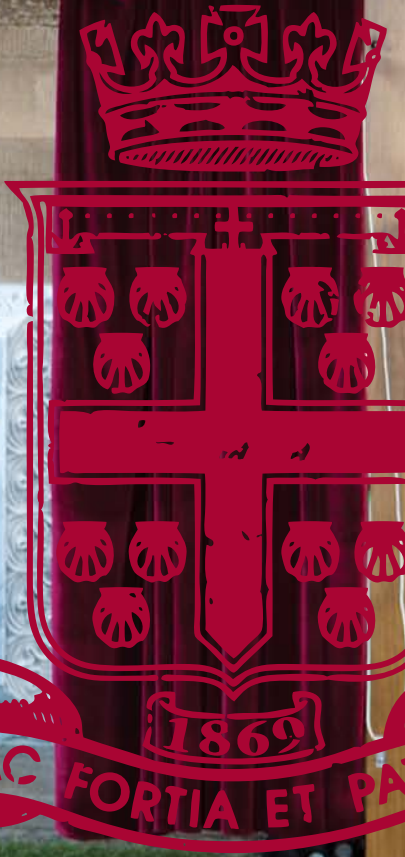




princes record



May 2018 Number 86

contents

3	from the headmaster	23	scotts creek
5	2018 new staff	24	careers
6	community survey	25	indigenous student support
7	royal visit	26	charity community programs
9	catering for boys' learning	27	friends of PAC
11	cybersafety	28	summer intercollegiate series
15	academic	30	sports
18	boarding	31	foundation
19	new boarding house	35	princes men gallery inductees
20	autumn concert	37	old scholars
22	red and white		



PRINCE ALFRED COLLEGE

Dequetteville Tce, Kent Town SA 5067
PO Box 571, Kent Town SA 5071

t +61 8 8334 1200

f +61 8 8363 0702

w pac.edu.au

facebook.com/PrinceAlfredCollege

Princes Record magazine is published bi-annually in May and October.

Director of Advancement

Mr Ross Scrymgeour
rscrymgeour@pac.edu.au

Publications

Ms Elena Toskas
etoskas@pac.edu.au

Design

Genki Design, Tamara Oaten
tamara@genkidesign.com.au
www.genkidesign.com.au



CRICOS No 00368 A



Virtual 360° College Tour



After unveiling the marble plaque bearing the Earl's name



from the headmaster

“

First term has come to a successful conclusion with some positive indications for the College across the board:

- We commenced with a record enrolment of over 1,100 students.
- Our 2017 Year 12 results provided the third consecutive year of improvement with a Median ATAR of 87.55.
- Our latest building project – a new boarding facility – is now well under way.
- First term saw some excellent performances in sport, winning four of six intercollegiate first team fixtures and several championships.
- We have also seen some excellent performances in Performing Arts, with an outstanding Autumn Concert finishing off the term.

Growth in the Performing Arts has been particularly pleasing and a highlight of the term for me was seeing two Year 9 boys dancing hip-hop on stage with their dance coach in a regular Assembly.

My message for staff and students is that “We can have it all”. That is, we can be outstanding academically, have a sporting program that is the envy of many, a high-quality Performing Arts program, whilst also maintaining a focus on character development through our pastoral programs.

We also believe it is important to ensure that any initiatives we undertake are done in a careful, reasoned and considered fashion. I am sure that education is no different from other areas in being prone to fads and trends. Unfortunately, in a competitive environment, I often see schools that feel obliged to adopt programs simply because their competitors have done so and they are concerned about falling behind.



But not all initiatives are of equal value and they need to be assessed very carefully. All too often, programs that seem attractive because they appear to meet a particular need at the time, or are addressing a broader society issue, are adopted without adequate investigation and examination. Moreover, if a new program is to be successful and sustainable, preparation must be thorough, comprehensive and adequately resourced.

It is my firm belief that education is too important, and the educational progress and welfare of our students are too precious, to embark on methods or programs that simply look appealing, but are inadequately researched prior to their introduction. Indeed, there are many who believe that this is a reason for declining standardised testing results within this country and elsewhere. What is worse, some practices are regularly recycled even after they have been shown to be at best ineffective or at worst harmful to students' progress.

Emeritus Professor Stephen Schwartz, Chairman of the Board the Australian Curriculum, Assessment and Reporting Authority, wrote recently: "Idealistic educational fads promising

effortless achievement have an understandable appeal, but...they produce tragic outcomes for generations of students... The education of our children is too important to be trusted to fanciful ideas about how students learn." He also points out that many of the best-performing educational jurisdictions, particularly in Asia, feature strategies that are anathema to many current writers on education. In these schools and systems, "Learning is teacher-led, school days are long, homework is routine, public accountability is the norm and there are plenty of assessments."

A recent study by Ludger Woessman of the University of Munich has established clearly that the traditional feature of centralised examinations across countries and regions is associated with better achievement, particularly where schools are autonomous. He notes that adding resources into the school system does not necessarily improve student achievement, but the accountability of centralised examinations has a positive impact on student results, and is also associated with better economic outcomes overall. The clarity and accountability which comes with such systems produce strong results.

This is where I believe schools such as Prince Alfred College are well-placed. As a leading, independent school, we are in a position to plot our own pathway and use our resources to assist our students in achieving their potential. We are also committed to ensuring that our students receive a high-quality, all-round education to encourage them to become well-rounded individuals, of good character, who strive to achieve the best in whatever they do.

Whilst we recognise that we must keep abreast of all that is happening educationally, we also want to ensure that we will adopt new directions only after careful, considered analysis and being convinced by the available research and data that this will have a positive impact on our students. In this way we will continue to build on the quality education that has been provided at Prince Alfred College throughout its long history.

Bradley Fenner
Headmaster

2018 new staff



In 2018 we have been pleased to welcome a new group of staff to Prince Alfred in various roles across the College.

Shaun Oakey has commenced in the new position of Dean of Students in the Secondary School, with responsibility for pastoral care and student well-being. Shaun holds a B Sc (Hons), M Sc, a Postgraduate Certificate of Education and an MBA in Education, and came highly regarded from Colleges both in the UK and Adelaide. Shaun's passion for effective pastoral care has been immediately evident.

In the Secondary School we have welcomed Deborah King, Beth Christie and Emma Dibb to the English faculty. Joining the Science faculty is Nigel Madden teaching Chemistry, old scholar Daniel Kerrigan teaching Physics and Emmy Gerlach teaching Science. We have also welcomed back Margit Apponyi to the Science faculty following parental leave. In Mathematics, old scholar Chris Drew has joined the group, along with Anna Williams. Within the Art/ Design/Technology faculty we welcomed Jane Ormond to teach Art (replacing Vanessa Di Biase while on maternity leave), along with Frank Palladino who joins us to teach Technology. Our Humanities team welcomed old scholar and former OSHC Assistant Director, Alex Bean and Mitchell Simpson who joins us to teach Economics. Lizzie Gregory has joined the Music faculty. Daniel Johnson, teaching Chinese, ESL and the International Students Transition program, has re-joined us from the beginning of 2018 following his time with us in third term 2017. We also welcomed Clare Mann to the Languages faculty following her move from the UK to teach Spanish. Isabel Michell has also

returned to the College working in the Student Success Team. David Mann has been appointed as the Cricket Co-ordinator. Each of these new teachers has made an excellent impact, both teaching in their relevant areas of expertise and also in taking upon tutor roles and actively contributing to our summer co-curricular programs in the Secondary School.

Whilst Janine Tuffrey is on leave during Term 1, Michelle Brown and Rachel Tarn are job sharing the position of Counsellor. Michelle is also travelling to Wambana on a regular basis to provide support for that program.

A number of secondary staff have taken on new appointments for 2018. Mark Dell'Oro has commenced in the new position of Head of Student Leadership and Management. Mike Oomens has joined the Boarding House team as Senior Residential Assistant: International Students. Jeremy Rylett has taken on the new role as Head of Operations. Nick Raimondo has been appointed as Assistant Director of Teaching and Learning: SACE. Cynthia Psaromatis has been welcomed as the new Assistant Director of Teaching and Learning – Middle Years, 7-10. Paula Little is the new Director of Performing Arts, and Andrew Edge has been appointed Director of Music. Laura Townsend has commenced as the Year Level Co-ordinator for Year 7. In the Co-Curricular area Ashley Hutchings has taken on the position as Duke of Edinburgh Co-ordinator in addition to Academic Leader Humanities. Congratulations to all staff appointed to these roles.

In the Preparatory School we are very pleased to have Melissa Dales return to the Administration

team following a period of parental leave. We also welcomed Deborah Duffield in the role of Special Education Needs Co-ordinator.

Deborah is a highly experienced educator who has spent the last eight years at the Australian International School in Singapore. Deborah is already proving to be an excellent addition to the team in the Preparatory School.

At the end of 2017, Ryan Schimanski commenced with the Grounds team at Princes. Ryan was previously employed with Northern Territory Cricket as a curator and with the current focus on our playing fields, he is already a valuable member of the Grounds team. Patrick Noonan has also joined us as Maintenance Manager. Patrick has a background in commercial construction and is leading our maintenance crew to deliver an excellent level of service to the College. Finally, following the retirement of Tony Aldous, our College Archivist of 14 years, we have recently employed Naomi Setchell as replacement to this role. Naomi has recent experience at the South Australian Museum following similar work in Archives at the University of Adelaide and the University of Oxford in the UK.

We look forward to the contributions these new staff will make to Prince Alfred College and wish them all the very best for the year ahead.

Elizabeth Tyson
Director of Human Resources

Anna Williams, Frank Palladino, Mitchell Simpson, Nigel Madden, Chris Drew, Daniel Kerrigan, Alex Bean, Headmaster Bradley Fenner, Shaun Oakey, Lizzie Gregory, Deb King, Deb Duffield, Clare Mann, David Mann
Absent: Emma Dibb, Naomi Setchell and Jane Ormond

community survey

2017 Prince Alfred College Parent Satisfaction Surveys

In October 2017 Prince Alfred College conducted two parent satisfaction surveys:

- a) For families of students from Reception to Year 11
- b) For families of boys exiting the College in Year 12

The survey presented families with a number of questions in the following areas:

- Resources & Facilities
- Leadership & Direction
- Parent Engagement
- Teaching Standards
- Pastoral Care/Wellbeing
- Co-curriculum
- Values & Culture
- Student Engagement
- Student Transition
- Reporting
- Learning Environment
- Curriculum
- School Communication
- Learning & Extension
- Homework

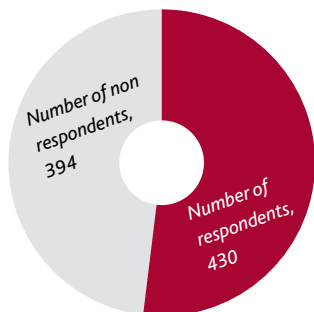
Both surveys contained 35 standard statements and we elected to include three additional custom statements focusing on wellbeing. All statements had six possible responses which were scored as follows:

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1) Not applicable (-)

Reception to Year 11 Parent Survey

- Survey responses were received from 430 out of a total of 824 eligible respondents. This equates to a response rate of 52.2%.
- Prince Alfred College recorded an overall satisfaction score of 80% (4.0 out of 5).

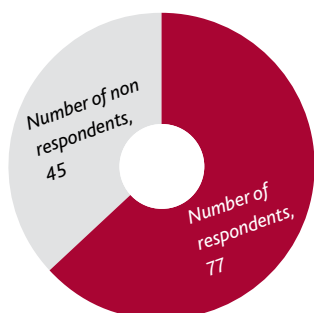
Reception to Year 11 Parent Survey Response Rate



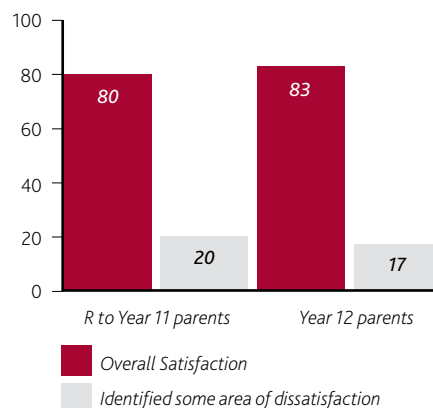
Year 12 Parent Exit Survey

- Survey responses were received from 77 out of a total of 122 eligible respondents. This equates to a response rate of 63.1%.
- Prince Alfred College recorded an overall satisfaction score of 83% (4.13 out of 5).

Year 12 Parent Survey Response Rate



Overall Satisfaction Rating



Best practice areas from both surveys include:

Resources & Facilities, Co-curriculum, Learning Environment, Leadership & Direction, Values & Culture, Curriculum, Parent Engagement, Student Engagement.

N.B. *Student Transition, Homework, Pastoral care/Wellbeing, School Communication and Teaching Standards* were also rated as best practice in the Year 12 Parent Exit Survey.

Fair to good areas for both include:

Reporting, Learning & Extension, General.

N.B. *School Communication, Teaching Standards, Student Transition, Pastoral Care/Well-being and Homework* were also rated as fair to good areas in the R to Year 11 Parent Survey.

Where to from here:

Full feedback from the surveys has been presented to both the College Executive and College Council members. Areas for further focus have been identified for various departments of the College, with leaders of each area including development points from the survey feedback into their planning.

Ross Scrymgeour
Director of Advancement

royal visit



1. HRH Prince Edward, escorted by Headmaster Bradley Fenner
2. HRH Prince Edward meets College Captain Max Kirkby
3. HRH Prince Edward proudly unveiled the 150th Anniversary plaque
4. Five Headmaster's of PAC - Geoffrey Bean, Kevin Tutt, Bradley Fenner, Stephen Codrington and Brian Webber

A Right Royal Visitor for PAC

A large crowd of cheering, flag waving, highly excited people were on hand to take part in the recent visit to the College by His Royal Highness The Prince Edward, Earl of Wessex KG GCVO.

The Earl was welcomed by students from across all levels of the College from the Early Learning Centre through to the Year 12 College Captain and Vice Captains, with even the Vacation Care children taking the opportunity to catch a glimpse of Royalty.

His Royal highness took the time to meet members of the College Community gathered for the visit, before undertaking formalities including the unveiling of a marble plaque to commemorate the forthcoming 150th Anniversary of Prince Alfred College.

During his tour of the College, His Royal Highness, who is the Chair of the Trustees of the Duke of Edinburgh's International Award Foundation, inspected displays from participants of the local Duke of Edinburgh's Award Units and enjoyed the chance to meet as many program participants and Co-ordinators as possible.

The displays, undertaken by Christian Brothers College, Scotch College, SA Army Cadets, Walford Anglican School for Girls, Westminster School, Bowden Brompton Community School and Prince Alfred College were set up on the front oval and in Piper Pavilion and provided a snapshot of activities undertaken in the course of securing Duke of Edinburgh's Award medals.



This included demonstrations and photographs of camping trips, overseas community service pilgrimages, musical ensembles, reading programs and vehicle restorations for Salvation Army international assistance. Attendees were also able to purchase refreshments from a coffee van designed and built as an award project.

Also joining the festivities: all living PAC Headmasters (pictured on previous page), participants in PAC's annual hosting of the Children's University Australia Program - an international partner of Children's University Trust (UK) and managed by the University of Adelaide, South Australia. The students attending from Northfield Primary School, were excited to join their PAC peers in providing an enthusiastic audience for the Royal visitor.

The PAC College band were a highlight of the day providing HRH with a welcome fanfare on

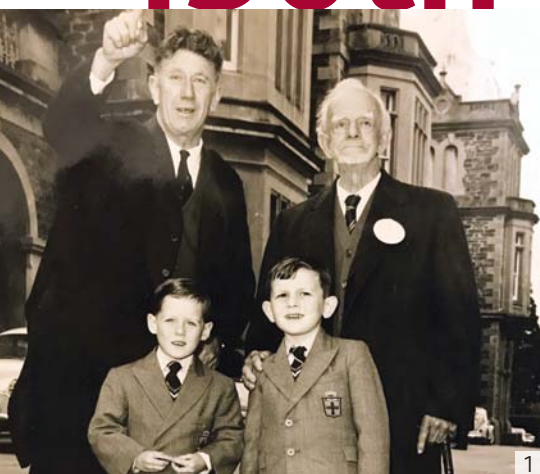
arrival and keeping the audience entertained throughout the day.

Following speeches from College Council Chair, Mr John Keeves and Headmaster Mr Bradley Fenner, the Earl deftly unveiled the sesquicentenary marble plaque bearing his name and then penned a very special entry in the PAC visitors book before departing for his next engagement – of which there were a total of 32 across his visit to Australia.

Headmaster Mr Bradley Fenner said that it had been an honour and a privilege to host the visit.

"His Royal Highness, Prince Edward is the fifth generation of the British Royal Family to visit Prince Alfred College, or attend one of our major events. I believe that our community provided His Royal Highness with a very warm welcome and a highly memorable visit".

150th anniversary photo call



Thanks for the Memories

We are calling on our PAC (and wider) community to share images from our past that we can utilise for promotions and activities in the lead up to and during our 150th Anniversary in 2019.

Over the past 150 years, there have been many exciting and colourful activities, events and historical milestones around the College and we are hoping that our many old scholars, families, friends and vast array of sporting and community networks will have photos, which they can share with us for our trip down memory lane.

As further inspiration for people to dig into those dusty storage boxes, musty sheds, old photo albums or rarely visited cupboards and drawers, a prize is on offer for the most impressive/interesting photographic contribution.

This will be awarded for the single photo that most excites our PAC 150th Anniversary Book Committee. Maybe it's a rare candid shot of a former headmaster, an inspiring image of our beautiful buildings, a memorable sporting moment or a photo that best demonstrates the true 'Princes Man'.

The winner will receive their own copy of the high quality PAC 150th Anniversary Book, which will be released in mid-2019 and will feature the selected photo. (The judging panel's decision will be final and no correspondence will be entered into, of course).

For ease of storing and cataloguing we ask that images be scanned and submitted electronically

along with details pertaining to the image and the person submitting the photo, via the following link: <https://forms.pac.edu.au/150years> before 1 July 2018.

If the image is selected for use for Sesquicentenary promotional material, we may contact you to get the original image in order to reproduce it at an appropriate resolution level.

We look forward to seeing what treasures you can unearth!

For further information contact: Jenny Daly, Sesquicentenary Project Manager, jdaly@pac.edu.au or (08) 8334 1858

1. HRH Prince Edward addresses the crowd of over 600 people
2. Old Old Boys' Assembly 25 July 1963 - Headmaster Mr J.A. Dunning, oldest Old Scholar Mr H E Pitt (96), students Geoffrey Prest and Richard Dennis (both aged 5)



catering for boys' learning

Preparatory School Initiatives 2018

At Prince Alfred College, we constantly reflect on our processes to ensure continuous improvement in everything we do, to ensure the best possible outcomes for our boys.

We strive to create a positive partnership with parents in the education of their sons and believe that the unique gifts, talents and interests of all boys should be nurtured and developed.

Learning Environments and Technology

We continue to refurbish the Preparatory School learning environments, and now all classrooms are furnished with award winning, ergonomically designed, boy friendly furniture.

Reception classrooms have been refurbished and the second stage of the Reception playground has been completed, providing a stimulating outdoor learning environment for our boys as they transition to the Preparatory School. We have updated AV equipment in all Preparatory classrooms, which now seamlessly integrate with Apple technology. Sound field systems are a feature of every classroom.

All students in Reception to Year 6 have 1:1 access to an iPad. Each student is supplied an iPad for use at school, enabling seamless saving, uploading, printing and sharing of work. The iPads are used primarily to support literacy, numeracy and assessment.

A new suite of Lego Mindstorms Education EV3 Sets, Space Challenge Renewable Energy kits, Lego WeDo Software and Curriculum sets and new Blue Bots and docking stations have been purchased to enhance our Robotics and Technology programs.

Academic

In 2018 we have enhanced assessment and tracking of student growth. Our teachers are committed to setting appropriately high expectations to challenge and engage all boys.

A revised timetable has been implemented to ensure minimal disruption to core curriculum teaching time.

Our Learning support programme has also undergone some changes in 2018, offering before school sessions for boys who require additional support. This ensures our learning support staff are available to assist within the classroom throughout the day. To help inspire and mentor boys, particularly in Literacy, Senior School boys are participating in before school sessions, running book club and other support programmes aimed at helping boys with reading.

The implementation of Seesaw, an online communication app, has been introduced to share classroom news and to celebrate children's learning. This has ensured timely updates of a boys' learning is available to all families in real time.

The Arts

We want to identify Artistic talent early and nurture it. In 2018, Year 5 and 6 boys will participate in Ballroom dancing, Green Screen Film, Singing, Tap dancing, Theatre sports and Pure Funk Dance. Professional tutors are working alongside teachers to offer skills and techniques in each of the six different performing arts programs.

Physical Education

From Term 2 all boys in Reception to Year 2 will be offered the opportunity to participate in an after school Sports Sampling programme. Sessions will be professionally run and will support both basic athletic and physical skill development as well as the development of skills to support the playing of football, soccer, cricket, tennis, basketball, T-ball and hockey.

In conjunction with a well known Adelaide Occupational Therapist, we have also developed a Core Strength screening and development programme. Starting in Reception we screen each boy and through a series of short daily exercises help boys improve their core strength. These exercises will see increased capacity for

boys managing their bodies in class, as well as on the playground and sporting fields.

After School Activities - Clubs, sports and workshops

Additional offerings of Co-Curricular activities at lunch time and after school to engage boys no matter what their areas of interest have been established. Programs include: Coding, Art, Chess, Performing Arts, Sports, Construction and Debating.

Wellbeing

With an extra emphasis in developing the Princes Man, we have developed a clearer direction to help boys' **Work Hard and Be Kind**. Using the IB PYP Learner Profile and Attitudes to complement our Chapel and Wellbeing programs boys develop lifelong skills in resilience and an understanding that respect is a responsibility for all.

It is an exciting time to be a Princes boy!

Neil Andary
*Head of Preparatory School /
Deputy Headmaster*

Year 5/6 Hip Hop Crew



cybersafety



It is of great concern that bullying in any form occurs in today's society. It is also sad to think that it is in the nature of some individuals to want to try and intentionally hurt another person as its impact can be long lasting for those involved. For students who have experienced bullying within or outside of school, the effects can stay with them well beyond their formal years of education. Any form of bullying can cause emotional distress and potentially other mental health issues, any one of which is challenging for the individual involved. It is simply not a 'part of growing up' but something that we all have an obligation to address.

For schools, the National definition of bullying is as follows:

Bullying is defined as an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons. Bullying can happen in person or online, it can be obvious or hidden. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying, however, these conflicts still need to be addressed and resolved (<https://bullyingnoway.gov.au/Resources/Documents/InfographicFactsFigures.PDF>).

Regrettably, bullying has always been around and whether it occurs in the traditional way or on the Internet, there is no hiding the fact that millions of children worldwide have been subjected to some form of bullying in their life. The Australian Covert Bullying Prevalence Study sampled 20,832 Australian students aged between 8 and 14 and found that 1 in 4 students reported being bullied every few weeks or more. It is important to exercise caution to ensure that these statistics are not generalised across the entire population but what is evident is that bullying does occur and is a real issue that must be addressed.

Children not only have to deal with bullying at school, but also online. The internet has revolutionised social communication and interaction, helping many people connect with each other. This is valuable and whilst many of these interactions are benign, there are some who use the technology to cause emotional harm, which can have devastating consequences.

The tragic suicide of a 14-year-old girl Amy "Dolly" Everett at the start of this year left all Australian's shocked. Once the face of the iconic Australian outback hat maker Akubra, Dolly made the decision to take her own life after she was subjected to cyberbullying. The images of Dolly that appeared in the media tore at everyone's heart – a young innocent child from the outback, having fun with a pony, with sunglasses on her head, a young

girl enjoying life. The part that most found difficult to comprehend is that Dolly was 14 years of age; so young, carefree and spirited. To think that she felt so overwhelmed and unable to seek help; that this was her only option, was and continues to be, unfathomable.

Following her tragic passing, there was an outpouring of grief and understandably so. Her family reported that her death came after she was victimised by bullies online. In the wake of her death, a national anti-bullying campaign was launched, and thousands paid tribute on social media with hashtags like #doitfordolly and #stopbullyingnow. Australia's e-Safety Commissioner, Julie Inman-Grant responded with a commitment that her office is committed to fighting online bullying.

"This is a global fight and we need to figure out the best strategies to call out abuse and disrespect when we see it and encourage young people to report and seek help." Julie Inman-Grant, eSafety Commissioner (2018).

The Bullying. No Way! website reports the following statistics:

- Approximately 1 in 5 young school students reported experiencing online bullying in any one year.
- 83% of students who bully others online also bully others in person.
- 84% of students who were bullied online were also bullied in person.

- Students 10 to 15 years of age are most likely to be involved in online bullying.
- 72% of schools reported managing at least one incident of online bullying in the previous year.

Definitions of cyberbullying vary widely, however, Pearce et al (2011) noted cyberbullying included, but is not limited to:

“mean, nasty or threatening text messages/ instant messages/pictures/video clips/emails that are sent directly to a person through the Internet or mobile phone” (p.2).

Cyberbullying involves using technology such as mobile phones and the Internet to bully or harass another person. It can take many forms:

- Sending mean messages or threats to a person’s email account or mobile phone.
- Spreading rumours online or through texts.
- Posting hurtful or threatening messages on social networking sites or web pages.
- Stealing a person’s account information to break into their account and send damaging messages.
- Pretending to be someone else online to hurt another person.
- Taking unflattering pictures of a person and spreading them through mobile phones or the Internet.
- Sexting, or circulating sexually suggestive pictures or messages about a person (Robinson, 2012).

Robinson (2013) reports that there are similarities and differences between cyberbullying and offline bullying. Similarities and reasons that underpin a decision to engage in cyberbullying are often the same as those used for offline bullying including:

- There is a power differential, a repetition of behaviour and intent to harm.
- The spreading of rumours occurs, threats are made as well as derogatory comments.

Differences include:

- Cyberbullying is more likely experienced outside of school, whereas offline bullying is more likely to be experienced in school.
- Repetition of behaviour associated with bullying can be seen to have a different meaning in cyberbullying, as the sharing of materials can continue to occur long after the incident itself.

- Younger students experience offline bullying more frequently than older students, but cyberbullying tends to be more common in the later years of high school.
- Young people who experience cyberbullying may be less likely to tell someone than if they are bullied offline.
- Cyberbullying is perceived as being anonymous, which may reduce empathy. In reality, however, young people are most likely to be cyberbullied by people they already know. The suggestion of anonymity being associated with cyberbullying is now largely debunked as many people who bully online also bully offline as well.
- Young people who experience cyberbullying are less able to easily defend themselves or escape from cyberbullying, particularly as there is a large number of potential supporters of online bullying. (Robinson, 2013).

Fundamentally, bullying either online or offline, occurs due to an issue with an existing relationship. Students who engage in bullying behaviour tend to experience challenges with other relationships in their lives including those relating to friends and parents. The key to intervening and preventing bullying issues is to target those relationships in addition to the children who conduct themselves disrespectfully towards others.

In 2008, the Society for Research in Child Development reported the findings of a study undertaken by scientists at York and Queens University. They found that children who bullied tended to be:

- aggressive and lacking in a moral compass and they experienced a lot of conflict in their relationships with their parents.
- their relationships with friends also were marked by a lot of conflict, and they tended to associate with others who bullied.

The study provides some direction about how to prevent persistent bullying problems. Debra Pepler, Distinguished Research Professor of Psychology at York University and Senior Associate Scientist at the Hospital for Sick Children, and the study’s lead author, noted that bullying was “a relationship problem.

“Interventions must focus on the children who bully, with attention to their aggressive behaviour problems, social skills, and social

problem-solving skills. A focus on the child alone is not sufficient. Bullying is a relationship problem that requires relationship solutions by focusing on the bullying children’s strained relationships with parents and risky relationships with peers.” Pepler et al., (2008).

A child’s family clearly provides the first social system for a child and there is much research that focuses on parenting approaches, the quality of relationships between parents and children and, more broadly, family functioning. These are all factors that have the potential to lead to an increased risk of the likelihood of a child bullying their peers (Child Family Community Australia, 2014). Bonds and Stoker (2000) reported several family factors that have the potential to contribute to bullying behaviour in children including:

- The child is rejected or perceived negatively by one or both parents.
- There is a lack of nurturing and emotional support provided by the family.
- Parental disharmony and conflict is present.
- Harsh, physical punishment is used to coerce and control the child.
- The parent’s discipline is inconsistent and based on the parent’s mood rather than on the child’s behaviour.

Of course, it is completely unfair on parents to suggest that bullies all come from broken homes and unhappy families. Some bullies come from loving, accepting and nurturing family environments (Ball et al., 2008). Over twenty years ago, Olweus (1993) reported that a child’s temperament could also account for the development of aggressive tendencies. According to this research, a child who has a short temper may be more willing to use violence to problem solve unless they are taught how to manage or regulate their emotions by parents and teachers. Similarly, a good peer group is equally as important in helping a child to understand what is right and wrong in this context.

There is a considerable amount of literature from key experts including Espelage et al., (2000), which suggests that children who come from families who use harsh and inconsistent techniques to parenting, as opposed to a democratic style, are more likely to engage in bully-type behaviour. Similarly, those children who feel that their independence

and autonomy is supported by their parents are less likely to engage in bullying behaviour at school. Clearly, a parent-child relationship is important and has a significant impact on such things as a child's emotional wellbeing, basic coping skills and problem-solving abilities, as well as their future capacity for relationships.

Our children also learn behaviours through observation and role modelling. Those who live in situations in which there is parental stress, divorce and violence are at greater risk themselves of displaying aggressive and bullying behaviours (Hong and Espelage, 2012). The parents of bullies can also be intimidating as they can become emotionally engaged when their child's behaviour is noticed and as highlighted by Crothers and Kolbert (2008), there is some evidence of parents in this situation threatening litigation against the school. Sadly, research from Demaray and Malecki (2003) has also noted some situations in which parents of bullies teach their children how to retaliate and hit back when attacked. Bullying and the context within which it occurs is incredibly complex for all involved.

The key is to provide intensive and ongoing support early on in a child's life and parents must play a key role in this regard. Schools, however, can also play a role as it is possible in partnership with parents, to promote and encourage health relationships that prevent a pathway of bullying. Over time this is essential as this can lead to other social-emotional and relationship problems in adolescence and adulthood.

The issue of preventing and responding to cyberbullying is particularly challenging for parents. It is not like teaching one's child how to kick a football or tie their shoelaces. Cybersafety is not a skill that parents had to learn when they were young and as such many feel ill-equipped to pass on their wisdom to their children. Technology changes so dramatically and as a parent, learning about these issues requires constant reiteration and updating of strategies to ensure their children are safe. Parents do, however, have a responsibility to monitor their child's online interactions and relationships, and in the communication activities in which they participate. This helps to prevent and address issues that might



develop into cyberbullying but understandably parents are often left wondering where to start.

There are several things that parents can consider as noted by Robinson (2013):

1. Monitor their child's internet usage and online behaviour – This includes:

- a. Checking the age appropriateness of sites that a child is using.
- b. Ensuring that children engage in online activity in areas that are visible, not hidden, for example in the bedroom.
- c. Set time limits for how long a child should be online for and don't 'give in' when a child resists being told to disconnect. Agreements for acceptable home use of IT and personal devices are encouraged.
- d. Ensure all passwords are known to the parents.
- e. Connect with their children using social media to monitor their activity

2. The significance of "13-year olds"

cannot be discounted – As part of their privacy policies, social networking sites such as Facebook, Twitter and YouTube specify that users must be at least 13 years of age. Lenhart et al., (2011) notes, however, that close to half of teenagers who use social networking sites admitted to lying about their age at one time or another, so they could access a website or sign up for an account. There is also no onus on social networking sites to verify the age of its users.

3. Disclosure of cyberbullying – There can be an unwillingness for a child to tell a parent about cyberbullying incident as they fear that their access to social networking and technology might be stopped. Parents as well are often unaware of how to respond if their child has been bullied online. If a child is being bullied online, it is important for parents to reinforce that the behaviour of the perpetrator is unacceptable and will need to be addressed.

4. Identifying and responding to

cyberbullying – It can be difficult for parents to know if a child has experienced cyberbullying. As a parent, however, it is important to keep an eye out for changes in mood or behaviour, an increase in physical health problems, changes in friendships, difficulty sleeping, and avoidance behaviour from activities like sport or school. If these signs are evident, it is important as a parent to communicate their concerns, offer support and ask the child about what they would like to do about it. When a cyberbullying incident has occurred, the parent should report the incident to the school as soon as possible and ask for help from the school. Good communication between parents and the school is essential. Young people can also be encouraged to take action using the "stop, block, tell" approach:

- a. Stop the correspondence immediately – take a deep breath and avoid responding
- b. Block the user from sending additional emails or messages
- c. Tell a parent or trusted adult about the situation

5. Parents and schools working together

– parents are encouraged to inquire about strategies for educating children and young people about cyberbullying, and the initiatives being adopted by the school. Those schools who are most effective in dealing with cybersafety issues are those who actively seek to develop relationships with families. Student acceptable ICT use agreements are important, as are parent masterclasses, student education and open dialogue. There is no doubt that cyberbullying is more likely to happen outside of rather than in school as noted experts including Cross et al., (2009) and as such the relationship between parents and the school is paramount in dealing with this issue.

At Prince Alfred College, we adopt several approaches to address cybersafety.

- Student Acceptable Use agreements which parents and students sign at the start of the year and which affirm a commitment from families that boys will engage with ICT appropriately whilst at the College.
- Over the last two years, cybersafety expert Susan McLean has delivered several masterclasses to students, parents and staff about appropriate online behaviour and best practice for developing respectful relationships online.
- Student education through our taught wellbeing curriculum (Princes Man Program) in all year levels.
- We encourage face to face zones in the College through our mobile phone policy which requires all mobile phones to be out of site between the hours of 8:30am and 3:30pm.
- Clear procedures in place for key pastoral staff to respond to incidents relating to cybersafety.
- Open dialogue and correspondence with parents via newsletters and the enews.
- SchoolTV (<http://pac.schooltv.me/>), which is our recently released digital wellbeing platform for parents, contains a wide variety of resources for all parents around the topic of cybersafety and other key issues facing young people today.

The College has also recently registered to become an 'eSmart' school which is a whole-school culture-change initiative to improve cybersafety and reduce cyberbullying. This initiative, developed by The Alannah and Madeline Foundation, provides a road map for the College leadership team and guides them through the necessary steps to achieve 'eSmart' status over several years. There are six domains that the College will work through, depending on our needs including:

1. Effective school organisation
2. School plans, policies and procedures
3. A respectful and caring school community
4. Effective teacher practices
5. An eSmart curriculum
6. Partnerships with parents and the local community

As an eSmart registered school, the College will be provided with targeted support including industry-leading resources, ongoing gap analysis and a support centre. The ultimate aim of this initiative is to establish and

maintain an 'eSmart' environment in which the College's core values are consistent and upheld throughout the school and measures are in place at every level of the school to reduce bullying, cyberbullying and online practices. Our objective is to develop Princes Men who engage in smart, safe and responsible behaviours online and it is our hope that their knowledge, attitudes and values will be passed onto succeeding generations.

Other resources:

- PAC SchoolTV - <http://pac.schooltv.me/>
- Office of the eSafety Commissioner - <https://www.esafety.gov.au/>
- iParent - <https://www.esafety.gov.au/education-resources/iparent>
- Alannah & Madeline Foundation eSmart Schools - <https://www.amf.org.au/bullying-advice/bullying-for-schools/esmart-schools/>

References:

Ball, H. A., Areneault, L., Taylor, A., Maughan, B., Caspi, A., & Moffitt, T. E. (2008). Genetic and environmental influences on victims, bullies, and bully-victims in childhood. *Journal of Child Psychology and Psychiatry*, 49, 104-112.

Bonds, M. & Stoker, S. (2000). *Bully-proofing your school: A comprehensive approach for middle school students*. Longmont, CO: Sopris West.

Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. (2009). *Australian Covert Bullying Prevalence Study (ACBPS)*. Perth: Child Health Promotion Research Centre, Edith Cowan University.

Crothers, L. M., & Kolbert, J. B. (2008). Tackling a problematic behavior management issue: Teachers' intervention in childhood bullying problems. *Intervention in School and Clinic* 43, 132-139. doi:10.1177/1053451207311606.

Demaray, M. K., & Malecki, C. K. (2003). Perceptions of the frequency and importance of social support by students classified as bully, bully/victim in an urban middle school. *School Psychology Review*, 32(3), 471-489.

Espelage, D., Bosworth, K., & Simon, T. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling & Development*, 78, 326-333.

Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological systems analysis. *Aggression and Violent Behavior*, 17(4), 311-322.

Inman-Grant, J. (2018). eSafety Commissioner

Lenhart, A., Madden, M., Smith, A., Purcell, K., Zickuhr, K., & Fainie, L. (2011). *Teens, kindness and cruelty on social network sites*. Washington, DC: PewResearch Center. Retrieved from pewinternet.org/Reports/2011/Teens-and-social-media.aspx.

Lodge, J. (2014). *Children who bully at school*. Child Family Community Australia, Paper No. 27. Retrieved from <https://aifs.gov.au/cfca/publications/children-who-bully-school/export>.

National definition of bullying for Australian schools. Retrieved from <https://bullyingnoway.gov.au/WhatsBullying/Documents/definition-of-bullying.pdf>.

Olweus, D. (1993). *Bullying at school*. Cambridge, MA: Blackwell.

Pearce, N., Cross, D., Monks, H., Waters, S., & Falconer, S. (2011). Current evidence of best practice in whole-school bullying intervention and its potential to inform cyberbullying interventions. *Australian Journal of Guidance and Counselling*, 21(1), 1-21.

Robinson, E. (2012). *Parental involvement in preventing and responding to cyberbullying* (CFCA Paper No. 4). Melbourne: Child Family Community Australia. Retrieved from www.aifs.gov.au/cfca/pubs/papers/a141868/cfca04.pdf.

Robinson, E. (2013). *Parental Involvement in preventing and responding to cyberbullying*. Family Matters, No. 92 Australian Institute of Family Studies, pp.68-76. Retrieved from <https://aifs.gov.au/sites/default/files/fm92g.pdf>.

Society for Research in Child Development. "Children Who Bully Also Have Problems With Other Relationships." *ScienceDaily*. ScienceDaily, 26 March 2008. www.sciencedaily.com/releases/2008/03/0803250803300.htm.

John C. Kinniburgh
Head of Secondary School / Deputy Headmaster

academic

In Affectionate Remembrance of Test Cricket

A year or two ago I watched the film *'Death of a Gentleman'*, about the parlous state of modern international cricket. At the time, I thought its case was overstated. Despite the creation of a wonderful pantomime villain in Giles Clarke, the film wasn't the dramatic exposé it promised to be. The game needs to evolve, and T20 cricket, pink-ball day/night tests, four-day test matches, DRS and the overt dominance of the 'big three' test playing nations were an inevitability of the development of the sport and the market forces at work within. Or so I thought at the time.

I love test cricket because it is more than just a sport. It is a game with Laws rather than rules. The spirit of the game is as important as the result, and history and tradition transcend what is occurring on the field of play. Words and phrases like Bodyline and The Golden Age are woven into the fabric of cricket, and giants of the game like Bradman, Hobbs, Richards and Imran Khan straddle eras in which the brand of cricket played reflects the times. The dour austerity of 1950s or the carefree abandon of the early part of the Twentieth Century were each epitomised by the nature of the cricket being played.

Test cricket is a novel, and T20 is a pamphlet. T20 has no history and no culture to fall back on. The colours, mascots and walk-on music were designed in a meeting room by faceless executives. As a sport, you get exactly what it says on the tin. Bowlers possess more varieties than Heinz's famed '57' and batsmen try to plonk every ball into the crowd. There is no significant pressure associated with the format: bowlers accept they may be flogged on any given day, and a batsman might squirt a catch to cover point in the first over, but there's always another chance tomorrow. In test cricket, pressure is what makes the game. There is pressure on the opening batsman who goes out on a pair in fading light, or the spin bowler tasked with skittling the opposition on a final day 'bunsen'.

T20 mirrors modern living – quicker, louder, faster, with partial attention paid until something shinier comes along. T20 is disposable. Multiple players move between franchises in the off-season. The concepts of loyalty, building a career or genuine team spirit are anathema to T20, being less important than brash musical interludes, cheerleaders and placing KFC buckets on our heads. Kieron Pollard becomes a star only in this form of the game. We are no longer content to play the role of spectators, watching on the edge of our seats as the drama unfolds. We are now part of the action, actively involved from our armchairs or the stands. This is cricket as reality TV, where players are mic'd up on the field of play, cameramen on Segways chase incoming batsmen for close-up shots and members of the crowd don orange tabards for the chance to win thousands with a crowd catch.

The role and authority of the umpires has been eroded over time. If players don't agree with decisions, they can have them overturned on replay, with garish neon screens proclaiming to everyone that the custodian of the game is wrong, undermined by the available technology. Where catches used to be claimed and the word of an opponent trusted, we now rely on endless and probably unreliable replays to tell us that the player is lying and the ball really did touch the turf. Umpires have had their horns sanded down, though thankfully not by a mixture of yellow tape and pitch-side dirt.

There are obvious parallels to be drawn with education, where teacher authority and the delivery of a communal academic curriculum plays second fiddle to student choice, engaging activities and personalised learning. We champion the quick and easy route to success (revision booklets and pre-test tests, drafted assignments and the Khan (though not Imran)



Academy). We want immediate success and demonstration of 'progress' on a lesson by lesson basis rather than the slow and steady build-up of knowledge, skills and expertise. Raucous external stimuli have bred limited patience and if one thing doesn't pique our interest, something else will be along in a moment. Two of the subjects that have been marginalised most in the curriculum (music and languages) are distinctly hierarchical rather than cumulative, and require dedication over years, perhaps decades, to master. We should relish this learning challenge, where the more we know, the more we realise lies unknown, where embracing both depth and breadth leads to complete immersion. Education is about means as well as ends, just as test cricket is about more than winning or losing.

CLR James, in his seminal text *Beyond a Boundary*, wrote 'What do they know of cricket who only cricket know'. Today, we might ask what The KFC Buckethead Army care for the future of test cricket, but we probably already know the answer.

Ben Evans
Director of Teaching and Learning



All's Well That Ends Will

In *Blackadder: Back and Forth* starring Rowan Atkinson, Lord Edmund Blackadder travels back in time. When he arrives in 16th Century England there's a scene where he bumps into William Shakespeare. After asking for his autograph, Blackadder punches Shakespeare in the face, knocking him to the ground, and then explains 'That is for every schoolboy and schoolgirl for the next 400 years. Have you any idea how much suffering you're going to cause? Hours spent at school desks trying to find one joke in *A Midsummer Night's Dream*, years wearing stupid tights in school plays, and saying things like 'What ho, my Lord' and 'Oh look, here comes Othello talking total crap as usual.' He then kicks him. When Shakespeare asks 'What's that for?' Blackadder tells him 'That is for Kenneth Branagh's endless uncut four-hour version of *Hamlet*.'

It's my hunch that comparatively few people watching the scene would feel any urge to stand up for Branagh's honour. And that isn't because he's Sir Kenneth Branagh (although I acknowledge that may come into it). There would, however, be plenty of outraged viewers who would instinctively want to rush to help Shakespeare to his feet and straighten his ruff. These people would have diverse backgrounds. Some might be passionate teachers who manage to make his words leap off the page on Friday afternoons; some might be students inspired by such a phenomenon; some might be actors in a company regularly parachuted into schools at great expense to offer practical expertise; some might be parents who can still recite a few lines from

their school days; unfortunately, some might even be politicians anxious that English curricula preserve a perceived cultural legacy in what seems (to them at least) an increasingly unfamiliar society. Whoever they are, my guess is that most of these Shakespeare-sympathisers would have something to do with education.

As a teacher, I don't share their sympathy though. That's because, when it comes to education, I think that Shakespeare is granted certain privileges that other authors are denied and I think that this is unfair. Whereas other authors appear on curricula via the merits of a specific text, Shakespeare's name alone is sufficient. In my mind I see a queue of peeved playwrights in trainers and jeans outside The Curriculum nightclub patiently waiting in the rain to have their clothing scrutinised by a surly bouncer while Shakespeare swans to the front of the queue in his doublet and hose and is ushered in, no questions asked.

The current SACE syllabus is one example of this imbalance. Here's a selection of the prescribed list of texts:

- Aidoo, A., *The Dilemma of a Ghost*
- Bovell, A., *When the Rain Stops Falling*
- Miller, A., *The Crucible*
- Murray-Smith, J., *The Female of the Species*
- Priestley, J., *An Inspector Calls*
- Shakespeare, W., any play

Any play? Can the author of thirty-seven plays really be that infallible? Surely, for every great Shakespeare play there's another poor one. *Macbeth* and *Titus Andronicus* have plenty of blood in common but that's about all.

One of these is a great play because it explores the psychological destruction of two people who fall under the corrupting influence of ambition and does so in a language that is taut and hypnotic; the other is a terrible play because it's full of sloppy language such as 'Alarbus' limbs are lopp'd' and is simply a catalogue of gratuitous violence that culminates in two people being baked in a pie. Inconveniently for educationalists, Shakespeare isn't always Shakespeare, and the argument that any Shakespeare is better than no Shakespeare is stupid.

In my experience, one never comes across an explicit reason why a particular text or author exists on a prescribed curriculum. Every five or six years, nefarious figures convene in a desolate boardroom to do a deed without a name. Things are dropped into a cauldron, thunder rumbles and an apparition appears in the form of a glossy publication with a year and an acronym on its cover. Teachers are then expected to suck it up and get on with teaching its contents. In England in 2013, Secretary of State for Education Michael Gove introduced reforms to the National Curriculum. Among the changes was the insistence that students study two Shakespeare plays in full at Key Stage Three (aged 11-14) and another at Key Stage Four (15-16). There was no commitment to any particular plays, nor an explanation why students should study three plays by the same author. Did he envisage a separate learning objective for each play or simply a reinforcement of the same one? What, indeed, did he imagine the learning objective might be? Why not three Dickens novels?



Why not three Milton epics? Why *Shakespeare*? The answer to the last question has more to do with it than just literary merit. It's because Shakespeare, more than any other author, represents a set of inherited cultural values. And for some reason, three measured tablespoons was deemed, in this case, a sufficient quantity to inoculate students against popular culture and ensure the bard lives on until the next cycle of educational reform. Nevertheless, I think that for all Gove's planning, the prescription of three plays is ironically a tacit admission of failure. It represents a sad acknowledgement that few, if any, students will ever develop a life-long love of Shakespeare. To maintain a cultural hegemony therefore, it has become important to cram as much Shakespeare as possible down the throats of hatchlings while their mouths are open.

So, what is the purpose of teaching and studying Shakespeare at all? I'll answer that in a moment, but first let me show you what it is *not*:

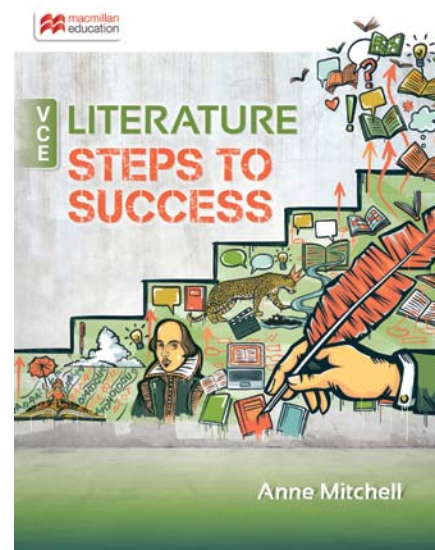
I often tell my students that one of the main reasons to read a Shakespeare play is simply for the privilege of telling others you've read a Shakespeare play. In certain arenas, being able to carry on even a brief conversation about a plot point from King Lear is important and can give one credibility. I also think it's a neat little thing to see something in a movie, another book, or even (gasp!) real life, and think, "Hey—this reminds me of that scene in Hamlet when..."

I'm not going to name and shame, but suffice it to say that this is a genuine post on an educational forum by a teacher. If these were offered as arguments for studying any other author, they would be treated as a joke. These arguments *for* teaching Shakespeare are as bad as the argument for *not* teaching him that claims his language is old-fashioned and hard to understand. Apart from the fact that the quoted arguments reveal disturbing white middle-class mono-cultural values, I'd like to think the study of literature has a higher purpose than simply enabling a generation to get through a conversation at a dinner party without embarrassing themselves.

The starting point of any unit of work should be 'what do I want a student to understand?'

What follows is a means to an end. Thus, in the case of literature, the next question is 'which text is the best vehicle for exploring this?' A great work of literature has something to say and says it in a compelling way. Its words expand our imaginations and lead us to a new understanding of the world. All teachers have their favourite author, but I don't think the author should be the starting point. If I felt I wanted my students to be able to come to an understanding about mass hysteria in the context of a post 9/11 world then I would choose to teach Arthur Miller's *The Crucible*. Why? Because I feel this text best explores this concept and does so in a manner that grips its audience. Of course, there are other practical factors that come into the mix. Does the text offer a sufficient degree of challenge and yet is still within the capabilities of my students? With regard to The Australian Curriculum, does the text meet its 'cross-curricular priorities'? Is it adequately resourced? Do I feel comfortable teaching it? Do I back myself to do a good job and make it engaging for my students? In the case of a play, is there an opportunity to experience a live performance? Whatever the answers to these questions, I think the more inflexible a curriculum is, the more detrimental it is to teaching and learning. The ultimate decision about which text to teach should lie with the teacher.

Given freedom of choice, I know many teachers who would choose to teach a particular Shakespeare play because that play best meets their requirements, and that includes me. But no teacher should be forced to teach Shakespeare or even feel obliged to. If I've chosen to teach *Richard III* it's because I think it works well as a comparison with Kevin Macdonald's film *The Last King of Scotland*. These are texts that explore the ruthlessness of two megalomaniacs - a Plantagenet king and Idi Amin respectively - and lend themselves to discussions on political deceit. When I've chosen to teach *The Merchant of Venice* it has been as a basis for an exploration of prejudice. If there was a play by another author that better-fitted my own and my students' needs, I'd have no qualms about teaching that play over one written by Shakespeare.



There are those who think an education in English literature is incomplete without a study of at least one Shakespeare play but, as you've gathered, I don't agree. There are those who think that to question Shakespeare's place in education is to automatically take an anti-intellectual stance. I don't agree with them either. There are other authors out there who offer something he doesn't. Of course, I acknowledge Shakespeare's genius for language, his stagecraft and his perceptive understanding of the human condition, but it is precisely these qualities that have meant his work has lasted. His endurance isn't due to curriculum designers cosseting him and elbowing other authors out of the way. After 400-odd years, Shakespeare is a big boy now and capable of fighting his own battles.

Mark Wilde
English Teacher - Secondary School

boarding

2018 has been commenced as another remarkable year for the boarding community, with so much achieved by so many boys. Each boy has been challenged to try his absolute best academically and to enjoy the wide array of experiences offered through the Boarding House Activities program. Some have also been active participants in the school's Outdoor Education and Extra-curricular programs and have also played important roles as leaders across the school.

The boarding community's activity program provides our boarding students with the opportunity to be part of structured group activities, be aware of sporting, cultural and social events happening in and around the city and also encourage the boys to extend their lives beyond the four walls of the school environment.

On Sunday 4 February we had our boarding community BBQ and team building event which was thoroughly enjoyed by all of the new boys and current boarders. The goal for the day was to create an event where all boarders could get to know each other better in a fun and relaxed environment with staff. After lunch, all boarders then went to the Red

Centre, where boarding prefects led activities with groups rotating every 30 minutes. Activities included Pictionary, Dodge ball, Volleyball and Indoor Soccer. The focus of all the activities was having fun and making new friends. Our new boarders threw themselves into all the activities and our existing boarders and prefects had an opportunity to practice their leadership skills. It was a great day and really helped our new boarders to feel more settled and comfortable in their new surroundings.

In Term 1 we also celebrated Chinese New Year in the boarding community and it was very pleasing to see some of our international boarders provide the boys with an insightful overview of Chinese New Year and the importance of the time for many people.

Within the Term 1 calendar the boys have had the opportunity to take part in many activities including; working towards their open-water scuba licence, learning to surf at Middleton, ten-pin bowling, attending Fringe Festival activities, and watching some of the most recently released films.

During the term the boarders were also invited to take part in the Harvest Thanksgiving Service

at Kent Town Uniting Church on Sunday 25 February. This event witnessed several boys take part in the service and their insights into life on the land were well received by the congregation. As a result of the success, we are looking at further collaborative services between the College and the Church. On the same weekend we had over 50 boys take part in our annual fundraiser for the Relay for Life and it was incredible to witness the comradery and friendships which have been established amongst the boys of all ages and year groups.

However, balance is achieved through the formidable academic environment which is supported in the boarding community. This is achieved through sessions run on organisational skills, special lectures at various University events and also the visits to the State Library. Our boarders are fortunate to have supervised study where the boarding staff (and other teaching staff) are available to provide academic support. It has been pleasing to see the extra Mathematics support (Ms Sara Browning) extra English support (Mr Nick Iadanza) and extra Science support (Ms Christine Papanicolas / Mr Beau Muzik) being taken up by boys during the week.

However, possibly the best news for the new year has seen the breaking of the ground for the construction of the new boarding house complex to be constructed on the Parade West. Whilst there is significant construction work to be carried out over the coming weeks and months, to witness the daily progress is an exciting talking point for boys and staff alike.

2018 has also seen some changes with our boarding staff with Mr Mike Oomens and his family joining the community and settling into his new role as Senior Residential Assistant – international Students. Mike brings a wealth of knowledge and wisdom to the role.

Darren Roylett
Director of Boarding



Princes Boarders at the Relay for Life



new boarding house

Progress on the new Boarding House continues at a steady rate. At the time of publication of this edition of the Princes Record, the concrete slab for the last of the three wings of the facility had just been laid and we are all now anxiously awaiting the building structure beginning to rise above the foundations. Here are some progress photos from mid-February when work began on the project until mid-April of this year.

Aerial images from February 2018 to April 2018



autumn concert

Poor Vivaldi. Much as he might have hoped that *Le Quattro Stagioni* would be popular among the music-loving public of the early eighteenth century, he could not have known that his beloved score would be humbled in the twentieth and twenty first centuries by becoming the ubiquitous background music of hotel lobbies, coffee shops and dare I say it, the AGL customer care line for those 'Can-I-just-put-you-on-hold?' telephone loops. A good many performers have distinguished themselves playing the uproariously exciting arrangement of *The Four Seasons* that we all know and love so well, but none more so than the Princes Chamber Strings in Term 1 of this year who were ably led by Year 12 student Shine Wang. Vivaldi did not just write four concertos, he captured the seasons of the year in the very notes that are played, and it was with joy that the two-hundred strong audience listened to this piece and many others during this year's Autumn Concert.

Thursday 12 April 2018 dawned crisp and clear heralding one of the first musical milestones of the year for our ensembles and soloists. As the seasons change so too does our focus - the very nature of a school means that we work in terms, mirroring the seasons, sowing the seeds at the beginning and reaping the rewards at the end. After weeks of dedicated rehearsals in the heat of summer, the Autumn Concert is always a celebration of our musicians and the diversity of musical instruction we have here at Prince Alfred College. It is the first time we come together to present new work and reveal the early shoots of growth among new ensembles. On the night, from the opening strong notes of James Saunders' didgeridoo providing an authentic welcome to country to Reilly Hollamby's hauntingly beautiful vocals, we were offered an insight into the rich variety of musical talent among our boys.

A selection of musicians and vocalists performing in the Autumn Concert



Director of Bands, Mr Andrew Newhouse worked closely throughout Term 1 with Ms Sally Rounsevell, Director of Music at St Peter's Girls' School to combine bands for two memorable pieces - *Happy*, featuring the outstanding vocal skills of Angus Brill-Reed and a special version of *Star Trek: Into the Darkness*. The spectacle of this endeavour was no less than striking, with the sheer size and volume of the bands an absolute delight. We look forward to our future relationship with Ms Rounsevell and her students enriching both of our schools' musical offerings.

Among other combined pieces, the Junior Choir and Strings performed a wonderful version of *Adiemus* conveyed the heights of our youngest boys' vocal range. Soloists included Angas Marshall, whose tenor saxophone performance of *Café 1930* was notable; Thomas Dodsworth, Captain of Music, played the French Horn with skill and sensitivity, and new student Thomas Howe delivered a remarkable performance singing the emotive lyrics from *Les Miserables*. The range and beauty of performances entertained the audience and left all in awe at the talent on display. Thanks must go to Mr Andrew Edge, Director of Music, Mr Andrew Newhouse, Mr Adam Mason, Mr Tasso Bouyessis, Mrs Erna Berberyan, Ms Lizzie Gregory, Ms Kerry Peterson and all instrumental tutors and accompanists. Their work is truly appreciated.

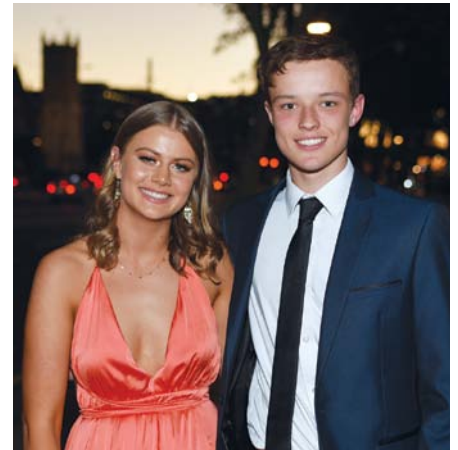
As we move into the 'bleak mid-winter' things will quieten. The ebullience of summer and the majesty of autumn have long passed. The bare beauty of winter allows a closer look at the landscape, the seasonal ebb and flow of hard work and effort ensuring rich growth. This is when strong roots are established.

We look forward to welcoming you for winter warmers at our next major musical event, the Midwinter Music Festival on Friday 22 June, 2018.

The simplicity of winter has a deep moral. The return of Nature, after such a career of splendour and prodigality to habits so simple and austere, is not lost either upon the head or the heart. It is the philosopher coming back from the banquet and the wine to a cup of water and a crust of bread.
- John Burroughs, *The Snow-Walkers* (1866)

Paula Little
Director of Performing Arts

red and white

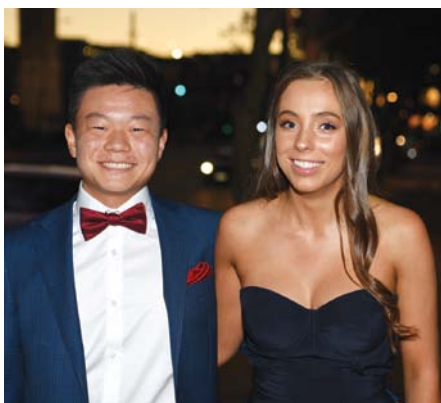


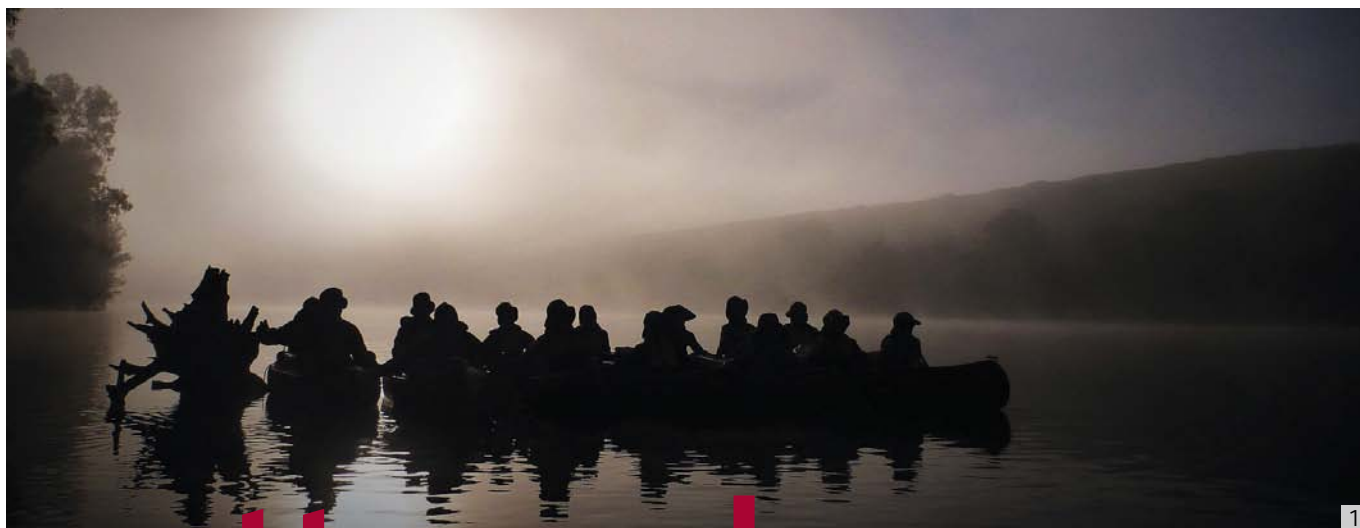
On Saturday 7 April, over five hundred Princes men, staff and guests gathered at the Adelaide Convention Centre for the annual Red and White Formal. The night went down flawlessly and I'm confident everybody who attended had a great time. The Carnival themed night was packed with all sorts of entertainment including a roaming magician and crowded dance floor. The evening kicked off at 6:30pm when everyone introduced their dates to Mr Fenner and entered the hall for drinks. Soon later we sat down and the MC's introduced themselves and the formalities began. The night consisted of a delicious entrée and main, as well as a giant Haighs chocolate fountain for dessert. After hours of talking, dancing and partying the night concluded at 11pm, leaving many wanting more.

I would like to conclude by saying how wonderful it was to be a part of the formal planning committee and thank all those who worked beside me. Additionally, I would like to say a special thankyou to Ms Liddy and Mrs de Wit, who worked tirelessly to put together what was an incredible night. One final thankyou to Mr MacGregor and the three MCs who worked closely with the committee to ensure a successful night.

Harry Bennett

Year 12 student & member of Formal Committee





scotts creek

Outdoor Education- Lifelong learning

Outdoor Education at Prince Alfred College has played a vital part in the holistic development of students across the College. In the early 1970s, the College identified a need for a dedicated Outdoor Education facility and the search began for a suitable site along the River Murray. The College purchased Scotts Creek in the 1970s and built an outdoor education facility on the site which was described at the time as “a dream camp for students at the school” (Frank Pangallo, The Advertiser, 2 May 1977). For the last 42 years Scotts Creek has provided opportunities for students across the College to grow and develop into well rounded young men throughout their school life. Currently the Scotts Creek Outdoor Centre and staff are involved in delivering programs to students from Years 2 to 8 and supporting the expedition components of Senior Outdoor Education in Years 10, 11 and 12.

At Princes, outdoor education plays a large part in growth and development of the ‘princes man’. It provides our students with an opportunity to leave the modern world behind and step outside the classroom to further their understanding of what the world has to offer. Outdoor education provides the perfect environment for boys to push their boundaries through various activities, while providing the opportunities to develop and foster relationships with their peers and teachers. Outdoor education at Prince Alfred College is more than just taking boys out and teaching them how to canoe, kayak or rock climb. It fosters development of an individual student’s wellbeing through the promotion and development of concepts, knowledge, attitudes and skills. Wellbeing is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participate in an active, healthy lifestyle. All of the activities and skills developed through the outdoor education program are delivered with the purpose of developing a combination of transferable skills, promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of outdoor activities for individuals and communities.

Outdoor education offers our boys so many wonderful opportunities to grow and develop in ways that may not be apparent to them immediately while they are at school, but upon reflection later in life, are generally viewed as important milestones in their development. It’s always a pleasure to meet old scholars both young and old and listen to them recall their Outdoor Education experiences during their time at the College with great joy and a sense of pride.

Micha Jensen

Co-ordinator - Scotts Creek Outdoor Centre



1. A misty morning on the river
2. Scotts Creek early 2018
3. Year 5s drawing maps

careers



2018 started with a burst of energy. At the beginning of the year, thirteen students from Years 11 and 12 were named Careers Team Leaders: Angus Naughton, Mishari Al Hariri, Jason Charwood, Denny Han, Jasper Ryan, Joseph Balestrin, Joel Slarke, Samuel Wong, Jordan Neal, Thomas Johnson, Jackson Miller and Max Rupert.

These students have the responsibility of working with me in planning, implementing and reviewing College careers events for their peers. All had a hand recently in the outstanding success of our Mega Careers Expo, held on Monday 9 April. Over 30 exhibitors (including 16 local and national universities) and 30 guest speakers honoured our Year 9 to 12 students and parents by attending this Expo. 2015 College Captain Tim Hobbs joined us from ANU and made the keynote speech, outlining his own journey from his high school years to where he is today. Many people commented on how impressed they were, with what and how Tim shared his story of encouragement. For the first time in the history of Prince Alfred College, in addition to our wonderful local universities, we had the University of Western Australian and UNSW join other national universities. Marcellina pizza for the students was a hit, as always, and 20 door prizes were snapped up by lucky students!

450 students and parents (our largest number ever!) enjoyed undertaking careers learning with such a diverse group of contributors. Student feedback included:

"The Entrepreneur talk was amazing."

"The University of Sydney gave me lots of valuable information and asked me challenging questions."

"I thought that the careers expo was wonderful."

"My favourite speaker was the pilot. He was very inspiring and such a cool guy. All the subjects he suggested, I am currently doing and he gave a really nice story on his journey to being a Qantas pilot."

"I found the veterinarian really inspiring and helpful because she really made a connection to people and explained what being a vet is actually about, and how it's not just about the cuddles with animals."

Three great FoPAC mothers (Kerrie, Vicki and Belinda) came to support and assist, and the Old Scholars Association also had a table to greet the many Old Scholar professionals who shared their career stories (over 20!).

The Careers Office is offering an exciting program for the rest of the year. In addition to being able to access relevant careers information, Years 9 to 12 students have been able to attend a Medicine/Dentistry pathway session, learn how to apply for scholarships, put their hand up for work experience (Year 11) and book in for Careers Counselling. Keep an eye out for more to come this year.

There is no doubt that the huge turnout of top universities, industry sector representatives and guest speakers attended this Mega Careers Expo because the Prince Alfred College student is valuable and worth pursuing. The feedback I received from our many guests regarding our students was fabulous! Thank you to all who assisted, especially my Careers Team Leaders.

Breaking News

Seung Han (Eddie) Han, 2017 Year 12 PAC graduate has received an offer to study a four year undergraduate degree at New York University (Abu Dhabi campus). Eddie was shortlisted after applying, was flown to a candidate weekend in the Middle East and has been notified of his success. As a student at this campus, Eddie's full tuition, accommodation, flights home and all other expenses are covered. He will have the opportunity to work on this small campus alongside outstanding professors and other brilliant minds. Congratulations Eddie!

Monica Magann
Careers Counsellor and
Indigenous Student Support

1. Careers Expo 2018

2. Eddie Han in the Middle East

indigenous student support

We are delighted to have nine Aboriginal students at Prince Alfred College in 2018: Ahzali Bin Omar, Jake Dodd, Jason Coleman, Kozzy Kropinyeri-Pickett, Samson Andrews, Blake Cooper, Eamon Peisley, Tex Wanganeen and Caleb Thomas. We continue to seek to grow our student numbers for the future. Prince Alfred College embraces all opportunities to build stronger relationships with our Aboriginal families and commit ourselves to being a community that celebrates Aboriginal cultures, encouraging pride that fosters a stronger sense of identity.

Teaching staff gave positive feedback regarding the Indigenous cultural competency training held on Monday 25 January. The training was engaging, informative, inspirational and for everyone who gave feedback, valued. Wade and Marlon, guest speakers from the Port Adelaide Football Club proved so popular that we have had a number of requests from staff wanting to book them in. Kurna Peramangk Elder, Uncle Ivan Tiwu Copley came in and also did cultural competency training for the Early Learning Centre staff which was well received.

National Reconciliation Week is coming up on 27 May – 3 June and staff and students are busy preparing for this important week in the Indigenous calendar. The theme this year is 'Don't Keep History a Mystery'. Uncle Ivan will be participating in several activities across the College including information sharing with the Early Learning Centre children and Senior School students.

The PAC initiated Aboriginal Youth Connect Program "Yaita Tita" continues to flourish. 40 students from seven schools were here on 26 February, working in the art space with the wonderful Art Teacher Jane Omond and had the opportunity to learn from artist Gavin Wanganeen as they came up with their own beautiful creations. Year 12 student from Ceduna, Jason Coleman did a good job of being the host for the evening.

News has just come in that His Excellency the Honourable Hieu Van Le AC, the Governor of South Australia will be meeting with the Yaita Tita Team on Monday 28 May. His Excellency has a keen interest in Indigenous youth and the mutual exchange of stories will make for a memorable night of connection and reflection.

Monica Magann

Careers Counsellor and Indigenous Student Support



1. Uncle Ivan with Year 11 student Samson Andrews during a traditional smoking ceremony
2. Jason Coleman, Jake Dodd, Samson Andrews and Tex Wanganeen at a Yaita Tita meeting
3. His Excellency the Honourable Hieu Van Le AC

charity community programs



Activities associated with Lent and Easter have been the basis of service and fundraising in the Preparatory School and Early Learning Centre in first term. Shrove Tuesday, which precedes the period of Lent in the Christian calendar, has become synonymous with Pancake Day. Students across the ELC and Preparatory School enjoyed the opportunity to partake in pancakes, while at the same time raising funds for charity. Just over \$1,000 was raised in the Preparatory School. This money has gone to UnitingCare SA in support of programs that assist disadvantaged families across Adelaide. In the week preceding Easter, FoPAC representative Karen Percival was on hand to deliver an assortment of Easter eggs donated by families in the Preparatory School to Sue Pastro from UnitingCare Wesley Bowden, for distribution to families in need.

Reverend Mark Dickens
Community Service Co-ordinator

1. Preparatory Captains prepare pancakes for serving - Fred Vartuli, Angus Nicholls and Ryan Percival
2. Boys from 2L enjoying their pancakes
3. ELC boys loved their pancakes too!
4. Easter egg assortment donated to UnitingCare Wesley Bowden for distribution to families in need

friends of PAC



1



2



3

It has been a busy start to 2018 for the Friends of Prince Alfred College (FoPAC), which has included hosting and supporting several events, running our annual Easter raffles and welcoming new members to our twice a term Committee meetings.

To commence the year FoPAC hosted a 'Welcome Back' morning tea outside the Piper Pavilion on the first day of school. In conjunction with the College, FoPAC also hosted welcome drinks for the Preparatory, Middle and Senior Schools at the Headmaster's residence, St Jacques. A new format for 2018, these events gave both new and existing families the opportunity to meet and catch up in a relaxed atmosphere and were very well attended by parents. We thank the Headmaster and Mrs Barbara Fenner for their hospitality and the Events staff for their assistance in ensuring the evenings were a success.

For our Preparatory School community, FoPAC's Family Fun and Movie Night has become a key annual event held on the second Friday evening of Term 1. This year over 200 people came along to watch Despicable Me 3 at PAC's front oval big screen. There were also bouncy castles, an inflatable commando course and other activities for the children, and many parents discovered the joys of an icy cold Pimms on a

hot night! We thank the Rowing Parents Support Group for running the BBQ and Year 11 Community Service boys Andrew Brennan and William Howard, as well as all FoPAC Committee members and others who assisted on the night.

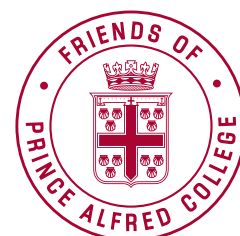
Another annual event that is very popular with the boys is the Preparatory School Swimming Carnival cake stall held in Week 4. A vast array of goodies were available for purchase during the day, as well as platters of free fruit which were kindly donated by the Manno family. Our thanks to Estelle Chapple for co-ordinating the cake stall, which raised \$700, and to all parents who helped out throughout the day.

Thanks to the generous support of the Prince Alfred College community, we were able to present three enormous hampers of Easter eggs to UnitingCare Wesley Bowden to be distributed to those in need at Easter. We also had 1st, 2nd and 3rd prize Easter baskets for each of our Preparatory School classes, and in the Middle and Senior Schools prizes ranging from a 10kg block of chocolate through to a Freddo Frog! Together these raffles raised nearly \$1,900 which will be used to support FoPAC initiatives during the year. Thank you to Karen Percival for co-ordinating these raffles again this year.

FoPAC also supported additional College events during Term 1 such as processing book sales in the library on Grandies Day and assisting at the Careers Expo in April.

We have several new and exciting events planned for the remainder of the school year and thank the College community for its ongoing support of our efforts. All our events and meetings are advertised in eNews and on the College Facebook page or please email us directly at fopac@pac.edu.au.

Mary Read
FoPAC President



1. Family Fun and Movie Night
2. Easter egg hampers presented to Sue Pastro from UnitingCare Wesley Bowden
3. Sam Smart and Sarah Meertens helping out, while Loch Rawlinson enjoys the free fruit provided by the Manno family at the Preparatory School Swimming Carnival

summer intercollegiate series

A Stellar Vintage

This year's Summer Intercollegiate Series between Princes and our traditional rivals St Peter's College, has been a huge success for the boys in Red. The series of matches, was kicked off with our traditional Captain's Lunch, this year hosted at Princes. This is always a great opportunity to get the student leaders and Prefects, as well as Senior staff, together to celebrate and discuss the wonderful opportunity that boys have in which to build on the traditions and history of all those before them.

The 2018 vintage will certainly be one to remember. Over the course of the two weeks, our best efforts saw us take head to head honours, at First level, in four of the six matches with wins in tennis, swimming, cricket and

badminton Intercols. Unfortunately, we lost a close match in the water polo and were soundly beaten in the Head of the River rowing.

The series itself began on a windy and humid day down at West Lakes with our entire Boat Shed pitted against a multitude of schools in the 2018 Head of the River. Overall the day saw some significant success for Princes, in particular the Year 9 crews – all five of them taking out their divisions; a wonderful achievement!

The First XIII, albeit a relatively young crew, were soundly beaten, finishing fifth overall, after having a slow start, from which they never recovered. This was obviously demoralising for the boys who have poured

huge amounts of time and effort into that one race. The aim now is to return to the shed, heal our wounds and get better. It is as simple as that.

This year's Tennis Intercollegiate promised to be a tight event, given both schools have increasingly strong programs and came into the match with both fit squads and success in the regular seasons. The match, this year held at Saints, the Reds win eight of the twelve rubbers in a strong performance. Our boys, ably led by Captain Sam May, set up the win after taking the singles – six rubbers to two, before splitting the doubles. Congratulations to the boys and thanks to Coaches Dean Schipanski, Shane Harris and Josh Gregg, as well as Co-ordinator Chris Nicholls!



After an epic four days of cricket our First XI were victorious in the 142nd Intercollegiate Cricket match. Restricting Saints to 273 in the first innings, PAC piled on an outstanding 505 runs, led by Cooper Luke (127) and Jamison Murphy (96 n.o). After some initial some resistance, the PAC bowlers wore their opponents down, sharing the wickets, bowling Saints out for 200. In the end, a superb Innings and 32 run victory and our first 'innings win' since 1934. Congratulations to Captain Lachlan Pointon and all the players, Coach Mark Scott, Manager Nigel Madden and Cricket Co-ordinator David Mann.

This year's Badminton Intercollegiate, hosted at St Peter's College, saw us as 'underdogs', but from the earliest moments in the match, it was obvious our boys were up for the challenge. In a tightly fought contest scores were level at 2-2 after the doubles matches. Again, after the first round of singles, scores were locked at 4-4. The Princes spirit then shone through with our boys winning three out of the final four games, taking the match 7-5. All players are to be commended on an outstanding, fighting performance which saw us retain the Intercol trophy.

Thanks must go to Co-ordinator Sally Persian, Head Coaches Lionel Seah and Kevin Khaw as well as the support coaches. A special mention to Captain Bernard Mak who led with heart and great spirit. The culture that Bernard has built was one that shone brightly when the match got tough!

Our swimming team has again taken all before them, winning the State Championships, the SAAS Premiership and this year's Swimming Intercollegiate.

The Swimming Intercol, which doubled as the SAAS Final, PAC finished on 673 points 72 clear of its nearest rival and 118 points ahead of Saints. The effort, team work and commitment of our boys was something to be commended.

Congratulations must go to Captain Connor Kioussis and all the swimmers, along with Coach Hayden Cleveland and Peter Bubner, as well as Felicity Liddy for their hard work.

The final event for 2018 was the Water Polo, this year hosted for the first time by Princes, at the Adelaide Aquatic Centre. The match

was played in high spirits and ebbed and flowed all evening. Our boys worked tremendously hard throughout and great goals by Ky Bishop and Sam McKenzie had us right in the match until the final seconds when Saints put themselves a goal up, with less than a minute to play. Whilst the result went against us, all who attended complimented our boys on their plucky spirit and grit, which took them deep into the game. Princes has come a long way under Coach Shaun Baker and Co-ordinator Scott Parker, and we know a win is just around the corner.

At the end of the series, our boys walked away with four Intercols, three SAAS titles and two State Championships (and runners up in another). This is a convincing show of our sporting strength and indicates some terrific work behind the scenes and in the way in which we support our boys.

My sincere thanks must go to all of our wonderful Coaches and Co-ordinators, not only at First level, but across the board. We have a great belief in the importance of developing our boys in progressive and challenging environments and this has served us well in the most competitive of contests. Our focus on quality coaching, a long-term athletic model and a belief in our boys has seen our courage increase and our results continue to soar.

Finally, to the boys who represented Princes this season...thank you! Your courage, hard work, belief, commitment and genuine pride in wearing the red jumper, cap, shirt or zoot-suit, is something we are very proud to watch and support. Well done!

We have much to be proud of – Go Reds!

Troy McKinnon
Director of Co-Curricular Activities

opposite page:

1. Oscar Harms in action at the Intercol Cricket
2. Jake Dodd returns serve
3. Zac Bishop surges the ball forward in the Water Polo Intercol
4. Ray Wei approaches a back hand in the Badminton Intercol

this page:

5. Our victorious Swim team following the SAAS Final
6. The First XVIII at the 2018 Head of the River



5



6

sports



As a young lad, one of my most cherished books was *Greatest Sports Heroes*. The pages were filled with heroes' accomplishments. I pored over this, marveling at those who achieved at the highest level and in many cases, having overcome great adversity, these sports heroes exhibited utter belief and total commitment.

I always wondered what the traits of these great heroes were...what made them tick? What drove them to new levels of human achievement?

Many sports enthusiasts will know of the great Roger Bannister.

Sadly, Bannister died just a few weeks ago. He was one of the "greatest" featured in my book, and I returned to his chapter many times.

The image above is directly from my book and I love everything about it...I am sure there are dozens of stories within it. I love all of it...but particularly Bannister's very evident TOTAL effort.

Bannister was of course, the first athlete to have officially run one mile – just over 1,600 metres...in under four minutes. For context, that's four consecutive laps of an athletic track - all in under a minute.

Or for those who like the treadmill, running four minutes at 25 km per hour. Scary stuff!

And this was certainly the well held opinion of the day, back then. Many saw it as a feat deemed impossible and possibly deadly, much like climbing Mount Everest.

Bannister, because he did not share the same belief as others, was able to develop new training methods, methods he had to fit to his strict schedule as a keen academic.

Bannister did not define himself by the standards of others nor did he see himself as an athlete alone. He spent spare moments juggling his running along with his fascination in medicine, the arts and literature.

My research into Bannister was that he always learning, Sebastien Coe, an amazing runner himself, said Bannister was "always interested in training techniques, altitude training, why some were running faster... Conversations could go anywhere. He was always full of questions."

Bannister's legend was made on 6 May 1954, when he took to the cinder track at Oxford... despite unfavorable weather conditions and became the first man to run a mile in under four minutes - three minutes and fifty nine seconds to be exact.

On the day, high winds almost cancelled Bannister's plans to race after working his shift at a hospital.

Bannister was a medical student and due to his busy class schedule, he sometimes had to cram just 30 to 40 minutes of training in a day.

Given his limitations, training sometimes consisted of just running hard during lunch breaks and not necessarily fine-tuned workouts. I think there is something in that. He himself drove his own ambitions.

Through his own fascination with the human body and medicine, Bannister was able not only able to put together his own training regime but finally an answer to the exploration of human potential. As he put it, those three minutes and 59.4 seconds freed him from "the burden of his athletic ambition."

Today, more than 1,300 athletes have broken four minutes for the mile. It remains the benchmark of a successful middle-distance runner. To put this in context, and to use the

Mt Everest benchmark...Fewer people have broken four minutes for the mile than summited Everest.

Bannister was named *Sports Illustrated's* first Sportsman of the Year in 1954. The magazine made its decision that "the electrifying running of history's first four-minute miler—a man of no fanfare—made him the year's pre-eminent man of sport." Which I think is rather nice. He did everything with class.

Bannister became a world-renowned neurologist after his running career.

In the later years of his life, Bannister always felt prouder of his accomplishments in medicine than his work on the track, which I think is also rather nice.

There are no bones about it...The first sub-four minute mile remains one of the greatest athletic achievements of the 20th century. It opened the floodgates to something people believed to be physiologically impossible and broke down the walls of what our minds believed could be accomplished.

Why is this all relevant for today's student at Princes?

Simply, we must always look to promote and encourage boys who go beyond, and who in many cases drove their performances with their own lofty ambitions.

We must be deliberate in challenging and demanding effort, resilience, commitment, courage, honesty - which I admit are, to some, just words.

But to others, and many of our greatest Reds, they are more like early mornings, late nights, bruised knees, spilled blood and sweat, sore spots and a significant commitment on top of what must be their primary focus, academic progress.

Princes can be proud of how it continues to challenge boys to go for their own lofty goals!

Troy McKinnon
Director of Co-Curricular Activities



foundation



Philanthropy at Prince Alfred College in 2017

As we move beyond the 150th anniversary of the College's establishment, and anticipate the 150th anniversary of the first students commencing, it is worth reflecting that without philanthropy our college would not exist. The story of the fundraising meetings held in the city, and the support of donors who shared the vision of a Methodist school for boys, is well known and forms the foundation of a tradition of philanthropy which continues to this day.

Prince Alfred College is privileged to enjoy the generosity of men and women who realise the value of a good education, and who choose to support the College through the range of gift-giving options available.

Following another successful year of raising funds, we are pleased to present details of our philanthropic program and its contribution to the success of Prince Alfred College.

What Does Philanthropy Enable?

Philanthropy assists the College to direct fee remissions and project budgeting where funds may not otherwise have been available. This income and flexibility has seen greater numbers of students assisted and projects fast tracked.

Who Does Philanthropy Support?

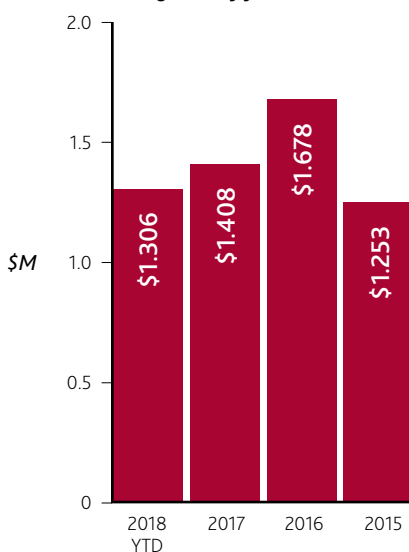
Philanthropy benefits all students and beyond!

The Foundation Building Fund assists the College to provide infrastructure for the benefit off all students, and with projects like the RED Centre to Old Scholars as well. In 2017 gifts for the 2018 scheduled refurbishment of ANZAC Hall were received, and significant funds received for the Boarding House development.

The Foundation Library Fund provided \$50,000 to the College for the provision of furnishings and portable shelving in 2017.

A special project supported through philanthropy in 2017 was the establishment of the Ron Gibbs History Fund. A donation from Mrs Margaret Gibbs and her family has remembered the renowned South Australian and College historian Ron Gibbs AM, and funds will support specific history based activities.

Giving total by year



Retiring Foundation President Dr Janet Young is thanked by incoming President Nicholas Heard, Bradley Fenner and Council Chair John Keeves

The Foundation Scholarship Fund supported 13 students in 2017. In the ten years since its inception, the Fund has worked with men and women wishing to directly support a boy's education, and its successes have been beyond what was envisaged.

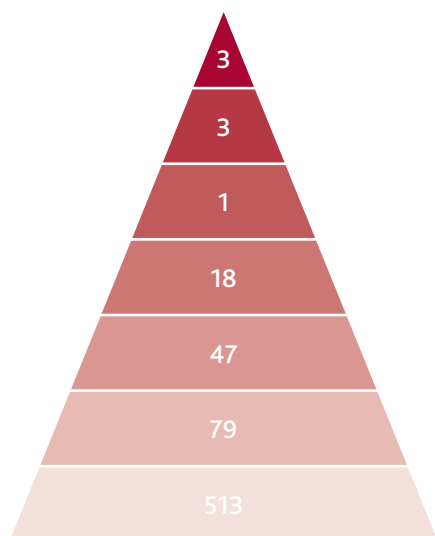
- Ken Lord Family Boarding Scholarship: four recipients
- Colin Hassell Scholarship: one recipient
- Indigenous Scholarship: one recipient
- Richard Thorne Scholarship: five recipients
- Murray Evens Scholarship: one recipient
- Brett Williamson Scholarship: one recipient

The Murray Evens and Brett Williamson Scholarships were endowed in 2016 and the first recipients commenced in 2017.

During 2017 two new scholarships were endowed and recipients commenced this year:

- Bruck and Betty Wheeler Scholarship through the generosity of Mrs Betty Wheeler
- Jim Lang Scholarship through the generosity of Mrs Jean Lang

Looking ahead to 2019 and the Scholarship Fund will be even busier! Recently, the Geoffrey Bean Boarding Scholarship has been established and a bequest from the late Tom Bascomb has been applied to support this. The Margaret and Llewelin Davey Scholarship will also be offered using funds from the estate of the late Miss Margaret Davey CBE. The ongoing generosity of Mr Ken Lord will enable six recipients to attend the College in 2019.



Are Bequests Important to PAC?

Over the years the College has benefited from bequests of all sizes. Initiatives funded in recent years include scholarships and major projects such as the Early Learning Centre. In 2017 five bequest notifications were made to the College, and some donors have made their intentions known whilst others have chosen to remain anonymous.

Bequesters are invited to join The T.G. Waterhouse Bequest Society so their contribution to the future of the College can be acknowledged during their lifetime.

Bequests come from men and women with links to the College. In 2017 the Ruth Park bequest was applied to scholarships, a bequest from the late Dawn Geyer OAM enabled the establishment of the Dawn Geyer Archives Fund. Advice of a large bequest from the late Max Lawton and his wife Joan will endow a fund to support specialist projects focused on boy's education.

In 2018 the College will make an announcement concerning the application of a major bequest from the estate of the late Mrs Torrie Chapman. Details of this bequest have been known for some time, but with legal formalities nearing completion and details will be announced in the coming months concerning the bequest's application.

Recently, the College Council adopted the policy that all unrestricted bequests be placed into endowment for the long term benefit of the College.

Does Philanthropy Support Sport Programs?

Yes, sport is an integral part of the life of the College. Tax deductible donations to a range of sports can be made online through the Australian Sports Foundation, who then allocate them to the College.

Can Overseas Donors Give?

The PAC Foundation's membership of the Australian Independent Schools USA Foundation enables residents of the United States of America to direct tax deductible donations to the College.

How is Philanthropy Recognised?

Donors are recognised through membership of the PAC Foundation at the appropriate level.

How Can I Become Involved?

The College and Foundation provide a range of giving options:

- Supporting the Annual Giving annual appeal which seeks donations to all funds
- Pledging a gift over a regular period to the Building, Library or Scholarship Funds
- Endowing a scholarship through one donation or one pledged over a period
- Making provision for Prince Alfred College in your will.

Who Do I Contact?

Please direct confidential enquiries to David Cornish, Executive Officer of the PAC Foundation, telephone (08) 8334 1255 or email dcornish@pac.edu.au

Wilfred Cooper Engineering Scholarship

The Wilfred Cooper Engineering Scholarship will be presented to a graduate from PAC who achieves the highest results in a first year Engineering course at the University of Adelaide. Applications close on **22 June 2018** for those students enrolled in their second year of Engineering at the University of Adelaide.

The scholarship amounts to \$10,000 payable over four years for the second to fifth years of study.

Please forward your application to:
The Headmaster, Mr Bradley Fenner
Prince Alfred College
PO Box 571, Kent Town SA 5071

2017 Donor List

Mr & Mrs S J Abboud
Mr M J C Adams
Mr & Mrs C J Ahlburg
Mr D Andary OBE
Dr B A Antonas
Mr & Mrs D J Antonas
Mr & Ms G J Arbon
Mr I C Arnold & Ms S O P Rossi
Mr J M Ashby
Mr W F Ashman
Mr J W Baldock
Mrs W Barry
Estate Mr T W Bascomb
Mr & Mrs D A Bergamin
Mr R S Berkin
Mr & Mrs P Bidstrup
Mr & Mrs J P Biggs
Mr & Mrs M D Bishop
Mr & Mrs M R Black
Prof P Blumbergs
Mr T Bowley & Mrs N James
Mr M S Bratchell
Mr & Mrs M P Broad
Mr A R Brown
Mr & Mrs A D Brown
Mr G E Browne
Mr & Mrs N Bruce
Mr J Bu & Mrs W Tang
Mr & Mrs A J Buckham
Ms E Judd
Mr & Mrs P W Bussenschutt
Mr P O Buttery
Mr & Mrs S C Campbell
Mr I G Campbell
Mrs S Cant
Mr G Cao & Ms W Zhang
Mr & Mrs M Casalbore
Mr & Mrs J R Casanova
Mr M J Catford OAM
Mr & Mrs A Ceravolo
Mr C Chan & Ms C Lee
Mr L H Chan & Ms S H Wong
Mr & Mrs M O Chandler
Mr & Mrs C M Chapman
Mr & Mrs G S Charlton
Mr G Chen & Mrs L Wang
Mr W Chen & Mrs S Li
Mr X Chen & Mrs X Quan
Mr & Mrs M Cheney
Mr L H Chung & Miss S K Tam
Mr & Mrs S Clark
Mr & Mrs D J Clarke
Mr J T Clarke
Mr & Mrs T Clifton
Mr C M Coker
Ms V K Manning
Mr D H Cook & Dr J A Weston
Mr D F Cornish
Estate Mr F S Cornish
Mr D R Coventry
Mr & Mrs G A Crawford
Mr D L Croser & Dr K L Croser
Mr & Mrs G E Cunningham
Mr S B Dalgarno & Ms J M Churchill
Mr & Mrs M W Dare
Dr I Darnton-Hill AO
Mr & Mrs S C Davies
Mr & Mrs R Daw
Mr & Mrs A C Day
Mr J Deakin & Ms M Han
Mr I Dissanayake
Drs R & K A Van Dissel
Mr N M Do & Mrs T T Dao
Mr C W Dobbins & Dr S W J Fung
Mr R Dodsworth & Ms E Hounslow
Mr S B Dolling
Mr X Dong & Mrs S Lan
Mr & Mrs T J Downing
Mr M R Ducker
Mr P C Dunn
Mr K W Dyer ISO
Mr M J Edgeloe OAM
Mr & Ms A J Edwards
Mr & Mrs G V Elix
Mr & Mrs J Eteuati
Dr & Mrs D J Evans
Mr & Mrs P R Ey
Mr & Mrs M M Farmer
Mr W R Feltus & Ms L M Bieser
Mr & Mrs N Femia
Mr & Mrs B T Fenner
Mr & Mrs S Floreani
Mr & Mrs D M Fraterman
Mr & Mrs P G Froude
Mr & Mrs C D Fulcher
Mr & Mrs J Galluccio
Mr I N Gambling
Mr M Gao & Mrs X Wu
Mr & Mrs J W Gardner
Mr & Mrs P K Gayen
Dr T George & Mrs L Tomy
Mr A G Gerard
Mr J Gerard
Mr J Gerovasilis
Mr & Mrs S P Geyer
Mr P E Gibbins
Mr & Mrs P J Gibbs
Mrs M Gibbs
Mr I Gibson
Mr & Mrs A A Giustozzi
Dr Z F Gong & Ms Y Guo
Mr & Mrs D J Good
Dr B A Gooden
Mr & Mrs R J Gould
Maj-Gen SN Gower AO, AO (Mil)
Mr & Mrs C Grech
Mr & Mrs R J S Greenslade
Mr & Mrs K W Grundy
Prof Xin-Heng Guo & Mrs Lan Li
Mr A Gwinnett
Mr A J E Haigh
Mr A R Hales & Ms R E Jorgensen
Mr & Mrs D G Hallett
Mr & Mrs S Hamilton
Mrs R D Hancock
Mr & Mrs T J Hawkins
Mr W G Hayes & Ms K L Martin
Mr & Mrs D K Haywood
Mr Y He & Ms L Cai
Mr & Mrs N H Heard
Mr J R Heinrich
Mr F T & Ms M J Hellwig
Mr W R Henderson
Mr & Mrs S G Heuzenroeder
Mr & Mrs D Hislop
Mr & Mrs P A Hodby
Mr & Mrs M C J Hoffmann
Mr & Mrs S Hollamby
Mr I G Hone
Mr J W Howland
Mr & Mrs J Hremias
Mr H D Huang & Mrs X Z Wu
Mr J P Hunt & Ms C J Echberg
Mr M Hurn
Mr J P Huxtable
Dr W & Mrs G Jaksic
Mr G M James
Mr & Mrs I Jenkin
Mr P R Jenkin
Mr & Mrs B Johns
Mr & Mrs I R Johnson
Mr A D Jones
Dr C A Jurisevic & Dr D I Willmot
Drs A & D Taranath
Mr G M Kang & Mrs J Yun
Mr & Mrs A J Kasperski
Mr & Mrs J S Keeves
Mr & Mrs P F Kelly
Mr I G Kelly
Mr B W King
Dr D B Kneebone
Mr B Koehne
Drs O & F Komolafe
Mr K Y Kong & Ms S S Lim

Mr & Mrs M Kregar
Mr M K Kwak & Ms M Bak
Mr & Mrs S Laidlaw
Mrs J G Lamb
Mrs J Lang
Mr & Mrs R I Larkin
Mrs J Larkin
Mr & Mrs I Larsson
Mr & Mrs S A T Larsson
Dr J W M Lawton
Mr P J Leech
Dr J W Lehmann
Mr A R Letcher
Mr & Mrs Z Li
Mr Z Li & Mrs L Gong
Dr & Mrs G.C.F Liu
Dr & Mrs I Lidums
Mr C M Ling
Mr Z Liu & Ms Y Wu
Mrs X Wu
Ms C Yick
Mr K H Lord
Mr D Lovett
Mr & Mrs D J Lowe
Mr T J & J M Lowe
Mr A M Luke & Ms S C Watson
Mrs K L Marschall
Mr & Mrs A Marshall
Dr B Mascolo & Ms C Scalzi
Mrs C Mattingley AM
Mr M A McAskill
Mr & Mrs P N McBride
Mr P McBride
AJ & PA McBride LTD
Mr & Mrs S A McDonald
Mr P McGavin & Ms S Paull
Mr & Mrs D K McGown
Mr C J McGuire & Ms T Mudie
Mr H McLachlan & Ms S Harrison
Mr J M McLean
Mr J L McMurray
Mr R W Menz
Mr & Mrs C Michalakakis
Mr & Mrs G R Miles
Dr & Mrs R J Miller
Mr & Mrs T Mills
Mr & Mrs G Mitev
Mr D H & Prof T M Monro
Dr & Mrs D Moutos
Mrs K M C Murray
Mr & Ms O Nadu
Dr T Revesz & Ms J M Neill
Mr & Mrs A D Newman
Mr & Mrs J A Newton
Mr C J Newton

Mr & Mrs P J Noble
Mr N R Nottle
Mr & Mrs M Nykiel
Mr & Mrs J K O'Brien
Mr M J O'Donnell
Mr D F & Mrs J M O'Leary
Mr D O'Leary
Drs B & K Oloruntoba
Mr A M Olsson
Mr G D Olsson
Mr & Mrs N D Oswald
Mr & Mrs J D Owler
Mr & Mrs C G Pan
PAOCA Lodge
Ms B Parish
Mr & Mrs P Parisi
Mrs J Parker
Mr S Peak & Ms R Winter
Mr & Mrs N D L Pearce
Mrs H R Pearce
Dr R L Pearlman
Dr & Mrs M C Perks
Mr D Pham & Dr T Phan
Mr & Mrs J R Piper
Mr & Mrs M W Pointon
Mr A M Poredi & Mrs S Bhandari Poredi
Dr M George
Mr R Pye & Dr P Nelson
Mr S R Quin
Mr & Mrs J Ragenovich
Mr J & Ms F Raptis
Mr & Mrs N Ravindran
Mr G J Roberts
Mr J N Rogers
Mr C J Rossiter
Mr & Mrs B N G Rowntree
Mr M A Rupert & Mrs Y Sakamoto
Ms J A Sard
Dr & Ms S W Saunders
Mr & Mrs R G A Scamoni
Mr R Scrymgeour
Dr V L Jones
Mr & Mrs M A Sennar
Mr & Mrs R S Shah
Mr Q Shao & Ms H Wang
Mr I A Shaw
Dr H Shen & Ms W Ren
Mr & Mrs R W Shephard
Mr T Shepherd
Mr J C Shin & Mrs M Kim
Mr K S Shum & Mrs P K Lai
Dr C B Singleton
Mr & Mrs K I Slade
Mr & Mrs A F Smart
Mr & Mrs C T Smith

Mr & Mrs P A Smith
Mr & Mrs P Smyth
Mr R L Snewin
Mrs A Southcott
Mr B R Spangler
Mr J W Staker
Ms S E Martin
Dr P J Stobie
Mr & Mrs R Stuart
Mr N W & Dr K A Swain
Mr & Mrs P H Swanson
Mr & Mrs T Taddeo
Mr & Mrs K J Tait
Mr & Mrs S C Tamke
Mr B G D Taylor
Mr D I Temme & Ms G E Quinlan
Mr & Mrs M A Thiele
Mr S J & Ms K Thiele
Mr & Mrs D Thomas
Mr K N Thomas & Ms L V Jellett
Mr & Mrs M A Thomson
Mr & Mrs R E Thorne
Dr & Mrs B J Tidswell
Dr J Titus
Mr C Tongsiri & Dr S Rattanacharoentum
Mr & Mrs G H Treloar
Mr & Mrs R Treloar
Mr & Mrs R J A Tyson
Mr & Mrs G Vaughan-Evans
Mr & Mrs J H Veldhuyzen Van Zanten
Mr & Ms R Visser
Dr T Visvanthan & Dr T Cugadasan
Mr & Mrs M T Voon
Mr A D C Walker
Ms Y Tan
Mrs B Wheeler
Mr & Mrs G E M White
Mr & Mrs P Whiteman
Dr & Mrs S A Whitmore
Mr & Mrs A A Willcox
Mr & Mrs P J Williamson
Mr & Mrs M Willson
Mrs M Winter
Mr W W Wong & Ms A Chow
Mr T Wu & Mrs J Zhang
Mr Y H Wu & Mrs P M Zhang
Mr M Xue & Mrs J Chen
Mr M Yan & Ms M Huang
Mr & Mrs P Yangyuen
Dr Z H Yue & Ms H Li
Mr & Mrs Y Zhang
Mr H Zhang & Ms R Zhan
Mr Y Zhang & Ms Z He
Mr Z Zhu & Ms H Ruan
Mr S Zhuang & Ms W Bao



1 princes men gallery inductees

Students gathered in the ANZAC Hall on 22 November 2017 for a special Assembly held in honour of Old Scholar, Brian Richardson. Prince Alfred College proudly inducted Brian Richardson into the Princes Men Gallery. Members of the Princes Men Gallery have achieved highly in their field of endeavour or area of service. Brian is our first inductee into the Princes Men Gallery since 2013.

Brian attended PAC from 1959 to 1965. He is a dual Olympian, rowing in the Men's VIII in 1976 and 1980. Brian crewed on the Australia II, bearing sail number KA6, representing the Royal Perth Yacht Club of Australia in its September 1983 challenge and land mark win for the nation of Australia, The America's Cup! The defender, the New York Yacht Club, had held the cup since 1851, ending a 132-year tenure.

During a long and distinguished career as a rowing coach, he has amongst other things been Head Coach in Canada, Australia and now Denmark. He has won many medals as a coach, including gold medals, at World Championships and Olympic Games. Amongst other things, he coached the Australian Men's VIII to our equal-best performance in that event in the Olympics, winning silver in 2000 in Sydney. We are honoured to induct Brian into the Princes Men Gallery.

Old Collegian, Marcus Thompson, was inducted in to the Princes Men Gallery on Thursday 29 March, 2018.



2

Prince Alfred College Headmaster, Bradley Fenner, speaks of Marcus Thompsons' achievements throughout his life including his time with PAC, his Tennis career, University achievements and Professional accomplishments as a leader in his field.

1 & 2. Brian Richardson with Headmaster Bradley Fenner at his induction into the Princes Men Gallery in November 2017

Speech by: Headmaster Bradley Fenner

"It gives me great pleasure to speak on this special occasion as we induct Marcus Thompson into Our Princes Men Gallery. For those who are new to the school this year, you would have noticed, particularly on the walls of the Memorial Building, photographs of Old Scholars, together with an account of the distinction that they have achieved in their chosen fields.

It is now our practice to honour a new addition to this Gallery each term and today that person is Marcus Thompson, who finished his schooling at Prince Alfred College in 1990. In considering Marcus's education, sporting career and professional life, it is evident that he has made achieving at the highest levels a habit throughout his life. His focus on always giving his best in whatever he does has been rewarded with success in multiple fields. And I would encourage all students here to pursue the application and commitment required to make the most of your talents, in whatever field you follow, so that this similarly becomes a habit in your lives as well.

Marcus attended Prince Alfred College from 1986 to 1990, and was School Captain in his final year. Marcus excelled in tennis. He played in the Intercol Tennis in all five years and never lost a match. Similarly, he won the College Tennis championships in each of his five years at the College. He was Captain of Tennis and gained Honours Colours in Tennis in his last two years at school.

A summary of his achievements. Marcus excelled in his studies and gained perfect scores in accounting and chemistry in his final year. He gained a Law Degree with first class honours and a Bachelor of Commerce from Flinders University here in Adelaide. He then went to study at the University of Cambridge in England on a Commercial Law Scholarship, where he gained a Master of Laws Degree in Corporate Finance.

At the same time, he continued to pursue his tennis career, having represented Australia in tours of Sweden, Germany and Italy and played in the quarter-finals of the Australian Open junior singles and doubles. He was the number one player for Cambridge University and won his tennis blue, which is like university colours or honours award. He has been the number one player in most clubs to which he has belonged.

Marcus has had a stellar professional career and a highly interesting one. After initially working as a lawyer, he moved into the finance sector, working in New York, Hong Kong and now, for a number of years, in London. He has occupied increasingly senior positions in investment banks, mainly in mergers and acquisitions, and is now Senior Managing Director, investment banking, for Evercore, which is a Global Investment Bank based in London.

Evercore has recently been recognised as the number one independent investment bank in the world and is listed on the New York Stock Exchange. Marcus is co-head of Europe and Asia Utilities, Infrastructure and Transport, and is involved in financing major infra-structure projects, such as transport and power supply.

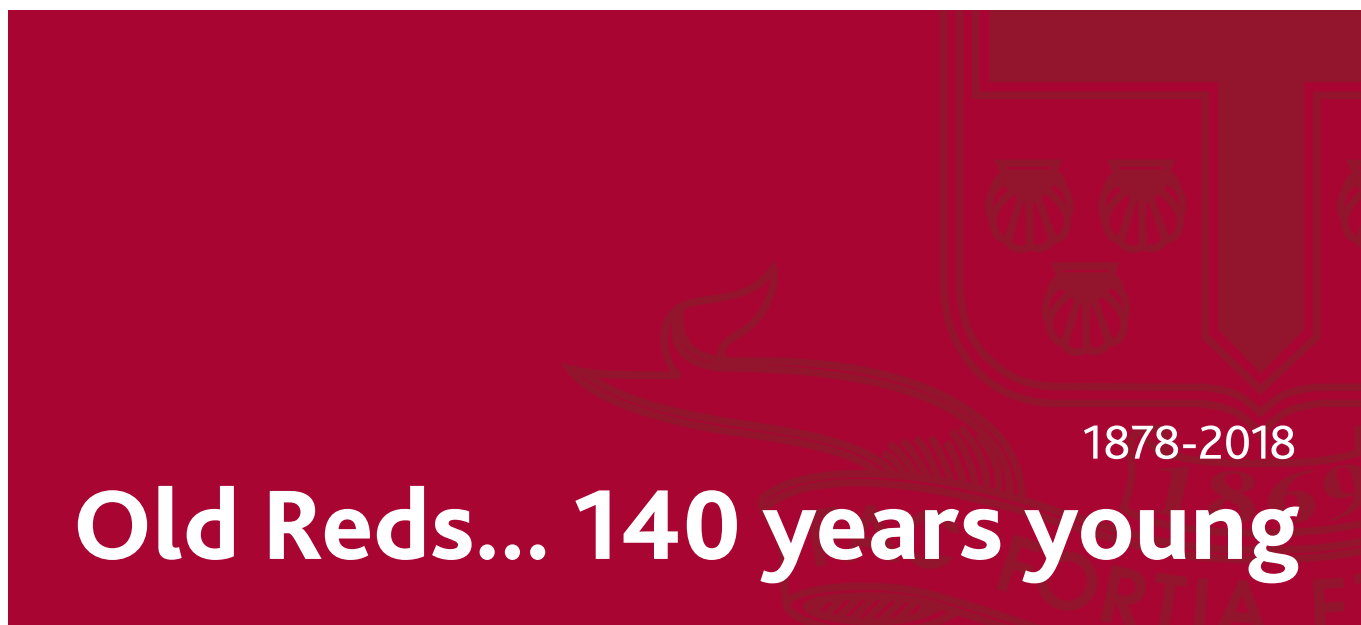
Professionally, Marcus is acknowledged as an international leader in his field and has reached the very highest levels. Having spoken with him now, both here in Adelaide and in London, I am also well aware of his fine individual qualities. I know how proud he is to be a Princes Man and I know that he encapsulates the very best qualities of the Princes Man that we should all aspire to be. He has made the most of his considerable talents and is conscientious, focused and enterprising, but also grounded, thoughtful and reflective.

Marcus Thompson, it is with pleasure and pride that I induct you into Our Princes Men Gallery."

-
1. Marcus Thompson addressing the audience at his induction into the Princes Men Gallery earlier this year
 2. Marcus with his family and the Headmaster on the way to being inducted



old scholars



President's Update

2018 is a big year for the PAOCA, celebrating its 140th birthday! It is a very significant milestone for the Association, which will be followed by the College celebrating their 150th birthday next year.

Aside from our 140th celebrations, we continue to grow our presence, enhance our member base, build our sponsorship network and look to new ideas with some of our major events. In fact, we are excited to announce that this year's Annual Dinner speaker will be cricket legend Steve Waugh AO. We will introduce an all-inclusive package on the night, and a door prize! As always, your support is needed and appreciated.

Whilst speaking of the Annual Dinner it is prudent to mention that in 2019 the Association will join the College in hosting a joint Gala Dinner to celebrate PAC's Sesquicentenary. Hence, the Association will not host an Annual Dinner in 2019, a decision not taken lightly. However, the Committee deemed it both appropriate and necessary to join and support the College in this wonderful milestone, and we have appointed members of our Committee on the College's 150th planning committee.

2018 will also see our second Strategic Plan (to 2020) being launched with key objectives across Engagement, Communication, Financial Stability our Next Generation and Sporting Clubs.

The Association now has an Instagram account where we will be posting pictures of all our events and activities throughout the year (please follow us at [paoca_1878](#)) and has recently undergone a website facelift.

Our seven sporting clubs are all very strong, including player numbers, divisions and sponsorship which is fantastic to see. The Association has implemented new measures to further enhance our engagement and support of our clubs to ensure their continued success and viability.

I look forward to seeing you at one of our events in this our birthday year!

Thomas W Lambert (2004)

President 2018



**PRINCE ALFRED
OLD COLLEGIANS'
ASSOCIATION**

Recent PAOCA events



18th Annual Vintage Reds Luncheon

No day takes over the College like Vintage Reds and this year's lunch was no exception when 355 men aged over 60 descended on Thursday, 19 October 2017. They came in buses, taxis, were dropped off, or parked on the back oval.

This event, which is now in its 18th year, goes from strength to strength. Stadium 2 at the RED Centre came alive with forty tables of men enjoying one another's company over lunch, and as they all say 'it goes too quickly and I didn't see everyone I hoped to see'.

Guests were welcomed by the President of the PAOCA Thomas Lambert, entertained as always by MC Rex Wilson, and listened to the wit and wisdom of both the Headmaster and Colin Dunsford (1965), who proposed the Toast to the School.

As College life rolled on, the Vintage Reds trickled off home. As always some forgot they had parked on the back oval, and well after school had finished their cars were dotted about with sport going on around them, with the boys doing their best to avoid them!



1. Peter M Dunn, John Mack and Peter Buttery

2. New Vintage Reds:

Back: John Coker, Tony Francis, Phillip DeGaris and John Clements

Front: Ivan Tanner, Rob Sieben and Craig Harrison

3. Graham Mitchell, Andrew Potter, Bronte Mumford, David Davies and Barry Lang

Reds in the CBD Drinks

It was tremendous to see over 90 Old Reds attend the first Reds in the CBD Drinks for 2018. President Tom Lambert and members of the Management Committee welcomed Old Reds at Red October in Gilbert Place on Friday 13 April 2018. 49 "new" Old Reds from the Class of 2017 were given a special welcome to their first official Old Reds function and it was really lovely to see many of those boys were joined by their Old Red fathers.

Several of our guests were wearing an array of footy attire en route to the Crows game at Adelaide Oval. Sometimes there is no accounting for taste!

1. New Old Reds: James Cleggett, Tom Geyer, David Chapman (1987) and Oscar Chapman
2. David Cornish and Nick Demianyk
3. New Old Reds: Charlie Hay, Mark Jenkin and Will Linke with his father Chris (1982)
4. Peter Deere, Adam Gerard, Alister Willcox, Paul Kitching, James Schmidt and Andrew Sullivan
5. New Old Reds: Fergus Teh, Michael Willmore, Alex Mills, Josh Greber and Jarrod Marschall



Reunions



Class of 1987 Thirty Year Reunion

Our parents invested heavily for us to attend PAC. Their thinking behind this was to enable the best start in life via a sound education, and an opportunity to access a lifelong network second to none. Our 30 year reunion, held on Friday 20 October 2017 at The Gallery, illustrated how valuable that network is, and what our parents' investment provided us access to.

Regardless of where your life has taken you since school, your high school group (both students and teachers) know you better than what you may think! Therefore, this reunion was an opportunity to reconnect and discuss life with people who know your strengths, your weaknesses, and probably way too much information that shouldn't be freely available!

It would be fair to say that most attended with trepidation, but all left feeling very connected to a solid community. To be honest I think it took everyone by surprise, it really was a fun day.

It was terrific to see each and every individual there, even those who might have had a tougher time at school or since school than others. I imagine it was not easy for some to build up the courage to appear, so well done all. On the same note, it is understood if some were unable to attend but all should feel very welcome at the next function.

Aaron Brasher was an exceptional MC, not leaving a stone unturned in the audience. He wore us like a cheap suit. He conducted excellent interviews with Duncan Chessell, Will Thompson and Brenton Ramsay. Damian Amamoo proposed the Toast to the School.

We were blessed to learn from great teachers who were solid role models and provided much needed discipline. Many were there. It astounds me how committed the teachers are and ongoing. At the time we may not have fairly appreciated them but the realisation of the value provided comes later and that our

best interests were in mind. Thank you from the bottom of our hearts. Mr Bean was there too. What a great man.

Many of us left making promises to connect more regularly. In fact, the boarders have committed to catching up every second year. I know this will happen because of the quality of individuals involved. Many of the boarders carried on after at 'The Pink Pig'.

I say....'do brave deeds and endure'.... and will see you at the next reunion. If you are not on board...get onboard!

Angus Hyde
Class of 1987

-
1. Phillip Palmer, Jason Gerard and Bryan Krywanio
 2. Peter Chapple, Damian Amamoo, Andrew Swaffer, Martin Anders and Alistair Morgan
 3. The Class of 1987





Class of 2012 Five Year Reunion

The inaugural five year reunion for the Class of 2012 was a new initiative of the PAOCA in 2017. Over 85 Red Men were present at The Stag Hotel on Friday, 27 October 2017. The Old Reds that had travelled far and wide to be there were hosted by the PAOCA on the upstairs balcony and enjoyed drinks and delicious nibbles.

Whilst five years isn't a long time away from the College, it was a great chance for everyone to gather, chat, laugh and do a bit of reminiscing as well!

One of the largest cohorts in the College's history will no doubt be very well represented at future reunions, especially after such a great night.

Harry Barnes
Class of 2012

Class of 2007 Ten Year Reunion

On Friday, 24 November 2017, the Class of 2007 met for their ten year reunion at The Gallery on Waymouth, Adelaide. This event was well attended with nearly 75% of the cohort present. Whilst this was the first official reunion organised through the PAOCA, an unofficial five year reunion was held in 2012 which was also well attended. Get-togethers have also been held over the last twelve months to pay tribute to two classmates who sadly are no longer with us, Doug Vandeppeer and Brian Chui. The bonds of mateship run deep in this class, with many in constant contact in close groups of friendships, and it was great to have the whole cohort together once again. Apologies were received from New Zealand, the United States and the United Kingdom.

After a very brisk school tour, Callum Brewerton commenced the evening's proceedings at The Gallery. Chris Harry, Captain of 2007, gave the Toast to the School, and the President of the

PAOCA, Thomas Lambert, updated the cohort on the business of the PAOCA and its sporting clubs, many of which the 2007 class are involved with. Further tributes were paid to Doug and Brian. The Headmaster, Bradley Fenner, spoke and declared that since the 2007 Valedictory, the College's academic results have dramatically improved. It was great to hear that the College is progressing in leaps and bounds in regards to the grounds, facilities and enrolments.

Updates on achievements and goings on since graduating, memories and stories old and new were shared amongst classmates over many beverages during the evening and into the early hours of the morning. The 2007 cohort lived up to its reputation with its rebellious but debonair streak well on display, and showed that we are now and always, Princes Men.

Oliver Thomas
Class of 2007

1. Nick Krantz, Jackson Mhyill and Daniel Foo
2. Mitch Wicks, Will Curyer, Ned Holmes, George Treloar and Angus Parkinson
3. The Class of 2007



1

Class of 2008 Ten Year Reunion

After ten years since leaving Prince Alfred College, the 2008 Old Reds gathered in front of the Main Building on Friday 23 March 2018 for their first official "school tour" since their departure. A quick walk through the school visiting the RED Centre and the newly renovated Boarders' Dining Room provided a glimpse of how much the school has changed in the last ten years.

Drinks at The Gallery commenced at 6:30pm with Old Scholars Ned Thwaites and Joseph DuRieu heading up emcee duties for the night. Seb Moroney provided a Toast to the School and PAOCA President Tom Lambert provided an update on Old Scholar activity and upcoming events.

After drinks, the "unofficial after party" was held down the road at The Union Hotel with many of the Old Scholars digging deep to ensure the night didn't stop there! From all reports, a good night was had by all despite a few sore heads the next day.

**Ned Thwaites
Class of 2008**



2



3



4

- 1. Daniel Ajak, Andrew Pederick, Lachlan Stranks and Hiran Lecamwasam
- 2. Lochie Sandow and Jock McNeil
- 3. President Tom Lambert with Corey Pang (Tokyo) and Nic Whetstone (LA) both of whom received a PAOCA tie as "furthest travelled"
- 4. Nick Robinson, Will Veitch and Sam Clarkson
- 5. The Class of 2008 with many of their teachers



5

Dinners

Fleurieu Peninsula Lunch

Forty-six Old Reds and their partners enjoyed fine weather and excellent surroundings for the annual Fleurieu Peninsula luncheon at One Paddock Winery, Currency Creek on Sunday, 18 March 2018.

Convenor Andrew Jeffery proposed toasts to "The School" and to the PAOCA. Elizabeth Tyson, Director of Human Resources responded on behalf of Headmaster Bradley Fenner, and Past President Andrew Clarkson (1980), a regular attendee at our dinners, responded on behalf of the Association President, Thomas Lambert.

There was plenty of opportunity for those present to socialise between courses and after the browsing menu which extended well into the afternoon.

Andrew Jeffery (1955)
Fleurieu Peninsula Dinner Convenor

Melbourne Dinner

After four years, 55 Old Reds gathered at The Athenaeum Club on Friday, 13 October 2017 for dinner, and the first formal opportunity to meet the Headmaster. This fine venue, along with the presence of the PAOCA President Thomas Lambert, Executive Officer Mary-Ann Standish, and the Headmaster Bradley Fenner, drew a large gathering of men from across the years.

Most importantly, four men who completed their educations at PAC in 2016, and are now at university in Melbourne, were warmly welcomed as Old Reds: Fox Crowley, Jack Greenslade, Alex Miller and Will Rudd (and Matthew Lovell from 2015).

Hugh Evans (1993) proudly gave the Toast to the School.



1. Jill Richards, David Brown, Martyn Wilkinson, Marc Ockenden and Di Brown at the Fleurieu Peninsula Lunch
2. Scott Bray, Andrew Benson, Alison Benson and Judy Bray at the Fleurieu Peninsula Lunch
3. Fox Crowley, Jack Greenslade, Matthew Lovell, Alex Miller and Will Rudd at the Melbourne Dinner



Perth Lunch

Old Reds and their partners enjoyed a beautiful view of the yachts in a relaxed atmosphere at the Royal Freshwater Bay Yacht Club, Mosman Park on Sunday, 29 October 2017.

Convenor Jack Ashby (1962) gave a welcoming introduction, and Malcom Fogden (1967) was called upon to propose the Toast to the School and read out the President's Report. President Thomas Lambert noted that next year the PAOCA will celebrate its 140th year.

Neil Andary, Deputy Headmaster and Head of the Preparatory School, responded on behalf of Headmaster Bradley Fenner. Neil provided guests with an update on the development of the new boarding house and plans for the Sesquicentenary in 2019.

It was unanimously agreed that lunch at the Royal Freshwater Bay Yacht Club was a good decision!

Jack Ashby (1962)
Perth Dinner Convenor

1. *The Perth Dinner Group:*
Doug McInnes, Robert Snell, Matt Claxton, Richard Parsons, Craig Pool, Jack Ashby, Malcom Fogden, Brian Thompson, Kym McCormac, Jeremy Wallace (holding the flag), Brenton Kelly and Neil Andary
2. *Tim Hobbs (2015), Robert Carver (Saints), Mitchell Porter (2014) and Jack O'Brien (2015) at the Canberra Dinner, all of whom are studying at ANU*

Combined Canberra Dinner

Canberra based Old Reds and Old Blues dined with both Headmasters on Friday 3 November 2017 at The Boat House. Headmaster Bradley Fenner entertained the audience with stories, and gave an update on the College's Sesquicentenary. St Peter's Acting Headmaster Ben Hanisch talked of the health of Saints and the great bond (and friendly rivalry) between our two Colleges. Both are in good hands, have long histories and longer futures.

The old boys were accompanied by their partners; a great opportunity for them to hear about our very early formative years for which we are most grateful.

The Old Reds are planning something a little different for 2018, being its 140th year. If you have any ideas, please contact the Canberra convenor, Murray Vogt. We would, of course, be happy to see any old boys who are planning to visit the Lonely Planet's third best city to visit, in 2018!

Murray Vogt (1976)
Combined Canberra Dinner Convenor



Intercols

Intercol Tennis

After a few too many recent years of the PAOCA forfeiting the ET Rowe Trophy to the Saints Old Scholars, the Old Reds fielded an enthusiastic team with an injection of some new blood for this year's tennis intercol.

Straight away the Old Reds got off to a flying start! As the first rubbers got underway at the Kensington Lawn Tennis Club, our boys started to take control of the early matches. Perennials Rob Bickmore (1966), John Brealey (1979), Justin Venning (1992) and Nick Wong (1996) got the job done against their opponents whilst new players Jack Schipanski (2012), Josh Gregg (2011), Zac Mizgalski (2017) and Will Cooke (2016) all came out on top in their first round matches. Some cracking tennis from James Ma (2013), Corey DeCandia (2012), Elliot St Claire (1997) and Jock Clarnette (2011) saw them win their round in straight sets meaning that for the first time in a long time, Princes went into the half time break with a 6-0 lead.

With the boys only needing one rubber in the second half to claim the trophy, SPOC stepped up the pressure and started to get the upper hand. Valiant efforts by the Old Reds saw us narrowly lose a number of rubbers in tie-breakers as SPOC started to level the score. Daniel Gregg (2014) and Jack Wilkins (2016) fought valiantly in their first outing for the Old Reds but ultimately couldn't quite get over the line. However, eventually the new blood shone through with Jack Schipanski and Josh Gregg making short work of their opposition to give us the rubber we needed and claim the win for PAC. Elliot St Claire and Jock Clarnette followed that up with a strong win leaving the Reds victorious 8 rubbers to 4.

As was noted by a number of spectators, the quality of tennis on the day was exceptionally high and a great spectacle.

Thanks to those who took the time to represent the Old Reds and bring the trophy to its rightful home. Thank you also to Jon Silcock and the SPOC team for hosting this year's match. We look forward to hosting next year and ensuring that we retain the ET Rowe Trophy for a number of years to come.

Michael Garry (2000)

Intercol Tennis Convenor

Intercol Cricket

On Wednesday 14 February, after losing the toss, the Old Reds were sent out to field on a beautiful day at St Peter's College main oval for the Annual Chester Bennett Cup. Both sides showing youth and talent in their respective squads, a great sign for the future of old collegians cricket for both Associations. The day started off beautifully for the Reds as Will Daniel (2015) knocked over one of Saint's young guns and fellow Prospect teammate, Harvey Brennan in the first over of the day. This set the tone for the remainder of the contest with Jack Dent (2001) being able to restrict the flow of runs and restricting the Old Blues to 146. Jack was the leader of the attack with 3/30. Young Kensington quick, James Cleggett (2017) was very impressive finishing with figures of 2/17.

Chasing a small target of 146 is not an easy task with the potential of early wickets being able to swing the balance of the game. The Reds lost two early wickets in the first couple of overs of the day and Saints were starting to fight back into the contest. Fortunately, for Princes, Lucas Froude (2017) a Kensington wicketkeeper, came to the crease and compiled a chanceless 56 not out. Captain Jack Latchford (2012) opened and in typical Jack style made a graceful 75 not out to make the runs easily finishing at 2/147. This was a fantastic result for the Old Reds and all enjoyed the fantastic facilities at Saints whom we thank for their generous hospitality.

After the match, the two teams celebrated together as the two youthful squads had a chance to renew friendships.

Will van Dissel (2014)



*Back Row: James Cleggett, Hamish Latchford, Will van Dissel, Jack Dent, Sam Hurburgh, Will Daniel and Lucas Froude
Front Row: Joel Thiele, Jack Latchford (c), Cam Pritchard and Michael Richardson*

Intercol Bowls

The annual Intercol Bowls night between PAOC and SPOC was held at the Adelaide Bowling Club on Thursday, 15 February, 2018.

The result was a comfortable win to the Old Reds by 22 shots, PAOC 105 to SPOC 83, with the Reds winning on four rinks to the Blues 3, the event now having been won by the Reds the last two consecutive years.

Numbers of players, on both sides, were down on previous years with only seven rinks being fielded instead of the preferred eight, and on the Reds side two of these were triples only, rather than the required rinks of four.

The normal after game supper and drinks were consumed by all players, the shield was retained by the eventual winners, PAOC, and the Adelaide Bowling Club was thanked once again for hosting the annual event. Next year's event will again be held at the Adelaide Bowling Club, and at the same time (the third Thursday night in February, 2019)!

With the desire to boost the playing numbers back up to the preferred 32, any Old Reds who would like to play in this annual event are asked to contact convenor, John Morris, on (08) 8263 3590, or at jnmjmorris@bigpond.com, or Mary-Ann Standish at mstandish@pac.edu.au. Notification to all members on the database will be sent out in December calling for nominations for next year's event.

John Morris (1962)

Intercol Bowls Convenor

Reds on the Go



Anthony Anderson (2012) of Kangaroo Island was chosen to run in the Queen's Baton Relay for the XXI Commonwealth Games (Gold Coast 2018), on Tuesday 20 February on KI.

Ken Brand (1961) attended the South Australian Police Academy at Taperoo late in 2017 and was presented with the *National Police Service Medal*, recognising the special status that sworn Police Officers have because of their role in protecting the community, and the *South Australian Police Service Medal*, recognising long and diligent service to the Police.

Paris Duffield (2017) graduated from the Australian College of Sport's Elite Football Program in 2017 with dual sport management related diplomas and was accepted this year into the Elite Athlete program at the University of South Australia where he is currently studying a Bachelor of Human Movement with a Master of Teaching (Secondary).

Wearing green and gold for Australia in January this year as part of the current Australian Soccer Team's UK Tournament, Paris and his team mates recorded their most successful results over the last ten years, with Paris scoring the winning goal of the last game of the series. The European tour followed Paris' South Australian squad representation earlier in 2017, competing in the NSW based National (Tri-State) Soccer tournament which saw Paris selected for the Australian team.

Following his tour in the UK, Paris was scouted by Spain-based Genova International School of Soccer (GISS), and following Madrid-based trials in January, was invited back to Spain where he is now lives and trains full time with the (La Liga) Leganes youth team and GISS academy, competing with footballers who travel across the world to experience professional European soccer at the highest level.

Nelson Ellis (2014) is currently undertaking his fourth year of a double degree in Law and Business at Flinders University. At the beginning of his degree Nelson decided that an exchange would be a fantastic opportunity for him educationally and personally. He chose the University of New Mexico located in Albuquerque as he could study for one semester (January to May) and because of the connection his family shares with the state of New Mexico. In 1967 his late grandfather Trevor Ellis was a member of the inaugural rotary exchange program that travelled to New Mexico. They travelled to all parts of the state for three months and were guests at many events where they then promoted South Australia. 51 years later Nelson is there studying! He has his grandfather's diary and hopes to visit many of the places that he did and meet the local rotary club to show them some of the memorabilia that his grandfather collected on his trip!

Reg Fisher (1943) of Bordertown, and his wife Nola, celebrated their sixty fifth wedding anniversary on 28 February. Congratulations!

Angus Haig (1986) has recently been appointed General Counsel, Cox Automotive Inc. in Atlanta, USA. With more than 34,000 team members in 100-plus countries, Cox Automotive is a family of more than 20 brands. Angus has had extensive global legal and business experience, most recently with The Coca-Cola Company (Tokyo) and has lived and worked in Asia Pacific, Europe, Eurasia, the Middle East and the United States.

Dr Peter Morton (1960) of Port Lincoln has recently written and published two books. One is "Flying & Other Doctoring" about his life as an outback and rural doctor for almost half a century. The other is "Potshots and snapshots of things that made us who we are", a collection of tales written by Peter and a group of 22 friends and writers, many from Port Lincoln but others from different parts of Australia and the United Kingdom.

The books may be purchased by contacting Peter, e: pglsmmorton@gmail.com, m: 0437 887 441

Tom Welsby (2009) was a first-prize winner in the Adelaide University's 2017 eChallenge, Tertiary Division of CommunitiLink. This was in collaboration with another successful Old Red entrepreneur, Jordan Walsh (2009).

1. Ken Brand with Police Commissioner Grant Stevens
2. Paris Duffield wearing green and gold for Australia

News of Old Scholars

Births

Guy Badman (1994) and his wife Bronwyn welcomed Ginger Philippa Badman on 8 January 2018. A little sister for Frankie and Archie.

Tom Dawkins (2001) and his wife Katie welcomed their third child, Alexandra Katherine Dawkins, on 20 November 2017.

James Denton (1999) and his wife Annabel welcomed Charles Linthwaite Denton on 28 January 2018, a little brother for Madeline.

Joseph Du Rieu (2008) and Anna Thurlow welcomed Reuben Henry Du Rieu on Thursday 29 March in Melbourne. A little brother for Dominic, and grandson of **Henry** (1979) and nephew of **Thomas** (2006) and **Oliver** (2010).

John Jovicevic (2000) and Kara welcomed Alexander George Jovicevic on 16 October 2017, a brother for William.

Peter Leech (1991) and his wife Yari McCall welcomed a son Alfie Herbert Henry Leech on 30 March 2018. A brother for Flora and a grandson for **Dean** (1954).

Jordan Portsch (2010) and Sarah Mawdsley welcomed Harley Michael Portsch on 6 August 2017.

Engagements

Lachie James (2002) of Mundulla, and Olivia Nunn, announced their engagement on Boxing Day 2017.

Nicholas Whitham (2006) announced his engagement to Paige Jury on 24 September 2017. They will be married on 22 December this year.

Weddings

Richard Edwards (2000) married Elizabeth Swan on 20 January at Al Ru Farm. Their groomsmen were Old Reds **Michael Garry** (2000), **Michael Chapman** (2000) and **Hamish Eske** (2005). Other Old Reds from the 2000 alumni in attendance were Alex Chapman, Scott Harris, John Jovicevic, Phil Raptopoulos, Ben Dufour, Richard Kleinig, Adam Price, Peter Holmes, Alex Cowley, Ryan Bickmore and **Michael Roberts** (2005).

Thomas Ricketts (2004) married Kate Golding on 11 March 2018 at Prince Alfred College. The ceremony was conducted by Adam Nelson and Cecilia White, and the Bridal Party included Old Reds **Alex Dorsch** (2004), Best Man, as well as **Joshua Pugh** (2004) and **Alexander Taylor** (2000). The reception was held at The Gallery Rooftop.

Callum Roy (2008), who now resides in Perth, married Jasmine Taylor on Saturday 3 March at Chapel Hill Winery, McLaren Vale. Callum and Jasmine honeymooned in Europe, missing Callum's Class of 2008 reunion!

James Wishart (1994) married Sarah Wise on 4 November 2017 at The Lane Vineyard in Hahndorf. Several Old Reds were among the guests including **Phil Wise** (Father of the Bride, 1967), **David Wise** (1968), **Jon Read** (1994), **Andy Holdich** (1994), **Matthew Whittle** (Best Man, School Captain 1994), **Adam Liaw** (Groomsman, 1994), **Tim Hartwig** (Guitarist, 1994) and **Nick Gamble** (1994).

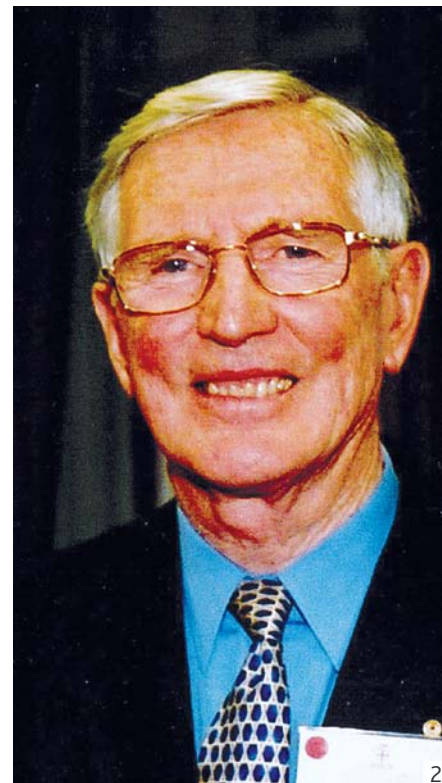


1. Kin Roy, Callum and Jasmine, Heather Roy and Ken Lord (Callum's Grandfather)
2. Richard and Elizabeth Edwards
3. Sarah and James Wishart
4. Old Red wedding guests with the bride and groom
Front Row: Mark Noblett, Phil Walkom, Will Rayner, Alexander Taylor, Michael Ricketts, Tom and Kate Ricketts, Joshua Pugh, Scot Tyndall and Dave Thomas
Middle Row: Tom Rayner, Tony Ricketts, Michael Dodd, Kurt Strazdins, Alex Dorsch, Tom Brebner, Tom Phillips, Tyson Smith, Andrew Cooper, Ben Riggs and Tom Paine
Back Row: Tom Martin, Ben Noske, Justin Green, Nick Martin, Ben Newberry, Mark McGregor, Will Morgan and John Waltham



Obituary

Butler, George Burrows (1943-1946)
Chesser, Murray James (1997-2005)
Copping, Brian David (1947)
Crawford, Graham John (1951-1954)
Past Staff Member (1951-1954)
Davidson, Alan Victor (1943-1945)
Deslandes, John Russell (1952-1957)
Dixon, Brian Charles (1935-1940)
Ekins, William Gray (1948-1951)
Evens, Murray Ivan (1939-1940)
Forrest, Kenneth Stones (1943-1944)
French, David Norman (1956-1959)
Fricker AM, Malcolm Swanson (1942-1950)
Harvey, Simon (1932-1940)
Hickinbotham OAM, Ian Laurie (1944-1945)
Hillier, Glen Gordon (1982-1983)
Jackson, John Henderson (1954-1958)
Kay, David William (1949-1952)
Kennewell, Brian (1945-1947)
Mann, William Eric (1942-1951)
Mattinson, Leonard John (1941)
May, Kenneth Charles (1948-1951)
McCulloch, John Richard (1952-1954)
Moyses, Douglas William (1938-1945)
Myhill OAM, Reuben John (1939-1942)
Negus, Ellis (1948-1949)
Olsson, Athol Murray (1944-1946)
Pflaum, Peter Theo (1946-50)
Prest AM, David Harris (1944-1949)
Past Staff Member (1958-1962)
Richards, Frank Brian (1935-1938)
Smith, Barry Whitmore (1942-1952)
Vandeppeer, Stuart Sumsion (1956-1959)
Western, Brian George (1945-1947)



Remembering a great Old Red

Athol Murray Olsson (1944-1946) served as a member of the PAOCA from 1976 and as President in 1983 and again in 1996.

Murray was also a member of the PAOCA Lodge from 1973 and served as Master in 1994-1999. He was a long standing Board member of the PAC Foundation (1995-2010), a joint instigator of the Vintage Reds luncheon, an initiator and contact for both the Lodge Prize and Short Talk Competition in the Preparatory School, until present, and an initiator and advocate of the John Olsson Freemasons Memorial Scholarship for a boarding student (2004-2017).

The PAOC Cricket Club awarded Murray Player Life Membership (1965-1966) having played in 214 two day games in 20 seasons between 1946 and 1978, and having served as the Club's President, Chairman and C Grade Captain. He held the distinction unique record of having played a game for the Club alongside his two sons Andrew and David in season 1971/72 (while they were still at school).

Murray was also a valued member of the Old Reds Football Club having played in 54 games across three seasons in 1947, 1948 and 1950 having been President in 1983 and 1996.

As a result of Murray's tireless efforts in the Old Reds and the College community, he was awarded Honorary Life Membership of the PAOCA in 1999.

The PAOCA gives thanks for the long life and contribution of Murray Olsson, and extends sincere sympathy to his children, Jenny, Andrew and David, and their families.

David Harris Prest AM

The life and contribution to Prince Alfred College and Wesley College of David Prest AM (1944-1949) was honoured four days after his death at the annual PAC and Wesley match at Wesley. David was Captain of the School and Dux in 1949, served on staff 1958-1962, and was Principal of Wesley College from 1972-1991. David's funeral was held in Adamson Hall at Wesley College on Tuesday 17 April 2018.

1. Murray Olsson
2. David Prest AM



PRINCE ALFRED OLD COLLEGIANS' ASSOC

Annual 2018 Dinner

- When:** Friday 27 July 2018
6:15pm Pre-Dinner Drinks, 7:00pm Dinner
- Where:** East Wing, Adelaide Convention Centre, North Terrace
- Guest Speaker:** Steve Waugh AO including Q&A Session with Ben Hook
- Tickets:** \$140 per head including 3 course dinner and drinks
\$110 per head for 2013-2017 Old Reds
- Dress:** Black Tie (or Leavers' Tie)
- Bookings:** www.paoca.com
E: mstandish@pac.edu.au
Tel: (08) 8334 1880

1878-2018
Old Reds... 140 years young

2018 Old Scholars' Calendar

DATE & TIME	EVENT	LOCATION	CONTACT
Monday 4 June 7:00pm	Los Angeles Dinner	Venue TBC	Mary-Ann Standish mstandish@pac.edu.au
Thursday 7 June	New York Dinner	Sotto 13 140 W.13th Street, West Village NYC	Mary-Ann Standish mstandish@pac.edu.au or Ed Brockhoff, ed.brockhoff@gmail.com
Friday 15 June 6:00pm	Class of 1998 Twenty Year Reunion	The Gallery Waymouth St	Andrew Sullivan andrew@sullivanconsulting.com.au
Friday 29 June 7:30pm	London Annual Dinner	Oxford & Cambridge Club, 71-77 Pall Mall, St James's SW1Y 5HD Pre-Dinner Drinks from 5:30pm at The Red Lion	Nicholas Pontt nicholas.pontt@gmail.com
Saturday 30 June Time TBC	London Intercol Cricket	TBC	Nicholas Pontt nicholas.pontt@gmail.com
Friday 6 July 7:00pm	Darwin Dinner	Noodle House 84 Mitchell Street, Darwin	Mary-Ann Standish mstandish@pac.edu.au or Michael Bratchell m.bratchell@bigpond.com
OLD SCHOLARS' WEEK			
Friday 20 July 8:00am	Golf Intercol	Royal Adelaide Golf Club	Nick Blanch, 0421 952 795 Bookings: www.spca.com.au/intercol-sporting-events
Monday 23 July 6:30pm	Basketball Intercol	Burchnall Sports Centre St Peter's College	Nathan Graham, 0417 431 117
Tuesday 24 July 7:00pm	Squash Intercol	RED Centre Prince Alfred College	Mark Esau, 0418 852 606
Wednesday 25 July 7:00pm	Hockey Intercol	PAC Hockey Pitch	Alex Chapman, 0418 313 630
Thursday 26 July 10:30am	114th Annual Old Scholars' Service	Eric Freak Memorial Chapel Prince Alfred College	Mary-Ann Standish, (08) 8334 1880
5:00pm	Snooker Intercol	The Adelaide Club North Tce, Adelaide	Nick Blanch, 0421 952 795
6:30pm	Badminton Intercol	Burchnall Sports Centre St Peter's College	Kevin Khaw, 0402 270 772
6:30pm	Bridge Intercol	Pentreath Building St Peter's College	Roger Trengove, 0411 559 559
6:30pm	Chess Intercol	Pentreath Building St Peter's College	Michael Hihimanis, (08) 8331 1262
Friday 27 July 10:30am	Old Old Boys' Assembly	RED Centre Prince Alfred College	Mary-Ann Standish, (08) 8334 1880
6:15pm	Annual Dinner	Adelaide Convention Centre North Terrace	Mary-Ann Standish mstandish@pac.edu.au

DATE & TIME	EVENT	LOCATION	CONTACT
Friday 24 August 12:30pm	Class of 1958 Sixty Year Reunion	The Gallery Room National Wine Centre	David Motteram dmotteram7@bigpond.com
Friday 31 August 7:00pm	Sydney Dinner	The Establishment Sydney	David Greenslade david.greenslade@bigpond.com
Friday 14 September 12:30pm	Class of 1968 Fifty Year Reunion	The Gallery Room National Wine Centre	Bruce Spangler brucesp@bigpond.com
Saturday 6 October 6:30pm for 7:00pm	Class of 2013 Five Year Reunion	The Cumby 205 Waymouth St, Adelaide	Mary-Ann Standish mstandish@pac.edu.au or Cam Lowe cameron-02@hotmail.com
Friday 12 October 7:00pm	Brisbane Dinner	Blackbird Restaurant 123 Eagle Street, Brisbane	Brenton Gibbs brentongibbs@hotmail.com
Thursday 18 October 12:15pm	Vintage Reds Luncheon	RED Centre Prince Alfred College	Mary-Ann Standish mstandish@pac.edu.au
Thursday 18 October 7:00pm Drinks 8:00pm Dinner	London Combined PAOCA / SPOC Dinner	Blacks Club 67 Dean Street, Soho W1D 4QH	Nicholas Pontt nicholas.pontt@gmail.com
Friday 19 October 7:00 pm	Combined Canberra Dinner	Venue TBC	Mary-Ann Standish mstandish@pac.edu.au Bookings: www.spca.com.au/reunions-events
Friday 26 October 12:30pm	Class of 1988 Thirty Year Reunion	Harry's Bar Grenfell St, Adelaide	Mary-Ann Standish mstandish@pac.edu.au or Sean Heylen sean.heylen@gmail.com
Friday 9 November 12:30pm	Class of 1978 Forty Year Reunion	The Gallery Waymouth Street	Mary-Ann Standish mstandish@pac.edu.au or
Thursday 22 November 6:30pm	London Christmas Drinks	French House 49 Dean Street, London W1D 4BG	Nicholas Pontt nicholas.pontt@gmail.com
Thursday 29 November 6:00pm	PAOCA 140th AGM	Ashton Room, Level 1 Prince Alfred College	Mary-Ann Standish mstandish@pac.edu.au

Old Scholars are reminded to check the PAOCA website www.paoca.com for additional details or contact Mary-Ann Standish, t: (08) 8334 1880, e: mstandish@pac.edu.au

DATE	EVENT
May	
23	ELC Tour
28-1 June	National Conciliation Week
June	
1	Norwood Live - Band Performance
1	FoPAC Middle and Senior School Parent Evening
5	College Tour (am)
7	Year 12 Parent Teacher Interviews
8	FoPAC Biggest Morning Tea Fundraiser
12	Kings Speech Final
14	Preparatory Year 6 Mother and Son Dinner
22	The Midwinter Music Festival
29	Term 2 Ends
July	
19	Sesquicentenary 'Sneak Peek'
23-27	PAOCA Old Scholars Week
23	Boarders Return after Term Break
24	Term 3 Begins for all Students
31	Year 7 Parent Teacher Interviews
August	
9	Year 9 Parent Teacher Interviews
14	Year 11 Parent Teacher Interviews
15	ELC Tour
20	Winter Intercols begin
28	College Tour (am)
29	Shades of Red Launch

DATE	EVENT
September	
6	Boarders' Day
6	Year 10 Parent Teacher Interviews (tbc)
6-8	'Our Town' Play
11	Year 8 Parent Teacher Interviews
13	Middle/Senior School Athletics Carnival
19	Preparatory School Art Spaces and Arts Showcase (tbc)
21	All That Jazz
28	Term 3 Ends
October	
14	Boarders Return after Term break
15	All Students Return to College after Term break
25	Year 12 Valedictory Day
31-3 November	Year 12 Art/Technology/Design Showcase
November	
20	College Tour (am)
23	College Twilight Tour



College Tours

At Prince Alfred College, we strive to ensure boys are actively and productively involved in all aspects of school life, be it academic, spiritual, creative, cultural, social or physical.

Once we ascertain a boy's emotional and/or physical capability of engagement, there is a consistent expectation for him to do so, to the best of his ability.

To learn how your son will be inspired through an education at Princes please join our College tour on **Tuesday 5 June at 9.30am.**

To register your interest please contact Matthew Rawes, Manager, Student Recruitment at mrawes@pac.edu.au or **8334 1275.**

Or visit: www.pac.edu.au



**PRINCE
ALFRED
COLLEGE**



CRICOS No 00368 A