenary Showcase in 2019 to taking on the role of Voice Co-ordinator in 2025, the Music staff and students have been thrilled to welcome Dr Julian Ferraretto into the faculty this year. There was a reason Julian was chosen alongside Ross Irwin and Michelle Nicolle as our guests for that special 150th celebration – like them, he is a luminary in his field; a multi-style violinist and composer who connects with audiences and inspires young musicians. A home-grown talent, he has gone from winning a host of awards at the Elder Conservatorium to performing at some of Europe's most prestigious venues and festivals.

In addition to his achievements on and off the stage, it is Julian's daily presence around the College



that is particularly exciting for our community. Balancing regular engagements with the Adelaide Symphony Orchestra and University, alongside freelance performing and education clinics, Julian consistently brings the highest levels of authenticity and care to his work at PAC. His genuine love for music and desire to support students and colleagues is appreciated by all. Apart from leading the Vocal Program with energy and expertise, he is directing and arranging for a host of ensembles, tailoring music to the needs of our students to set them up for enjoyment and success.

Julian has also added another string to his bow in 2025, becoming a

published artist with four works published by Trinity University of London Press for their violin examination books. We are very fortunate to have Julian as part of our Music Department – his industry experience and connections will no doubt help enhance the experiences of our musicians during their school years and beyond.

Explore more of Julian's works:



proudly. Part of this is maintaining the high standard of our ensembles and making their excellence more visible in the wider community.

As a jazz specialist and multi-instrumentalist, I've been thrilled by the breadth of ensembles at PAC - choirs, big bands, string groups, jazz combos - and the creative possibilities they offer for cross-collaboration. Highlights have included Year 12 Apollon Velonakis' electric violin feature

with the jazz combo at 'Generations in Jazz', staff joining the combined choirs at the Winter Showcase, and the 'Piano Man' major concert where the string ensembles and choirs united. Singers regularly collaborate with big bands and jazz combos, highlighting the rich, cross-ensemble opportunities available in the Music Program at the College.

I'm excited to be part of a supportive and energised Music team here at PAC and am humbled to be playing a role

in developing our future musicians. I look forward to providing opportunities for the students to connect with professional musicians, mentors, and to explore music as a vocational option or simply as a lifelong passion and an ongoing, rich social connection.

1. Young Voices at the Term 3 Prep Music Showcase
2. Small Vocal 1 at the Piano Man concert
3. Julian Ferraretto on stage at the Piano Man concert

Boarding News: Farming, Family and PAC

Our 150 boarders are a valued part of our College community. In this edition, we hear from the Drew Family from Burra, who share what life is like on their farm and how their son, Henry, Year 10, balances farm life and his life as a boarder at PAC.

Penny & Simon Drew Burra

How have recent weather conditions affected your farm operations and daily life?

Drought conditions have brought significant challenges to our farming operations. Pastures and water sources are stressed, requiring more intensive livestock and crop management. We're checking windmills, troughs,

and water supplies more frequently, and the rising cost of feed has put pressure on financial operations. Careful management of funds is crucial, especially after last year's reduced production.

What changes have you made on the farm to adapt to dry conditions?

We've reduced livestock numbers to ease pressure on pastures and water. Fertiliser use was decreased this year,

as nutrients from last year remain in the soil. We've also reduced casual staff hours to manage wage expenses, meaning more responsibility for the family—especially our son, Henry, who has an increased role to carry the extra workload. We've carefully chosen more drought-resilient crop varieties and prioritised soil health through regular testing, minimal disturbance, and stubble retention. Fencing and infrastructure upgrades are on hold, with focus on maintaining essential farm plant and equipment.

How do local families and communities support each other during tough times?

The connections between local families and rural communities are especially strong during hardship. Informal chats at the local store or over coffee offer support and advice. Mental health and wellbeing is now a bigger focus, with funding available for community gatherings. Initiatives such as the Men's Shed and Fat Farmers encourage farmers to connect, share and improve their physical and mental health. Weekly country sports—football and netball—play a significant supporting role, as are simple interactions like bonfire chats, phone calls or roadside conversations.



1.

Can you share a moment when your son surprised you with his maturity or contribution on the farm?

When Henry was 13, he took on a major role during harvest—operating a John Deer tractor with a chaser bin, working independently alongside the header, collecting the grain and transferring it to the field bins. This milestone in his development showed his capability and maturity as a valuable contributor to the farm. Though he's driven tractors since age four, this was his first time playing such a key role. His work ethic, independence, adaptability, resilience and critical thinking skills continue to impress us. He handles long harvest days, checks sheep in the hills, and shows great initiative—especially during drought, when the workload increases.

What do you wish more people understood about farming in Australia, especially during challenging weather?

We'd love people to better understand the effort behind everyday staples like meat, milk, and bread. These products are only available thanks to the hard work of farming families. Farming is deeply weather-dependent—droughts, floods, hail damage, green droughts, dust storms and mouse and locust plagues are all beyond our control. Loss is part of life on the land, and not every season is successful.

We also operate in a global marketplace, where prices are unpredictable and beyond our control. As price takers, rather than price setters, we must navigate economic forces as well as environmental ones.

Tell us about your boarding experience at PAC:

A PAC education and boarding experience have broadened Henry's



2.

horizons beyond the farm. He's connected with boarders from across Australia and overseas, as well as day students. Henry now has access to subjects and sports not available at home. It's encouraged his growth in independence and maturity, supported by positive mentors.

We hope that day students also benefit from having boarders in their community — learning from their resilience, adaptability, and independence.

Henry Drew
6th generation PAC student, Year 11

What's your favourite thing to do when you're at home?

I love riding my motorbike around the property—it helps me relax. I also catch up with friends from Burra Community School, play footy for my local BBH club, and I enjoy a round of golf at the Burra or Clare golf courses.

What role do you play on the farm during holidays?

In winter, I ride my motorbike around the property managing livestock, checking feed and water levels. In summer, it's harvest time and my



3.

role shifts to the cropping side of our farm business. I drive the tractor with the chaser bin, carting grain from the header to field bins and moving bins between paddocks. We also shear in January, so I help bring sheep into the yards and work in the shed. It's really hot and the days are long.

Is it hard to balance school life with your responsibilities at home?

Yes, it can be. When I'm home, I get distracted by activities on the farm, which make it hard to focus on schoolwork. This balance is especially challenging during harvest as often I am tired from the long hours in the tractor.

How do you feel when it's time to leave the farm and return to school?

I sometimes feel reluctant to leave because at home I can relax, ride my motorbike, and take a break from focusing on academics. But once I'm back at the boarding house, it's great to see my mates again.

-
1. Simon, Penny and Henry Drew at their property in Burra, South Australia
 2. Henry on his much-loved motorbike
 3. Henry at work in the John Deere tractor

Navigating the Key Transition Years

David Roberts | Headmaster

At Prince Alfred College, we recognise that the journey through school is marked by key transition points—moments of growth, challenge, and opportunity.

The entry into Reception, the move from Year 6 into Middle School, and progression to Year 11 and 12 are key stages in a boy's development. In addition, our flagship program, held at Wambana for Year 9 students, is deliberately positioned at a time in our boys' development when it can have maximum positive impact. Each transition is carefully supported to ensure boys benefit academically, socially, and emotionally.

Reception: Foundations for Learning and Belonging

The transition into Reception is a boy's first step into formal schooling. At this stage, developmental milestones are focused on building social skills, emotional regulation, and early learning habits. Our Reception classrooms are designed to be nurturing yet structured, with predictable routines that help boys feel secure and confident.

Parents play a vital role in this phase—establishing consistent routines at home, encouraging independence, and maintaining open communication with teachers. Our educators work closely with families to ensure each boy feels known, supported, and ready to learn.

Year 6 to Year 7: Embracing Change and Responsibility

The move into the Middle Years is a significant shift. Boys encounter new environments, increased academic expectations, and a broader social landscape. This is a time when executive function skills—such as organisation, time management, and emotional self-regulation—become increasingly important.

At PAC, we support this transition through structured orientation programs starting in Year 5 and 6, along with strong wellbeing care, and clear academic routines. Homework

expectations increase, and boys are encouraged to take greater ownership of their learning. Further leadership opportunities emerge, with roles in the Student Voice Committee, House activities, peer mentoring, and co-curricular programs.

Parents can support their sons by helping them establish effective study habits; considered use of technology; ensuring boys are responsible for their belongings; encouraging open conversations about friendships and challenges; and staying connected with Tutors, Heads of House, and class teachers.





Supporting boys through Key Educational Transitions



Year 11: Academic pathways

Year 11 marks the beginning of the final phase of schooling—a time of academic rigour, personal growth, and leadership. Boys are expected to manage demanding workloads, set long-term goals, and model the values of the College for themselves and for younger students.

Leadership is formalised through roles such as House Captains, Prefects, and co-curricular leaders. These opportunities help boys develop confidence, empathy, and a sense of responsibility to others.

Support structures remain strong, with Tutors, Heads of House, subject teachers, Boarding staff and wellbeing staff working in partnership with families. Parents can assist by fostering independence, encouraging balance, and helping boys navigate the pressures of senior study.

A Community of Support

Across all transition years, the strength of the PAC community is a constant. Families support one another, share experiences, and contribute to a culture of care. Whether it's through parent networks, College events, or informal connections, this sense of belonging enriches the journey for every boy.

What Success Looks Like

At PAC, success is not defined solely by academic results. It is seen in the confident, compassionate, and capable young men our boys become. It is reflected in their relationships, their resilience, their capacity to hold a conversation with anyone regardless of perceived status, and their readiness to contribute to the world beyond school.

1. Downtime and developing social skills are essential in times of transition
2. Reception students celebrating successful 'hair growing' on their plants

- Establish consistent routines for sleep, meals and reading
- Build confidence by celebrating effort and small achievements
- Stay connected with teachers and attend school events
- Encourage independence – belongings, homework and time management
- Support balance with a healthy mix of academics, sport, hobbies and downtime
- Be available to listen and talk openly about change
- Provide support and limit screen time appropriate to the age of the boy.

Connected Community



1.



2.



3.



4.



5.



6.

Above and right:

1. FoPAC Quiz Night – Team Yellow Brick Road
2. FoPAC Quiz Night – Team Cleopatra
3. FoPAC Quiz Night – Team Jurassic Park
4. FoPAC Ladies in Red Lunch
5. Our generous MC, Jade Robran, on stage with Mary Centofanti, CEO of Davroe haircare at the FoPAC Ladies in Red Lunch
6. Boarding mums at the Ladies in Red Lunch
7. Marisa Flower with sons, Max and Petey, at the Mother's Day Breakfast
8. Michelle and Dino Mennillo, Chair of College Council, David Sanders and Dallas Sanders at the 'Piano Man' Music Showcase
9. Secondary School Athletics Day FoPAC BBQ volunteers
10. Our wonderful PAC Giving Day FoPAC volunteers
11. Georgina Duckworth with her sons Harrison, Humphrey, Teddy and Wilbur at the Mother's Day Breakfast
12. Xander, Year 7, and Teddy, Year 4 volunteering at the FoPAC Winter Intercol BBQ
13. Our POAC Sporting Clubs hosted a BBQ lunch and information session for our Year 12s to learn more about our Old Scholars' clubs
14. Director of Co-Curricular, Troy McKinnon, John Morgan and Headmaster David Roberts at the 'Piano Man' Music Showcase
15. The Prinsloo and Arnold families celebrating the Rugby Intercol win.
16. Paul Van Minnen with sons Sunny and Bram at the Father's Day Breakfast



To get involved with Friends of PAC please email our FoPAC President, Khanh Chong, at fopac@pac.edu.au

Staff Spotlight

Michael Oomans | Film and Media Teacher



In this issue, Secondary School Film and Media Teacher, Michael Oomens, shares his passion for the medium and reflects on fostering critical thinking, emotional literacy and self-expression – skills essential for the development of well-rounded young men.

Tell us a little about your professional background:

Before joining PAC in 2011, I worked overseas in the UK and Asia, during which time I also earned my Master's degree. My wife and I travelled to the UK in 1998 and my career really began with teaching in a school in inner city East London. Following this, we moved to the International School Manila, where I first had the opportunity to teach Film.

What appealed to you about working at PAC?

When moving back to Adelaide, PAC appealed to me as it demonstrated a commitment to a well-rounded education for boys, which included the Arts. The opportunity to contribute to

a vibrant learning community with high expectations around student success was incredibly motivating.

Tell us about the Film & Media curriculum at PAC

At PAC, Film and Media is offered across Years 10 to 12. In Year 10, students study a broad range of units following the Australian Curriculum. These include filmmaking essentials like cinematography, editing, sound and production design as well as the history of Australian cinema. In Year 11, students can pursue the IB pathway, either as part of the full diploma or as a credit towards their SACE. The course has a focus on production, theory, analysis and history.

How do you help students balance creativity with critical analysis in your class?

I encourage students to approach Film as both an art form and a discipline. The course is unique in prioritising storytelling over technology. Creative decisions are governed by what the boys are trying to say and then looking at how the technology can be applied rather than the other way around.

What career pathways can the study of Film support?

Studying Film and Media opens doors to a wide range of careers—not just in the film industry, but also in media, communications, and advertising. A lot of major corporations and government agencies have people producing short and long form video content - including at PAC. The skills students develop—visual literacy, collaboration, project management, and critical thinking—are highly transferable and increasingly valued in modern workplaces.

How does the inclusion of Film in the curriculum support the educational needs of boys?

Film and Media offers a dynamic and expressive outlet for boys to engage with ideas, emotions, and narratives in a way that feels relevant to them. It fosters empathy, collaboration, encourages safe risk-taking, and allows for hands-on personal storytelling—all of which support emotional intelligence and communication.

Film and Media Teacher, Michael Oomens, with Year 11 students Ollie Dennis and Gabriel Yeo.

Webber Fellowship: AI in Education

The Webber Fellowship is enabled through the generosity of past Headmaster Dr Brian Webber (1988-1999). In 2025, the Webber Fellowship is awarded to two staff who are undertaking professional development in the field of AI Integration.

**Daniel Goldsworthy,
Director ICT Services**

As part of my Brian Webber Fellowship, I have focused on building artificial intelligence (AI) capability across our administrative teams, with a particular emphasis on safe, effective, and ethical use of generative AI tools like Microsoft Copilot. A key initiative has been the delivery of a professional development session for administrative staff, designed to demystify AI and equip them with practical skills for everyday use. The session covered foundational AI concepts, prompt engineering, and real-world use cases such as drafting emails, summarising documents, and creating Excel formulas. We also addressed ethical considerations and data protection, aligning with the Australian Government's Voluntary AI Safety Standards.

In addition, I have attended a national conference that explored the current and future possibilities of AI, including business challenges, innovation strategies, and the latest advancements in cloud AI services.



L-R: Angela Rankine, Laura Pascale, Michael Oomens, Dr Brian Webber, Daniel Goldsworthy, David Roberts and Chris McGuire

These learnings will inform the next phase of my Fellowship work, particularly around ensuring we create the appropriate foundations for how we develop and apply AI across the College.

**Michael Oomens,
Film and Media Teacher**

We have seen AI tools like ChatGPT become increasingly prevalent. Working alongside Daniel Goldsworthy, my fellow Webber recipient, I am focussed on "prompt engineering" – the skill of crafting effective instructions for AI systems to generate useful responses.

When working with AI tools and prompts, it is useful to think of the process as learning a new language for collaboration. Rather than simply asking AI to "write an essay about climate change," effective prompting might involve creating a specific persona: "You are an environmental scientist addressing Year 9 students. Explain climate change using three

concrete examples they can observe in their local area." This approach, called "persona prompting," dramatically improves AI outputs. It supports, rather than replaces, student learning and provides opportunities for students to personalise their learning by inserting details about "their local area" into the prompt for deeper context.

My findings reveal that AI works best as "co-intelligence" (Mollick 2024) – a thinking partner rather than a replacement. Teachers are starting to use these tools to differentiate learning materials, create personalised resources, and plan engaging lesson sequences. As AI reshapes the world our students will enter, we must learn not just to use these tools, but to preserve the uniquely human elements – creativity, authenticity, empathy, and critical thinking – that remain central to excellence in education, and life.

Winter Intercol



Basketball



Chess



Football



Debating



Table Tennis



Squash



Rugby



Hockey



Soccer

This year, the Winter Intercollegiate fixtures were hosted at Prince Alfred College. We were blessed with good weather in what had been an at times wet and windy season. First contested in 1871, this historic rivalry continues to bring our communities together with respect and passion.

Our boys can hold their heads high as they displayed outstanding sportsmanship and team spirit throughout.

2025 Winter Intercollegiate Results

Soccer SPSC def PAC 3-1

Squash PAC def SPSC 3 sets to 1

Table Tennis SPSC def PAC 18 sets to 2

Rugby PAC def SPSC 29-17

Hockey SPSC def PAC 3-2

Chess PAC def SPSC 7-3

Debating PAC def SPSC 2-1

Basketball PAC def SPSC 65-57 (ET)

Football PAC 15.13-103 def SPSC 11.4-70

Indigenous News:

Ben Lewis | Aboriginal Program Co-Ordinator

The Aboriginal and Torres Strait Islander Knowledge Centre at Prince Alfred College has quickly become a vibrant hub of experiential learning.

The Knowledge Centre is alive with activity, with classes regularly visiting to explore the richness of Aboriginal cultures and languages. Many sessions begin with a smoking ceremony at the front of the College before students enter the space, an important protocol that reinforces respect and shared understanding.

Inside, the walls are covered with striking six-metre-long collaborative canvases, created by the whole College, under the guidance of Aboriginal and Torres Strait Islander students. These works are more than art: they are visual statements that place Aboriginal voices and leadership at the heart of learning. In this way, every student contributes to a collective cultural story.

Regular visits from Uncle John deepen these experiences, sharing intergenerational knowledge and first-hand teaching. Students engage with artefacts, a class set of didgeridoos, and over 300 publications in the Centre's library collection. A current display features every NAIDOC poster since 1972, connecting history with

the present, encouraging students to add their own voices. Meanwhile, the family wall, filled with photos from home, personalises the space and highlights the importance of identity and belonging for our students.

The Knowledge Centre is significant not only for its cultural content but for its accessibility to both Aboriginal and non-Aboriginal students. Recess and lunch check-ins provide a safe and supportive environment, and families visiting Adelaide are welcomed here, extending its role beyond the classroom. This reflects the principles of reconciliation: creating shared spaces where cultural exchange is reciprocal and respectful.

Learning here is not passive. Students begin with direct participation in ceremony, then pause to reflect on its meaning and connect it to larger cultural and historical contexts. From there, they are encouraged to carry those insights into friendships, classrooms and everyday life.

The Knowledge Centre also highlights the leadership of our Aboriginal



students. It celebrates their voices, knowledge, and cultural strength. In this way, Aboriginal students are not only participants but leaders, contributing the identity of the College.

The Knowledge Centre is more than a room. It is a living, evolving space for cultural pride, mutual respect and stronger relationships across the community. By embedding Aboriginal knowledge into daily school life, it ensures reconciliation is not just studied but lived.

-
1. Year 12, Anthony Long, hosting Year 4 students for a cultural workshop in the Knowledge Centre
 2. Uncle John offering a Welcome to Country and Smoking Ceremony to Year 9 students.
 3. Uncle John working with Year 4 students on connection to Country.



Foundation: What Will Your Legacy Be?

Helen Karapandzic | Director of Philanthropy

What does Prince Alfred College mean to you? For many of us, it's where lifelong friendships are formed, values are shaped and the foundations for successful futures are formed. Whether your connection is through your own time at the College or through your children or grandchildren, there's a shared sense of pride and belonging that stays with us.

During a recent visit to Tasmania, I had the pleasure of catching up with two Old Reds and fellow members of the T.G. Waterhouse Society – Dan Dienes (PAC 1981) and his wife Katrina, and Owen Bartrop (PAC 1950). It was a joy to connect – and even better, to introduce them to one another. Both men enjoyed catching up and discovered they had much in common. It's a lovely reminder of the bonds and shared experiences that unite us.

Leaving a gift to the College in your will is a powerful way to give back – one that helps ensure future generations of boys can enjoy the same opportunities and experiences. It is something anyone can do. Even a small gift can



Dan and Katrina Dienes at home in Tasmania

have a meaningful impact, supporting scholarships, enhancing facilities, funding special programs or simply assisting where the need is greatest.

"For me, PAC was more than my school. A difficult home life made me appreciate my time on campus perhaps more so than many of my peers. School was in many ways, my refuge. The breadth of experiences offered both inside and outside the classroom gave me wings – it enabled me to become the best possible version of myself."

We recently retired to country Tasmania, a long-held dream. Acknowledging the privileged lives we have both been fortunate to live, we wanted to help others and be useful members of our community. We made a mutual decision to remember Princes and leave a portion of our estate to the school.

Our hope is to inspire another young man to be the best version of himself, to know that he too can prevail."
~ Dan Dienes

If you're thinking about giving back in a lasting way, a gift in your Will is a meaningful way to do so. To learn more, please contact Helen Karapandzic on +61 8 8334 1272 or foundation@pac.edu.au, or scan the QR code.



An Afternoon of Connection and Culture



1.



2.



3.



4.



5.



6.

Those who choose to remember Prince Alfred College in their Will are welcomed into the T.G. Waterhouse Society – a special community of supporters who share a commitment to the future of the College. Members are invited to come together at a special event each year. This year, we hosted an afternoon tea with the Headmaster, followed by a curated tour of the College's art collection with College Archivist, Kate Pulford, and renowned art curator, Ken Orchard. Guests also had the

opportunity to hear from current art students and young Old Scholar and artist Henry Cockington (PAC 2015) who shared insights into their work. With many of the artworks on display the result of gifts and bequests, it was a meaningful occasion that both fostered connection and celebrated the enduring impact of philanthropy on the cultural life of the College.

Above:

1. Ken Orchard, Adrian Brown and Christopher Dibden (PAC 1960)
2. Ben Motteram (PAC 1987) and Annie Richards
3. Carol Spangler and Barbara Trappett
4. Margaret and Alan Letcher (PAC 1966) in the PDC
5. Henry Cockington, Kate Pulford and Christopher Dibden discussing Henry's portrait of Old Scholar, Greg Chappell
6. Year 11 student, Taine Meyer, sharing his portfolio of artworks with guests

In Memoriam

In Memoriam: Geoffrey Bretherton Bean, A.M., M.A. (Cantab.), Cert Ed., F.A.C.E. 1934 – 2025
Headmaster, Prince Alfred College
1970–1987



We remember with deep respect the life of Geoffrey Bretherton Bean, a transformative educator and leader whose legacy continues to shape the Prince Alfred College community.

Born in Sunderland, England, in 1934, Geoffrey was raised in a family with strong Wesleyan and educational traditions. He attended The Leys School in Cambridge and later studied economics and geography at Jesus College, Cambridge.

In 1969, Geoffrey was appointed the 7th Headmaster of Prince Alfred College. Arriving in Adelaide, aged 35, in January 1970 with his wife, Margaret, and their three children, he led the College through a period of renewal, emphasising compassion, discipline, and character development.

Even after his retirement in 1987, Geoffrey remained a devoted supporter of the College. Geoffrey was awarded PAOCA Honorary Life Membership on 31 December 1996. In 2018, the Geoffrey Bean Boarding Scholarship was established in his honour.

His philosophy of education was

eloquently expressed in his 1971 Speech Night address:

"I would like to think that we at Princes are not going to be judged solely by the success of our First XVIII or by the number of boys whose names appear in the General Honours List, but rather by the quality of the personal characteristics of the boys who leave the school, and by the service which they offer to the wider community after leaving us."

Geoffrey Bretherton Bean's life was one of service, integrity, and profound impact. He will be remembered not only for his academic and professional achievements, but for the lives he touched, the values he upheld, and the legacy he leaves behind.

Geoffrey is survived by his children—Kathryn, Heather, and Nigel (PAC 1972–1983)—his grandchildren, and the many students, colleagues, and Old Scholars who carry forward his example.

In Memoriam: Dr Brett Andrew Gooden MD, PhD, FBIS 1943 – 2025
(PAC 1953–1960)



Prince Alfred College mourns the passing of Dr Brett Gooden, a distinguished Old Scholar whose life was marked by scientific excellence, clinical service, and enduring generosity to the College.

After graduating from PAC in 1960, Brett studied medicine at the University of Adelaide, earning his MBBS in 1967. His fascination with aerospace medicine led to groundbreaking research in aviation and diving physiology, culminating in a Doctorate in Medicine in 1972.

In addition to his clinical medical practice, Brett remained active in research and authored several books on aerospace and diving medicine.

A passionate supporter of PAC, Brett served on the Foundation Scholarship Fund committee and established the Brett Gooden Space Science Scholarship, inspiring future scientists and engineers. He was inducted into the Princes Man Gallery in 2023.

Brett is survived by his children, Ben (PAC 1981-1992), and Rebecca, his grandchildren and the many students past and present with whom he shared his knowledge.

Old Scholars



President's Message

As the end of the school year, and calendar year, rapidly approaches so does the conclusion as my first year as President of the PAOCA. With the majority of Old Collegians' events now behind me (at time of writing!), it has given me time to pause and reflect on how thoroughly enjoyable the year has been so far.

To date, I have attended dinners in Melbourne, Darwin, Brisbane, Perth, Sydney, Canberra and Loxton (the regional Riverland Dinner), attended five reunions, the Father and Sons Breakfast, and several events during Old Scholars' Week, ranging from intercollegiate events as well as the Old Old Boys' Assembly. Old Scholars' Week culminated in a successful Annual Dinner, held on Friday 25 July at the Adelaide Convention Centre with guest speaker Gillon McLachlan.

Of course, as Reds, one of our favourite things to do is to take on Saints! This year, we competed against the old foe in 14 Intercol events. I'm pleased to report resounding victories in Lawn Bowls, Texas Hold'em Poker, Chess,

Badminton, Squash, Snooker, Basketball and my first Intercol win in over two decades, the Wine Tasting Intercol! We also placed a very respectable second in Cricket, Football, Tennis, Golf, Bridge, Snooker and Hockey.

In addition, we held the second Old Reds' Footy Tipping Competition and I am pleased to report that Lachie Wicks (2005) received the trophy and first prize of \$500.

Having the opportunity to meet so many Old Reds, from recent school leavers up to some of our oldest Old Boys, reliving their time at the College and learning about their life journey's since, has been a fascinating and hugely rewarding time for me. I thank each and every one of you that has made this such an enjoyable year.

Our extremely close relationship with the College continues to grow, and we have been fortunate to have many teachers and staff attend our events this year. A special thanks to Headmaster, David Roberts, who has attended the majority of these events, whether local or interstate, whose updates on the College's current status and future plans is always warmly welcomed by our attendees. David's attendance at our monthly Management Committee meetings is also very much appreciated, as is his succinct and pragmatic updates, providing the Management Committee with the relevant information to mould how we

best interact with current students, our future members.

The PAOCA are aware the continued strength and success of the College in turn impacts our Association and we eagerly monitor the school's plans and how we can assist. As such, I am pleased to announce that the PAOCA donated \$100,000 toward the Preparatory School redevelopment, where the youngest of our future members will enjoy state-of-the-art facilities to kickstart their learning journey at Princes. The PAOCA would not be in a position to make such contributions without strong fiscal management, and I would like to acknowledge our recent long time Treasurer John Jovecivic (2000), current Treasurer Alan Letcher (1966) and the Finance & Audit Committee for their diligent handling of Association finances.

I can't overstate how fortunate we are to be members of the Prince Alfred Old Collegians' network.

Cameron Ballard (2001)
President

Old Scholars' Week

Old Old Boys' Assembly | Friday 25 July 2025 | Prince Alfred College



This page:

1. Peter Cooper (1952), Hunter Roach, Gordon Prest (1945), Angkor Chau, Graham Wicks (1946) and Leo
2. Rod Southwood (1969) with his grandson Jack (Year 11)
3. Attendees at the Old Old Boys' Assembly
4. The new Old Old Boys – Standing: Thomas Hawkes, Wayne Copping, Rod Southwood, Peter Warnecke, Henry Cleland and Kandiah Umapathysivam
Seated: Philip Burford, Michael Pemberton, Chris Booth, Richard Daniel, David Thiem and John Michael
5. Ian Siegele (1962) and his brother Roger (1957) with Zach Floreani (Year 12) and Oliver Siegele (Year 11)
6. Peter Crouch (1974), Glenn Cooper (1968), Rex Wilson, Chris Brown and Rob Hall (all 1966)



Annual Dinner

Annual Dinner | Friday 25 July | Adelaide Convention Centre



Above:

1. Members of the PAOCA Management Committee with Guest Speaker Gil McLachlan, Peter Mourtzios (2017), Rob Hall (1966), Alastair Murray (2007), Andrew Sullivan (1998), Christopher Covino (2006), Gil McLachlan, PAOCA President Cameron Ballard (2001), Mark Henderson (1997), John Jovicevic (2000), Patrick Deegan (2008), Rex Wilson (1966), Fred Hamood (1970) and Headmaster David Roberts
2. Liam Thompson, Tristen Unerkov, Angus Leopold, Matthew

- Economos, Luke Stevens and Yahel Josiah (Class of 2023)
3. Harry Hockney, Campbell Porter, Hugo Barry and Lewis Smith (Class of 2017)
4. Ket Katdare, Stuart Harkness, Samuel Whittle, Ben Parkinson and Scott Baker (Class of 1990)
5. Sam Heuzenroeder (2024), Jake Heuzenroeder (2020), Henry Bruce, Aryan Madan, Tom Turnbull and Max Whittle (all 2024)

Reunions

Class of 2005 Twenty Year Reunion | Friday 8 August | The Kent Town



Left and below:

1. Tom Hansen, James Heaslip, Lachie Wicks and Henry Lawton
2. Phil Behrens, Tom Riggs, Blake Sanders, Randall Lloyd and Ben Riggs
3. The Class of 2005



Class of 1995 Thirty Year Reunion | Friday 12 September | The Seven Stars



Above and left:

1. The Class of 1995
2. George Chirakis, Luke Foster and Ben Haines
3. Marcus Ashby and Ed Reddin

Class of 1985 Forty Year Reunion | Friday 22 August | The Lion



Above:

1. The Class of 1985
2. Matthew Wiesner, Nick Reade and Kym Russell

3. Mark Penniment, Ian Simpson, Bruce Hosking and Nick Clarke
4. Nigel Parsons, Peter Bilyk, Andrew Stewart and Ben Mills

Class of 1975 Fifty Year Reunion | Friday 19 September | The Rezz



Above and right:

1. Mark Manning, Andrew Mason, Chris Riggs, Peter Jenkin and Chris Jones
2. Chris Luxton, Andy Kneebone, Wayne Hann, Nick Gray and Andrew Olsson
3. Peter Barton, David Blanch and Chris Riggs
4. The Class of 1975 with PAOCA President Cameron Ballard (seated far left) and Headmaster David Roberts (seated)



Dinners

Melbourne Dinner | Friday 23 May | Melbourne Club



Above and left:

1. The Melbourne Dinner Group, in no particular order! Daniel Ajak (2008), Fletcher Angove (2011), Mason Angove (2006), Tyson Bateman (2014), Sam Bennetts (2019), George Burford (2012), Neil Buttery (1966), Jono Caughey (1989), Gavin Coldwell (1985), Lewis Crawford (2012), Andrew Crompton (1967), Alistair Francis (1980), Ed Grieve (2002), Charlie Hall (2013), Digby Hall (2018), Matt Harrington (1983), David Haynes (1964), Alex Heuzenroeder (2021), Robert Hudson (1967), Martin Jones (1967), John Jovicevic (2000), Trevor Lands (1966), Alan Letcher (1966), Mark Lincoln (1982), Ian McKay (1958), Scott Madden (2019), Sean Madden (2021), Philip Motteram (1987), Dan Pearce (1981), Henry Pearce (2024), Hugh Piper (1980), Ross Porter (2019), James Potter (2002), Lachlan Ramsey (2006), Charlie Rasheed (2018), Charlie Roberts (2024), Andrew Shearer (1986), Chris Skrembos (2014), Peter Sobels (1976), Des Speakman (1964), Robert Switajewski (1984), Jackson Terp (2013), Austin Toner (2002), Greg Veale (80/81), Thomas Ware (2009), Headmaster David Roberts, President Cameron Ballard (2001)
2. Headmaster David Roberts presenting Peter Sobels (1976) with a belated Prep School sports ribbon (long story!)

Darwin Drinks | Thursday 19 June | The Precinct



Darwin Drinks Group:

Harry Sage (2024), Peter Markey (1973), Tom Boustead (2021), Bill Piper (1982), PAOCA Management Committee Treasurer Alan Letcher (1966), Si Milner (1987), Dave Morris (1962), Stuart Brennan (2016), PAOCA President Cameron Ballard (2001) and Robbie Brennan (2021)

41st Annual Brisbane Dinner | Friday 4 July | Blackbird

Right:

1. Brisbane Dinner Group – Standing: Tom Davidson (2002), Brenton Gibbs (1984), Headmaster David Roberts, Nick Vincent (1986), Don Bensted (1984), Ollie Philpot (1999), Jayden Lim (2012), James Wishart (1994), Alastair McLachlan (1986 / 87), PAOCA President Cameron Ballard, Immediate Past President Andrew Sullivan (1998) and Fergus McLachlan (2022), Gareth Wong (2001) and Alice Turnbull (PAC Foundation EO)
Seated: Tom Teague (2009), Tom Ashby (2012), Nick Broadbridge (2012), Gareth Wong (2001), John Phillips (1977), Don Prider (1953)
2. Ollie Philpot (1999), James Wishart (1994), Brenton Gibbs (1984) and Don Prider (1953)
3. PAOCA President Cameron Ballard with Gareth Wong (2001) and Jayden Lim (2012)
4. Nick Broadbridge (2012), Tom Teague (2009) and Tom Ashby (2012)



Perth Dinner | Friday 11 July | Royal Freshwater Bay Yacht Club



Above:

1. Perth Dinner Group – Alan Johnson (1977), Heather & Malcolm Fogden (1968), Sue Monger, Giles Thomson (1989), Jayne Bryant, PAOCA President Cameron Ballard (2001), Andrew Thomson (2015), Zac Heim (2016), PAOCA Vice-President Alastair Murray (2007), Brett Jenkin (2012), Will Wheaton (2017), Jeremy Wallace (1971), Jack Ashby (1962), Richard McBride (1976), Joey Daniel (2013), Kym McCormac (1963), Jock Lovell (2012), Suzanne John, Ben Wheaton (1986), Michael Waterson (1968), Noah Miles (2018), David Stobie (1974), Jack Latchford (2012), Richard Parsons (1971) and Desmond Wee (1992)
2. Will and Ben Wheaton

London Dinner | Friday 18 July | The Caledonian Club



Left:

1. Craig Paterson (2001), Grant McDonald (1980) and Trent Smith (2001)
2. David (1980) and Albert (2016) Rasheed
3. David Gray (1962), the oldest old boy in London aged 80 with Tom Gleeson-Hammerton (2008)
4. Nick Pontt (1995) and Marcus Thompson (1990)



Sydney Dinner | Friday 29 August | Royal Automobile Club of Australia



Above:

1. Fergus (2022), Malcolm (1956) and Alastair McLachlan (1986/87)
2. Daniel Lee (2009), Campbell Wildman (2014) and Nelson Ellis (2014)
3. George Antonas (1999), Damian Amamoo (1987), Tom Clarke (1999) and Simeon Votier (1982)



51st Riverland Dinner | Thursday 11 September | Murray River Queen, Loxton



Left:

1. Ollie Pearce and Hugo Kregar (2019)
2. PAOCA President Cameron Ballard (2001) with Mark Yates (2001) and his wife Sarah

Inaugural Combined Darwin Drinks | Friday 12 September | Flicks



Left:

Kieran Parnell (2016), Mitch Virgin (SPOC), Tom Boustead (2021), James Johnson (SPOC), Jonno McElwee (2001), Nick Johansen (SPOC), Scott Lovett (SPOC), Simon Adkins (2016) and Stuart Brennan (2016)

Combined Canberra Dinner | Thursday 18 September | Ottoman Cuisine



The combined Canberra dinner continues with its slightly unique combined Old Reds and Old Blues plus partners in the national capital. Congratulations to Ian Hone (1965) and David Horner (1965) both of whom celebrated their 60 year reunion. We also gave a warm welcome to new PAOC President Cameron Ballard who got to mix it up with a new generation of recent Old Boys who have made the trek to study in Canberra.

Above and left:

1. Standing: Alex Titus (2020), Nick Devlin (2020), Tim Hobbs (2015), Nicholas Henchcliffe (2024), Tom Henchcliffe (2024), Alex Henchcliffe (2021), Ruben Japp (2022), Max Thomas (2023), Jiarui Zhang (2022), Ben Craig (1987), Ian Denton (1969), Edward Jackson (1993), David Horner (1965) and Steve Gower (1957)
Seated: Rojan Joshi (2020), Andy Nguyen (2015), Tom Mitev (2021), Sidhak Dhingra (2023), Thomas North (2022), Cameron Ballard (2001), Malcolm McGrath (1996), Hamish Arthur (1991) and Ian Hone (1965)
2. PAOCA President Cameron Ballard with the Henchcliffe brothers: Alex (2021), Tom and Nicholas (2024)

Reds on the Go

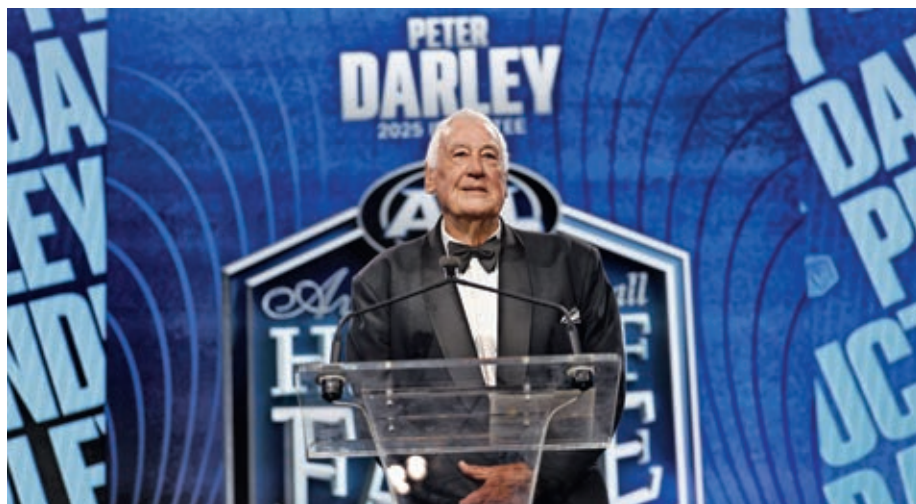
We congratulate the following Old Reds on their special milestones and achievements:

We are honoured to share that Old Red, **Peter Darley** (1962), was inducted into the AFL Hall of Fame on 10 June 2025, in Melbourne. Peter played with South Adelaide in the SANFL during the 1960s and 1970s as a ruckman. He played in South Adelaide's 1964 premierships side. In 2002 Peter was inducted into the SA Football Hall of Fame.

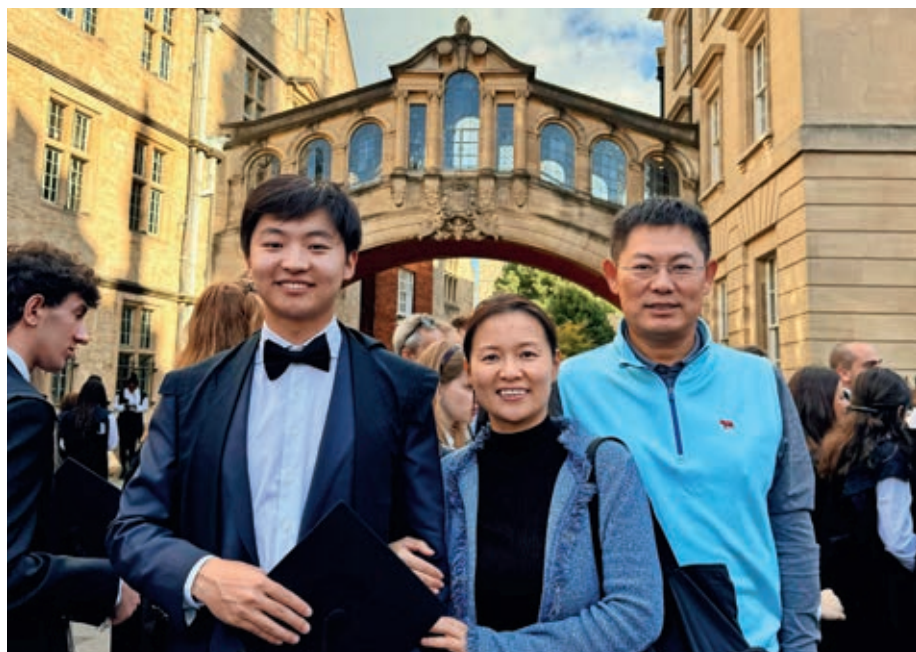
John Dawkins (1970) was awarded Life Membership of Suicide Prevention Australia, the national peak body for the sector, on 15 May 2025. John was honoured to receive this award, following on from his Lifetime Achievement Award received from the same body in September 2020, just as he concluded his time as the inaugural Premier's Advocate for Suicide Prevention and taking up the role of President of the Legislative Council.

Max Kirkby (2018), Rhodes Scholar completing a PhD in Computational Neuroscience in Oxford, recently set a record in the four day Varsity cricket match between Oxford and Cambridge. Max made a century in both the first innings (146) and the second (176) and is the first person in the history of the rivalry to get back-to-back centuries in one game for Oxford.

Joshua Lesicar (2020) completed his Bachelor of Marine Science at James Cook University, Townsville, earlier in



Peter Darley (1962) as he was inducted into the AFL Hall of Fame



Ryan (Haoyuan) Li with his parents, Lanlan Gong and Zeye Li at Oxford

the year and is now undertaking a one-year Honours research project focused on an Antarctic benthic invertebrate, *Doris kerguelensis*. In addition, Joshua graduated with the College of Science and Engineering Prize and the Ayling Prize in Marine Science.

Ryan Li (2020), after graduating from PAC, went on to study Medical Biosciences at Imperial College London. After graduating from Imperial College, Ryan became a DPhil student in Clinical Medicine at the University of Oxford's Jenner Institute, the leading centre for vaccine research. His project focuses on developing a next-generation malaria

vaccine to support the WHO's goal of malaria eradication.

Jock McNeil (2008), grain grower from Loxton, was recently awarded a Nuffield Scholarship for 2026, whereby his studies will focus on strip-till systems, precision application and automation and his Nuffield research aligns with the Grains Research and Development Corporation's (GRDC) sandy soil initiative and broader industry goals for cost-effective, low-risk systems that future proof farming against climate and regulatory pressures. Jock plans to investigate farming systems in the USA, Germany, Brazil and WA.

Jake Martin (2024) was selected for the Australian U20 Men's Water Polo Team which participated in the World Championships in Zagreb, Croatia in June this year.

Tim Piper (1989), known in the film industry as Timothy David, recently launched his feature film Kangaroo Island.

The movie was released nationwide late August and quickly became a top 10 Australian film of the year at the box office, with several reviews calling it "the best Australian film in years" - a sentiment echoed by screenwriting legend David Williamson (Gallipoli), who believes it will become an Australian classic. It will shortly move to New York where it has been selected as the closing film for the Chelsea Film Festival.

Firas Shahin (2015) recently graduated from Torrens University with a Master of Business Administration (MBA) - Sports Management.

Sam Stunell (2024) is a first-time member of the Australian Rowing Team this year. Sam has cerebral palsy (CP) and is known and respected widely by our current students. He has overcome more adversity than most to realise his dream, with multiple injuries during his school years due to his love of sport and not wanting CP to stop him from pursuing this love. Unfortunately, the CP meant an exposure to injury risk in the effected limbs. Students know the story of him rowing injured at the 2024 Australian Rowing Nationals in the U19 men's 8 to claim Silver after his left knee ruptured during the race, but he fought on and needed to be carried out of the boat.

To now be racing for Australia in two teams, the U23 Australian Rowing Team where he won a Gold Medal in the PR3 single at the U23 World Rowing Championships, in Poznan, Poland, he has now returned to Italy to rejoin the Senior Australian Rowing team at their training base in Varèse. Sam is now training with his double partner in the mixed PR3 double scull after winning two Silver medals this international season in the World Cups prior to the U23 World Champs.

Peter Weinert (1964) has recently been honoured by having the Sydney Swans Museum named after him in the new Swans HQ in Moore Park, adjacent to the SCG. The Indoor replica Training Field has also been jointly named after him, along with the Chairman of the Swans Foundation Peter Ivany, now known as the "IVANY & WEINERT FIELD".

King's Birthday Honours

We congratulate the following Old Reds who were awarded a Medal in the 2025 King's Birthday Honours:

Andrew Lincoln Chapman AM
(1983)

Member of the Order of Australia (AM) in the General Division
For significant service to youth, and to the marina industries.

Mr Christopher Malcolm Reed
(1968)

Medal of the Order of Australia (OAM) in the General Division
For service to conservation and the environment.

Old Scholars' Scholarships

The Old Reds are pleased to advise that the following three tertiary scholarships are available:

The **Torrie Chapman Tertiary Scholarship** which supports a student undertaking tertiary studies in agriculture, or a related area, such as horticulture, agricultural economics, agribusiness, farm management etc.

Wilfred Cooper Engineering Scholarship which will be presented to an Old Scholar who achieves the highest results in a first year engineering course at the University of Adelaide, and who is enrolled for second year studies.

Rev Charles Perry Award which recognises the College's first Chaplain and Old Scholar. The award is available to support an Old Scholar undertaking an approved course of Theological study.

**To find out more, please contact PAOCA Executive Officer,
Mary-Ann Standish, E: mstandish@pac.edu.au**

Engagements

Todd Alexander (2013) and his fiancé Beth Bradley were engaged on 18 May.

Jack Dascombe (2014) and Elyse Ramsay announced their engagement in May, and plan to marry in 2027.

Angus Parkinson (2012) and Alessandra Foster were engaged on 17 April in Sydney. They plan to marry in February 2027.

Weddings

Luke Bartlett (2014) and Olivia Coats were married on 8 February 2025 at Golding Wines. Anthony De Palma (2014) was Luke's Best Man and Samuel Sibly (2014), Groomsman.

Old Reds in attendance included Luke's father Andrew (1980); his cousins Thomas and Lachlan (2005); his uncles David (1968) and Richard (1970); and also Benjamin Siebels and Christopher Short (2014), Joshua Perks (2019), Daniel



Jack Dascombe and his fiancé Elyse Ramsay

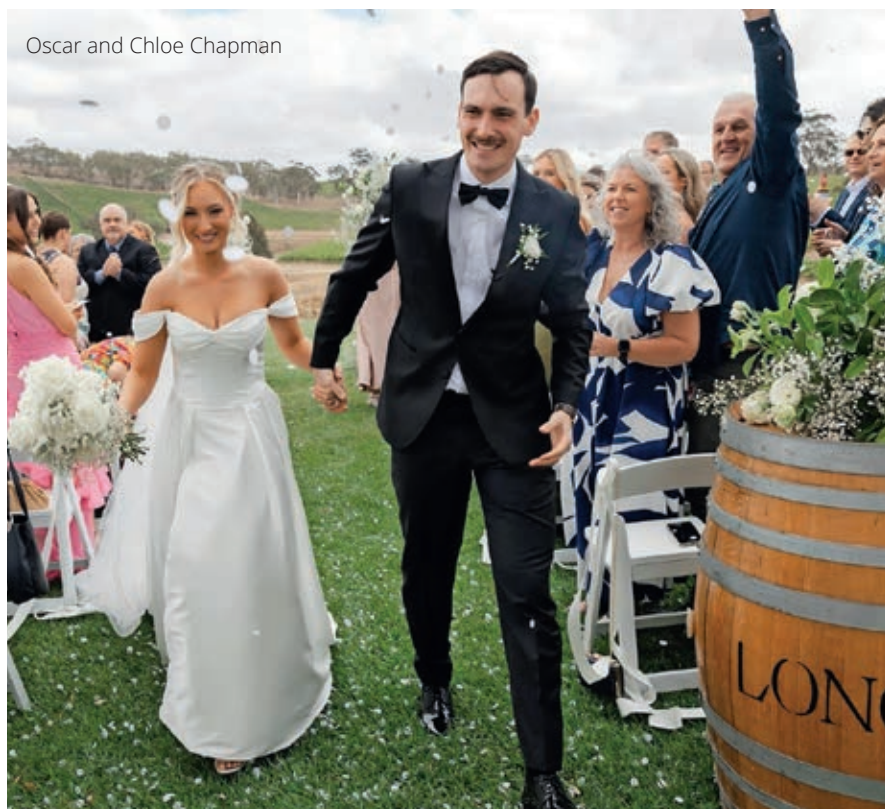
Sibly (1985) and current College staff member Damien Coats (who is Olivia's uncle, and was MCI!).

Oscar Chapman (2017) and Chloe Smith were married at Longview Vineyard in the Adelaide Hills on 15

February this year. His groomsmen were brother Hugo Chapman (2015), and Harrison Klenk (2017) and Ricardo Vallelonga (2017). Other Old Reds in attendance were Will Preece, Harrison Cal and Angus Fry (all 2017), and Oscar's father, David Chapman (1987).



Luke and Olivia Bartlett



Oscar and Chloe Chapman

George William Pemberton



Henry and Faith Saundry with baby Winifred



Births

James Admiraal (2007) and his wife, Carly, are delighted to welcome Hugo Admiraal, born 26 February 2025. Freddie is one proud big brother!

Oliver Brecht (2008) and Hayley welcomed Emerson 'Sonny' Brae Brecht on 22 April.

Luke Cooney (2007) and his partner Alex welcomed Rome James Cooney on 24 March 2025, a little brother to over-the-moon Camilla!

Andrew McKinnon (2006) and Kate Olsson announced the birth of their son Arthur Murray on 23 July 2025, a brother to Maisie.

Jock McNeil (2008) and his wife Lauren are pleased to announce the arrival of their third child, Judd Parker McNeil, born 12 August 2025, little brother to Honey and Boston, and a grandson for Ian (1976).

Digby McNeil (2012) and his wife, Reagan, announced the arrival of Ned James McNeil on 5 August 2025, a little brother for Millie and Maggie.

Charlie Olsson (2008) and Eve announced the birth of their son Jude Conrad Kirk on 3 January 2025, a brother to Daisy.

Anthony Pemberton (2006) and his wife Annie were thrilled with the arrival of George William Pemberton on 9 April 2025.

Henry Saundry (2012) and wife Faith are delighted to announce the arrival of their daughter Winifred Rosemary Marjorie Saundry, born on Easter Sunday, 20 April 2025.

Robbie Smith (2016) and his wife Carmen welcomed baby Alfred (Alfie) Ian Smith to the world on 11 May.

Jack Trengove (2009) and Sarah were delighted to welcome the arrival of Hugo Louis Trengove on 23 April. A grandson for Colin (1973) and Deb.

Will van Dissel (2014) and his wife Lauren, whom are living in Denver, Colorado, welcomed Henry James on 27 March 2025.

Valete

Our condolences are extended to the family and friends of the following Old Reds who have died since the 2025 Autumn edition of the Princes Record:

Angel , Neville Stanley	1952-1954
Baker , John Frederick James	1947
Barrow , Gregory Mark	1974-1979
Bartrop , Owen Robert Fox	1946-1949
Basheer , Max Rafeek	1943-1945
Bassham , Graham Beavis	1959-1961
Bean , Geoffrey Bretherton	
Headmaster	1970-1987
Bickmore , Ryan Leslie	1991-2000
Bond , Richard Peter	1960-1968
Chapman , Thomas Lincoln	1948-1958
Day , Ian Douglas	1946-1951
Dickson , Michael William	1959-1964
Dolan , Michael John	1967-1972
Donaldson , Timothy John	1985-1987
Doyle , James Valery	1973-1974
Giles , William Ronald	1952-1959
Gooden , Brett Andrew	1953-1960
Hallett , Neil Charles	1951-1959
Hambly , Peter Southerland	1944-1952
Harley , David George	1944-1948
Heinrich , Peter Stanford	1945-1947
Hill , Rodney Robertson	1945-1949
Horne , Neil	1942-1943
Lock , David Bruce	1950-1960
Martin , Stuart Thomas	1987-1991
Mattingley , Stephen Michael	1971-1982
Millard , Don (Past Master)	1973-1995
Mitchell , John Paterson	1950-1956
Pearlman , John Kenneth	1948-1959
Schmidt , Robert Stanley	1965-1973
Schofield , Allan John	1943-1953
Spencer , Cameron Andrew	1997-2004
Stephens , Grant William	1960-1965
Talbot , Graham Arthur Thomas	1951-1963
Thompson , Brian Frederick	1948-1949
Walsh , Geoffrey Goode	1946-1951
Young , Richard Philip John	1988-1991



Under 40s Breakfast

Wednesday
19 November

7:15 am
Piper Pavilion



PRINCE
ALFRED
COLLEGE

Inaugural Under 40s Breakfast - a new event created to bring together the next generation of leaders, entrepreneurs, and professionals from our younger Old Reds' community.

Hear the stories of three remarkable Old Reds as they share their personal and professional journeys, from walking out the school gates in Year 12 to navigating the challenges and triumphs of life at 40.

Our panel features:

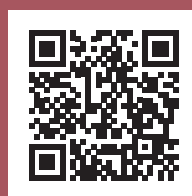
- Andrew Cooper (2001) - Coopers Brewery
- Michael Garry (2000) - Kain Lawyers
- Michael Siciliano (2000) - Serafina

Whether you're just starting out or already forging your path, this is a chance to gain insights, ask questions, and connect with fellow Old Reds who are walking a similar road.

\$33 pp including barista coffee on arrival, and sumptuous sit-down breakfast with guest speakers.

BOOK HERE

<https://www.trybooking.com/DFAGP>



Fac fortia et patere

2026 COLLEGE TOURS



2027 SCHOLARSHIPS



**PRINCE
ALFRED
COLLEGE**

23 Dequetteville Terrace, Kent Town SA 5067

Phone: +61 8 8334 1200

www.pac.edu.au | reception@pac.edu.au

CRICOS Provider Code: 00368 A

