

# Pembroke News



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A Co-educational, Non-Denominational Day and Boarding School from Early Learning Centre to Year 12.

Pembroke School is an International Baccalaureate (IB) World School offering the IB Diploma & Primary Years Programme (PYP).

Cover Image  
Anzac Ceremony in the KCLC.



## From the Editor

It goes without saying that schools are complex communities—so many activities, programs and relationships occurring simultaneously that it makes one wonder how we arrive at our end goals with any synchronicity at all. One of the things that binds us as a community of course is the sharing of common goals and concepts such as *endeavour, enterprise and exploration*, aiming to achieve the best possible outcomes in every situation.

In this edition of Pembroke News we present a range of articles that showcase how the notion of exploration is entrenched in both our history and our day-to-day activities.

In his article titled 'Exploration as an Aim of Education' Principal Luke Thomson clarifies how exploration is critical as one of the fundamental concepts underpinning an open-minded education, and why it is so important as one of our School Aims. Our Head Girl Georgie Orchard and Head Boy Ned Carruthers trace how the concept of exploration has been woven through their experiences as students here at Pembroke.

The word *exploration* immediately conjures thoughts and images of epic historical journeys into the unknown with compass and sextant in hand. Sound too literal? Well, this issue has that as well. In the article 'From Little Things Big Things Grow' old scholar Richard Willing (King's 1938-1947) gives a compelling account of his life's odyssey and remembers how his lifelong passions evolved from curiosity, endeavour and opportunity. Spoiler alert—how many people do you know who have a mountain named after them? We recently held our inaugural Giving Day to raise funds for our Pembroke Community Scholarship program, which is open to students who are experiencing financial hardship or adverse personal circumstances. I am confident that when you read the events surrounding Richard's enrolment way back in 1938, you'll agree that it emphatically confirms the need for creating such opportunities.

We introduce you to Kia Sheidow, our new Head of Middle School. Kia describes how a willingness to adventure into the unknown presents the enticing possibility of outcomes

you could not possibly have imagined or predicted. Kia reflects on how this has reaped continual reward for her in her professional life as an educator and administrator.

Education should never be static—the capacity to change and adapt to evolving contexts is a must. One of our exciting new initiatives is the Social, Emotional and Personal Development (SEPD) program; SEPD Head Rebecca Forrest breaks down why this program is essential for our students in 2021, how it is being implemented and how it aims to help the students develop an informed understanding of their unique world. In her article 'The Future Belongs to the Curious' Head of Arts Julianne English reveals in detail why being willing to 'take risks, try new things and discover new ways of seeing and understanding the world' is fundamental to student inquiry in Drama, Film, Music and Visual Arts. The joy of observing our youngest students seek greater international mindedness through exposure to unfamiliar names, rituals and costumes is celebrated by Assistant Head of Junior School Belinda Reitstatter in her report on Harmony Day.

Head of Boys Sport Peter Woon tells us that, with a focus on improving co-curricular experiences for our students in 2021, new Heads of Sport have been appointed across a range of sporting codes. Our traditional Student Achievement pages and Summer Sport Gallery give written and photographic accounts of our students relishing their return to the (almost) unrestricted co-curricular activities they love.

If you found Richard Willing's achievements and approach to life inspiring, you are going to love the action-packed stories of old scholars Ky (Burford) Furneaux (1990) and Amy Ziesing (2004) found in our Old Scholars section. Ky's unique achievements are certainly not for the faint-hearted, and Amy's career reads like an Indiana Jones script!

Happy reading; I hope you enjoy our Autumn 2021 issue of Pembroke News.

**Tim O'Loughlin**  
Editor

[pembroke.sa.edu.au](http://pembroke.sa.edu.au)

# 'Exploration' as an Aim of Education

## From the Principal

**Some years ago now there was an important amendment made to the Pembroke School Aims. As an aspirational idea capturing the excitement of a Pembroke education, one aim relating to student development used two words: 'realising potential'. This is a contemporary word coupling used particularly by schools, and you occasionally see it in other aspirational statements associated with human-rich organisations.**



→ Principal Luke Thomson and Mr Gary Stone preparing trees for planting at Old Watulunga

We debated the words for some considerable time. In the end we settled on a new coupling: 'exploring potential'. Why?

'Exploration' denotes an open-endedness. It offers the possibility that potential may or may not be realised and that is important—one tends to think of realising potential as inherently positive but would not want the potential to be bad to be realised, for example. Exploration, however, opens the imagination to the possibility that one potential can merge with another, change shape and float tantalisingly ahead of capability, interest or desire. It offers a counterweight to the occasionally heard and in my view often negative or over-invested demand placed on students by others or themselves that: you 'could have been', rather than 'who you are', 'who you have become' and 'what you now want to pursue'. Exploration affirms the process it takes, not just the end that someone or you may desire.

Without exploration, education is fated. The skills, knowledge, understanding and character traits that are essential to learning develop through exploration. You don't just work hard—you choose to, need to, want to; you don't just know an idea—you are taught it, engage with it, come to know it. It is exploration that brings education to life.

To explore is tough. You are constantly in dialogue with what is known and unknown to you. At once you are open to what lies beyond the horizon of your understanding but how to get there is not yet known. It is emboldening to steer the course regardless and feel an energising and joyful experience associated with grasping anything new. You don't realise potential; you experience and explore it.

We can close opportunities for deep and profound understanding when we cease to explore. Our creative and intuitive selves get pushed to the edges of the learning experience. When I think of the first people to land on the moon I don't just consider what technology made it possible to get there; I also consider what it felt like to be there. Imagine considering a new abyss compared with a familiar one. I want to use words like awe and wonder, not just results and effort. I want to explore the experience. The potential to get there was realised, but the potential from there is equally important.

At the heart of all good educational programs is the mandate for students to experience the unfamiliar—to be explorers. In a holistic setting it is exploration of the potential of the mind, body, soul and society, together and alone, that really makes schooling come alive.

**Luke Thomson**  
Principal

## From little things big things grow

I was lucky enough to recently meet old scholar Richard Willing (1938-1947). Richard rang me late last year after seeing a photo of the 1938 King's boarders in the Spring 2020 issue of Pembroke News and was wondering if we would like the names of all the young men in the photo for our archives. Of course I was very grateful for the offer and Richard promptly emailed the details through. We got chatting and I was immediately struck by his charm and warm memories of his School days.

We talked and talked and an hour later I put down the phone a little overwhelmed. I realised I had been speaking with someone who has lived a long and sometimes difficult life leaving absolutely nothing to chance, creating and embracing incredible opportunities for adventure, relationships and altruism. His vision for life was crisp.

I rang Richard back that day and asked if he would be interested in sharing some of his story with our readers and he kindly obliged.

**Tim O'Loughlin**  
Head of Publications

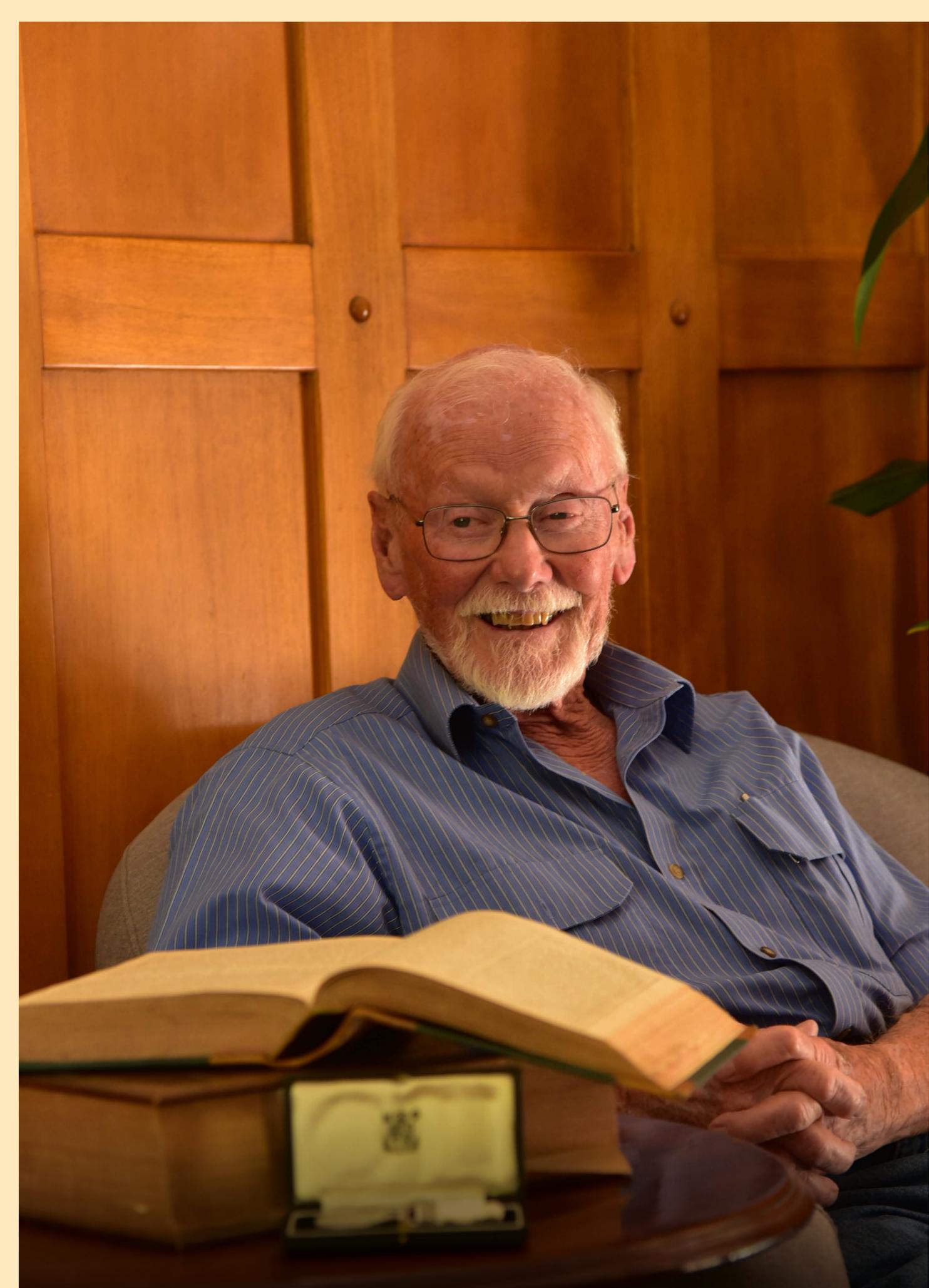
Richard, you have a very interesting story about how you came to be a boarder at King's back in the late 1930s; can you tell us about that?

My parents' marriage was over when I was very young and their only child. The split up was followed by several years of short stays in many different places in South Australia and Victoria, going to creches and primary schools for short periods before moving on. Just before third Term 1938 I was told that I would be going to a new school, King's College, as a boarder and would have a new name, my mother having changed back to her maiden name. A still unknown benefactor had arranged a boarding scholarship for me. I checked this out years later, confirmed by the former old scholar archivist Mr Dick Fricker, who noted a Board minute that 'Richard Willing was awarded a scholarship with free tuition and boarding at one pound per week'. Unfortunately there was no discussion recorded in the Board Minutes, so the benefactor is still anonymous, although I suspect a generous uncle was involved. Very wet behind the ears and coming to grips with a new name, I arrived and spent the third term sharing a room with Rayner Smith, the headmaster's son, rather than being put straight into the Junior Dormitory.

What was your new school like and how did you settle in?

My move to King's gave me stability. For the first time in my life I was surrounded by people of my age. My life flourished. As a boarder in a small school I knew most people in the School and made lifelong friendships. As I have said in old scholars' meetings, 'Give a kid a break and you never know what will happen'. Like so many other old scholars, Mr Don Harris has claim to being the person who most influenced their lives. He introduced me to Scouts; I earned my King's Scout Award at School, became his ASM in 1948 after leaving school, and later a State HQ Commissioner with Venturers. He encouraged me in so many ways to unlock my potential and remained a friend for life. King's was always a friendly place and there was a strong ethic of self-sufficiency, so we dug our own trenches during WW2 and grew our own vegetables where buildings now stand. The camaraderie in the School was strong—all this in spite of the boarders having a cold shower in the mornings with one warm bath per week. Perhaps it made us more robust!

→ King's old scholar Richard Willing



## King's Old Scholar Richard Willing talks about a Lifetime of Exploration

Soon after you completed your time at the University of Adelaide, your life became something of an odyssey; can you tell us about Antarctica?

I graduated in Medicine, worked in hospital for a year and then joined a general practice in Prospect for a couple of years. For a while I was the School doctor during this time. I have had a lifelong fascination with the heroic explorations of Antarctica, strengthened by being presented with a copy of Seaver's book *Edward Wilson of the Antarctic* while at school. When I came across an advertisement for a Medical Officer to Mawson base I immediately applied and was accepted. This was a high point of my life. The amount of medical work was minimal, so I spent a lot of the winter out in the field miles from base studying emperor penguins. Some of this monitoring is still going more than 60 years later. In the summer my previous tractor-driving experience was put to use in being part of a 3-month trek 600 km south of Mawson to the southern Prince Charles Mountains as part of a seismic survey to see what was beneath the polar ice cap. Mt Willing, in the centre of these ranges, is named after me. My advice to young people is—when an opportunity arrives seize it with both hands. It may never occur again.



→ The Polar Medal that Richard was awarded for his service in Antarctica



→ Richard (far left) with fellow Antarctic expedition members at Mawson Station

Follow your interest, read about it, join an interest group, volunteer to help, become an expert in your interest and make yourself indispensable.

And then there was your time in Woomera?

I needed to earn enough money to be able to take my family and me overseas for postgraduate study. The job at Woomera sounded interesting and paid well so I served there as Senior Medical Officer for about 3 years. Again, it was an opportunity grasped and it was a most interesting time as it was a fully operational weapons testing range in those days. My interest was in the Blue Streak rocket, which I watched being built from when I was first there. A King's old scholar was an engineer working on it. Its use was changed from being a missile to a proposed first stage of a European satellite launcher. For its first test firing I was in a helicopter and had a splendid view. It was an interesting place to work but was a means to an end, and in 1965 I went to the UK with my family to further my studies.

After returning to Australia from your studies in Oxford, your adventures continued?

My exploration of Australia has continued since the 1950s. Family trips with two children plus a friend sitting four across the back seat in an early model Holden (no seatbelts in those days) were a lot of fun including Lake Eyre in flood (1974), Coopers Creek, Birdsville Track, Mootwingee, ski trips to Victorian Alps, Wilson's Promontory and Kangaroo Island. Later trips with friends included Kakadu, Tanami Track in early days, Kimberley, Canning Stock Route, parts of Queensland and Western Australia, Uluru, Kata Tjuta and Simpson Desert.

And you have been very involved in conservation projects too?

Farming has been part of my life since early childhood when I spent school holidays on a farm in the Mid North of South Australia. About 50 years ago I bought a small farm at Delamere and later moved to Hindmarsh Tiers, near Myponga. This was about the time that Flinders University Medical School opened in 1976, where I had been appointed and worked for 25 years along with a private practice. 'Minnawarra' is our family property where we raise Angus cattle with a self-replacing herd of about 100 breeders, plus a small mob of sheep, while practising sustainable grazing as well as we can. We have retained a large amount of native vegetation that has been made over to a Heritage Agreement (HA). King's and Pembroke old scholars have been part of the workforce over the years, namely me, son Stephen Willing (who lives in Hobart but comes over and helps out occasionally), daughter Janet Furler (who is now the farm manager) and grandsons Alex and Sam Furler. In this HA scrub we are conducting a long-term monitoring study named the Minnawarra Biodiversity Project that has been running now

for more than 20 years. The aim is to see what happens to the small animals living in the scrub after it is fenced off to exclude domestic grazing animals such as sheep and cattle. Eight sites have been set up in the Flinders and Gammon Ranges, Nullarbor Plain, West Coast, Gawler Ranges, Simpson Desert, Coongie Lakes and Innamincka, and 5-day surveys take place each spring and autumn. Trapped mammals are identified, weighed and microchipped before being released. Skinks, frogs and birds are also counted. We are learning a lot about seasonal variation of different species as well as refuge areas during drought. While I do not go on complete expeditions these days I try to visit each one for a few days, so you could say my days of exploration have not really finished yet.

Since being the youngest King's boarder in 1938, three generations of your family have now attended King's, Girton and Pembroke. How do you reflect on that?

King's gave so much to me when my life was unsettled. I am so grateful that the School gave me such a solid grounding that allowed me to find my place in the world. On returning to Adelaide after 3 years in the UK, my son Stephen liked the idea of going to dad's old School and won a part scholarship. The year after he joined King's the amalgamation to form Pembroke occurred, so he is an old scholar of both. Being now co-ed, the decision was already made when it was time for my daughter Janet to start secondary school, so she also attended Pembroke. They both formed long-lasting friendships, and Janet's boys Alex and Sam (Furler) attended Pembroke. It has given me much pleasure to see this happen although Pembroke is a vastly different proposition to the small King's College that I first encountered. Stephen lives in Hobart and his children go to the Friends School, where former King's headmaster Bill Oats went to lead when he left King's.

Do you have any advice for our current students about how they might 'explore' in their lives?

Yes, for me I guess my spirit of exploration goes back to joining the King's Scout group at age 11, and embracing the brilliant program run by Mr Don Harris that took me camping and hiking to many places including Myponga (before the dam), Kenton Valley (near Gumeracha), Flinders Ranges, Kangaroo Island and Tasmania. Everyone can be an explorer. Remember that song *From Little Things Big Things Grow*? Follow your interest, read about it, join an interest group, volunteer to help, become an expert in your interest and make yourself indispensable. You will be creating your own opportunities, and that could lead to many interesting places.

# Student Achievements

Co-curricular opportunities were somewhat restricted in 2020, now in 2021 many of our students are relishing being able to be involved in the activities they love.

Visual artists **Caitlin Vass** and **Phoebe Koh** (both Yr 8) were involved in a Youth Art Intensive Workshop held by the City of Burnside which was delivered in partnership with artist W Dixon Whiley. The stunning skateboard art pieces they created were exhibited in the Cloister space at the Burnside Civic Centre in April.

Dancer **Ada Wang** (Yr 3) competed in the Evolution National Dance competition held in January at the Gold Coast. Ada achieved 1st place in Demi-character Section and 9th place in Jazz.

Team sports are up and finding a way to flourish too. **Darcy McRostie** (Yr 12) represented South Australia at the Cricket Victoria Easter Series; a tournament created to replace the U19 National Championships which were cancelled because of COVID-19.

**Lulu McEwin** and **Jack Clark** (both Yr 9) were both accepted into the Cycling Talent Identification Program which has produced some of Australia's best cyclists. After rigorous testing Lulu and Jack have displayed the potential to become world class cyclists.

**Brandon Lehman** (Yr 12) has also been put to the test enduring several hours of testing in a range of areas in the gruelling Defence Force Aviation Screening Program at the Royal Australian Air Force Base in East Sale, Victoria. Brandon is one of only three candidates from his group who have progressed to the next stage of testing.

**Lachie Davis** (Yr 11) continues to excel in Gymnastics. Lachie competed in the 2021 State Gymnastics Championships in April where he finished 1st overall in the Under 17 division. He also attended the Gymnastics Junior National Squad Camp in Canberra.

**Olivia Souter** (Yr 9) was chosen to represent South Australia in the U/15 State Hockey team for the second year and participated in the National Hockey Championships, in Bathurst during the school holidays.

Our swimmers have been lucky in not experiencing as many restrictions to their sport as some others and continue to excel. **Leon Lin** (Yr 8) won a gold medal for Mixed Age 8 x 50m Freestyle Relay in the 2021 State Relay Championships in February.

**Clara Carrocci** (Yr 7) and **Lauren Harris** (Yr 7) competed in the 2021 State Long Course Age Swimming Championships earlier in the year. Clara was awarded the gold medal in her age group for the 100m Butterfly, 100m Freestyle, 200m Freestyle and 200m Backstroke. Lauren was awarded gold medals for the 50m and 100m breaststroke in the Girls 10-11-year-old category.

**Emily White** (Yr 12) won the fastest swimmer trophy at the recent IGSSA Swimming Carnival with a time of 26.68 seconds over 50 metres.

Special mention must be given to **Izzy Vincent** (Yr 10) on an outstanding performance at the Australian National Swimming Championships in April. Izzy won 5 gold medals, 3 silver medals and 1 bronze medal.

Still in the pool, **Jack Lawson** (Yr 9) was selected in the State U16 Water Polo Team for the Australian Youth Championships in Brisbane in April, a tournament which was unfortunately cancelled due to Covid-19. The tournament is set to be rescheduled for the July school holidays.

Sisters **Stella McEwin** (Yr 11) and **Lulu McEwin** (Yr 9) were also set to make the trip to Brisbane for this tournament. Stella was selected in the U18 South Australian JETS team representing SA. She was able to attend a Water Polo NSW State Festival event held in Sydney in April. Lulu had been selected in the U16 SA Stealth State Representative Team for Brisbane.

Several of our students were recently involved in the Australian Computational and Linguistic Olympiad, a competition which challenges students to develop strategies for solving puzzles in fascinating real languages. After winning their first round **Callum Dundas**, **James Speck**, **Stuart Vass** and **Ben Woolcock** (all Yr 10) performed very well in the state round of the competition, receiving Bronze certificates.

Pembroke's Yr 12 team comprising **Jasper Dew**, **Lu Ju**, **Timothy Naylor** and **Livinia Xia-Bednikov** (all Yr 12) achieved first place in South Australia and went on to compete in the national competition where they achieved Bronze awards. Our Year 11 team comprising **Liam Betts**, **James LaBrooy**, **Taher Mohamed** and **Christopher Oehler** (all Yr 11) also performed very well at the state level, receiving Gold certificates.

Robotics is also a relative newcomer to the suite of co-curricular options for our students and recently at the VEX Robotics Australian Championships our Senior Team consisting of: **Jem O'Callaghan**, **David Winn**, **Emil Smith**, **Lu Ju** (all Yr 12) **Lili Behrendt** (Yr 11) and **Ben Black** (Yr 10) were presented with the Sportsmanship Award and crowned the Australian Tournament Champions securing an opportunity to represent Australia in the World Championships. The team were undefeated in their division, being awarded Division Champions but were unfortunately knocked out in the quarter finals. Their efforts placed them in the top 5% of 860 teams worldwide.

Over hill, over dale, thorough bush, thorough brier...our Pembroke fairies were wandering everywhere in Adelaide Festival's production of *A Midsummer Night's Dream* by Benjamin Britten. Congratulations to students **Phoebe MacLaren**, **Claire Mohan-Ram**, **Luca Shin** (all Year 9), **Sid Gunapu** and **Mila Shin** (both Year 4) for performing so beautifully with the Young Adelaide Voices children's chorus.



Caitlin Vass — Year 8  
Phoebe Koh — Year 8  
Ada Wang — Year 3



Darcy McRostie — Year 12  
Lulu McEwin — Year 9  
Jack Clark — Year 9



Brandon Lehman — Year 12  
Lachie Davis — Year 11  
Olivia Souter — Year 9



Leon Lin — Year 8  
Clara Carrocci — Year 7  
Lauren Harris — Year 7



Emily White — Year 12  
Izzy Vincent — Year 10  
Jack Lawson — Year 9



Stella McEwin — Year 11  
Callum Dundas — Year 10  
James Speck — Year 10



Stuart Vass — Year 10  
Ben Woolcock — Year 10  
Jasper Dew — Year 12



Lu Ju — Year 12  
Timothy Naylor — Year 12  
Livinia Xia-Bednikov — Year 12



Liam Betts — Year 11  
James LaBrooy — Year 11  
Taher Mohamed — Year 11



Christopher Oehler — Year 11  
Jem O'Callaghan — Year 12  
David Winn — Year 12



Emil Smith — Year 12  
Lili Behrendt — Year 11  
Ben Black — Year 10



Phoebe MacLaren, Claire Mohan-Ram, Luca Shin (all Year 9), Sid Gunapu and Mila Shin (both Year 4) in Adelaide Festival's production of *A Midsummer Night's Dream*. Photographer: Tony Lewis

## New Head of Middle School, Kia Sheidow

An exploration is a trip, but it's more than just a vacation—it's going somewhere to examine or discover new things.

I have always liked going somewhere to examine or discover new things. You never know what is around the corner and who you may connect with during those moments of discovery, which may lead you in a completely new direction or even foster long-lasting friendships.

I did not imagine when I was a student at school that such a trip would be the launch pad to becoming an educator. My favourite subject at school was Design and Technology, and I was blessed to have been educated by a deeply passionate and inspiring educator, Dean Newton, who was an expert at his craft.

As a teacher and mentor he always challenged me to reach my aspirations and excel in both life and Design and Technology. I remember when I asked him a question in Year 8, 'What do I need to do to become a technology teacher?', a few simple words that shaped my path forever. It was from that moment that I witnessed in greater detail his dedicated approach and love for this subject, and my passion for Design and Technology truly took hold. His outstanding teaching capabilities helped me to become the first female to gain a Merit in Woodcarving/Furniture Design. This was a significant moment not only in my life but in his too.

My interest continued, and following high school I began a teaching degree in this field. It was later during my teaching career at Woodcroft College that we would meet again. I was privileged to now be working with and teaching alongside Dean, his career drawing to a close while mine was only just beginning.

Throughout my time at school, university and work I have been fortunate to travel extensively—from facilitating demonstration classes in China; teaching Mechanics to high school students to become a service crew for one of South Australia's leading women's rally drivers, Denise Collins, while competing on the Australian Rally Circuit; travelling both nationally and internationally with softball and lacrosse (player, official and/or spectator); serving on committees representing Middle schooling in Australia; volunteering for community organisations; and hosting and mentoring teachers from around the globe, providing experiences not only for themselves but also for the students that I teach.

Time spent at Brighton High School; teaching in the Engineering Pathway Programs both at Hamilton Secondary School and Edward John Eyre High School, Whyalla; running workshops in China for emerging educators on what constitutes a collaborative classroom and the strategies that align with this practice; and throughout this leading the Middle Schools at Woodcroft College and Seymour College, all contributed and shaped the leader I have become. When I entered the teaching profession, leadership was not at the forefront of my career; this evolved over time. I have always thrived on improving myself and honing my management skills both in and out of the classroom.

As mentioned previously I was inspired by a teacher and entered the profession because of this, but I also attribute my leadership qualifications to the principals I have served, Middle Management personnel, those who have been on committees with me, and finally those I have worked with and met from around the world. I have observed, listened and modelled my leadership on their attributes, traits and approaches, and have aligned these together with my own dispositions, values and moral stance. No matter who enters your life, you can learn something from each of them. This is a lesson many young people need to take hold of as they navigate this complex, changing and dynamic world.

My coaching experience, spanning more than 30 years, also provides me with challenges. I continue to adapt trainings to cater to the young people I oversee, manage and support, to nurture their skills to cope with their conflicting demands (home, life and of course social media!). This continued presence and involvement in coaching keeps me informed, provides perspective and releases me from the hustle and bustle of my working life.

I am honoured to be leading at Pembroke, a School that not only allows me to explore possibilities in leadership, teaching and self, but a community that also provides the same for its students.

Pembroke's authenticity and values resonated strongly with me. Although only a term has passed I feel that my time here has been much longer. The generous spirit and warmth felt from staff, students and parents has assisted my transition into the School. Discovering the Pembroke community and all that it has to offer will keep me curious and occupied for years to come.

**Kia Sheidow**  
Head of Middle School

# Middle School

## Years 7–12 Social, Emotional and Personal Development (SEPD) Program

As Head of SEPD I am delighted to share with you the exciting progress happening in this important School initiative. Through the Principal's Sabbatical Report it became clear that we needed to add more opportunities for students to build their social, emotional and personal capacity.

As compulsory Health education finishes at Year 9, there was a gap in the SEPD learning area for Years 10, 11 and 12 students. Last year we implemented a Year 10 SEPD program for two lessons per week for a semester. This was a great success and we have now added a Year 11 program for one lesson per week across the year. We are about to rollout a Semester 1 SEPD program for Year 12s in 2022 and are delighted that this program is continuing to grow.

This curriculum has been created using the latest research from organisations such as the Australian Curriculum, Assessment and Reporting Authority (ACARA); Keeping Safe CPC; Shine SA; Reach Out; Youth Beyond Blue; eSafety Commission; and Drug and Alcohol Research and Training Australia (DARTA). We use overarching themes throughout Year 7 Health to Year 11 SEPD, creating continuity and development of skills, knowledge and understanding in the essential topics studied in Health and SEPD.

The SEPD curriculum encompasses the following four main units of exploration:

- 1. Sexual Health and Relationships** – covers respectful relationships, gender equality, abuse of power, reshaping masculinity, LGBTQIA+, celebrating diversity, consent, contraception, STIs, pornography, sexting, national data and the law.
- 2. Drugs and Alcohol** – covers effects on the teen brain, vehicle safety, strategies for safe partying, psychology of addiction, inability to consent when intoxicated, drug options and their risks, and national data.
- 3. Mental Health** – covers help-seeking, social connectedness, anxiety and depression, bipolar and schizophrenia, perfectionism and procrastination, grief and loss, mindset and resilience, eating disorders and body image, self-harm and self-compassion, self-regulation of time on screens, sleep, stress management and positive strategies for wellbeing.
- 4. Social Responsibility and Justice** – covers citizenship, volunteerism, developing a service culture and a call to action.

→ Jane Higgins, CEO of Inspire for Girls and Odyssey for Boys presenting to Year 8 girls in DY Hall



# SEPD Program

# Years 7–12 Social, Emotional and Personal Development (SEPD) Program



→ Students involved in an activity during the Odyssey for Boys program

The SEPD teacher team have had special training to be equipped to explore these big topics with young people and are delighted to have time in the curriculum to do this important work. These lessons are enhanced by a series of excellent speakers that the School invites in to further unpack these topics, as outlined below.

## **Year 7 – Carly Ryan Foundation (CRF) Online Safety.**

Carly Ryan was 15 years old when she was murdered by an online predator. It was the first crime of its type in Australia, occurring in 2007 when social media was a new phenomenon and paedophiles were starting to infiltrate the online space. The CRF is a certified online safety program provider under the Office of the eSafety Commissioner that delivers online safety and healthy relationship seminars to students and parents. The organisation also provides a range of services and support in the areas of internet safety and crime, cyberbullying, and contributing to law and policy reform.

## **Year 8 – Inspire for Girls and Odyssey for Boys.**

These workshops are tailored specifically to the needs of adolescents. Presenters keep up to date with latest trends in youth culture including gender constraints and identity, mateship and friendship, respectful relationships, drugs and alcohol, anger and other emotions, decision-making and mental health. After the full-day workshops students emerge healthier, wiser, more connected with one another, more secure and confident in who they are as individuals, and better equipped to navigate the world and discover who they will become as young men and women.

## **Year 9 – Taryn Brumfitt Body Image Movement (BIM).**

This is an internationally recognised crusade founded on the belief that your body is not an ornament. BIM believes that everyone has the right to embrace their body regardless of shape, size, ethnicity or ability. BIM, headed by founder Taryn Brumfitt, is teaching the world to love the skin they're in. Body image was ranked the number one concern of both girls and boys aged 11–24 years in a recent Australian survey. Current estimates show that the incidence of body dissatisfaction in Australian adolescents is at least 75% for girls and 50% for boys. Of the Australian adolescents in a healthy weight range, approximately 50% of girls and 33% of boys believe they are overweight. This is leading to an alarming increase in disordered eating among our young people.

**Year 10 – Street Smart High.** Road crashes are one of the leading causes of death for people under the age of 25. To help change this, RAA runs an annual road safety event that demonstrates the realities of road trauma and gives young and soon-to-be drivers the knowledge they need to stay safe on the road. Students will witness a simulated crash scene, including pre- and post-crash analysis, hear from young people whose lives have been affected by road trauma, and learn road safety skills and knowledge.

**Years 10, 11 and 12 – Paul Dillon from DARTA.** These workshops give students accurate and up-to-date alcohol and other drug information based on the latest research. They are sequenced to give more detail, complexity and relevance to the developmental stages across Years 10–12.

**Years 11 and 12 – Dr Tessa Opie, In Your Skin.** An advocate for healthy and consenting relationships, Tessa's approach is sex-positive, evidence based and harm-reduction focused. It actively requires participants to consciously consider their relationship values, attitudes and expectations in a social climate that feeds us often misleading messages about sex and relationships. Tessa has recently published a paper that considers the role of sex-positive education in the prevention of sexual assault among high school students. Her clear message about enthusiastic consent versus coercion is essential and delivered both respectfully and inclusively.

If you have any feedback, questions, concerns or suggestions relating to SEPD, please do not hesitate to email me on [rforrest@pembroke.sa.edu.au](mailto:rforrest@pembroke.sa.edu.au).

**Rebecca Forrest**  
Head of SEPD

# Head Girl and Head Boy



Georgie Orchard  
— Year 12



Ned Carruthers  
— Year 12

Why do we explore? Why did Neil Armstrong seek to walk on the moon or why did Australian Jessica Watson explore the breadths of the world's oceans at the age of just 16? What makes us so motivated to explore? When writing this article in order to understand this question I tried coming up with examples of times that I had explored throughout my time at Pembroke. But the list that I came up with had more things that I could count! Camps, Sports Days and even just everyday life are all times when I have explored or searched into how I could be better and find an answer to something that was unknown.

Of course all students explore, whether in their academics, social life, or even their personality and who they want to be. We are all exploring. And this is a good thing. Without exploration it would be incredibly hard to achieve much, as we wouldn't be pushed out of our comfort zone. Exploration is critical in developing us as individuals, as well as our School and our country. We all need to push ourselves to explore what we can become and achieve.

Throughout my years in the Junior School I always remember teachers encouraging me to 'reach my potential'. Every single year I would hear the same sentence over and over and, honestly, I didn't really understand what it meant. I was happy, had lots of friends, played many sports and, even though I wasn't the brightest student, loved school and learning ... did I really need to worry about this 'potential' thing?

However, when I transitioned into Middle School I became curious about what teachers meant when they told me to 'reach my potential'. I had absolutely no idea so I decided to explore. I explored my academic potential, friendship groups and of course myself. All through Middle School I explored rigorously. I was constantly signing up for different activities and opportunities to see what I would enjoy, and even though at times I was thrown out of my comfort zone it was completely worth it.

But something that I have come to realise now is that at times it is also incredibly important to stop and think and allow ourselves to take in the moment. Like many other students I find myself always on the search for new experiences and opportunities, but with my final year of schooling now occurring I have realised that it is so important to take time to reflect and acknowledge our own personal exploration. I know that, like other students, I sometimes feel that I am so busy exploring my potential and different avenues that I forget to appreciate the present moment.

Pembroke is full of students exploring their musical, sporting, academic and robotic talent, and of course their personal selves. We are from all types of backgrounds but one thing we all have in common is that we are seeking to become the best students and people we can be. Exploring is great and completely necessary for us but it is also crucial that we each, as students and people, take time to step back and appreciate the now.

**Georgie Orchard**  
Head Girl

I first came to Pembroke in Year 7 and, knowing very few names, it was extremely daunting. I was nervous and worried—What if I can't make friends? What if people don't have the same interests as me? What if no one talks to me? What then? Well, with the little voice questioning everything in my head and my parents being as supportive as they could, I went to the Orientation Day for the new Year 7s. I hated it. Everything I worried about became true and I honestly couldn't see myself going back.

Explore is a word that has resonated with me throughout my life at Pembroke and coincidentally has been there from the beginning. With two brothers already in Years 11 and 12 I could see all the memories and strong friendships that the School had brought them. I wanted to be like them, to share the unique desire and want to be at School every day. It can be said that Orientation Day was the day I started learning at Pembroke, for I knew the challenges I faced couldn't come without their difficulties. I learnt I would first have to be uncomfortable to be comfortable, and so I declared I would explore.

Explore the School, my peers and myself. On the surface it was obvious to me—Pembroke has so much to offer, wouldn't it be a waste to not at least explore its vast range of opportunities? I knew that day must have given me a limited view of my future peers; who was I to know if someone had the exact same experience as me? Lastly, no one said starting at a new school was easy—I would need to embrace this journey and explore myself. What are the qualities that define me? What am I interested in? So, with this mindset I went back and ended up loving my first day.

I have continued to explore throughout my time at Pembroke, embracing every opportunity that has come my way. By exploring what the School has to offer, from subjects to sports to camps to academic competitions to leadership, I have been given the opportunity to push myself into the uncomfortable and, as many Pembroke students realise, it's incredibly rewarding. I have developed numerous relationships with many different friend groups not only in my own year but in those above and below too. I have shared countless memories with all of them, from successful sails to 20-goal defeats, and every time I have learnt from my experiences. I believe that they have shaped me into who I am today and I am grateful for that.

I am also, in a way, grateful for that Orientation Day. If I never faced that first lesson I would never have learnt the fundamental aspect of what Pembroke offers—to explore. The School provides the base for students to explore themselves, their beliefs and passions. It encourages us to explore our relationships with each other and face adversity when it comes. Now I face my last year of schooling and I can be satisfied with myself for embracing the uncomfortable, and forever learn and improve as I explore into the unknown future.

**Ned Carruthers**  
Head Boy

# The Future Belongs to the Curious

Walt Disney once observed, 'Curiosity, it keeps us moving forward, exploring, experimenting and opening new doors'. Curiosity, or the urge to know, is one of the greatest motivators in learning and in life. It encourages enquiry and experimentation, propels rigorous investigation and stimulates the imagination to discover new ideas and processes. We are delighted to observe the wealth of curiosity that our Arts students exhibit as they research various styles and practitioners, experiment with new techniques and a range of media, and ask endless questions to guide their own art making in directions that are challenging, surprising and fun. This term there were many examples of curiosity directing student enquiry in Drama, Film, Music and Visual Arts.

## Arts

In Drama, students undertook a range of creative explorations. Year 8 Drama classes engaged in a Storytelling unit, performing children's storybooks to Year 1 students in dynamic ways. They also showcased their understanding of melodramatic acting styles and made props, sets, puppets and costumes for the performances.

Other highlights included original interpretations of the texts of Andrew Bovell (*When the Rain Stops Falling* and *The Things I Know to be True*), explored through the lens of Stanislavsky's Naturalism in Year 11 and in early rehearsals by Year 12 SACE Drama students for their group production. These imaginative collaborations were inspired by a visit from Andrew Bovell himself, to discuss the writing process 'from page to stage'. Year 12 IB Theatre students undertook individual explorations of the work of theatre practitioners Adler, Grotowski and Berkoff, which culminated in three entirely unique solo performances. Another highlight was a range of excursions to the Adelaide Festival of Arts and Fringe made by students in Years 9–12. From the experimental physical theatre performance of *Pulse* to a new working of *Medea* live-streamed from Holland and Belvoir Street Theatre's wildly popular musical *Fangirls*, students had the opportunity to see theatre at its best and to analyse and discuss the diversity of artforms that contribute to theatre-making. This culminated in a visit by designers Wendy Todd and old scholar Ailsa Paterson who discussed their processes of designing the set and costumes for State Theatre Company's recent production *The Boy Who Talked to Dogs*. This interaction with industry professionals is pivotal to inspiring student engagement and enquiry.

In Film, Year 12 students undertook individual enquiries into a range of film movements, genres and practitioners as diverse as Alfred Hitchcock, Hans Zimmer and Roger Deakins to inspire their own film-making. Year 11 Film students discovered the history of film, experimenting with techniques used by George Melies's 1902 film *Le Voyage dans la Lune* (A Trip to the Moon) in creation of their own work. They were also privileged to be visited by New York Film Producer Kieran Altmann whose recent film *Shiva Baby!* has taken the festival circuit by storm. Keiran inspired students with his journey from Adelaide to New York and with stories of his work in the industry.

→ Charlie Miller (Yr 8) wearing his head dress made as part of his Year 8 Art studies





→ Michael Preston-Ward



→ Year 11 Film



→ Photograph: Ellie Walker (Yr 9)



→ Emily Mohan-Ram (Yr 12)

Music students worked with enthusiasm towards their first live concert for some time, presenting Jazz Cabaret to an enthusiastic crowd in DY Hall. They were privileged to be guided in their exploration in rehearsals and classes by industry professionals *Marmalade Trio*, led by Head of Jazz Performance at the University of Adelaide Mark Ferguson, a consummate Jazz pianist whose enthusiasm for improvisation and invention inspired all. Ferguson discussed the nature of his work as a composer and arranger. Year 9 Music Studies students undertook their own creative challenges, arranging the Beatles' *Yesterday* for small ensembles, using the original melody while experimenting with original chord parts, bass lines and counter melodies. They also explored how the choice of different instrument informs the writing process and how the timbre of different instrument combinations changed the overall sound of their arrangements. Senior School Rock Bands took their music to the Middle School in the first-ever Pembroke Jam. Students were also privileged in assemblies to hear music as diverse as string quartets, the Jazz Choirs and the Chinese Orchestra as Pembroke's musicians, inspired by Music Captains Emil Smith and Gwyneth Kang, revelled in the opportunity to share their music with others.

In Visual Arts, student exploration ranged from co-curricular forays into Life Drawing, Ceramics and Textiles to class studies of Shadow and Light in Year 7, Life Drawing in Year 8, and exploration into Framing the Landscape in Year 10. Students learn early the value of theoretical study in providing a context for their own creative experiments. Excursions were another highlight. Year 9s visited Old Watulunga, where the rich landscape of the natural environment provided inspiration, subject matter and materials to foster enquiry. Ngarrandjerri Artist-in-Residence Mr Cedric Varcoe welcomed students to his ancestral land before sharing his journey and stories as an artist. Ms Bliske observed that 'Cedric told us how his artwork reflects his deep connection to place, and shared his working practices, sources of inspiration and extensive knowledge of natural plants and their uses with the students'. In a cyanotype

workshop with Ms Bilske students collected materials from their surroundings to make contact prints on paper and fabric, with a focus on composition. In a nature journaling workshop with Mrs Cowell students honed their skills in observation and notation, working with watercolour and fine liners to record what they noticed in their sketchbooks. Lucy Yang observed,

**'Cedric Varco taught me to appreciate the land we occupy by finding beauty in our surroundings. We sat down at a spot in the garden and painted what we saw and liked using watercolour. It ranged from branches and flowers to chickens in the coop'.**

Year 12 Visual Arts students also enjoyed an excursion to exhibitions held during the Adelaide Festival of Arts. Highlights of the day were the Clarice Beckett exhibition at the Art Gallery of South Australia and the Adelaide/International exhibition at Samstag Museum of Art.

Globally the Arts as an industry was hit hard by COVID-19 in 2020, and yet everywhere artists rose to the challenge and found new ways to deliver their work online and in socially distanced venues, to provide inspiration, solace, connection and entertainment to millions of people worldwide. Similarly, Pembroke artists continue to be excited by new challenges. They do not sit still. They are excited by the fact that knowledge is ever-changing and that the key to success is innovation and persistent enquiry. They are willing to take risks, try new things and discover new ways of seeing and understanding the world. They know that the future belongs to the curious.

**Julianne English**  
Head of Arts

## Pembroke Non-Teaching Staff Professional Development Day

The non-teaching staff at Pembroke can give themselves a well-deserved pat on the back, having recently planted almost 3,000 trees and revegetated the School's property at Old Watulunga as part of their professional development program.

The property, located a short drive from Goolwa on the banks of the Finniss River, is spread over a stunning 17 hectares and has been a treasured destination for Pembroke School camps for over 30 years.

Over the course of the day staff were briefed on the historical use of the land, previous work to revegetate the property, and the current revegetation program. Then, led by our Buildings and Grounds team, staff had the opportunity to make a meaningful contribution to the program, with a goal of planting almost 3,000 plants!

The revegetation program has been carefully curated by Buildings and Grounds Manager Mr Peter Sulicich and Old Watulunga Coordinator Mr Gary Stone over the past 12 months. The native plants, including canopy-layer trees, mid-story bushes and prostrate groundcover, will provide important habitats for birds and other animals.

Each tree was watered and carefully protected with a reusable and recyclable tree guard to prevent early destruction by kangaroos and rabbits in the area. Importantly, a water management plan will be in place throughout the winter and spring to ensure that the plants establish quickly. As they grow, the plants will form perfect sheltered areas for our students to learn to pitch a tent and camp overnight, while also reducing traffic noise and wind throughout the property.

Gary pointed out that he is excited to see future students using the Old Watulunga property and exploring the environment as the plants develop: 'It will be great to see the students getting engaged in revegetating and playing a role in the conservation of this magnificent property'.

A key part of the Outdoor Education program at Pembroke focuses on sustainability and the environment, and we expect that our students will enjoy seeing the new vegetation grow as they visit Old Watulunga on their Years 7, 8 and 10 camps. Staff are keen to revisit the site also to see the fruits of their labour! 'It's nice to be able to physically contribute towards the legacy of the School for our students', said Ms Sandy Ellis, Executive Assistant to the Deputy Principal.

In achieving their goal of planting almost 3,000 trees, our non-teaching staff enjoyed the opportunity to get out of the city for a day and, for some, visit the Old Watulunga property for the first time. Sandy said, 'This is actually my first time here, so I'm really happy to be here. It's nice to have days where we can get out as a team and do some exercises together'.

Our non-teaching staff cover a broad range of services at the School including finance, learning support, IT, maintenance, student admissions, library and communications, and it was wonderful to see them planting trees with colleagues, especially those who would not normally have the chance to work together.

For Middle School Lab Technician Dr Lyall Hansen there was an added benefit in that her children attended Pembroke and experienced everything that Old Watulunga had to offer: 'I'm really enjoying the tree planting because my two children went through Pembroke, one recently and one many years ago, and they got to experience part of their education down here [at Old Watulunga]. It's fun to see the space and contribute in a small way'.

We will certainly remember this year's professional development day as a special one — where we had the opportunity to come together, learn from each other and make a considerable and enduring contribution to a wonderful and important School site.

**Gabbi Agnew**  
Marketing and Communications  
Coordinator



→ Tree planting at Old Watulunga



→ Pembroke Non-Teaching Staff

# Building Unity – Harmony Day Celebrations in the Junior School

At Pembroke we believe that human beings can thrive when all aspects of their lives are acknowledged and nurtured. Underpinned by relationships of trust, it is the work of our teachers to create learning environments that reveal the rich diversity of our student body, and to use this to build unity.



→ Sasha Sun (Yr 6) playing an ancient Chinese instrument to Year 5 and 6 students

Each year Harmony Day enables us to discover something new about our students, highlighting their insatiable quest for meaning and their emerging desire to understand themselves.

**‘In Year 6 we were studying a How We Express Ourselves unit, so we asked our students to share a part of their culture on Harmony Day that represented ‘beauty’. We were exposed to an incredible collection of multicultural traditions alive in the homes of our students today. From tea drinking rituals to water puppets and the most remarkable piece of music played on an ancient Chinese instrument called the guzheng, our students were awe-inspired discovering one another’s unique cultural identities.’**

Andrew Frazer, Year 6 Teacher

Harmony Day is about inclusivity, respect and belonging for all, regardless of cultural or linguistic backgrounds. We choose to mark this occasion in the Junior School by inviting students to explore their connection with a country of their choice and come to School dressed in a national costume. We are aware that the request to wear a ‘national costume’ can be interpreted differently by families and we encourage creativity and individuality on this occasion. In our increasingly global society we are conscious that one child may identify with being ‘an Australian’ quite differently to another. Providing opportunities to discuss this, reveal perspectives, and respectfully wrestle with different thoughts and experiences energises connections.

The Year 5 teachers took the opportunity on Harmony Day to explore the linguistic systems that exist within the names of students in their classes. Some questions included: How does understanding someone’s name help us to understand their identity? Why do we abbreviate names so often in Australia? How does knowing how to say someone’s name correctly invite a sense of inclusion? What other language systems can we discover when we pay attention to the pronunciation and letter combinations of a name? What sounds exist in some languages but not in English?

Insightful discoveries were made when students dug deeply into the story of their names. Some stories were shared and others were questioned. A number of children felt that their names defined them, while others noted that their family names were changed over time due to migration, marriage laws, adoption, translations and family traditions.



→ Isabelle Shaw (Yr 4)



→ Rasiyah Vigneswaran (ELC)



→ Mia Huang (Yr 5)

**‘People find it hard to read my name because they see the first two letters and get confused. I think this is because we don’t see ‘Ts’ at the start of a word in English so people hesitate and mispronounce it all the time. I correct them. I like my last name because it comes from Greece, which is where my grandfather is from.’**

Leo Tsoutouras (Yr 5)

**‘I felt proud teaching others about my family and my heritage. It felt good being able to explain how to pronounce my name properly and tell people what it actually meant. I felt like they got to know and understand me better.’**

Mia Huang (Yr 5)

**‘My name Zoe means “life” in Greek. My middle name is my grandma’s name. My grandparents were born in Greece and when my grandpa first travelled to Australia he was told to change his last name to Chapley. I think if someone took my name away from me and told me to use another name I would feel empty. I don’t think my grandfather felt good about it but he did it. I think knowing this story has made me connect with my grandparents more and feel confident about my heritage. My grandfather sacrificed lots of things to move to Australia, even his name.**

**I think it is amazing how my grandparents pushed through so much and eventually ran a supermarket. I am proud of my Yayai and Papau.’**

Zoe Chapley (Yr 5)

Exploring names, rituals and costumes is a joy. Paying attention, imagining, listening and respecting is what enables us to become better, together. These are the cornerstones of international-mindedness.

**Belinda Reitstätter**  
Assistant Head of Junior School  
(Teaching & Learning)



# Sport Report

## Summer Sport

Pembroke continues to invest in the development of our students in a range of co-curricular endeavours after the school bell rings.

Our diverse sporting offering facilitates students' social, physical and emotional development. Over the summer students participated in a range of sports including Sailing, Athletics, Badminton, Touch Footy, Cricket, Swimming, Triathlon, Surfing, Rowing, Tennis and Volleyball.

Our newly formed Middle Touch team had some excellent wins despite playing against much older sides. It was great to see students across year levels competing together and building teamwork. Our Pembroke Swimming squad trained hard all year and, despite choosing a philosophy of giving every swimmer a go in the competitions, made the finals. Our Middle Cricket teams showed plenty of spirit throughout the season, with Year 9 Harry Willis being promoted firstly into the Year 10 team and then finishing the season in the First XI. Three Year 9 boys, Jack Lawson, Yibin Khuu and Sebastian Wilkens, also made their debut in the Open A Water Polo team after strong performances throughout the term. We have some very talented triathletes at Pembroke and three of them represented the school at the State Triathlon Championships—Sam Creighton and Ava Wilson each won their respective Intermediate division, and combined with Max Davis to take out the Intermediate teams division.

This year we are continuing to build on the sporting program by appointing Heads of Sport across a range of sports—we have welcomed new positions in Badminton, Cricket, Basketball, Football, Volleyball and Soccer.

Leanne Choo, Head of Badminton, began at Pembroke in 2020 as an assistant and took on the head role in Term 1 this year, coaching our Open A Badminton team to be runners up in the top division, losing only one match for the term. As well as coaching the top side Leanne oversaw the development of all Pembroke Badminton players and coaches. She is an engaging communicator who challenges our students to constantly improve, setting very high standards at both matches and training while encouraging a love of the sport.

Leanne is a two-time Olympian (2012 and 2016) who represented Australia in doubles and mixed doubles and achieved fifth place at London, the best result in Australia's history of Olympic badminton. She also represented Australia in the 2010 and 2018 Commonwealth Games. Leanne has recently returned from Canada, where she coached players at all levels from grassroots to elite. In addition to coaching, Leanne is currently in her final year studying Neuroscience at university and hopes to combine this degree with her coaching career. Her goal and vision at Pembroke is to not only grow the Badminton program but to create a rich learning environment that enables each and every player to reach their full potential. Leanne will now turn her attention to the Girls program, beginning this term.

Jamie Siddons, Head of Cricket, began last season coaching both our Boys and Girls cricketers in all three sub-schools. Jamie is a passionate coach who is keen to share his love of the game and develop the skills of each player. He teaches players to pick up the bat high and hit the ball hard while also being energetic and active in the field. He is just as keen to teach and chat to any parents who are interested in his methods.

Jamie is well known in international cricket circles and has an amazing background as a player representing Australia, winning two Sheffield Shield titles with Victoria (scoring a century) and the South Australian Redbacks (where he batted injured for 3 hours on the historic final day). As a coach Jamie has been equally successful. He worked under John Buchanan as an assistant coach to the record-breaking Australian team in 2006–07 and then headed to the subcontinent to coach Bangladesh for 3 years, before coaching in NZ and then back to coach the Redbacks in Adelaide until 2020.

You will also see Jamie at Pembroke this winter coaching his other love, Football—he played two games for the Sydney Swans back in 1984. We have encouraged him to dust off the boots and coach our Year 10 team.



→ Senior Volleyball player Eliza Riggall (Yr 12) against Westminster School

**Peter Woon**  
Head of Boys Sport

**Elizabeth Clark**  
Head of Girls Sport

→ Kevin Lin (Yr 11) playing against St Peter's College in Badminton

Summer Sport Gallery



Girls Cricket players Eva Harford (Yr 12) and Sahara Schwarz (Yr 7) against Scotch College



Middle School Touch Football players Ollie Borda, Angus MacDonald (both Yr 9) and Angus Underdown (Yr 7) against Marryatville High School

Summer Sport Gallery



Head of the River



Deakin Huynh (Yr 11)



Kia Sheidow (Head of Middle School) with Jemima Noblet and Chris Wen (both Yr 10) with the winning cup at the Middle School Swimming Carnival



Middle School Swimming Carnival



Tom Grosser (Yr 9) at Drive Tennis training



Ebony Blackburn (Yr 10), Lexi Reynolds, Skye Mumford (both Yr 11), Lucy Townsend (Yr 10) and Cat Lobban (Yr 11) at Head of the River



Middle School Swimming Carnival



Senior Girls Basketball player Alice Sabine (Yr 10) against Westminster School



Girls Water Polo player Lulu McEwin (Yr 9)



Seb Brett (Yr 11) playing First XI Cricket against Prince Alfred College



Premier Tennis player Jade Le (Yr 9)



Year 9/10 Cricket



Junior School Cross Country



Pembroke Girls Touch Football player Amalia Tsakalos with Jemima Woon and Olivia McCarthy (all Yr 9) behind her



# Old Scholars

## President's Report



On behalf of the Pembroke Old Scholars Association I am delighted to share with you my first article as your new President.

Charles Darwin once said, 'It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change'.

Not since the Second World War has our old scholar community been tested as we have over the past 12 months or so as a result of the COVID-19 pandemic. Never has our ability to adapt and respond to that change been more important. Yet here we are in Autumn 2021 and, while we still have a way to go, we can see how far we have come when we take the time to look back.

Being agile, open to change, thinking outside the square and pushing oneself outside our comfort zone were themes that our table spent some time discussing with the Years 11 and 12 students and the old scholar mentors at the recent 2021 Careers Breakfast. It was not only special to be meeting in person with the students this year, but also somewhat cathartic to share our stories of where our journey and our careers hadn't gone quite as we may have planned, and how being open to change helped us carve out the next pathway.

I spoke personally of my excitement and fears when I decided to start my own urban planning consulting business back in 2012, after finishing my maternity leave when I had Cooper (now in Yr 4). I realised the importance of how I backed myself with the knowledge I'd obtained over many years, put myself out there and reinvigorated the client relationships that I had continued to foster. Starting my own business with a young baby was not without its challenges, and so I was fortunate that organisation, time management and planning were my trade and my nature when Ruby (Yr 3) came along a year or so later.

I'm always just so blown away and impressed when I read the old scholar social media pages and other publications about the depth and breadth of the incredibly talented and accomplished people we have in our Pembroke community. I encourage you too to keep connected via our social media channels and our affiliated sporting clubs and groups.

We were thrilled to welcome the inaugural Old Scholars AFLW team—the Pembroke Queens—into the fold this year. The ladies have hit the ground running under the leadership of inaugural coach Mr John Cunningham and we look forward to seeing them grow and evolve.

With the return of reunions this year the 1990 and 2000 Pembroke Leavers were welcomed back to the School in early May for their 30-year and 20-year reunions, which were held in the new Shipsters Road building and on Jin bridge. It's so important to have our milestone reunions back on track in 2021 and it was wonderful to see so many happy people reconnecting and sharing stories.

You will hear more from the old scholars community and our Committee as this year unfolds and I encourage you to stay connected to your old scholar community. There are many ways to do so and many ways you can benefit from staying in touch—our networking events, reunions, and of course our affiliated clubs and groups such as men's and women's football and soccer, cricket, netball, tennis and our choral group In Unitate.

So, as we come to the halfway mark of 2021 I encourage all our old scholars to look forward, push the boundaries and always take time out to do what you love and what makes you happy.

'If happiness is the goal – and it should be, then adventures should be top priority.' Richard Branson.

**Amanda Price-McGregor**  
(1990)

→ 2000 and 1990 Leavers 20 and 30 Year Reunion

### Pembroke Old Scholars' Affiliated Clubs

 <p><b>Women's Soccer Club</b> pembrokegirlsfc@gmail.com  facebook.com /posgsc</p>	 <p><b>Tennis Club</b> 0400 110 696 0419 837 754 oldscholars@pembroke.sa.edu.au</p>	 <p><b>In Unitate</b> (formerly Pembroke Choral Society) inuchoir@gmail.com facebook.com/inunitate</p>
	 <p><b>Football Club</b> pembrokekings.com.au  facebook.com /pembrokekings</p>	 <p><b>Cricket Club</b>  pembrokeoscc@gmail.com facebook.com/groups/18278828118</p>
	 <p><b>Netball Club</b>  facebook.com /pembrokeoldscholarsnetballclub</p>	 <p><b>Men's Soccer Club</b> possc.net pembroke.soccer@hotmail.com facebook.com /pembroke.os.soccer.club</p>



2021 Careers Breakfast



Jasper Drew with an old scholar mentor at the Careers Breakfast



1990 Leavers at their 30 Year Reunion



2000 Leavers at their 20 Year Reunion



2000 Leavers Annabelle (Smith) Moore, Ariane (Carr) Goldfinch and George Bryant at their 20 Year Reunion



Adam Steinhardt guest speaking at the Year 11 Business Innovation Class

## Careers Breakfast

The annual Pembroke Careers Breakfast is the highlight of the old scholar calendar. We were fortunate to be able to host this event in person again this year, and as always it was a wonderful event for mentors and students alike.

Supported by the Pembroke Old Scholars Committee and now in its 10th year, the Careers Breakfast is a unique opportunity for students to meet and mingle with old scholars and parents who are working in the industries the students are interested in pursuing after graduation. At this year's event held in DY Hall, 67 mentors and 130 students were in attendance and over breakfast questions were asked and career paths discussed. The industries represented on the day included medicine, engineering, social sciences and law, just to name a few!



Angus Haines (2017) and Chris Bradley (1986) at the Careers Breakfast

The two 20-minute sessions allowed students to move from one industry to the next and gain valuable insight into career paths they may not have been interested in previously.

**'I was on the IT table for the first session and was able to chat to someone who was in the cyber security industry. It wasn't really a field that I was particularly interested in but, having a chat with him, I developed an interest in it and it's something I want to look into.'**

Clive Park (Yr 12)

For mentors it was a wonderful opportunity to inspire the next generation but also to catch up with each other! Many mentors knew each other either as classmates or from their previous involvement in the event.



→ Anna Pannell (1993) with Amelia Adamson (Yr 12)

**"The Pembroke careers breakfast is a brilliant event that provides me with an opportunity to speak with students about my career journey post school. I wasn't sure what I wanted to do after school. By sharing the experience with students I am able to provide them with reassurance they don't have to have their life sorted by the end of Year 12. Being an environmentalist isn't common and I wasn't aware my career path existed when I was at school. By sharing my journey as an environmentalist I hope to inspire more young people to feel empowered to pursue a unique career paths too."**

Naomi Doolette (2009)

This year first-time mentors joined us from industries such as defence, performing arts and architecture, and we hope that this variety of careers and mentors will help the senior students with their vocational choices in the future.

Thank you to all mentors in attendance on the day and we look forward to seeing you again at the next Careers Breakfast in 2022!

**Candace Cox-Tuck**  
Manager, Old Scholar Engagement

# From Pembroke to Hollywood and the Great Outdoors

Have you ever considered being dropped in the middle of the Amazon with nothing for survival—not even your clothes? Or perhaps you have thought about a career as a stunt person? For old scholar Ky (Burford) Furneaux (1990) these are just normal activities in her exciting life.



→ Ky in the Amazon for *Naked and Afraid*

Born in country South Australia, Ky spent much of her childhood enjoying the outdoors, but it was a tragic car accident at 19 years old that catapulted her into the world of survival expeditions and stunt work. 'I was doing a Bachelor of Business Management and then I broke my back and decided I never wanted to be indoors ever again, so I went into rockclimbing as rehab', she said.

Ky then spent some time working with Pembroke's Outdoor Education program and it was on a trip to the Coorong where a student suggested she investigate stunt work as a career. She commented, 'The irony of it for me was that it was a Pembroke School boy who threw this one-liner out there and I didn't even know that career existed. If that former student remembers saying that, I would love to thank him!' Ky spent the next 16 years working on the sets of major motion pictures such as *Catwoman*, *The Avengers* and *Pirates of the Caribbean*.

After years of costumes, wigs and red carpets Ky decided it was time to go back to her outdoor roots. Her first experimental expedition saw her hike across the Sierra Nevada (160 km) for 10 days carrying only a pocket knife. This brave experiment morphed Ky into the next phase of her career as a survivalist and 'one of life's fighters and survivors', as adventurer Bear Grylls describes her.



→ Ky Furneaux on the set of the movie *Thor*

'Make every day better than it was yesterday.  
Make yourself better today than you were yesterday.  
Ask a question, learn something and know that the person that is putting the most limitations on you is yourself.'



→ On Four Sisters Mountain for the show *Ed Stafford: First Man Out*



→ Making a fire in the outback



→ Rock climbing on Mount Arapiles, Victoria

After many extreme expeditions it became clear to Ky that the survival skills learnt in the harsh environments she was exposed to were lessons to be shared. Today she is a motivational speaker, sharing her lessons of determination and overcoming adversity with audiences across the globe. When asked how the lessons learnt outdoors translate to the workplace or in a school environment, Ky said, 'We put these limitations on ourselves as well as everybody else, and I feel like we give up before we get to our true limits. But then we get outdoors, and no one is going to pick you up, no one is going to carry your stuff, and you feel that you can't do it. But you make it to camp and you realise that you are capable of far more. The outdoors delivers lessons really quickly that stay with you.'

After writing her first self-help book, Ky has continued to push herself and learn more about her capabilities. But it was her recent experience on the television show *Naked and Afraid* where she felt that she was really pushed to her limit. Being dropped in the middle of the Amazon with no clothes and no immediate way of survival for 21 days would do that to you, but for Ky this extreme experience was also where she learnt the biggest lesson of all. She observed, 'I won the Taurus Stunt Award for Best Female Stunt Performer in the world in 2012 and I still didn't feel good enough. I've fought for amazing actresses and have done some incredible stunts, and at my core I still didn't feel good enough. So the Amazon—21 days by myself, surviving that and making it out the other end—I walked out of there with the feeling that finally, I was enough.'

So what is Ky's number one survival tip for everyday life?—'Make every day better than it was yesterday. Make yourself better today than you were yesterday. Ask a question, learn something and know that the person that is putting the most limitations on you is yourself.'

These are inspiring words of wisdom from an old scholar whose positivity and strength is something we could all aspire to in our own lives.

**Candace Cox-Tuck**  
Manager, Old Scholar Engagement

# Interview with Old Scholar Amy Ziesing



→ Amy Ziesing

After graduating from Pembroke in 2004 Amy Ziesing studied a Bachelor of Archaeology at Flinders University followed by Honours in Classical Studies at The University of Adelaide. Since then she has travelled around Australia and the world as an archaeologist.

Amy has recently moved back to South Australia after working for the past 5 years in Hobart, Tasmania, and around regional New South Wales. Today she is the Senior Heritage Officer at the Department of the Premier and Cabinet, Government of South Australia, focusing on Aboriginal affairs and reconciliation.

Her job involves surveying undeveloped sites with her team and local Aboriginal representatives to locate any Aboriginal artefacts or sites prior to intended developments. The artefacts are reported and analysed, and sometimes salvaged and moved to other places so they cannot be further disturbed. After a process that can take years it is then decided whether the development can be approved. Currently, if there is disturbance of an Aboriginal site Amy and her team investigate the location to see if the person who disturbed the site can be prosecuted.

In Year 12 Amy had intentions of becoming a nurse, so chose to study biology and nutrition. After graduating from Pembroke she started nursing but immediately realised she didn't enjoy it. After spending time reflecting on what she wanted to do she decided to begin studying to become an archaeologist. She had always loved history, as her dad was a History teacher and had wanted to be an archaeologist as a young child. Despite not studying History in Year 12, Amy's knowledge in previous years was sufficient for her to begin her studies at Flinders University.

Amy feels that Pembroke's encouragement of independent learning greatly helped her in succeeding at university.

Her career has involved a lot of travelling, something Amy says you must be willing to commit to if you want to be an archaeologist. One of Amy's career highlights was when she was given the opportunity to travel to Jordan. She and her team spent a month there immersed in the culture as they worked on a site that had been occupied continuously from the Bronze Age until the Islamic period. Back in Australia one of her favourite trips was the first she did to the Pilbara, Western Australia. 'The Aboriginal groups there taught me all these amazing things that I never thought I would learn, like hunting animals and how to skin a goanna', she said.

The highlight of Amy's time at Pembroke was her Rowing career. While at School she loved the friendships and sense of community that Rowing brought, and since arriving back in Adelaide she has joined the Pembroke Masters Rowing crew. Her time as a rower helped with her career, as teamwork skills are so important in communicating with her archaeology team and the Aboriginal representatives they work with.

Amy feels that Pembroke's encouragement of independent learning greatly helped her in succeeding at university. Likewise, Pembroke's physical programs such as Outdoor Education, Physical Education and co-curricular Sport were of great benefit to her. These programs encouraged Amy to maintain her physical and mental wellbeing, things that are very important in her job, as she and her team spend weeks digging holes and scoping remote landscapes as they look for artefacts.

Passionate about seeing a change in current legislation around the protection of Aboriginal heritage, Amy is disappointed in the lack of sufficient nationwide laws. She is hopeful that in years to come this will change.

Amy greatly encourages students considering this career path to study ancient studies and Aboriginal history, and to get involved in co-curricular activities. She believes that the skills learnt will be vital for the future. Additionally she strongly encourages volunteering at universities and museums as much as possible, as building networks in this area is invaluable. She said, 'I spend days working in the office and weeks travelling in the bush. It is the variation that I love'.

**Charlotte Souter**  
(Yr 11)



→ Amy Ziesing



About the author: Charlotte Souter is currently in year 11 and is interested in pursuing a career in the arts or history.

# Times remembered by King's Old Scholars

Professor L.P. "Paul" Trudinger (1946) is a King's old scholar and was a teacher at King's College from 1952 to 1955. Paul was conductor of the Orchestra and Choir during his time, inspiring many students through music.

After a recent visit to his nursing home old scholars Mr Ian Hurrell (1959), Mr Ian Backler (1955) and Mr Terry Welsh (1955) reminisced on their fond memories with Paul as members of the choir and orchestra.

In his time at King's Paul Trudinger amazingly garnered together an orchestra of close to 30 players, with some going on in their musical careers to play in symphony orchestras.

Paul Trudinger made a lasting impression on many King's students. All of us expressed our thanks to him for his influence on our time at King's. Even though I had only one year under his choral baton he shaped my desire to continue singing all my life.

Ian Backler, who spent time while at King's with the Elder Conservatorium of Music, left school to return to the family's lobster fishing business. He brought with him on this visit his original 1880 Aberdeen violin and thrilled this small group with his playing to Paul. Terry sang several songs as well.

Paul has been in residential care at Clayton Church Homes, Prospect, for over three and a half years. On this occasion he was so moved in hearing both music and verbal affirmations that he silently mouthed "thank you" and "play" when Ian produced his violin.'

**Ian Hurrell**  
(1959)



→ King's College Choir in 1951



→ Ian Backler, Ian Hurrell and Paul Trudinger

# Births, Deaths & Marriages

## Births

**Joel Cooper** (2002) and his wife Catrin welcomed their first child Amelia Poppy Cooper on 20 December 2020.

**Oliver Greeves** (2007) and his wife Alexandra McKay welcomed their second child Lawrence McKay Greeves on 4 October 2020.



→ Lawrence McKay Greeves

## Deaths

We sadly note the following deaths.

**Peter Dixon** (1962) sadly passed away on 19 November 2020, aged 76.

**Jenny Clare (Cornell) Greet** (1953) sadly passed away on 3 January 2021, aged 86.

**Andrew Creagh Hall** (1953) sadly passed away on 9 September 2020, aged 83. A well-known journalist, Andrew started his career at The Advertiser. At the peak of his career he was the editorial manager at the South China Morning Post in Hong Kong when it was the world's most profitable newspaper.

**Alisha Hill** (1996) sadly passed away on 24 December 2020, aged 42. Alisha was the beloved sister of Danielle Hill (1990) and Byron Hill (2001). Alisha will be greatly missed by those who loved her and the Indonesian Deaf-Blind, Able Australia and NF2 communities.

**Trevor Nagel** (1968) sadly passed away on 20 February 2021, aged 70. The expression 'larger than life' could easily have been coined for Trevor. Known affectionately as 'Bobber' (due to his unique rocking action when telling stories), Trevor was an avid Port Adelaide man who followed their fortunes closely from his home in Washington, USA.

**Samuel Seppelt** (1993) sadly passed away on 8 October 2020, aged 45. Samuel was a brother to old scholar Melanie Kenihan (2000).

**Patrick Templer** (2017) sadly passed away on 17 January 2020, aged 20. Patrick was the brother of old scholar Geoffrey Templer (2013).

## Marriages

**Corey Baker** (2010) and his partner Adam Wittwer were married on 17 April 2021 at Mt Lofty House.

**Victoria Branson** (2009) and **Ben Blake** (2009) were married on 27 February 2021 at the Botanic Gardens, Adelaide. Many old scholars were in attendance including Ben's sister **Paige Mortimer** (2012), Ben's father **John Mortimer** (1983) and Victoria's sister **Emma Branson** (2010).



→ Corey Baker and Adam Wittwer



→ Old Scholars Chad Polley (2000), Isobel Anderson (2009), Safiyyah Abbas (2009), Adele Langusch (2009), Ella Withy (2009), Harry Rix (2009), Annalise Andrews (2009), Paige Mortimer (2012), Victoria (Branson) Blake (2009), Ben Blake (2009), John Mortimer (1983), Emma Branson (2010), Jo Linn (1980), David Linn (2016) and Tom Ootes (2004) at Victoria Branson and Ben Mortimer's wedding. Photo by Simon Bills Photography (1995).

# Girton friends at the Robin Hood



→ Gill (Verco) Hewitt (1946), Judy (Harrison) Stratton (1958), Pat Trott (1958), Pam (Rudd) Flint (1956), Meg (McEachern) Bath (1957), Helen (Jamieson) Chinnery (1956), Jane (Seaton) Hill (1958), Barbara (Williss) Delmenico (1956), Margaret (Pridham) Martin (1957), Philippa (Ward) Hook (1958)

Twice a year, this group of lovely Girton old scholars catch up for lunch. Six of the ladies in this photo have known each other for 75 years!

# Archives

## Exploring Your School Archives



→ The Archives House reference library room



→ Adam Bahouche (Yr 11)



→ Ellie Meulengraaf (Yr 11)

### Do you know where our Archives house is?

The need to house our large collection of records was addressed last year by providing Archives with a property. Our house in Dunstan Avenue has five rooms filled with memorabilia and archival records—a workroom plus rooms for reference/library, conservation/preservation, a compactus and storage. Our historical significance is now recognised for its importance to our community.

### Do you know what Archives does?

Until there is a need to source information many members of our community may not be aware of what we do and what is stored in our Archives. Our Archives produce rich historical records from our past including our founding Schools, Girton and King's College. The Archivist is available 4 days per week during term time, which allows assistance to be given to support our current students with various services or projects.

Archives has supported two current Year 11 students undergoing their Community Studies. Adam and Ellie (pictured left) were given several varied tasks to work on including polishing and documenting silver trophies, sorting and scanning archival records.

Our volunteers have returned to Archives and continue to work on their individual projects after many months away. I take this opportunity to thank all our volunteers for their passionate support and include a special mention to Ms Alison Bell. She has worked at Pembroke since 1997 at the Senior School Library and commenced as Archives Assistant in 2015, supporting several special celebrations such as the Girton 100-year celebrations (2015), 40 years of the Hearing Unit (2016) and the King's 95th Anniversary (2019). Although Alison officially retired in 2020, I am delighted that she continues to volunteer on Tuesday mornings when time permits during term times.

Our records help bind us together and due diligence is needed to acquire, collect, conserve and accession our records and memorabilia. Many of the records that are held are unique to our School's history and cannot be replaced. They capture the lives and stories from our vast community and are preserved long after the memory has faded.

Preservation and conservation of our memorabilia is considered critical in Archives. During first term I welcomed Mrs Grace Ferrier (pictured right) who handled the restoration and repaired several religious symbols on the large copper artwork originally stored in the RA Cook Chapel.

Archives launched a new section under the School's website to allow a wider online presence to our community, and I warmly invite you to visit <https://www.pembroke.sa.edu.au/our-school/archives> to view the many historical photographs displayed online.

Our Archives House is now open to visitors by appointment. Staff and students, past and present, are welcome to visit this facility during term terms with prior arrangement with the Archivist.

Our first official visitors, two Junior School classes, visited the house in March. Their enthusiasm made for an exciting time exploring the albums, looking at trophies and School uniforms, trying on King's and Girton hats, looking through photograph albums and prize books, and watching a video on how School classes and uniforms looked 106 years ago for Girton and 97 years ago for King's College.

Explore your Archives! I am always grateful to accept memorabilia from the King's, Girton or Pembroke eras, and encourage our Pembroke community to take an interest in the history of our School, arrange a visit or donate to our archival collection.

Contact [archives@pembroke.sa.edu.au](mailto:archives@pembroke.sa.edu.au) or Archives workroom on (08) 8366 6359.

Remember – Archives Matter!

**Peta Harries**  
School Archivist



→ Grace Ferrier



→ Nikita Belet-Toh (Yr 2), Peta Harries, Anna Angove and Elodie Jamieson (both Yr 2)



→ Jayden Gong (Yr 2)

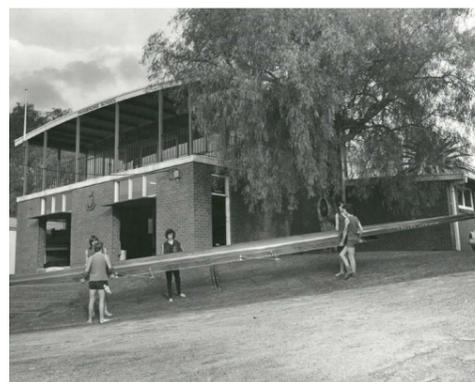


→ Rory Matschoss and Elodie Jamieson (both Yr 2)

# Exploring our History of Rowing

The Head of the River was established in 1922 on the Torrens Lake as a challenge race between St Peter's College and Adelaide High School. It is now 60 years since King's College first competed in the HOR.

(Girton had explored Rowing as an activity. In the first magazine for Girton 1916, twenty girls had participated in the Girton House Rowing Club with four crews. Perhaps in part, to the community's preoccupation with the war, Rowing is believed to have lapsed by May 1917).



→ 1976 Torrens Lake Boathouse

- 1922 ○ First Head of River (HOR) Boys contest held on Torrens Lake.
- 1932 ○ The Gosse Shield was first presented by Sir James Gosse and his family in 1932 as a perpetual trophy to be rowed for annually in the Head of the River race.
- 1948 & 1950 ○ Regattas were cancelled due to polio epidemics.
- 1959 ○ King's College introduces Rowing to the sporting curriculum during Term 3 in 1958. Twelve boys attend the first meeting of the Rowing Club held in November 1959.
- 1961 ● King's College accepted into the HOR Regatta. Numbers have grown to 100 Boys.
- 1963 ○ King's College win their first HOR First VIII race and the State Schoolboy Eight Championship.
- 1964 ○ Torrens Lake Boathouse opened.
- 1966 ○ King's College First VIII win HOR and State Schoolboy Championship.
- 1967 ○ King's College First VIII win HOR and 1967 King's Cup Regatta, Murray Bridge the State Schoolboy Championships in the First VIII and First IV.
- 1968 ○ King's College First VIII wins the Australian National Schoolboy VIII's Championship.
- 1974 ○ First Year of contest as Pembroke Rowing Club.
- 1977 ○ HOR Regatta held for the first time at AM Ramsay Rowing Course, West Lakes.
- 1978 ○ SA females enter HOR Regatta.
- 1982 ○ Pembroke Girls IV win HOR and State Schoolgirl Championship.
- 1983 ○ Pembroke Boys win HOR and State Schoolboy Championship (Advertiser Shield). Pembroke Girls win HOR and State Schoolgirl Championship.
- 1984 ○ Girls win HOR, three State Championship and two Australian Titles.
- 1986 ○ Girls win HOR, State Schoolgirl Championship.
- 1987 ○ Boys win State Schoolboy Championship. By invitation, Pembroke commences biennial attendance at SE Asian Rowing Championships, Hong Kong. Girls win State Schoolgirl Championship.
- 1988 ○ Pembroke Senior Girls premier race evolved to racing in an eight. Pembroke Boys 1st VIII win HOR.
- 1989 ○ Pembroke Boys 1st VIII win two State Schoolboy Championships.
- 1990 ○ Pembroke Boys 1st VIII win State Schoolboy Championship.
- 1993 ○ Pembroke win the Australian Boys Under 17 Four Championship.
- 2005 ○ Pembroke Girls win HOR.
- 2007 ○ Pembroke Boys win State Schoolboy Championship.
- 2020 ○ Due to the COVID-19 pandemic, an impromptu number of Senior races were held in the week post scheduled competition date at West Lakes.
- 2021 ● Celebrating 60 years since King's Rowing club competed in 1961 first HOR.



→ 1959-60 King's First VIII



→ 1963 King's Head of River Crews



→ 1977 Pembroke Girls Crew



→ 1984 Pembroke Girls Senior IV

# Calendar

The following events and details are correct at the time of print, notwithstanding COVID-19 social distancing requirements and possible changes to calendar events to meet these:

## 2021 Dates

June 2021

**Winter Kaleidoscope Concert**  
Wednesday 2  
DY Hall, Girton Campus

August 2021

**Music Showcase Concert**  
Tuesday 24  
Adelaide Town Hall

**Middle School Art Exhibition**  
Thursday 26  
Shipsters Road

September 2021

**POSA AGM**  
Wednesday 15  
Old Scholars War Memorial Pavillion

**King's Luncheon**  
Thursday 23  
Old Scholars War Memorial Pavillion

October 2021

**Girton Luncheon**  
Saturday 23  
Location TBC

**Year 11-12 SACE/IB Art Exhibition**  
Friday 29  
Girton Arts Precinct

November 2021

**P and F Gala Ball**  
Saturday 6  
Hilton Hotel

**Yr 11 Drama Production SACE**  
Thursday/Saturday 11 - 13  
SS Drama, Girton Campus

**Pembroke Live**  
Sunday 14  
Osmond Tce Function Centre

**JS Ensembles Soiree Performance**  
Thursday 18  
DY Hall, Girton Campus

**Spring Fling**  
Friday 19  
DY Hall, Girton Campus

**P&F AGM**  
Friday 23  
Middle School Resource Centre, King's Campus

**Chamber Music Soiree**  
Monday 29  
Location TBC

December 2021

**ELC Performance**  
Thursday 2  
Location TBC

**Second Hand Book Sale**  
Thursday/Friday 2 - 3  
Location TBC

**Readings and Carols**  
Sunday 5  
St Peter's Cathedral

**Year 6 Exhibition**  
Monday 6  
Shipsters Road

**Year 6 Graduation**  
Monday 6  
DY Hall, Girton Campus

## 2022 Dates

Term Dates

**Term 1**  
1 February (Tue) - 14 April (11 weeks)

**Term 2**  
3 May (Tue) - 1 July (9 weeks followed by 3 week break)

**Term 3**  
25 July (Mon) - 30 September (10 weeks)

**Term 4**  
17 October (Mon) - 13 December (Tue) (9 weeks)

Public Holidays and Student Free Days

**Term 1**  
March 14 (Adelaide Cup)  
April 15 - 18 (Easter)

**Term 2**  
May 2 (Staff PD)  
June 13 (Queen's Birthday)

**Term 3**  
September 2 (Adelaide Royal Show holiday for students-Staff PD)

Update Your Details



## Are your contact details correct?

Stay up-to-date with the latest news from your Pembroke old scholar community and receive invitations to upcoming events. Update your details via our website: [www.pembroke.sa.edu.au/old-scholars/update-your-details](http://www.pembroke.sa.edu.au/old-scholars/update-your-details)

Help us go green! If you prefer to receive the online version of Pembroke news, please notify us via email at [oldscholars@pembroke.sa.edu.au](mailto:oldscholars@pembroke.sa.edu.au)

Don't forget to 'Like' Pembroke Old Scholars on Facebook and 'Follow' Pembroke School on LinkedIn.



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Mother's Day Lunch at Adelaide Oval



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