

Pembroke News

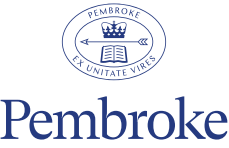


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A Co-educational, Non-Denominational Day and Boarding School from Early Learning Centre to Year 12.

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

Cover Image
Welcome to Country
by Yolngu women



Pembroke

pembroke.sa.edu.au

From the Editors

I am handing over the reins of Pembroke Publications to Gabbi Agnew, our recently appointed Publications Manager. I know Gabbi is excited about her new role, and I hope her time in it will be as rewarding as it has been for me. I wish her the very best. Being involved with Pembroke Publications for the last 15 years has been a marvellously rich experience. It has allowed me to get to know so much more about the people, the places, and the history of Pembroke School than I would have otherwise.

I won’t miss the stress of deadlines, but recently I was reminded of the sort of thing I will miss when chatting with old scholars Ed Mitchell and Alex Game (see article Building a Better Future on Page 16-17). It was great to catch up and the conversation affirmed for me the importance of a place like Pembroke. Each reflected very warmly on their time as students here and considered their Pembroke experience to be instrumental in paving the way to their successful careers in architecture. Alex remembered Pembroke’s “autonomous approach to learning” as a key influence on him. Both are truly passionate about their work and their shared commitment to socially responsible, sustainable building outcomes is truly inspiring. With young families of their own now it is heartening to know that such admirable ideals and qualities are being passed on to the next generation.

My challenge has always been to bring our readers a fair, interesting, and ongoing documentation of this wonderful community through our suite of publications - Unitas, Pembroke News, the old Pembroke Newsbreak, and Excellence and Leadership. I hope I have achieved this more often than not. I would like to sincerely thank all who have contributed to, supported and worked in Pembroke Publications over the last 15 years particularly Lisa McKeough, Hannah Bone, Terri Van Zomeren, Danna Stoic, Angela Wagner, Sarah Pearson, Dani Fenn and Amy Viselli. I also want to thank you, the reader, for your ongoing support. Keep reading!

Tim O’Loughlin
Editor

It is an honour to introduce myself as the new Publications Manager for Pembroke, and to welcome you to this edition of Pembroke News. Firstly, I would like to thank Tim for the many years he put into Pembroke News. Although he has left me in good stead to continue, Tim has left immense shoes to fill. The care and thought that he has put into every issue has set a high standard for this publication. Through his efforts, we have been able to celebrate student achievements, share in the lives of our old scholars, and applaud our community’s successes. I look forward to building upon his legacy of bringing Pembroke and its stories into your homes.

The theme for this issue is social responsibility. If the past few years have taught us anything, it’s the need to be more aware of our actions and their impact on those around us. With the privilege of a Pembroke education comes the responsibility to do good in the world, whether that means forging toward reconciliation, raising money and awareness for mental health, or building a business to support our communities – all examples of what you can find in this issue.

Thank you to everyone who played a part in building this issue. I enjoyed putting it together enormously, and I hope you enjoy reading it.

Gabbi Agnew
Editor

From the Principal

Along with the Gift of a Pembroke Education Comes a Responsibility to Shape the World for the Better



→ Ilana Meyer (Yr 10), Mrs Kia Sheidow, Mr Taylor Cowell, Mr Mark Staker, and Mrs Alexandra Piggott at the Middle School Anzac Day Ceremony

As educators we have a responsibility to prepare our students not only for academic success but also for their roles as responsible citizens in society. Social responsibility is the ethical framework that suggests that individuals and organisations have an obligation to act in the best interest of society at large. At Pembroke School one of our aims is to facilitate the social, physical and emotional development of each student, emphasising social responsibility and care for others.

Our approach is to provide students with opportunities to engage in service learning, community service and social justice initiatives. By instilling these values in our students we hope to prepare them to become responsible citizens who use their gifts and talents to create positive change in the world.

Research has shown that social responsibility is positively associated with a range of outcomes that are critical for students’ academic and personal success. For example, students who are engaged in service learning and other forms of community service tend to have higher levels of academic achievement, greater self-esteem and a stronger sense of civic responsibility (Conrad & Hedin 1989; Eyler & Giles 1999;

Hatcher 2010). Social responsibility is also positively associated with increased motivation, improved interpersonal skills and a greater understanding of social issues (Furco 2002; Astin & Sax 1998).

At Pembroke School we strive to create a learning environment that fosters social responsibility and care for others. Our curriculum and co-curricular programs are designed to encourage students to engage in service learning, community service and social justice initiatives. Through these experiences our students develop a sense of empathy, compassion and a deep appreciation for the value of human life. They also learn to understand the complexities of social issues and work collaboratively to create meaningful solutions.

As the world opens post the pandemic we too, as a school, are extending our emphasis on engaging in programs that promote social responsibility. Whether that be our inaugural Beyond the Horizon program that will see Years 9 and 10 students serving diverse communities and causes across the nation, the service learning embedded in our burgeoning Duke of Edinburgh’s Award program, or the ‘action’ central to the International Baccalaureate, Pembroke is committed to social action and being a responsible community.

One effective approach to promoting social responsibility is through service learning, which is an educational approach that integrates community service into the curriculum. It can take many forms, such as working in a local non-profit organisation, volunteering at a community event or participating in a research project that addresses a pressing social issue. Research has shown that service learning can have many positive outcomes for students, including academic achievement, personal growth and a sense of civic responsibility (Eyler & Giles 1999; Furco 2002). This is a key area that we are investigating developing even further as we craft a new strategic plan that will shape our learning culture for the future. What we do know is that such service learning is meaningful, and engaging in it complements both the broader School curriculum and the co-curricular program.

In addition, social responsibility can also be fostered through community engagement, which involves working with local organisations and initiatives to identify areas of need and then develop solutions that benefit the community. Community engagement initiatives can help students develop a deeper understanding of the challenges facing their community and a sense of personal responsibility for addressing those challenges (Sandy & Holland 2006).

Furthermore, social responsibility can also be promoted through the curriculum. For example, environmental studies, cultural studies and ethics courses can create opportunities for students to develop critical thinking skills, engage with complex social issues and learn to work collaboratively. Pembroke has a long history of engaging in such areas of the curriculum—from the Research Project in SACE, Theory of Knowledge in the IB Diploma Programme, Critical Thinking in Year 7 and many curricula areas from the Junior Primary years through to Senior School—where moral and ethical dilemmas form the basis of inquiry and learning. These courses can also help students develop a deeper understanding of the consequences of their choices and encourage them to take responsibility for their actions.

References:
Astin, A.W. & Sax, L.J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development* 39(3), 251–263.
Conrad, D. & Hedin, D. (1989). Community service learning: A pedagogy of empowerment. *American Association of Higher Education Bulletin* 42(2), 7–9.
Eyler, J. & Giles, D.E. (1999). Where's the learning in service-learning? Jossey-Bass.
Furco, A. (2002). Service-learning: A balanced approach to experiential education. In *Expanding boundaries: Serving and learning*. Corporation for National Service.
Hatcher, J.A. (2010). The role of service-learning in higher education. *Michigan Journal of Community Service Learning* 16(2), 5–15.
Sandy, M. & Holland, B.A. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning* 13(1), 30–43.

At Pembroke School we believe that promoting social responsibility is not just limited to our students but also extends to our broader community. We work closely with local organisations and initiatives, and encourage our students, faculty and staff to engage in service projects that benefit our community. It is not uncommon to find a community cause that rallies the Pembroke community, spurring action to make a difference. By working together we can create positive change and make a meaningful difference in the world.

It is also essential to create a culture of respect, empathy and compassion in schools to promote social responsibility. This can be achieved by promoting values such as diversity, inclusivity and social justice, and by providing opportunities for students to engage with these values through activities such as community service, cultural exchange programs and social justice initiatives.

By creating this culture schools can inspire students to become responsible citizens who use their gifts and talents to create positive change in the world, as the example set by so many Pembroke old scholars testifies.

In conclusion, social responsibility is a critical aspect of education in today's world. By instilling these values in our students we are preparing them not just for academic success but for a life of purpose and meaning. Our commitment to social responsibility is reflected in our curriculum, co-curricular programs and community engagement initiatives. We are proud of our students, old scholars, parents and staff who are actively engaged in creating positive change in the world, and we look forward to continuing to inspire the next generation of responsible citizens who will use their gifts and talents to shape the world for the better.

Mark Staker
Principal

Student Achievements

Old scholar **Jerry Sun** (2022) was accepted to study an undergraduate degree at the University of Oxford in the Philosophy, Politics and Economics course at Lady Margaret Hall. Jerry achieved a score of 44/45 in the IB Diploma and was one of the two Proxime Accessits of the IB Class of 2022.

Hamdan Asif (Yr 11) was selected to participate in The Advertiser's Teen Parliament event, taking place in the House of Assembly at Parliament House on North Terrace. Hamdan spoke for three minutes, raising awareness about the issue of water scarcity in the state, while other South Australian students had the opportunity to respond.

Abigail Shao (Yr 12) was among 116 Years 11 and 12 students from around Australia invited to attend the 28th National Schools Constitutional Convention. Over two days they debated and voted on the topic for the 2023 Convention, 'Constitutional Reform—Is section 128 still a necessary requirement to change such an important document as the Australian Constitution?'

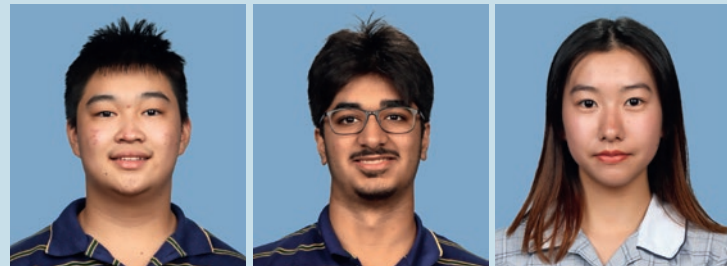
Pembroke entered 12 teams in the Australian Computational and Linguistics Olympiad, where they competed with other teams around the state. **Sophie Chin, Bonnie Jeong, Isabella McEwin,** and **Ava Thomson** (all Yr 9) were one of three teams from South Australia selected to compete at a national level, where they represented Pembroke School.

At the State Individual Little Athletics Championship **Ivy Oliver** (Yr 5) took home a silver and a bronze medal after her performance in the 200m and 400m sprints, respectively.

Also at a state level **Lucy Li** (Yr 8) attended the Badminton SA State Championships. She competed in four events, winning two golds and a silver medal and, competing in an age group above her own, brought home another silver medal. More recently she joined the City of Adelaide Tournament and won the Women's Singles (C Grade).

On the basketball court **Sam Hughes** (Yr 10) and siblings **Alice** (Yr 12) and **Oscar Sabine** (Yr 10) continue to shine. Sam and Oscar were both selected to represent SA Metro at the Under 18 Australian Junior Basketball Championships in Brisbane, while Alice represented South Australia at the Under 20s Australian Basketball Championship. Sam was also one of 52 athletes nationwide who participated in the Australian National Performance Camp at the AIS in Canberra, was selected for the Basketball SA Emerging Athlete Development Program for SA Metro, and has trained with the Adelaide 36ers coaches and development players.

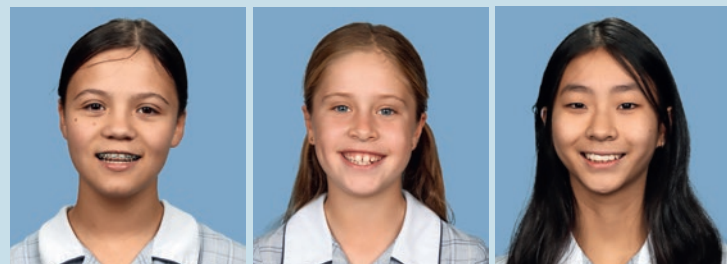
The SA Cricket Association's Under 15 Scorpions League welcomes **Phoebe Taylor** (Yr 8) who was selected for this high-performance pathway for women's cricket.



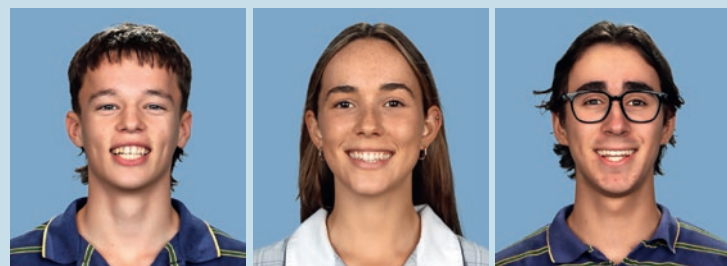
Jerry Sun - 2022
Hamdan Asif - Year 11
Abigail Shao - Year 12



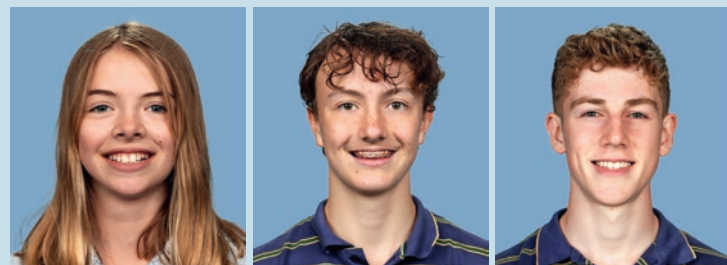
Sophie Chin - Year 9
Bonnie Jeong - Year 9
Isabella McEwin - Year 9



Ava Thomson - Year 9
Ivy Oliver - Year 5
Lucy Li - Year 8



Sam Hughes - Year 10
Alice Sabine - Year 12
Oscar Sabine - Year 10



Phoebe Taylor - Year 8
Harrison Chandler - Year 9
Max Bush - Year 12



Ava Wilson - Year 12
Ella Manning - Year 11
Harrison Manning - Year 8



Gabrina Guo
- Year 6

Gerald Guo
- Year 3

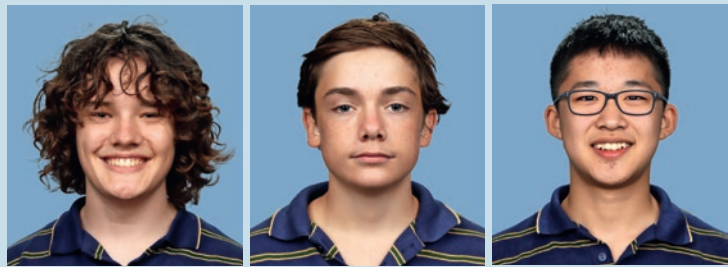
Alston Ma
- Year 4



Alana Chua
- Year 9

Mia Huang
- Year 7

Bryan Kang
- Year 11



Lachlan Kemp
- Year 11

Jacob Miller
- Year 9

Daniel Wen
- Year 8



Alan Xie
- Year 7

Pauline Oehler
- Year 9

Stuart Vass
- Year 12



Ava Baldissera
- Year 8

Anna Moore
- Year 8

Vesper Wisselink
- Year 8



Lucy Baker
- Year 8

Nina McGregor
- Year 8

Matilda Dunstone
- Year 9

Student Achievements

Pembroke cyclists took to the SA School Sport Cycling event at Victoria Park, where **Harrison Chandler** (Yr 9) placed second in D Grade, **Max Bush** (Yr 12) placed first in B Grade, and **Ava Wilson** (Yr 12) placed first in A Grade. In Ballarat, Ava competed in the Road Cycling Nationals, placing sixth in the Under 19 category. Impressively she also competed in the Open Women's category, where she raced against world pro teams and finished ahead of seasoned international riders. Ava then competed in the Track Nationals and Oceania Road Championships. In the Tour of Brisbane she placed fourth in the Trek Night Riders criterium, competing against a field of Open-age elite cyclists.

In a more traditional form of transport **Manning** siblings **Ella** (Yr 11) and **Harrison** (Yr 8) both competed in the Equestrian Interschool State Championships. Harrison competed on 'Wychwood' and was the Champion Intermediate Working Hunter and the Overall State Champion Intermediate Show Horse. Additionally, he placed second in the Intermediate Show Jumping Phase 1 and third in the Secondary Combined Training Phase 1. Meanwhile, older sister Ella won first place on her horse 'Oaks Be Sweet' in the 110cm Secondary Show Jumping, and was awarded Champion Secondary 105cm rider and the overall Combined Training State Championship. Both siblings qualified for the Interschool National Championships next year.

Another formidable sibling duo, **Gabrina** (Yr 6) and **Gerald Guo** (Yr 3), were both recipients of top-ranking awards from Fencing SA, Gabrina in the Under 13 Girls Foil and Gerald in the Under 9 Boys Foil.

Mount Osmond Golf Club Junior Champion **Alston Ma** (Yr 4) achieved a first place in the Par 3 Golf Australia SA Junior event. He went on to also win the Adelaide Local Tour run by US Kids Golf. After missing the first round he won the following five rounds and was crowned champion for his age group.

Our musicians continue to shine, with **Alana Chua** (Yr 9) achieving a High Distinction for her ANZCA Grade 6 Drum Kit Performance exam at the end of last year, and **Mia Huang** (Yr 7) receiving the George Pearce Memorial Award for Piano from AMEB for 2022.

Our strong FIRST® Robotics team #6996 'Koalfied', comprising **Bryan Kang** (Yr 11), **Lachlan Kemp** (Yr 11), **Jacob Miller** (Yr 9), **Daniel Wen** (Yr 8) and **Alan Xie** (Yr 7), competed in the Southern Cross Regionals in Wollongong. In this competition of 40 local and international teams they achieved several high scores, defeated many of the best teams, received awards for the Highest Quality and Most Reliable Robot in Australia, and finished in third place overall. Contributing team members included **Trent Rollison** (Yr 11), **Darren Liu** (Yr 9), **Zackary Wilsen** (Yr 9), and **Howard Liu** (Yr 8).

Outside of school **Pauline Oehler's** (Yr 9) external Robotics team was invited to the FIRST® LEGO® League Morocco Open Invitational 2023 for the first time in Marrakech, Morocco.

Student Achievements

Stuart Vass (Yr 12) is serving his third year on the Robotics Education and Competition Foundation Student Advisory Board. In this role Stuart attended the VEX Robotics Worlds in Dallas in May to serve as a Student Ambassador.

Pembroke rowers enjoyed a highly successful season culminating in three teams placing first in their respective races at Head of the River. Teams included the Schoolgirl Year 7/8C team of **Ava Baldissera, Anna Moore, Vesper Wisselink, Lucy Baker and Nina McGregor** (coxswain); the Schoolgirl Year 8/9A team of **Matilda Dunstone, Coco Loveday, Abi Young, Mia Chapman and Scarlet Potamianos** (coxswain); and the Schoolboy Year 9/10A team of **Jeremy Yu, Charlie Miller, Tom O'Mahony, Alex Lee and Tom Rowett** (coxswain).

Our swimmers continue to excel in 2023. Most notably, **Izzy Vincent** (Yr 12) was inducted into the South Australia Swimming Hall of Fame. The Governor of South Australia Her Excellency the Honourable Frances Adamson AC presented Izzy with her framed bio and trophy. Izzy's induction recognised her achievements in representing Australia at the Tokyo Paralympics in 2021, where she claimed a silver and a bronze medal, and at the Birmingham Commonwealth Games in 2022.

Three Pembroke students excelled at the 2023 SA State Long Course Swimming Championships at the SA Aquatic and Leisure Centre. Following her gold medal in the 200m backstroke at this year's State Open Swimming Championships, **Clara Carrocci** (Yr 9) dominated the event with nine gold medals. **Lauren Harris** (Yr 9) collected three gold medals and was selected in the School Sport SA Swimming team to compete in the National Championships. **Adison Ni** (Yr 8) collected three silver and two bronze medals after a successful campaign last year at the State Short Course Championship where he won seven individual medals and two relay medals, including two individual golds and one relay gold.

Also in the pool, **Jack Lawson** (Yr 11) made the State Under 17 Water Polo team and competed in the Australian Youth Championships in Perth.

Moving from indoors to open water, sisters **Ruby** (Yr 7) and **Holly Knights** (Yr 5) competed in various events at the 2023 Junior State Surf Lifesaving carnival held at Port Noarlunga, where they represented Somerton Surf Lifesaving Club. In the Division 1 State Championship Ruby competed in four individual and three team events, while Holly competed in two individual and four team events, placing second in the Long Distance Run.

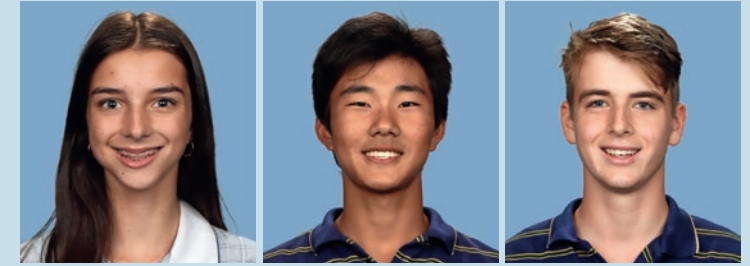
Young tennis player **Max Lau** (Yr 7) has had a successful year so far, winning titles across the state. He won the Under 12 Boys Singles at the 2023 Southern Districts Tennis Association Tournament, placed second in the Under 12 Boys Singles at the 2023 Seaside Junior Tournament, and along with his doubles partner won the Under 12 Boys Doubles at the 2023 Tennis World Millswood Junior Tournament.



Coco Loveday
- Year 9

Abi Young
- Year 9

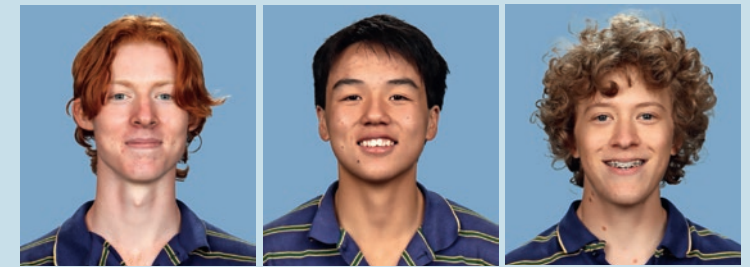
Mia Chapman
- Year 9



Scarlett Potamianos
- Year 9

Jeremy Yu
- Year 10

Charlie Miller
- Year 10



Tom O'Mahony
- Year 10

Alex Lee
- Year 10

Tom Rowett
- Year 10



Izzy Vincent
- Year 12

Clara Carrocci
- Year 9

Lauren Harris
- Year 9



Adison Ni
- Year 8

Jack Lawson
- Year 11

Ruby Knights
- Year 7



Holly Knights
- Year 5

Max Lau
- Year 7



Leo Shows The Way

I first walked the Camino in 2019 when I was 12 years old and had just started Year 7 at Pembroke. In 2022 I returned to walk the Camino again. This special trail has given me both life-changing experiences and a meaningful way to help others.

The Camino Francés, also known as The Way, is an 800-kilometre walk that starts in France, crosses over the Pyrenees Mountains, and then travels across Spain to the cathedral in Santiago de Compostela. Originally a religious pilgrimage, the same pathway has been travelled for over a thousand years. In the Middle Ages the journey was treacherous due to wild animals, bad weather and murderers on the trail. Nobles paid servants to make the journey for them, and criminals were offered the option of walking the Camino instead of going to prison.

Nowadays the Camino remains a challenge primarily due to its long distance and extremes in weather. The journey typically takes around five weeks to complete, although many do not finish due to injuries. Modern travellers are still known as pilgrims; however, their reasons for 'doing the Camino' are wide and varied and not limited to just religious beliefs. Regardless of motivation most pilgrims share an open-minded desire to learn from their journeys, and the resulting trail community is what makes the Camino unique.

My pathway towards walking the Camino started when I was in junior primary school. In my first years at school I was living what is now often called 'my best life'. I attended a school that offered many opportunities to explore the world around us. I loved going each day to spend time with my teachers and classmates.

Then, late in Year 2, something began to change for me. I began to worry about whether the world around me was safe and this began to scare me and affect my behaviour. I was increasingly unable

to do things without 'checking-in' with my friends and teachers that everything was okay. For example, I became scared that the school oval had been sprayed with poison that would harm me and I would not go on the grass. My worries also affected my schoolwork. I would be fearful that I was not doing the right thing and I needed to keep re-checking with others that what I was doing was correct. Often I could not complete my work for fear of getting it wrong. In Year 3 I was diagnosed with anxiety and OCD.

Looking back now, I can see that neither my teachers nor my classmates were equipped to understand what I was experiencing. Often teachers interpreted my behaviour as being an intentional disruption to the class. In the schoolyard and on the sports field I became teased, bullied and isolated. I knew I was acting unusually and tried apologising to my friends and teachers for behaviours that I could not control, hoping that it would make things better. Eventually this became annoying to them and had the opposite effect. By Year 6 I was prescribed medication but a side effect caused my weight to almost double. As a consequence the teasing and bullying got so bad that I stopped all sport and extra-curricular activities. I felt quite alone and hated going to school. By the end of that year I had begun self-harming.

My parents knew that some drastic changes were needed to help me out of this downward spiral. I left my old school and enrolled at Pembroke, a school that had a reputation for positivity and tolerance. At this time my father also learnt about the Camino and suggested the two of us go to Spain to walk to Santiago as a circuit breaker between a dark past and the hope of a brighter future.

Initially I did not think we would be able to make it to Santiago. Walking 20–35km every day for six weeks—it sounded crazy ... However, they say that 'walking is the best medicine' and I found this to be true. My journey on the Camino, walking for weeks in a new country with a pack on my back, across plains under hot sun

and over mountains in the rain, became a turning point in my life.

The journey was incredibly hard—we suffered tendonitis and bad blisters, and a few of my dad's toenails even fell off. On one occasion I couldn't go on and my dad had to carry me and my pack to the next town. Several people we met along the way had to stop altogether as their bodies broke down and they could not walk any further. However, as I walked I talked with others on the trail, people of different ages from all over the world. Even though I was far younger than other pilgrims, no-one cared about my age or my personal struggles—they listened and shared different perspectives about life and its challenges. One afternoon I was privileged to walk with a man dying from cancer who was trying to get to Santiago to receive a blessing. The conversations I had certainly broadened my thinking and awareness of how special life is.

In this environment, surrounded by supportive people, I found that even though I was in a strange new place every day my concerns about being unsafe started to fade away. Each morning we set out with everything we needed on our backs, not knowing where we might finish the day, but this uncertainty seemed to bother me less and less as the journey went on. When my dad and I finally stood on top of the mountain overlooking Santiago and we could see the spires of the cathedral, I burst into tears. We had actually made it! Six weeks and 800 kilometres.

By the end of this journey I was fit, I had made a lot of new friends from whom I had learnt many valuable lessons, and I had travelled across two countries, battling weather and exhaustion. I had completed a journey that many adults could not finish and I had shown myself that seemingly insurmountable challenges can be overcome. This experience, a different school and new medical support helped me regain my optimism and manage my mental illness, and enabled me to begin looking at the positives. There were still challenges,

→ Leo and his father James walking across the Meseta plains, 327km from the start

bullies and other curve balls that life throws at you, but I had learned how to manage these a little better, not letting the negative things take hold so quickly.

Last year mental illness again made its presence known when my father was diagnosed with depression. He asked me if I would again walk the Camino with him and I gladly agreed. This time I would be supporting his journey, as he had supported mine in 2019. My 2019 journey had been a life-changing experience and a turning point for me; looking back, I considered that the Camino had given me a gift. In 2022 I wanted to somehow pay that gift forward.

I discovered the 'Big Talks for Little People' program, which had been developed in Adelaide by research undertaken at Flinders University. It provides information and tools for both children and teachers in junior primary schools to understand what those suffering from anxiety are going through and how to actively support and help them. The pilot program demonstrated a measurable reduction in bullying and had enabled teachers to provide effective support to improve student wellbeing.

After meeting Professor Philip Slee who led the program, it was clear that this would have made a very positive difference to me if it had been available at my junior primary school.

Through the Breakthrough Mental Health Research Foundation I established a fundraising portal and dedicated my second Camino journey to raising both awareness of childhood mental illness and funds for the Big Talks program. One of the first questions pilgrims ask each other on the Camino is, 'why are you walking?' I found that people were incredibly interested and supportive when I explained my reasons to them. By the time we completed the journey I had raised over \$6,000—well on the way towards my target of \$10,000.

As for our second Camino journey, it was extraordinary and a very different experience to our first. Hiking over the Pyrenees we found ourselves walking through falling snow for several days, and just a few weeks later we were walking across Spain's Meseta plains in sweltering heat. Being older and stronger I was able to overcome challenging sections of the trail far more

easily than three years before. On some days we walked 50km or more and it was very uplifting for both of us. When I was struggling I was reminded that I had done this before as a younger and smaller person. Our journey contained the dramas and magic that are an integral part of walking the Camino, which included my father contracting COVID-19 and still continuing on. We both also got matching tattoos of a scallop shell on our ankles, the traditional symbol of the Camino, as a permanent reminder of our shared experiences as father and son.

Since returning to Adelaide I have been invited to speak about the journey and my cause on international podcasts, and at conferences and corporate events. The reaction and support have been overwhelmingly positive. I will definitely walk the Camino again in my lifetime. Each time you come away with more of life's lessons and make friends from all walks of life. But I will forever be grateful for that first Camino journey when I was 12 years old ...

Leo Sage
Year 11

If you are interested in learning more about the Camino de Santiago and my journey, we kept a daily trail blog that tells the story of all our preparations, the daily highs and lows, and the unique experiences that make walking the Camino special. This can be found at: <https://leoshowstheaway.wordpress.com>



Leo at the starting point for the Camino



Experiencing the first day of snow on the journey

The Camino Francés Gallery



Camino views



James and Leo celebrating at the okm marker



Leo celebrating in Santiago de Compostela with other pilgrims



Leo and friends enjoying the view

A Week in Arnhem Land: Yolngu Cultural Immersion

Arnhem Land lies in the far north-east of the Northern Territory—a vast and rugged region of stunning natural beauty and deep cultural significance for many First Nations Australians. Spread over 97,000 km², Arnhem Land is a place where red cliffs meet tropical turquoise waters, and where savannah woodlands stretch as far as the eye can see. Among many other Indigenous clans, it is home to the Gumatj Clan of the Yolngu people with whom we would spend seven days over the course of our Yolngu Cultural Immersion.

Run as a pilot program for future Pembroke student trips, 22 adults from the Pembroke community were invited to join Pembroke/Yolngu students in an on-country cultural immersion. Our group included current parents, past parents, old scholars and staff. All are longstanding advocates and supporters of the Indigenous Education at Pembroke (IE@P) program.

Pembroke students Abbey Yunupingu, Emilio Berryman (both Yr 11) and Danielle Yunupingu (Yr 12) joined their Elders and family members to introduce and welcome us to Yolngu culture, guiding us through law, language, kinship and ceremony (Bunggul). Our immersion incorporated time at Gulkula, Bawaka Homelands, significant sites on the Nhulun Peninsula, and surrounding Nhulunbuy and Yirrikala, home to the magnificent, community-owned Buku-Larrnggay Mulka Centre.

Arriving on Country in the company of our Yolngu students marked the commencement of a life-changing journey for all in our group. We were met at Nhulunbuy airport by Dimathaya Burarrwanga, a Yolngu man who, along with other family members, joined our students in guiding us through our week-long immersion. Under clear blue skies we travelled with Dimathaya through stringybark forests to Gulkula, home of the Garma Festival. (Dimathaya also happens to be a member of King Stingray, the Yolngu band who are taking the Australian music scene by storm!)

In Yolngu the word Garma means 'two-way learning process', which forms the foundation of the IE@P program and the Gumatj / Yothu Yindi / Pembroke Bala Rali (Partnership). The Partnership was established in 2014 to reflect our shared understanding of 'two-way learning' and our commitment to a shared and equitable future for all Australians. It was wonderful and deeply moving to be welcomed to Country by our Yolngu family and to spend our first evening on the sacred site of the Garma Festival.

On the first evening at Gulkula and just prior to dinner, we were treated to a most unexpected Spirit welcome in the form of a beautiful and majestic olive python moving around the camp and tents. The olive python is a deeply significant figure in our Yolngu students' lives; our Yolngu family were unsurprised by this visit. It marked the start of a deep and profound journey for us all.

In the following days we moved to Bawaka Homeland, the ancestral lands of many members of the Gumatj clan. Bawaka is situated on picturesque and sacred Lonely Beach, overlooking the Gulf of Carpentaria. We took part in daily activities, building our understanding of sophisticated Yolngu history, culture and traditions, 'on country' the Yolngu way. We fished at Lonely Beach; learnt about dreaming stories, totems and bush medicine; and prepared meals together. Our faces were adorned with Gapang (ochre) and the cultural significance of this stage was explained to us. We learnt Yolngu Matha (language) and Yolngu sign language. We were taught about the complex Yolngu kinship structure and gender roles within the community.

Each member of our group was given a skin name. These names have little to do with skin; rather, they delineate where one fits, allowing an understanding of law and our connections and responsibilities within our Yolngu family structure.

Men would disappear each day for Men's Business, always returning with fish they'd caught for dinner, while women took part in their own cultural activities, preparing and weaving pandanus. With each and every activity and conversation we gained insight, understanding and knowledge.

Throughout the week Abbey, Emilio and Danielle acted as the 'go-betweens' for we Balanda (non-Indigenous) and Yolngu, whose first language is Yolngu Matha. We were their scholars; they were our teachers. We were tutored on the importance of deep thinking, in particular about our places and our ways.

Early on in the trip we met one of Bawaka's most famous residents—Nike, the huge saltwater Bäru (crocodile). The Bäru is a revered totem of the Gumatj clan. Rescued from a net as a tiny hatchling over 20 years ago, Nike is named after the pair of shoes Cathy Freeman brought to the Bawaka Homelands after her win at the Sydney Olympics in 2000.

Each night as the sun sank we would reflect on the enormous significance of the cultural activities shared with us that day and of the extraordinary generosity of the Yolngu.

Pembroke's connection with the Gumatj Clan and the people of the Yolngu Nation dates back to 2011 when Gadingura (Michael) Yunupingu (2015) and his brother Djunmili (Richard) (2018) joined Pembroke as Middle School students.



→ Danielle Yunupingu (Yr 12) explains the geography and native flora of the Bawaka Homelands

The Yolngu Homeland immersion in 2022 served to further connect First Nations peoples and non-Indigenous Pembroke community members. Our understanding of the devastating effects of ignorance and discrimination, of the importance of acknowledging and embracing 60,000+ years of heritage and law, of listening and learning, and of inclusion was never sharper or clearer in our minds than following our week with our remarkable Yolngu family.

Our relationship with the Yolngu is deep, enduring and always developing; we honour and thank Yolngu Elders, those past and present, and we celebrate and support young emerging Yolngu leaders.

Amanda Bouchier (1979)
Director of Community Engagement and Indigenous Education

What spending a week with the Yolngu in their Homelands helped me to see is that, in addition to the well-known national imperative of Closing the Gap, maybe there's another gap that also needs to be closed—a gap that many non-Indigenous Australians simply can't see. It's a gap in which non-Indigenous Australians are the ones who are deficient. I'm talking about non-Indigenous Australians' ignorance and disconnection with regards to the land, history, language, culture and lore of this country that we're privileged to inhabit. We don't know how to read our southern sky, we don't understand the seasons here, we don't know the stories of our landmarks and we don't know the names of the trees and waterways. And I'd add to that list that we're often not that great at sharing, which is arguably the primary and cardinal law across Australian Indigenous culture, the moral of so many dreaming stories and the key to living sustainably in and with this landscape and with each other.

David Freesmith
Head of Languages, Pembroke School

To discuss or support the Indigenous Education at Pembroke (IE@P) program, contact:
Amanda Bouchier
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Abbey Yunupingu (Yr 11)



Emilio Berryman (Yr 11)



Students Danielle Yunupingu (Yr 12), Emilio Berryman (Yr 11), and Abbey Yunupingu (Yr 11) with family members



Danielle Yunupingu (Yr 12) and Stephanie Wood



Students Danielle Yunupingu and Emilio Berryman with family members



Yolngu children learning to spearfish from their uncle



Students Abbey Yunupingu (Yr 11), Danielle Yunupingu (Yr 12) and Emilio Berryman (Yr 11) with family members



Lonely Beach



Nike the Bāru (Crocodile)

Building a Better Future

Interview with old scholars Alex Game (2003) and Ed Mitchell (2001)

I was lucky enough to catch up recently with old scholars Alex Game and Ed Mitchell. Both completed their studies at the University of Adelaide in 2009 with master’s degrees in architecture and landscape architecture after completing the initial Bachelor of Design Studies. Alex and Ed have remained good friends and have worked on several exciting projects together.

I spoke with them about their careers and their passion for their work was palpable. This didn’t surprise me as I remember both as enthusiastic Year 12 Visual Arts students. After university, Alex worked in Adelaide then moved to Vancouver, Canada in 2016-17, working for a large firm which carried out projects across North America. In 2019, he started Landskap, an Adelaide-based company which specialises in landscape architecture, urban design, and gardens.

‘We’ve now got a small office in Dulwich and growing year by year. I am loving my current career and feel very lucky to be where I am today,’ he said.

Ed’s first project was the Adelaide Zoo Panda Exhibit. ‘This project was a great way to finesse my skills and develop a range of experience contributing to both the internal and external elements of the project,’ Ed said. Since then, Ed has worked in Adelaide and Melbourne for a large international design firm, until two years ago, when he established his own architecture and urban design studio, FORUM.

Our conversation turned to sustainability and the importance of building for a better future. They were quick to mention the recently completed Nightingale housing project and the development of the Gasworks site, both at Brompton. Nightingale Housing is a not-for-profit organisation building apartments that are socially, financially, and environmentally sustainable. The vision is for a new housing system that is about building homes, not real estate. ‘Unfortunately, there are not enough of these projects and the vast majority of new homes are poorly built, too big, and cost a lot to live in,’ Alex said.

Ed’s studio FORUM in collaboration with Landskap (Alex) are responsible for developing the 5.8h former Gasworks site. Ed explained, ‘FORUM is recognised for inspiring projects that balance art, innovation and purpose. Great ideas, combined with the beauty of art and enduring design, through a collective and collaborative process. This development will have a world leading 6 Star Green Star Communities certified rating in environmentally sustainable practices. Ironically, the Gasworks will be a gas free precinct, with all-electric homes powered by 100% renewable energy. This ties in with the SA Government’s net zero emissions target by 2050, and 50% reduction by 2030 target.’

25% of the Gasworks site will be dedicated to high-quality, publicly accessible open space where people can relax, meet, exercise and play. The preservation of heritage is a focus too, with such structures as the iconic old chimney stack being restored and featured. The site’s history as traditional Kaurna land will be celebrated as well with strategies for the respectful recognition, involvement, and advancement of the Kaurna tradition by developing a Cultural Heritage Management Plan to ensure an ongoing connection to this important site.

Ed and Alex thought that the news is positive for young people getting into the housing market. They are of the view that younger generations are becoming increasingly aware of their responsibilities for the environment and that priorities are changing. This shift should maintain pressure on builders, architects, and local and federal governments to build more sustainable projects and hopefully keep housing affordable. Alex added, ‘I see younger people prioritising a career with a purpose over one that only values monetary gain. I empathise with them entering the housing market but also feel Australians place too much importance on home ownership, especially when compared to some of the European models.’

Elaborating on their shared commitment to being responsible for the future Alex said, ‘The goal of sustainability, environmental and social responsibility is fundamental to our profession. Our approach to every project is based around the simple question of ‘how can this benefit the community?’ If a project doesn’t provide community benefit, then we’re doing something wrong.’

‘On a macro level, Adelaide has one of the lowest tree canopy coverage rates in Australia, and we’re now seeing how unliveable some of the new suburbs are becoming during prolonged heatwaves. Increased urban greening can assist in reducing the urban heat island effect and will improve social and community health. It should be a no-brainer for the entire city. On a micro level, we need to make our private gardens and developments work harder to provide more greening. Everyone should have access to a garden and no matter what size, our own gardens should be as important as the houses themselves. A great garden will provide wide ranging benefits beyond the property. For me, gardening is the best free medicine going around,’ said Alex.

I was curious as to how Alex and Ed made their decisions to embark on careers in architecture. For Alex it was more about knowing what he didn’t want to do. The hours were too long in Medicine and Law, while Accounting and Finance weren’t his thing. Before he knew it, he found himself doing Architecture and loving it. Alex thought that Pembroke’s autonomous approach to learning and the fact that his parents didn’t push him into any career contributed significantly to him making a career choice which was right for him. Ed’s path to Architecture was more straightforward: ‘I always had a passion for Art and Technology during my years at Pembroke, and this inspired me and led to my career path in Architecture.’

Alex added, ‘The more I think about life and my career, the more certain I am that this is what I want to be doing long term. I’m a big believer in having a purpose that makes you feel good, and hopefully doing good. Starting my own firm gave me the opportunity to ensure that every project we work on is for the right reasons, and allows us to prioritise good work over anything else. Looking back, I’ve always been drawn to the outdoors and the environment. At age 14, I started looking after the family garden, so for me it feels like it was meant to be.’

Tim O’Loughlin
Emeritus Head of Publications



Development on the Gasworks project



Alex Game (2003) and Ed Mitchell (2001)



Development on the Gasworks project



Nightingale Housing Project

Beyond the Horizon

Pembroke has a long history of adventurous journeys, and a new collaboration with service-learning travel company Infuse Travel seeks to build on this long-time tradition. From the Marree Exchange to the legendary adventures on Ocean Sunrise in the Kimberley region, our students have sought challenge, adventure and connection with remote communities. It is our great hope that ‘Beyond the Horizon’ captures this same spirit and inspires students, and later old scholars, to engage in meaningful service (and continued adventure).

Beyond the Horizon will be a new milestone on the Pembroke journey, where young people are offered the opportunity to connect with communities beyond their immediate surroundings and serve those communities through meaningful service opportunities and cultural immersion, as well as undertaking an intrepid journey across this beautiful nation.

Service and experiential education that is immersive creates long-lasting relationships and changes people’s lives. It supports the fulfilment of the Pembroke School Aims, those ever-present and thought-provoking reminders of the School and community we strive to be: acting effectively, well-informed, curious, intellectual, innovative, explorative, full of integrity, respectful of differences, socially responsible, caring, ethical, actively participating and seeking justice for all. Beyond the Horizon will expand the context in which our students develop socially, physically, spiritually and emotionally.

In partnering with Infuse Travel, founded and directed by Pembroke old scholar Sam Murray (1998), we will be guided by their considerable and trusted expertise in managing risk, having trusted local contacts in community, and working with community partners as part of an ongoing, meaningful relationship.

Through responsible travel and well-designed service initiatives, students who participate in Infuse Travel’s program comprehend pressing social and environmental challenges at a global level and contribute to efforts that combat these challenges at a local level.

We have chosen to partner with Infuse Travel not only because of a ‘meeting of minds’ with Sam Murray but most importantly because of its comprehensive approach to community service, working with community partners from the project design process right through to monitoring and evaluation.

This October in the school holiday period over 120 students from Years 9 and 10 have chosen to embark on trips offered — to the Pilbara, East Kimberley region, New South Wales South Coast, South East Queensland or Far North Queensland.

These students will engage in outback service projects, which will include delivering meals to a women’s shelter to support victims of domestic violence, cooking meals for people experiencing homelessness, volunteering with Indigenous students at a youth hub, and assisting with wildlife rehabilitation projects. They will hike gorges and swim in waterfalls and engage in ‘two-way’ learning with the traditional custodians of remote Western Desert regions. They will support conservation of the Great Barrier Reef and Wet Tropics, learning more about the environmental, agricultural and economic considerations in this precious region. They will contribute to rebuilding habitats after devastating bushfires and floods. They will undoubtedly return to Adelaide tired yet inspired.

We greatly look forward to our own students’ reflections on their journeys and their contributions made, individually and collectively.

Kia Sheidow
Head of Middle School

Kantju Gorge, Uluru-Kata Tjuta National Park



→ A sample of the journeys available through the Beyond the Horizon program

Student Charter

I have been given the great opportunity to write about the recently developed Student Charter and present it to the Pembroke community on behalf of all those who have worked on it before me. The charter is a peer-led document with seven written standards by which we aim to model our principles across the three campuses within our School. We hope that this can become a reference point in which students can understand what values are important to Pembroke and create a framework for what it's like to be part of the Pembroke community.

As this edition of Pembroke News is centred around social responsibility it seems only fitting that we begin with how this applies to the Charter and where the idea for one originated. It all began in 2021 when Head Students Georgie Orchard and Ned Carruthers were looking at the issue of consent and searching for ways in which to address this issue in the Senior School context, while acknowledging gender roles and assumptions. These discussions connected many issues that they identified within the School, with respectful solutions being crucial in working through certain scenarios towards clear and manageable outcomes.

'The whole idea of the Charter was to help leadership look at ways to deal with issues, such as consent and sexual harassment, in which everyone was listened to and where problems were resolved in a respectful manner.' Georgie Orchard (Head Girl, 2021)

Ned and Georgie were finding that some complex ethical and moral issues weren't being discussed effectively among their peer group at School in a way that would help to address any such issues in the student community. This led to the idea of the charter, where steps could be put in place to improve the School and allow for meaningful change. For many of the ideas discussed in the development of the charter, which were also national issues in Australian youth, the necessary positive changes could now be put in the hands of Pembroke students.

Georgie and Ned created a survey to gauge which values the Senior School students believed were most important and relevant in addressing youth issues and modelling our own actions. The responses collected from the survey were then separated into dot points that made up the Senior School version of the charter. This was a great step in making sure that students who weren't in school leadership could have their voices heard and know that they were involved in creating positive change within the School.

'The Student Charter was made by students, for students.' Monique Eskandari-Marandi (Head Girl, 2022)

As 2021 concluded Head Students Monique Eskandari-Marandi and Liam Betts were able to continue the process of developing the charter into 2022, as students and staff recognised that there was still much work to be done in incorporating the idea and agreed values into all three Sub-Schools. They recognised that the values outlined in the seven points weren't bound only to the Senior School. One of their goals was to customise the points in a way that is accessible and appropriate for students on each campus. The Student Staff Executive at the time assigned members to different parts of the School where they could have meetings with the Pembroke Board, Heads of School, teaching and Professional Services Staff, as well as Student Voice Executive students and other leaders from younger year levels. Through workshops, conversations and surveys, the feedback was then collated to create three different versions of the Charter for the Senior, Middle and Junior Schools while maintaining the same fundamental ideas throughout.

'We hope the charter continues to be used and keeps evolving to act as a guideline for students into the future.' Liam Betts (Head Boy, 2022)

'I hope in the future the Student Charter is a great reference point for students, particularly if there is a conflict or just needing a reminder of what we as students strive for. I also hope the Charter is consistently reviewed and modified over time to resemble the values and views of

the student body of the time.' Monique Eskandari-Marandi

Pembroke's Dean of Student Wellbeing (ELC-12) Ms Rebecca Forrest is excited to include the Student Charter in Pembroke's Social, Emotional and Personal Development (SE&PD) classes. In this program, each year level completes lessons on respectful relationships. In addition to these lessons many other exciting ideas for promoting the values in the Charter are in the works. Importantly, it will be displayed across the School and intranet to ensure that it is always accessible and that students are aware of its importance.

'We are excited for this next step in implementing the Student Charter. The values and culture outlined in the Charter are so important to Pembroke, so it's vital that our students feel that they understand it, are connected to it and act accordingly, with respect and kindness.' Ms Rebecca Forrest, Dean of Student Wellbeing.

In the Senior School we have developed our own student-led committees that are accessible to any student in Years 11 and 12. These include the Service Committee, Sports Committee, Current Affairs Committee, Environmental Committee, and Cluster Connections and Activities Committee. As we look to heighten student voice, we are excited to use the Student Charter as a reference point values-driven decisions within these committees. This year the Student Staff Executive are also focusing on finding ways to further connect our School's campuses so that students are afforded the opportunity to have more involvement and the ability to network with those from different age groups. The Charter is a great step in articulating shared values that will be fostered from ELC through to Year 12 and I look forward to working with students and staff from across the School to help achieve this.

Brandon Marlow
Head Boy

Senior School Student Charter

The Pembroke student body strives to

1. Be a welcoming and inclusive community which recognises diversity and embraces difference; in sexuality, religion, gender, physical ability, age and race.
2. Build respectful relationships that are underpinned by a commitment to equality, consent, and decency. We understand that genuine relationships are borne from respect, honesty, and integrity. This extends to our peers, teachers, non-teaching staff and environment. Violence has no place in our lives at Pembroke.
3. Encourage a culture that is dedicated to learning, passionate about individual endeavour and appreciates everyone's unique strengths and abilities.

4. Embrace friendship in all its forms. When we are at Pembroke, we aim to experience a sense of belonging that is built upon our duty of care to one another.
5. Acknowledge the consequences and take responsibility for our individual and collective decisions. Faced with inappropriate choices, speaking out on injustice is supported, yet we understand the courage required to challenge our peers.
6. Be mindful of the social landscape and empower each other to enact meaningful and thoughtful change in the local, national, and global communities both in person and online.
7. Explore the broad range of opportunities and experiences at Pembroke. We are appreciative, grateful, and motivated by these opportunities and encourage each other to embrace this privilege.



Charlotte Mercer-Fleetwood chatting with Head Girl Chloe Tziavrangos and Head Boy Brandon Marlow (all Yr 12) about the Student Charter

Summer Sport
Gallery



Alice Sabine (Yr 12) lines up to shoot in the Open A Girls Basketball against Westminster School



Jack Grosser (Yr 9) hits a backhand shot in his Interschol Tennis against Westminster School



Cate O'Brien plays Mixed Touch Football against Marryatville High School



Tess Roberts-Thomson (Yr 12) hits a volley shot at the Interschol Tennis against Westminster School



Naomi Dong (Yr 1) runs for Flinders House in the Junior School Cross Country



Olli Hallam (Yr 12) digs the ball against Westminster in the Open A1 Boys Volleyball



Year 9A Girls Rowing Crew at Head of the River (L-R): Matilda Dunstone, Coco Loveday, Abi Young, Mia Chapman, Scarlett Potamianos (coxswain)

Summer Sport
Gallery



First XI Boys Cricket Team in the Grand Final against St Michael's College



Amara Black (Yr 11) prepares to kick the football in an Open A Girls trial game against Trinity College, with teammate Riley Carroll (Yr 11) alongside



Luca Schmitt (Yr 12) pushes through the pack in the First XVIII Boys trial game against Trinity College



Eliza Pannell (Yr 10) keeps an eye on the ball while making runs in the Open A Girls Cricket against Westminster School



Junior School Cross Country on Kensington Oval



Angelina Zhou and Erin Samson (both Yr 4) hold their ribbons after a well-fought race at Junior School Swim Carnival



Jed Newman (Yr 9) competes in the Butterfly at Middle School Swim Carnival



POSA Vice President’s Report



This year it was decided to bring back Old Scholars Week, after a period of considerable hiatus since its previous appearance on the POSA calendar.

The Old Scholars Garden Party, set to 'kick off' the week, had to be moved inside because of inclement weather, but it didn't lose any momentum. Many guests from various cohorts attended and this was encouraging from the Committee's perspective. We hope to continue this event on a yearly basis.

The Generations Breakfast was another successful event. Families whose members have a history of two, three or four generations, several dating back to our founding schools King's and Girton, attended.

One such family was the Parkin family. A moving video featured participation by several of their extended family members who shared their stories across four generations. Their story began at King's and Girton. The video can be seen on the Pembroke Old Scholars Facebook page.

My own history with the School dates back to 1920 when my mother attended Girton House in Kent Town, with Lillie Smith as founder and Headmistress. My two sisters and I went to Girton, my two children attended Pembroke and my grandson also attended the School, graduating in 2020. We are proud members of a four-generation family spanning 103 years.

A very entertaining event was the debate between current students and an old scholar team. It was coordinated by Committee member Professor Rick Sarre (1972). Everyone in the audience enjoyed this, and the result was declared a tie.

An Alumni Presidents and Professionals event was held in the Shipsters Road Building during the week. Its aims were to further understand how to strengthen communication with our alumni associations through sharing experiences, as well as find new

ways to engage with our old scholar community living overseas. This event was proposed by our President Holly Jamieson, and a panel was presided over by Pembroke's Director of Advancement Hannah Bone. We came away feeling that we represent our old scholar cohorts from King's, Girton and Pembroke quite well but we are always open to suggestions from our community. We thank all old scholars who participated and volunteered their help during Old Scholars Week.

Recently there has been a focus on volunteers and we have many old scholars who give their time and support in areas of interest, either in ways that benefit the School generally, in aspects of student engagement in learning, or in support of School sporting events and POSA clubs. Being a vibrant community, our School welcomes and appreciates those who volunteer.

In 2004 I retired from teaching after 26 years in the Junior School but I missed working with children who learn differently. This is a passion of mine so I volunteered tutoring time to support these children as they developed the confidence and gained the self-esteem needed to see themselves as successful learners. I continued this until 2022. Now I am volunteering in the School Archives department under the direction of Peta Harries. Historically I believe I can assist, especially with the history of Girton but of Pembroke School too.

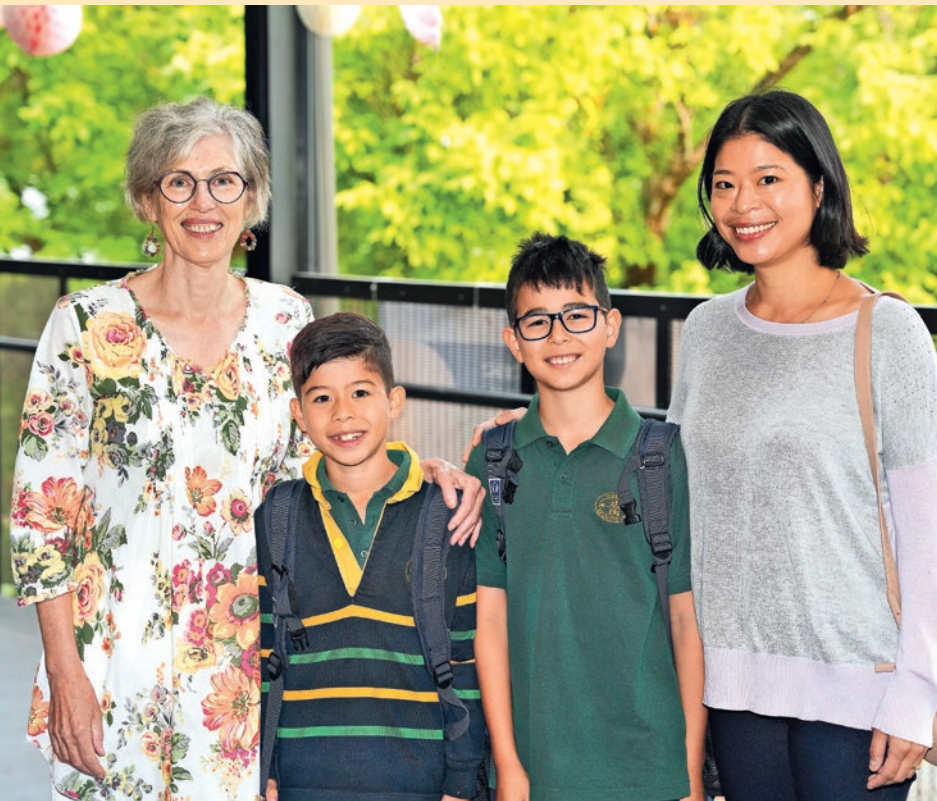
Volunteering is so worthwhile and has benefits to the person offering support and to the recipient of the time and energy offered.

In conclusion the POSA Committee wishes all of our affiliated clubs a successful 2023. We are pleased to engage with them and to offer support when required.

Philippa Hook (1958)
Vice-President, Pembroke Old Scholars Committee

Old Scholars Week Report

Relaunch of Old Scholars Week



→ Gillian Walsh (1972), Patrick Kent (Yr 4), Louis Kent (Yr 4), and Sharon Kent (1999) at the Generations Breakfast

To kick things off the Pembroke Old Scholars Association (POSA) Committee put on a fantastic garden party complete with a gin bar and raffle prizes donated by generous old scholars. Although a heat wave prohibited us from hosting the party on the lawns of Bills House, the vertical garden in the atrium of the Shipsters Road Building provided the ‘garden’ feel our guests were after. Thank you to the Committee for all their hard work in pulling the event together.

We are always looking for new ways to engage with our old scholar community and it’s interesting and helpful to look outside our institution. With that in mind we hosted almost 50 of the alumni presidents and the professionals who work alongside them across Adelaide for the Alumni Presidents & Professionals event. Our guests comprised alumni professionals in the tertiary and school sectors, and our panel included University of Adelaide Executive Director of Advancement Liz Hawkins, UniSA Chief Advancement Officer Colin Taylor, and Prince Alfred Old Collegians’ Association President Andrew Sullivan, with Pembroke’s Director of Advancement Hannah Bone as the moderator. The panel discussed the opportunities and

solutions for alumni engagement in a post-COVID-19 world, with attention on ways to engage with our international and young alumni. Suffice it to say that we have taken all the advice on board and there are new and exciting initiatives on the horizon!

Our Student vs Old Scholars Debate had everyone in stitches. Old scholars Alyse Walter (2009), Rick Sarre (1972) and James McCann (2008) enthusiastically debated the fact that we should use our own intelligence rather than the AI technology that surrounds us. It was difficult to vote on the winners when you have Professor Rick Sarre speaking about Socrates, the architecture and engineering brilliance of the Egyptian pyramids, and the great minds that put man on the moon! However, Principal Mark Staker and Pembroke’s Head of IB Gabi Walldorf-Davis concluded that it was a draw. All excitement aside, it was great for the Pembroke students to experience a debate against almost-seasoned professionals. I’m sure they will be taking notes and will be in tip-top shape to beat our old scholars next year! Thank you to Rick and Gabi for your work in assisting me to organise the debate.

There is much to celebrate when we have many people with multiple generations of old scholars in their family.

For the first time in over 25 years 2023 saw us relaunch Pembroke Old Scholars Week from Friday 24 February to Friday 3 March. A celebration of the wonderful 16,000-strong old scholar community, we brought our alumni back onto campus to reunite and reminisce on their time at Pembroke, King’s and Girton.

The unique bond that is shared between old scholars is made more special when your family members have the same experiences, and we wanted to acknowledge this by inviting our generational families to join us for breakfast. It was a wonderful event where our guests were able to share stories and memories. I spoke to many old scholars who were thrilled to meet someone who knew their mother or father or siblings. We had attendees aged from 96 down to 1. We also debuted a wonderful video featuring the Parkin family. The video follows the story of Lee Parkin (1933) who started at King’s when it opened in 1924 and his wife Jean (Wilson) Parkin (1930) who was a champion of education for women. I had the opportunity to interview Lee’s son and King’s old collegian David Parkin (1963) and David’s daughter Kirsty Parkin (1987), and I was honoured to be able to hear about their family history and connection to Pembroke.

Finally, Old Scholars Week culminated with the 40-year reunion of the Class of 1983 at the Austral Hotel. The group chose to celebrate their reunion in the heart of the Adelaide Fringe action, and by the looks of the photos much fun was had!

Thank you to all who attended, volunteered and helped me to organise the events and activities for Old Scholars Week. An extravaganza like this only happens with a village of people behind the scenes, so thank you. We are excited to start planning for Old Scholars Week in 2024 with a special focus on Pembroke’s 50th Anniversary and King’s College’s 100th Anniversary. Stay tuned for more details later this year!

To view the photos and videos from Old Scholars Week, head to our website: <https://www.pembroke.sa.edu.au/old-scholars/old-scholars-week>

Candace Cox-Tuck
Manager, Old Scholar Engagement



Jonathon Stone (1945) and Morrison Lygo (2012) at the Garden Party



Hannah Bone, Andrew Sullivan, Liz Hawkins and Colin Taylor at the Alumni Presidents & Professionals Event



Old Scholars vs Student Debate



Old Scholars Garden Party

The Road Less Travelled

It’s 2023 and we are in a world where computers and artificial intelligence can literally help us run our lives. More than ever it’s imperative that we force ourselves to take the time to stop and experience the world around us. For students of today it’s all the more important for them to have a balance of both learning through a computer and learning through experience.

Old scholar and founder of Infuse Travel Sam Murray (1997) certainly believes this to be true, having seen first-hand the benefits of experiential learning with students.

An avid lover of adventure and the outdoors, Sam has worked in outdoor education and student travel for the past 20 years. Growing up in the Adelaide Hills, Sam credits his sense of adventure to his family and the experiences he had at Pembroke. ‘I think it was a combination of growing up in the Adelaide Hills and having a parent who was quite adventurous and passionate about getting me into the outdoors, and then opportunities through School to go on Duke of Edinburgh camps and rock climbing trips that really fuelled the love of the outdoors.’ After taking some time to travel following graduation, Sam decided to turn his passion into a career. Relocating to Victoria, he studied to become an outdoor education teacher, starting his career by running outdoor education programs for middle school students for many years.

Although his role now with Infuse Travel is somewhat different to when he was an outdoor educator, when asked what his experience was like as an educator, Sam recalls, ‘I really enjoyed teaching outdoor education. What really drives me, even still today, is providing exciting, enriching and hopefully life-shaping experiences for students. I had so many great experiences when I was a teenager, and I love being able to provide similar experiences to students today’.

While Sam enjoyed being an educator, his career took a different turn while travelling with his wife Tracey in South America in 2008. Looking for a way to extend their time in Central America, Sam and Tracey began working for a company called Rustic Pathways, an educational travel company based in the USA. It was here that Sam led surf and service programs for high school students based in the USA. He enjoyed the experience so much that he then went on to establish the Australian branch of Rustic Pathways. Fast forward to 2022—although the COVID-19 pandemic saw a change in the global structure of Rustic Pathways, Sam and Tracey decided to start a new adventure and a new company called Infuse Travel.

Since its inception in 2022 Infuse Travel has gone from strength to strength, providing experiential travel programs for students across Australia. From connecting with the Martu people in East Pilbara, Western Australia, to learning about wildlife rehabilitation in South East Queensland, these trips are about service-learning and cultural immersion, taking students out of their comfort zone and connecting them with local people and communities—something that Sam believes is important for developing a person’s character. ‘For our students we try to infuse their life with adventure, friendship, new perspectives and new learnings through the programs that we deliver ... developing skills and traits such as independence, grit, humility, intercultural awareness, problem-solving skills, empathy, compassion, and a sense of curiosity and wonder for what the world has to offer. We believe all of those things are really important in developing students into more globally minded citizens who can adapt to changing circumstances and be more resilient as they move through life’, says Sam.

The skills gained from the Infuse Travel trips is the reason why Principal Mark Staker engaged with Sam to bring the Beyond the Horizon travel program to Pembroke. After seeing the positive outcomes that the program had on students at Wenona School, it was only fitting that Mr Staker and Sam would bring the same positivity to Sam’s alma mater.

Looking back at his time at Pembroke, Sam reminisces fondly on the teachers he had, particularly those in outdoor education. Seeing how they turned their love of adventure and the outdoors into their careers was what inspired him to do the same. ‘It was a very positive and supportive experience at Pembroke. The teachers and the community were all wonderful—access to opportunities to find and develop passions were a real highlight.’

When asked what advice he would give to Pembroke students today, Sam said, ‘Keep exploring different pathways until you find something that you are passionate about. Relationships are such an important part of life so make sure you actively seek, build and maintain positive relationships. If you can find a pathway where you are serving other people, you’ll find a lot of satisfaction and reward.’

Candace Cox-Tuck
Manager, Old Scholar Engagement



→ Sam Murray, Dave Nelson and Nick Brockhoff atop the cliffs of the King George River in the Kimberley, with Pembroke’s Ocean Sunrise in the background



→ Sam Murray (right) with fellow old scholars Peter Larden and Nick Brockhoff (both 1997) for the 1998 award ceremony for Gold Duke of Edinburgh at Government House



→ 1998 award ceremony for Gold Duke of Edinburgh at Government House



→ 1997 Gold Duke of Edinburgh kayaking trip with old scholars Stuart Pinkney, Jess Sanderson-Brewster, teacher Mr Graeme Norman, Angus Saunders, Nick Brockhoff (all 1997)



→ 1997 Gold Duke of Edinburgh kayaking trip



→ Sam Murray in the Torres del Paine National Park



→ Sam Murray in the Torres del Paine National Park



→ Sam Murray at Machu Picchu, Peru



→ Peter Burnett, Tegan and baby Freddie



→ Michael Fischer, Kristy and baby August



→ Shai Helyar, James Rodriguez and baby Lottie

Births

Pete Burnett (1998) and his wife **Tegan** welcomed their first child Freddie James Burnett on 3 June 2022, weighing 8 pounds 2 ounces and 51 cm long at Ashford Hospital in Adelaide.

Michael Fischer (2005) and his partner **Kristy** welcomed their first child August ('Augie') Scott Fischer on 29 December 2023, weighing a generous 8.9 pounds and 52 cm long at Flinders Medical Centre in Adelaide.

Shai Helyar (2014) and her partner **James Rodriguez** welcomed their first child ('Lottie') Charlotte Rodriguez at home on 5 December 2022, weighing 3.2kg.

Jess Northcott (2003) and her partner **Jill** welcomed Kai Kristopher Northcott on 15 January 2023, weighing 3.2 kg.

Deaths

Graham Coldwell OAM (former teacher) sadly passed away on 28 November 2022. Mr Coldwell was instrumental in establishing Rowing at King's College in 1959 and directed Rowing at the college until leaving in 1973. He oversaw Head of the River wins for King's College in 1963 and 1967, as well as the winning of the Australian National Schoolboy Eight Championship in 1967 and 1968. In addition to his rowing and teaching duties, Mr Coldwell made a significant contribution to the life of King's, firstly as a Housemaster and then as a Senior Housemaster for 12 years. Graham was instrumental in securing the boathouse on the Torrens in the 1960s and was a wonderful mentor to many King's and Pembroke rowers. In 2012 Mr Coldwell was awarded a Medal of the Order of Australia for his services to rowing in South Australia.

Patricia Jackson (1960) sadly passed away on 16 April 2023 aged 79.

Melissa Leckie (2001) sadly passed away on 4 November 2022 aged 38. Rock on Mel!

Elizabeth (Burford) Pipprell (1953) sadly passed away on 17 October 2022 aged 86.

Patricia Ritossa (1951) sadly passed away on 12 February 2023 aged 84.

Barton Smith (1959) sadly passed away on 10 January 2023 aged 80.

Christopher Tippet (1957) sadly passed away on 15 October 2022 aged 82.

Marriages

Peter Burnett (1998) and his partner **Tegan** were married at Lake Hawea, New Zealand, on 7 October 2022. Old scholars in attendance included Kate (Burnett) Durand (1996), Sarah Burnett, David Burnett, Tim Joy (1998) and Rob Burnett.

Sean Elliot (2010) married **Stavroula Tsapaliaris** on Friday 3 February 2023 at The Greek Orthodox Parish of the Prophet Elias, followed by a reception at Glen Ewin Estate. Old scholars Jack Elliot (2012), Josh Weimann (2010), Tom Evans (2010) and Zennon Schmidt (2010) were Sean's groomsmen.

Alyse Walter (2009) married **Joshua Honner** on 7 October 2022 in Bundaleer Forest. Their celebrant was old scholar Suzannah Kennett-Lister (2009). Bridesmaids included old scholars Kate Schinckel (2009), Caitlin Walter (2013) and Emma Schultz-Boylen (2009).



→ Peter Burnett and wife Tegan



→ Peter Burnett and Tegan



→ Sean Elliot and Stavroula Tsapaliaris



→ Alyse Walter and Joshua Horner



→ Alyse Walter and her Bridesmaids

Meet the Presidents

George Laparidis (2012) and Kate Schinckel (2009) were recently nominated as the new Presidents of the Pembroke Old Scholars Soccer Club and the Pembroke Old Scholars Women’s Soccer Club. We thought we’d catch up with George and Kate to find out more about them and what inspired their career paths.



Kate, what inspired you to become a teacher?

I've always been interested in a broad range of areas and have been keen to learn as much as I possibly can about the world and just about everything in it from day one! Teaching is so enjoyable because it means I'm surrounded by this pursuit every day.

Who/what has been the biggest influence on your career and why?

My friends who helped me realise after my first year of university that Civil Structural Engineering wasn't the right choice, and that I should have a crack at teaching French instead!

What do you hope your students will take away from your classes, both academically and personally?

As a language teacher I of course hope that my students will achieve a high level of proficiency, but also empathy for those

who experience the challenge of having to communicate every day in a language that is not their first. I hope that they will also get to understand and enjoy the benefits of long-term commitment to improving a skill.

Now, onto your role as the new President of the Pembroke Old Scholars Women’s Soccer Club (POSWSC). How do you balance your passion for soccer with your professional career, and what have you learned from this balancing act?

I am very lucky to have a strong committee that I work with who are very reliable. We are all volunteers who have busy lives outside of soccer, as are the majority of people running amateur sporting clubs across Australia! Figuring out what each of us is good at and sharing the load accordingly works well.

What goals do you hope to achieve for the club during your Presidency?

The club had three teams for the first time in 2022 and my aim for this year is to keep these numbers strong, as well as maintaining our club's culture, which is so welcoming and positive. This year in particular we are keen to have plenty of social events to make the most of the FIFA Women's World Cup being held in Australia!

You’ve been a part of POSWSC for a while now; why do you keep coming back each year to play for the club and why did you decide to nominate as President?

This will be my ninth season for the club. The women I play with are brilliant—they're funny, talented and great to be around. It's unlikely I'd be getting outside on a rainy Thursday night in the middle of winter to exercise if they weren't out there with me! I also love a bit of

competition and game day is always exciting. I am really grateful that I've been able to be part of this club for so long, and I nominated for President to do my bit to make sure that others get to enjoy this same experience now and in the future.

How has your experience as a teacher influenced your approach to leadership within POSWSC?

Being a teacher equips you with a really wide range of skills—IT, organisation, motivating people to do things when they're not really in the mood ... I think the experience of being a teacher sets you up to be able to take on a diverse variety of tasks and face challenges with a sense of humour.

Can you share with us one of your favourite memories of your time at the POSWSC?

It's not all about winning ... but our club's first league title in 2019 was unforgettable. It had all come down to the last match of the season and we managed to put away the winning goal in quite literally the last minute of the game!

George, you are a dentist with Winwood and Mann Dentists. What inspired you to become a dentist?

I grew up in a family of dentists, which meant I was lucky to know what the profession entailed from a young age. The technical side of the job is extremely interesting and a great mix of surgery, medicine, art and science; however, it was the patient interaction that really inspired me to enter the profession.

I feel extremely privileged to be able to have a positive effect on people's lives by improving their smile, getting them out of pain or just making them feel comfortable when they're nervous. I also feel very lucky getting to know so many interesting people from different walks of life while doing so.

Who/what has been the biggest influence on your career and why?

Definitely my Dad, who is also a dentist. I'm lucky enough to work with him and my sister Sophia (2014 Leaver). We have my brother Johnny (2017 Leaver) joining the practice as well! Dad has been a fantastic mentor who has taught me a lot about dentistry that isn't really covered at Dental School. More importantly he has been an amazing role model who has helped me develop into the person I am today.

My Year 11/12 English teacher and Senior School Home Group Tutor at Pembroke, Ms Felicity Lobban, also had a massive influence on my formative years. She put a lot of emphasis on the importance of being a well-rounded, informed individual who contributes positively to society, which is something that has always stuck with me.

What has been the most significant challenge you’ve faced in your career as a dentist, and how did you overcome it?

The COVID-19 pandemic was a massive challenge that the profession had to overcome. The majority of our work involves aerosol-generating procedures, meaning SA Health were understandably concerned about dental procedures spreading the virus. As such we were unable to see patients for a period of time, and when we re-opened there were very strict restrictions regarding the procedures we could undertake.

An unfortunate consequence of these restrictions was the significant increase in patients who were presenting to us with

serious oral health issues as they hadn't been to a dentist since before the pandemic. Post COVID-19 we're making sure our patients are getting back into their regular dental routines, which has had a hugely positive effect on their oral health.

Now, onto your role as President of POSSC. How do you balance your passion for soccer with your professional career, and what have you learned from this balancing act?

I find that with good time-management skills and a lot of support from those around me, especially my amazing partner Jen, the roles complement each other really well. I've always placed great value on the importance of community, and I've found that POSSC has provided me with something that I can look forward to being involved with once the working day is over.

What goals do you hope to achieve for the club during your Presidency?

My main goal is that everyone at the club embodies our core values of one club, mateship and success both on and off the pitch—these values are what have made our club culture great and will continue to do so moving forward.

I'd also like to build on the club's relationship with Pembroke and encourage as many leavers as possible to pull on the canary yellow once they finish their studies!

You’ve been a part of POSSC for 11 years now; why do you keep coming back each year to play for the club and why did you decide to nominate as President?

I joined POSSC as a 17-year-old Pembroke Leaver and instantly fell in love with the community and its culture, which is the reason that I and so many others come back year upon year. The club has also provided me with many positive role models who have helped to better me as a person.

I've actually stopped playing soccer to focus on my other love of triathlon, so being on the Committee is a great way to stay involved with the club. I'll forever be in debt to the club for what it has given me, and nominating for President was driven by a desire to give back to its amazing community.



Your Committee (including you) are all volunteers. What do you think drives your passion to stay involved with POSSC?

POSSC really is a second family to a lot of us. The club and community mean so much to so many people, with a lot of fond memories and close friendships formed at Park 17. Everyone in the Committee wants POSSC to be the best it can be, and we've got a really young and motivated group who are very excited to build on the amazing work that those before us have carried out.

Can you share with us one of your favourite memories of your time at the POSSC?

I was lucky enough to be a part of the 2021 POSSC A Grade Championship winning team—we hadn't won the CSL Division 1A title since 2013, so it was great to bring the trophy back to Park 17. A notable detail about that team was that the majority of its players, as well as our Head Coach and Assistant Coach, were Pembroke old scholars. We beat Uni White at Park 17 to clinch the title and a few of my old schoolmates from the 2012 Leaver cohort came to watch, so it was really special to celebrate with them after the game at the ground where we'd played for Pembroke together.

Archiving and record-keeping is often overlooked as an aspect of social responsibility. We all have ethical and moral obligations towards society. Our archival records play an important part in preserving our history and culture.

As highlighted in previous articles for *Pembroke News* we are creating systems to assist us with preservation of a variety of documents and objects including artworks, photographs, publications, shields, trophies and other memorabilia that we believe have historical significance. These systems ensure that we can provide an accurate record of our collective past to inform and inspire our future generations.

Our challenge is to ensure that we can source physical documents to include in our collection that are useful for research. Our records are only as good as what we receive. Recently uniforms, early *Pembroke Yearbooks* (now *Unitas*) and a beautiful box of cards have been received in Archives. We are always looking to complement our collection to add to our stories and show what life at school was like in the classrooms or what our buildings and grounds looked like in earlier times—particularly during our *Girton* and *King's* eras.

Do you have any *Girton* classroom photographs from the 1950s? We are undertaking a family research project for a current *Pembroke* family seeking such photographs for their relation born in 1942 and schooled at *Girton* between 1955 and 1958. If you can provide any photographs from this era or can add to our collection in other eras, please contact the Archivist on archives@pembroke.sa.edu.au or telephone (08) 8366 6200.

Since our last edition I attended the *Blue Shield Australia's* annual event held over two half-day workshops at the *Hetzel Lecture Theatre, State Library SA*. The first workshop provided case studies of how significance is used in our collections to identify why a collection may be of value historically. The *History Trust SA* provided interesting case studies and resource references to assist archivists. The second workshop focused on 'Dodging Digitisation Disasters', providing valuable insights covering various aspects such as selecting items for digitisation, standards to consider, management, storage and accessing digital files. We also heard about past disaster cases and ways to preserve our heritage collections. These workshops always provide opportunities to meet with other archivists and heritage professionals, allowing us to discuss issues that we may face in our own digitisation projects. It is reassuring to know that we are not alone in facing these challenges and can learn from each other's experience.

The annual *Australian Society of Archivists SA* dedication service to archives and archivists was held this year at *Prince Alfred College*. After the service attendees were given a tour of their grounds and archive facilities, highlighting several displays. Archivists were able to network and discuss solutions to our shared challenges. These connections and relationships are valuable for knowledge-sharing opportunities.

Much of this term has been spent preparing for our next and final move to our new location, a dedicated *Archives House* at 51 *Park Road*. This property will enable us to ensure that our records are carefully preserved and will be accessible to all users. There is still much to do, such as creating digital records that can be accessed widely as well as ensuring that our physical archives are open to researchers and our interested community.

Archiving is essential for preserving our cultural heritage. Our history and culture are told in the documents and memorabilia that have been donated or accumulated over time. By recording our collection we can make a meaningful contribution to society by ensuring that our collective past is kept and provides a rich and diverse cultural heritage accessible for future generations.

Peta Harries
Archivist



→ Archivists Andrea Matthew McKinnon, Wendy Stimson, Carol Grantham and Peta Harries at the *Blue Shield* workshop.



→ Donations of uniforms - *Pembroke* blazer & ties donated by *John Kite* (1985), and *Girton* tennis blazer donated by *Heather (Beach) White* (1962)



→ *King's* Memorabilia donated by *Don Howell* (1961)



→ *Pembroke* umbrella donated by *Anna Kroehn* (1991)



Kirsty Parkin (1987) with daughter Molly at the Generations Breakfast



Candace Cox-Tuck (Manager, Old Scholar Engagement), Peta Harries (School Archivist), Weng Wong (1997), Philippa Hook (1958) and Holly Jamieson (1997) at the Alumni Presidents & Professionals Event



Flynn Chapman, Bianca Halliday (1995), Mia Chapman and Amber Halliday (1996) at the Generations Breakfast



Group shot at the Old Scholars Garden Party



Sara Neave (1989), Geoff Taylor (1965) and Jack Neave at the Generations Breakfast



Lily Holman (2021), Robyn (Williams) Holman (1985), and Melanie (Peck) Braggs (1985) at the Generations Breakfast



Malcolm Nairn (1964) with Principal Mark Staker at the Old Scholars Garden Party



Class of 1983 at their 40 year reunion

In Memoriam

Dr G Yunupingu AM (1948–2023)

We the Pembroke community extend our love and deep respect to the people of the Yolngu Nation, the Gumatj Clan and especially the members of the Yunupingu family as we honour the life of Dr G Yunupingu AM and mourn his passing deeply.

Pembroke School's deep connection with the Gumatj people of the Yolngu Nation commenced in 2011 when Gadingura (Michael) Yunupingu joined Pembroke as a Year 8 student. Younger brother Djunmili (Richard) Yunupingu followed in 2014.

In 2015 Gadingura and Djunmili decorated their Football uniforms in Reconciliation Week to acknowledge this very important annual match to which Dr G Yunupingu AM gave his name—the Yunupingu Cup. This quickly became an annual 'All Sports' Round in Reconciliation Week, and has now been embraced by all Adelaide schools against which Pembroke sports teams compete.

Following the boys' graduation from Pembroke the late Dr G Yunupingu and his daughter Ms Binmila Yunupingu invited Ms Amanda Bouchier, Pembroke's Director of Indigenous Education and Community Engagement, to join them on Yolngu Country in north-eastern Arnhem Land to acknowledge and discuss the deepening relationship between Pembroke School and the Gumatj Clan.

Our combined commitment and vision for a reconciled future for all Australians and our shared support for 'two-way learning' led to the formation of an educational partnership (Bala Rali) between the Gumatj Clan and Pembroke School. This partnership seeks to provide excellent educational pathways for generations of future young Yolngu leaders. It was Dr Yunupingu's view that Yolngu children must be raised (as he was) to function and thrive in two worlds—a cultural world and a non-Indigenous world.

Dr G Yunupingu was required to represent his Clan and family from an early age; this too has been his expectation of his grandchildren, who are extraordinary and exceptional young leaders within their Yolngu and Pembroke communities. Dr G Yunupingu was a proud grandfather to Pembroke old scholars and students Gadingura (Michael) Yunupingu (2015), Djunmili (Richard) Yunupingu (2018), Abbey (Rrikawuku) Yunupingu (Yr 11), Danielle (Nanapa) Yunupingu (Yr 12) and Emilio (Dharrwilwil) Berryman (Yr 12).

As a measure of love, respect and understanding Dr G Yunupingu adopted Amanda Bouchier as his daughter, and sister to his daughter Binmila Yunupingu, in 2017.

The impact of the extraordinary Dr G Yunupingu AM has been profound and felt across our community; he always greeted us with arms and heart open, made time to listen, advised and steered us, and gave us patience, loyalty, truth and love. Dr G Yunupingu AM worked hard throughout his life to gain respect for and improve the lives of the first owners of this continent, aiming to share knowledge and join all Australians together in truth and understanding for a reconciled future. Most recently, his efforts were wholly devoted to the Voice to Parliament and forthcoming referendum. We are all the richer for having known him and having been touched by his grace and wisdom. His legacy will continue to educate and shape us as a community and as a nation.

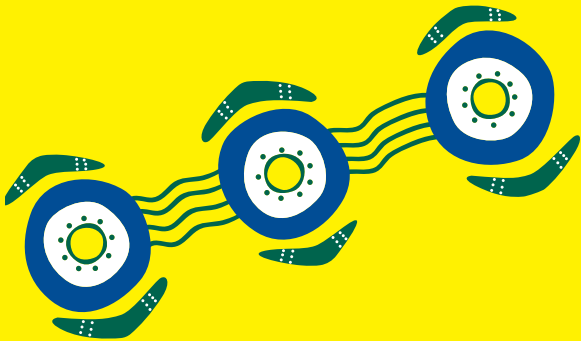
We the Pembroke community honour his magnificent and lifelong example by continuing our work towards a reconciled Australia, and we will continue to support and uphold the Gumatj / Pembroke School Bala Rali for many generations of future Yolngu leaders to come.

Amanda Bouchier
Director of Community Engagement
and Indigenous Education

The boomerang signifies the strength and determination to fight on, in any situation, giving it our all and trying our best. The blue and white inner circles represent the strong connection and belief we share for one another, we are a team. The wavy green lines connecting each circle represents reaching out to the wider community and understanding the cultural attachment. Overall this design is about identity, strength and accomplishment. We as a school understand the cultural attachment of Aboriginal people to their land.

Jenice Gordon (2017)
Indigenous Youth Leadership
Program 2014 – 2016
Halls Creek, Western Australia

Brenz Saunders (2015)
Indigenous Youth Leadership
Program 2013 – 2015
Ceduna, South Australia



‘My inner life is that of the Yolngu song cycles, the ceremonies, the knowledge, the law and the land. This is yothu yindi. Balance. Wholeness. Completeness. A world designed in perfection, founded on the beautiful simplicity of a mother and her newborn child; as vibrant and as dynamic as the estuary where the saltwaters meet the freshwaters, able to give you everything you need.’

Dr G Yunupingu AM

This tribute to Dr G Yunupingu AM was approved for publication by the Yunupingu family.

Calendar

The following events and details are correct at the time of print.

2023 Dates

June

- Percussion and Concert Bands Concert

Wednesday 7
DY Hall

- Strings and Orchestra Concert

Thursday 8
DY Hall

- P&F Middle School Parent Drinks

Friday 16
Shipsters Road

- Brisbane Old Scholars Event

Wednesday 21
Location TBC

- 2013 10 Year Reunion

Friday 23
Shipsters Road

August

- P&F Senior School Parent Drinks

Friday 11
DY Hall Balcony

September

- Music Showcase Concert

Friday 1
Location TBC

- Sydney Old Scholars Event

Wednesday 6
Location TBC

- King's Luncheon

Thursday 21
Old Scholars War Memorial Pavilion

- POSA AGM

Wednesday 20
Old Scholars War Memorial Pavilion

November

- Melbourne Old Scholars Event

Thursday 9
Location TBC

- 2003 20 Year Reunion

Friday 10
Location TBC

- Year 11 Drama Production SACE

Thursday 16 – Friday 17
Wright Hall

- Pembroke Live

Sunday 19
Osmond Terrace Function Centre

- 1973 50 Year Reunion

Friday 24
Location TBC

- Spring Fling

Friday 24
Girton Lawns

- P&F AGM

Tuesday 28
Middle School Resource Centre, King's Campus

December

- 1993 30 Year Reunion

Friday 1
Location TBC

- Readings and Carols

Sunday 3
Location TBC



→ Lia Litchfield (Yr 9) competes at the annual Middle School Pembroke Pet Show Day with her dog, Tyson.

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