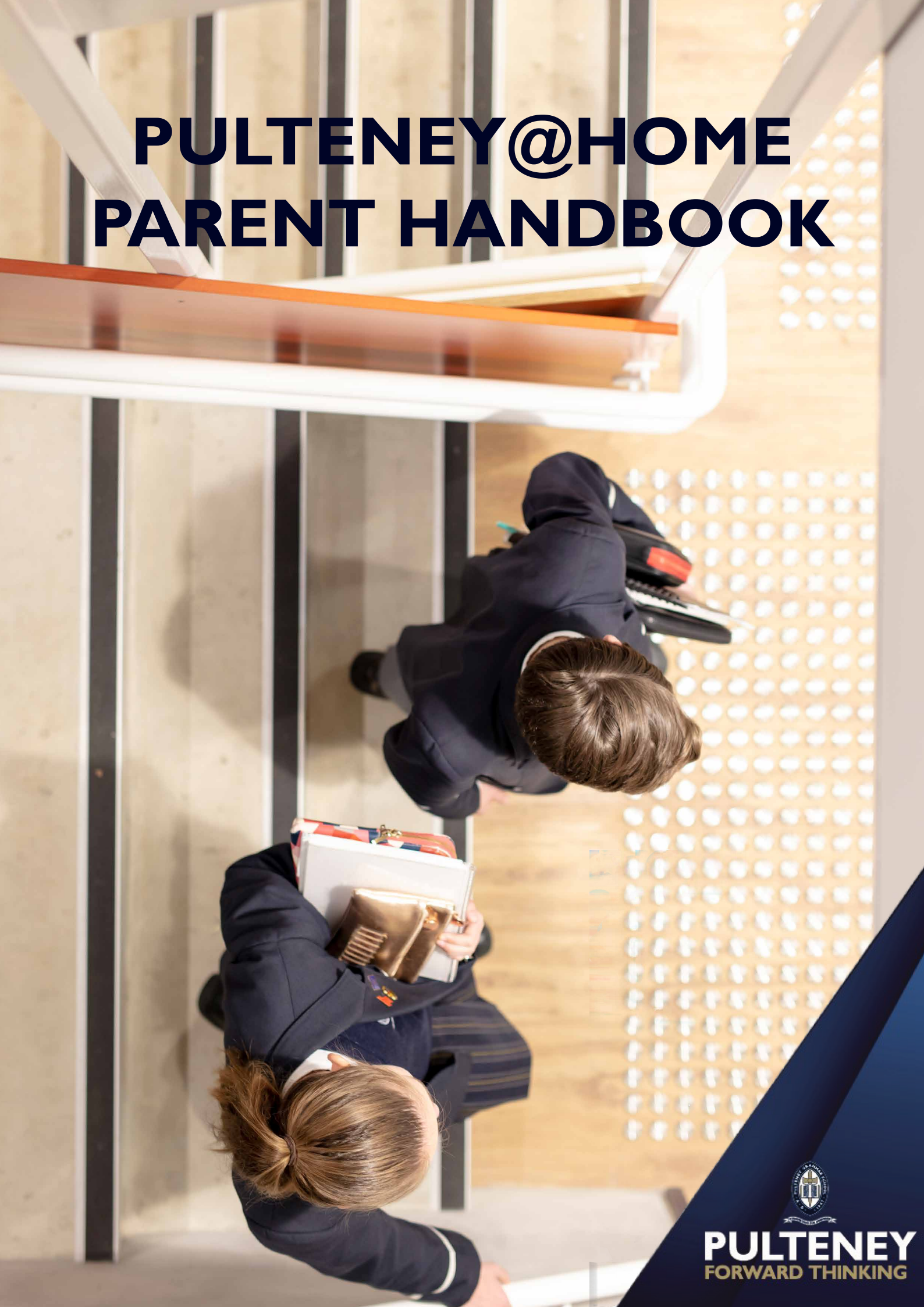


PULTENEY@HOME PARENT HANDBOOK



PULTENEY
FORWARD THINKING





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Welcome to Pulteney@Home

This guide has been developed to assist you as we temporarily transition to our Virtual Learning Program: Pulteney@Home.

Pulteney@Home offers a model that allows the school to move, temporarily, to a Virtual Learning Platform while our campus remains open and will give students and teachers access to the best possible mix of online tools and onsite support services to allow students' learning to continue uninterrupted.

The discipline we will have around online learning is exactly the same as in our physical classrooms. Your child will still have access to the same high-calibre teaching staff and resources.

Lessons will be created to include three pedagogical components:

- 1) Explicit instruction – Teachers will provide direct teaching of concepts and content
- 2) Contribution – students will be afforded the opportunity to contribute to a discussion or develop ideas with you and their peers
- 3) Independent Practice – students will have the chance to undertake activities or study on their own.

These three components of each lesson are best practice teaching and learning, and will be familiar to teachers and students alike, and already form the structure of most classes. They afford the chance for teachers to vary their teaching, while also enabling a continuity of learning. Most students are already familiar with digital learning. For some, this digital delivery will be the only difference.

Pulteney@Home is an extension of schooling at Pulteney Grammar School. Students are able to work from home on some days and attend school on other days as might prove in their best learning interests. Teachers will, from time to time, and particularly for students studying SACE subjects, require students to attend school to undertake requisite summative assessment tasks or practical lessons. Teachers will provide due notice for these and all such sessions will occur exercising the most current social distancing measures.

Pulteney is more than just a school – it is a strong, diverse and supportive community. Whilst learning has, for the foreseeable future, changed significantly, we will, as we have always done so: prosper, by our handiwork.

Mr Cameron Bacholer
Principal



Overview of Pulteney@Home

This guide has been developed for parents, to assist in your understanding of how Pulteney's virtual learning program, Pulteney@Home will be delivered.

It has been deemed that, for the time being, the best option in the interests of student learning is to adopt our Pulteney@Home model as the School's preferred method of instruction.

What does delivery of Curriculum look like under Pulteney@Home?

For students in Years 6 – 12, the curriculum will be delivered via Microsoft Teams.

Staff and students, on the whole, are familiar with using Microsoft Teams as a tool for facilitating teaching and learning.

For students in Years ELC – Year 5 will receive learning tasks via SeeSaw, which parents and teachers are very familiar with using.

Use of additional Apps and textbooks

Teachers use a variety of resources that support their teaching and engage students in their learning. These might include but are not limited to Clickview, OneNote, Education Perfect, stiles, quizlet and many more. Teachers are encouraged to continue to use these resources, however it is vital that all students are able access resources that teachers are instructing their classes to use. Information on how to access and use some of these Apps is provided within this booklet.

Inclusive Learning Support

Students will continue to have access to inclusive education support staff whilst engaged in Pulteney@Home. The Inclusive Learning Team (ILT), has measures in place for the continued support of students under Individual Learning Plans (ILP).

Inclusive Learning team members have developed plans which:

- Outline the students/classes each ILT member will be supporting (aligned to current timetable and list of identified students)
- Detail the work ILS members will be supporting students with through Pulteney@Home
- Support the class learning
- Identify how ILS staff will communicate with the teachers/students/families.

Parents are invited to contact sub-school Personal Assistants to arrange a phone conversation with staff. Alternatively, staff are available for contact via email during school hours.



Overview of Pulteney@Home

Your child's routine

It is recommended you support your child to establish a routine from the first day of virtual learning, using the timetable/schedule provided to set regular hours for school. A routine will help them to successfully adjust and stay on top of their workload.

Students are not required to wear their full school uniform, please wear something identifiably Pulteney (for example a hat, ribbon, sports t-shirt, badge etc. or display something Pulteney with them).

Staying healthy

Students' timetables will include regular breaks for activity, eating and drinking. It is important that you encourage your child to get up and move around during breaks. Students are also encouraged to keep to a normal bedtime.

Staying focused

If your child is learning virtually from home, you may want to assist them to find a quiet place where they can focus on their lesson with minimal distractions.

Encourage questions

If you feel like your child doesn't understand something or has questions, please encourage them to ask their teacher or classmates online.

Maintaining connections

We understand that school is so important from a social perspective. Whether it's over the phone, text message, via social media (with your permission) or perhaps through a lunch catch up session, please encourage your child to stay connected with their peers. The school will also be investigating ways to maintain the incredible Pulteney sense of community.

Student expectations

Pulteney@Home is an extension of the culture of Pulteney Grammar School. Students are asked to adopt the same respect for each other, their teachers and the School as they would each and every day on South Terrace. The following school policies are provided as a reminder of this:

- iPad Take Home Guidelines (refer page 17 - 18)
- [B4 Responsible use of ICT \(2017\)](#)
- [A6 Anti-Bullying and Harassment Policy \(Students\)](#)

Recording student Attendance

Students will record their attendance through Microsoft Teams (refer to Virtual School Day - Page 10). Parents are asked to report their child's absence via phone message or email to the relevant sub-school PA.



Collaboration, group work and peer feedback during virtual learning will require students to communicate online and work together in digital spaces.

The expectations of your child and their required behaviour will be the same as a face to face lesson.

As a student of Pulteney Grammar School, your responsibilities during virtual learning include:

- Respecting other users and their wellbeing, by treating others with kindness, respect and consideration.
- Being a responsible digital citizen by maintaining responsibility for your online safety, passwords and device security.
- Notifying your teacher if you are unable to participate – attendance and participation will be recorded.
- Completing tasks with integrity and academic honesty, doing your best work.
- Communicating proactively with your peers and teachers, whilst understanding responses may not be immediate.
- Identifying a safe, comfortable, quiet space in your home where you feel comfortable and can work effectively and successfully.
- Collaborating and supporting your peers in their learning.
- Not sharing content from your teachers or peers outside of your designated classroom digital space.
- Continuing to use proper grammar and avoid excessive use of emojis.

Online safety

- Protect your privacy by not posting personal details or those belonging to others in an online forum.
- If you are the recipient of unsuitable material or experience any kind of online bullying or negative behaviour, please let your teacher or a member of staff know. Provide a screenshot if you can.
- Only accept invitations to join digital platforms or groups from your teacher's email address.

Please note, even though you may not be on school grounds, you are asked to abide by the [B4 Responsible use of ICT \(2017\) Policy](#).



Communication

Pulteney already utilises online platforms to communicate with you and your children. The school will continue to provide regular and consistent communication about important school news through these channels, which include emails, phone calls when appropriate, the Pulteney Review, News@Pulteney and through social media channels.

Please ensure you are familiar with how the school and your child's teachers will be communicating with you and check that channel regularly.

There is a list of key staff contacts in this booklet, should you need to contact teachers for learning support, as well as advice on who to contact for technical support.

We appreciate that this situation will be new for most families – as it is to the school and its teachers. Pulteney endeavours to engage in a cycle of continuous improvement and refinement based on feedback and would appreciate your feedback.

Communicating with teachers

Pulteney@Home will ensure the stream of communication to your child maintains momentum in learning, whilst reducing uncertainty and disconnection in a virtual learning environment.

Teachers will utilise a number of learning management systems to communicate with your child, with Seesaw being the predominant channel for ELC – Year 5, and Microsoft Teams for Year 6 – Year 12. Email will be utilised and phone calls and video chat applications may also be utilised as appropriate.

Teachers may have set times during which students can chat with them online and they can deliver video lessons. In addition, they may have set times set aside for calling students on the telephone.

It is important for you and your child to remember that teachers will be communicating with other families and that your communications should be meaningful and short. You may also need to remind your child to be patient when waiting for support or feedback.



Virtual Learning Principles

Provided to guide students:

Being a positive contributor

- ✓ We enjoy learning together and take this opportunity for learning beyond Pulteney to connect with place, space and each other in new and respectful ways.
- ✓ We are inclusive of all learners and use online forums to invite the opinions of others, being careful to include those who might not be online at the same time as we are.
- ✓ We ensure our contribution respects the rights of others to learn and the teacher to teach.
- ✓ We are careful of adding in-jokes or memes (sometimes these can be taken out of context when delivered online).

Being an Active Learner

- ✓ We follow requests of our tutors and Teachers, check in regularly and ask questions.
- ✓ We use home resources in creative and sustainable ways to enhance our learning and experience.
- ✓ We think before we post and allow time for our classmates and teacher to respond.
- ✓ We check for our understanding and are confident in asking questions and seeking clarification.

Take Responsibility

- ✓ We respect that 'Pulteney@Home' is an extension of our Pulteney learning space and recognise that our home space and attire should reflect our professional learning attitude.
- ✓ We are mindful of taking time and care with our surroundings, especially in relation to using any camera and video functions on our devices.
- ✓ We respect the time we are all scheduled to learn together and manage our time to be online when required.
- ✓ We uphold the values of Pulteney in all ICT interactions.
- ✓ We follow teacher requests.

Activating Wellbeing

- ✓ We manage our time between online and offline and find the time to activate our wellbeing and encourage others to do the same as well.
- ✓ We ask for help when we need it from our Teacher, Tutor, Head of House or the Wellbeing Team.
- ✓ We are all in this together; part of this great school, forward thinking in our approach to new and exciting ways of learning on campus and offsite.



The Virtual School Day for Years 5 - 12

MONDAY	LESSON
8.45am - 8.55am	TUTOR
9am - 9.50am	1
10.10am - 11am	2
11am - 11.30am	RECESS
11.30am - 12.20pm	3
12.20pm - 1.30pm	LUNCH
1.30pm - 2.20pm	4
2.40pm - 3.30pm	5
3:30pm	You're done!!

TUESDAY - FRIDAY	LESSON
8.45am - 8.55am	TUTOR
9am - 10am	1
10am - 10.30am	BREAK
10.30am - 11.30am	2
11.30am - 12pm	Wellbeing / Assembly / Activities
12pm - 1pm	LUNCH
1pm - 2pm	3
2pm - 2.30pm	BREAK
2.30pm - 3.30pm	4



Your Child's Workspace

Connection

Device is charged and connected to power and Wifi.

Health

A water bottle nearby is a must.

Comfort

A comfortable chair, with device at eye level.

Tools

Students should have everything they need close by.

Don't have a lesson?

Students to self manage their learning during this time. Students will receive weekly 'Self Managed Learning Menu' with tips to create a personal learning classroom and how to stay connected with teachers.

Stay Hydrated and Fuelled

Your child should be eating and drinking regularly. The Wellbeing Team will share some great ideas and tips.



Lesson Structure

Before the lesson

The teacher will:

- Place the lesson outline on Microsoft Teams.
- Place links to external resources in lesson outline.
- Outline learning tasks that will require resources sourced from home.

Start of the lesson

Welcome students to the lesson.

This is initiated by the teacher via post within the channel and attendance recorded by the students using the 'thumbs up' emoji.

The teacher will mark the roll (where possible) via Edumate.

Lesson Pathways

Explicit teaching

This may be in written form or via video conferencing.

Contribution

An opportunity for the students to ask questions, seek clarification or contribute to the learning of others.

This might be via class chats, channel conversations or video conferencing

Independent practice

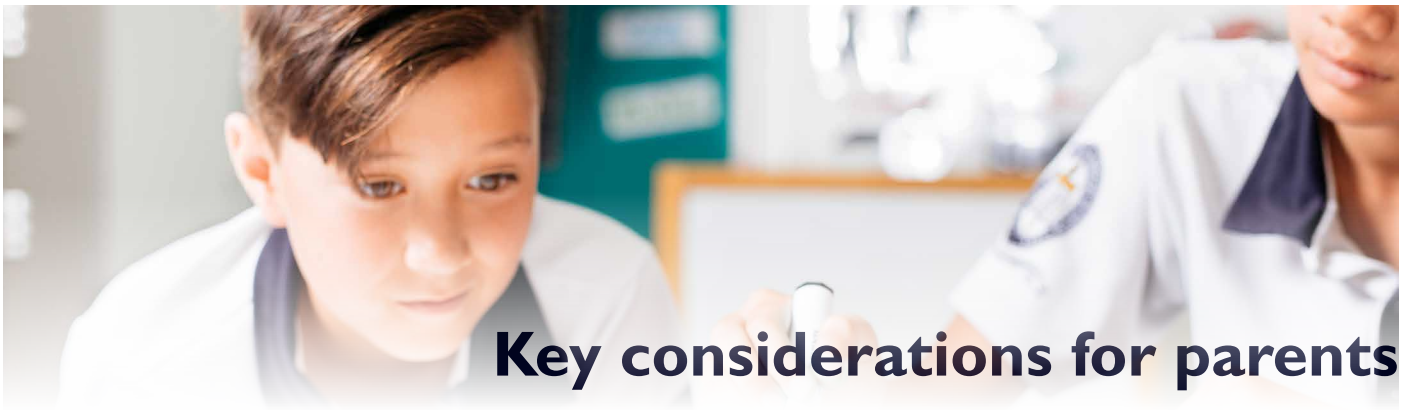
Occurs when students are busily engaged in the task at hand, which may take the form of assignments or course work.

The teacher remains accessible during this time to answer any questions students may have and provide further instruction.

End of the lesson

Initiated by the teacher and may include the following:

- ✓ Wrap up of the lesson
- ✓ Close of video / chat if relevant
- ✓ Exit ticket
- ✓ Direct students to their next lesson
- ✓ Homework set, pre-reading / instructions for next lesson



Key considerations for parents

Provide support for your children by:

- Establishing routines and expectations
- Defining a space for your child to work in
- Monitoring communications from teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your children process their learning
- Encouraging physical activity and/or exercise
- Checking in with your child regularly
- Monitoring how much time your child is spending online
- Keeping your children social, but set rules around their social media interactions.

Student responsibilities for Pulteney@Home

These responsibilities should be adjusted according to the age of your child:

- Establishing and/or following a daily routine for learning.
- Identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully.
- Respecting other users and their wellbeing, by treating others with kindness, respect and consideration.
- Being a responsible digital citizen by maintaining responsibility for their online safety, passwords and device security.
- Notifying the relevant sub-school assistant if they are unable to participate – attendance and participation will be recorded.
- Regularly monitoring digital platforms and communications (365, Teams, Seesaw, email etc) to check for announcements and feedback from teachers.
- Completing tasks with integrity and academic honesty, doing your best work.
- Doing their best to meet timelines, commitments, and due dates.
- Communicating proactively with their teachers if they cannot meet deadlines or require additional support.
- Collaborating and supporting their classmates in their learning.
- Pulteney's [B4 Responsible use of ICT \(2017\) Policy](#).
- Seeking out and communicating with school staff as different needs arise.
- Not sharing content from teachers or peers outside of the designated classroom digital space.
- Protecting privacy by not posting personal details or those belonging to others in an online forum.
- If your child is the recipient of unsuitable material or experiences any kind of online bullying or negative behaviour, please let the class teacher or a member of staff know immediately. Provide a screenshot if you can.
- Your child should only accept invitations to join digital platforms or groups from their teacher's email address.



Your Child's Wellbeing

Wellbeing @ Home

Pulteney's Wellbeing Team will continue to support students and staff in four main ways:

- 1) Providing a high level of ongoing support to students who access the counselling services on a regular basis, which prioritises a secure and confidential service.
- 2) Providing a clear channel to support for students and families who may wish to access support services for the first time once Pulteney@Home is implemented.
- 3) Providing positive, actionable activities and advice for students and families to use on a regular basis to assist in line with the Pulteney Attributes of Wellbeing.
- 4) Provide advice and referral channels to Teachers, Tutors, Heads of House, Assistant Heads of School and Heads of School for students.

Students can access the Wellbeing Team via email. Appointments will occur via phone or by the use of the telemedicine platform, www.doxy.me

If you/your child has a regular appointment with a member of the team, that team member will send an email to arrange an appointment time and the options for how this appointment will take place. If the appointment is to take place via telephone, those details will be shared via email and the counsellor will contact the student / family as close to the arranged time as possible. If a video conference is requested, the team member will send the step by step process via email.

The doxy.me site is a worldwide, secure and confidential telemedical service which is the preferred service utilised by the Wellbeing Team. It requires no download and is accessible on an internet enabled device, using Google or Firefox.

Referrals and appointment requests can be made via wellbeingservices@pulteney.sa.edu.au or with a member of the team directly:

- Esra Herdem, School Counsellor (esra.herdem@pulteney.sa.edu.au)
- Annecke Redelinghuys, School Counsellor (annecke.redelinghuys@pulteney.sa.edu.au)
- Chris Clements, School Psychologist (chris.clements@pulteney.sa.edu.au)

For other requests or enquiries, please contact:

- Steven McCulloch, Head of Student Wellbeing (steven.mcculloch@pulteney.sa.edu.au)



Your Child's Wellbeing

Support of each student both academically and pastorally is, as always, of paramount importance.

How you can support your child during Pulteney@Home

Tips for looking after your child(ren) during a virtual instruction of learning include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it.
- Exercise is proven benefit for physical and mental health.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).







Technology and IT Support

Devices

Pulteney already has a wide range of software and devices available and these have been specifically chosen to provide your child with the support they need.

If your child experiences any problems accessing the platform(s) used for Pulteney@Home, please contact their Teacher or Tutor in the first instance.

Please note that Pulteney's ICT hours of operation are 8:00am to 4:30pm, business days.

iPad Take-Home Guidelines for Learning Continuity

The 1:1 iPad initiative has continued to enhance teaching and learning programs throughout Kurrajong and Prep. These are school owned devices and, as such, have been configured to operate in an educational environment. It has been general practice for these devices to remain at school, however, we recognise that there are times when home use may be required. For example, extended periods of student illness or family holidays. These guidelines have been designed to facilitate the safe and appropriate use of iPads at home whilst enabling effective teaching and learning beyond the classroom.

Insurance and data considerations

Families are expected to take exceptional care of the school owned device assigned. School insurance will not cover these devices during transit or while they are off premises and families will be liable for any damage, loss, replacement or costs associated with repair/replacement.

Families are encouraged to investigate personal home and contents insurance policies to ensure that devices are covered for accidental breakage or theft while in their possession. It may be prudent to obtain additional coverage for the device if it is not covered by your current policy.

Families should not attempt to repair iPads. Any damage should be immediately reported to the classroom teacher and will be managed by the School where appropriate.

Families should also be aware of their current internet plans and how the use of extra devices might impact their data quotas. Please ensure you have an adequate data plan to avoid unexpected bills.

Acceptable use while at home

School owned iPads are to be used for school related purposes only and the practices of acceptable use outside the school still apply. Students should not engage in any messaging or activities outside these parameters on school owned devices. For example, teacher sanctioned conversations about a school related topic are acceptable. General chit chat with friends is not. Please use personal devices for these communications.



Technology and IT Support

School owned devices have been configured to suit the age and stage of individual students. No attempt should be made to remove or add applications or change the settings in anyway. Any attempt to do so may result in the malfunction of the device and/or loss of student work.

Parents should be aware that due to the configuration of these devices for a school setting, in which extensive firewalls are employed, parental controls cannot be installed. Parents are encouraged to employ sound supervision practices and/or internet controls. Please contact your internet service provider for further details on how to restrict your child's internet access.

Students are encouraged to take regular screen time breaks. It is good practice to look away from a screen every 15 minutes and to change positions (seated, standing and lying down) regularly.

General Care

- Only use a clean, soft cloth to clean the screen. DO NOT use chemicals, cleansers or antibacterial solutions of any type on screens.
- Cords and cables must be inserted carefully into the iPad to prevent damage.
- iPads must never be left in an unattended backpack, unlocked car or any unsupervised area.
- Students must always keep their iPad in the protective case provided.
- iPad screens can be damaged if subjected to rough treatment. Screens and corners are particularly sensitive to damage from excessive pressure.

These guidelines are intended for use in conjunction with the iPromise signed by your child at the beginning of the year. Please ensure you have read both documents carefully indicating that you accept full responsibility for the safe and appropriate use of the device while at home.

Parents may opt to use devices they have available at home rather than accepting responsibility for school owned devices. Families choosing this option would need to ensure that their child has access to a fully operational device with an internet connection in order to utilise programs such as Microsoft Teams and Seesaw (both web-based solutions).

Students, as a minimum, would also require access to programs such as Word/Pages, Powerpoint/Keynote and Excel/Numbers.

Parents of students using a Pulteney iPad will need to sign the 'iPad Take-Home Guidelines for Learning Continuity' form, which will be provided by the teacher.



Technology and IT Support

Managing screen time

Screen time refers to the amount of time a user spends on a device to access on-screen activities.

There are limits as to the amount of time everyone should spend online, but the amounts and the rules for screen time vary by age.

Video conferencing and social interactions using video do not count towards screen time.

Some screen time activities such as online socialising and gaming can be very immersive. Make sure that non-school activities are limited in length.

Accessing digital learning platforms

To support your child in using online and digital resources as part of Pulteney@Home, consider the following questions.

- Does your child know how to access the student portal?
- Does your child know how to log in to devices and websites?
- Does your child know their username and password or know how to reset their passwords if necessary? (teachers can reset student passwords if your child forgets their password).
- If you and your child are unsure about the answer to these questions contact your child's Classroom Teacher or Tutor for support.

Learning environment checklist

- In setting up this space for your child, the following should be considered:
- Is the area free of distraction?
- Is there area free of excessive noise?
- Does the area have sufficient power points available?
- Is there proper desk and chair and other necessary equipment (light, stationery and devices)?



Kurrajong Priorities & Considerations

The Pulteney@Home plan in Kurrajong recognises that a child's home and community is a powerful learning environment and direct source of information. Home learning requires teachers and family members to work together to support continuous learning experiences to occur. Due to the hands on and experiential style of learning with students of this age, teachers may require support for children to be able to access a range of materials to use when engaging in some lessons. The primary tools for communication will be Seesaw and email for students from ELC-Year 2.

Students will follow a daily schedule that will be provided by their class teacher. This will include specialist lessons such as Art, Health, Sport, Languages and Music. The Seesaw based flexible learning program provided will include the choice of a mixture of on and off-screen structured activities. Increased opportunities for live dialogue with teachers will be provided for students in Kurrajong. Each morning will begin at 8.45am with a greeting and roll-taking process.

Students will be provided with a range of activities that will incorporate on and off-screen experiences that will connect to our current curriculum.

Home learning will be structured by three aspects of learning: explicit instruction, opportunities for student contribution and independent practice while undertaking the task.

Learning tasks will be posted to the 'Activity' section on Seesaw and information will be provided with directions for families on how best to support the student learning and the expected level of adult involvement.

Students, parents and carers are encouraged to be proactive in reaching out to teachers when they have questions or if task instructions are unclear.

Students are also encouraged to use their non-programmed time to read, investigate a personal interest, practice a musical instrument, create, build models and be active outdoors.

Families in the Early Learning Centre will be provided with materials and range of links to online storybooks, nursery rhymes, counting songs and outdoor learning activities. A timetable will also be provided for students to engage in learning opportunities following the Early Years Learning Framework.



Guidelines

Establish a schedule

During a transition such as this, students need consistency. Keep normal meal and bedtimes and start learning when school typically starts each day to ensure a routine is followed. Display your child's schedule where they can see it.

Create a designated learning space

Organise learning materials and designate a common area for learning. Ideally, the space should have a strong wireless connection, can be blocked from noise at times, and is located where family members can participate in your child's learning.

Begin and end each day with a check in with your child

Designating time to check in with your child helps your child feel more secure and supports them to process the situation. You could ask questions such as: "What are you learning today?" "What materials do you need?" "What did you enjoy learning today?" "What was challenging?"

Schedule physical activity and social interaction

Physical and social activity are essential to your child's wellbeing. Scheduling time for movement, social interaction and play helps your child have a positive experience at home.

Some ideas include: create a family dance, act out a scene from a book, interview a family member, play your favourite game, cook or bake your family's favourite recipe.

Support your child's emotional needs

In stressful times, children need supportive and stable relationships with trusted adults. Stay close with your child and provide age-appropriate information.

Monitor communications from your child's teacher and school

Please ensure you know how and when you will receive communications with teachers.

Mrs Natalie Natsias


Head of Kurrajong

Email: natalie.natsias@pulteney.sa.edu.au

ELC Pulteney@ Home


Outline of a possible day

① DEVELOPMENTAL PLAY




Encourage your child to engage in dramatic role play. Support play which may include dinosaurs, construction (blocks, Lego, boxes) tea parties, cars, dress ups, dolls, teddies or school.

② LEARNING FOCUS




Each day your child will be provided with an idea or activity supporting numeracy, literacy, art, movement, music or quiet time.

③ OUTDOOR, INDOOR & FREE PLAY




Encourage your child to venture outside and engage in a physical activity. Dancing, climbing, building a cubby, preparing a picnic, camping in the backyard, play with a ball, ride a bike or scooter, create something using natural materials.

④ STORY-TIME




You may want to read and discuss a book with your child, or watch our teacher led stories, or engage in on-line books through YouTube or access Story Box library.

⑤ INDEPENDENT QUIET TIME



Encourage children to independently rest their bodies to recharge. This may include listening to relaxing music, quiet drawing, sleep, puzzle, yoga or a book.

⑥ INQUIRY WORK



Tasks will be set that allow students to explore, be creative and curious. We encourage parents to also Investigate areas of personal interest to their child and share these with ELC.

We encourage all families to establish a learning routine at home to support continuity of learning and maintain trusted bonds with educators through Seesaw and email.

This will aid a smooth transition when the children return to Pulteney Grammar School.

It is important to continue the established routines to provide a sense of security and structure to their learning day.

ELC daily program times are as follows:

8.50am : Morning meeting - Learning Focus

10.30am : Morning Tea

11.00am : Outdoor, Indoor Free play

12.30pm: Lunch

1.00pm : Rest/Sleep Independent quiet time

1.45pm : Developmental Play

3.10pm : Afternoon Tea

3.30pm: Story time - Inquiry Work

PROGRAM

Each week you will receive via Seesaw a suggested outline of activities for each day. To help parents set up a routine at home we suggest you set up a learning space in your house and explain to your child that you will be learning at home each day.

COMMUNICATION WITH ELC

Presentation of the ELC Pulteney@Home learning will be accessed via Seesaw. Email to share your child's learning will be the primary form of communication between yourself and the teachers.

The teachers will check-in and touch base with you via telephone or email. ELC teachers will be in contact with you to arranged these times.

WELLBEING OF STUDENT

The wellbeing of our students and ensuring they remain connected to the Pulteney Grammar School community is essential and a priority as we move into ELC Pulteney@Home. If at any point you become concerned about the wellbeing of your child or you feel the need to seek advice, please contact your teacher.

KEY CONTACTS

Natalie Natsias: Head of Kurrajong

natalie.natsias@pulteney.sa.edu.au

Manager of Early Childhood Education and Care:

dareska.brus@pulteney.sa.edu.au

ELC-W Teacher: katrina.white@pulteney.sa.edu.au

ELC-T Teacher: enid.behrens@pulteney.sa.edu.au

ELC-Y Teachers: sarah.nicholas@pulteney.sa.edu.au &

jenny.burgoyne@pulteney.sa.edu.au



Reception - Year 2 Pulteney@Home



① GREETING

This is the attendance check in with your child's class teacher and an opportunity to ask questions and provide feedback.



② ENGLISH

Our sequenced InitialLit lessons will continue remotely.



③ NATURE PLAY

Encourage your child to go outside and engage in the activities suggested.



④ MATHEMATICS

Mathematics lessons will be implemented with a focus on using hands-on manipulatives while problem-solving.



⑤ WELLBEING ACTIVITY

There will be a range of stories and activities to participate in, focusing on mindfulness, keeping healthy and using a growth mindset.



⑥ READING/STORY TIME

During story time you may read and discuss a book with your child, or you may like to use the links to online stories and recorded videos.



⑦ INQUIRY/SPECIALIST AREAS

Inquiry topics will focus on investigations related to a specific theme which will be integrated with a range of subject areas. We encourage parents to also investigate areas of personal interests relevant to their child and to use the surrounding environment with opportunities for sharing and reflecting.

Reception - Year 2 Remote Learning

We encourage all families to establish a learning routine at home to support continuity of learning and maintain trusted relationships with educators through Seesaw and email. This will aid a smooth transition when the children return to face to face teaching. It is important to continue the established routines to provide a sense of security and structure to their learning day.

The timetable that will be provided follows this format:

- 8.45am Greeting
- Session 1
- Nature Play Activity
- Session 2
- Wellbeing/Health Activity
- Story Time
- Session 3 Inquiry/Specialist
- Physical Education

Your child will receive a list of Seesaw activities to work through. These will be dated; however, they will allow for flexibility depending on what works best for your family setting.

COMMUNICATION

Email will continue to be the primary form of communication between families and teachers. Teachers will also schedule a time to check in and communicate over the phone.

WELLBEING OF STUDENTS

Ensuring the students remain connected to the School community is essential and a priority as remote learning continues. If you become concerned about the wellbeing of your child or feel you need to seek advice, please contact your class teacher.



**Pulteney@Home Timetable
Reception-Year 2**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am	Check in on Seesaw Morning greeting Respond with smiley face	Check in on Seesaw Morning greeting Respond with smiley face	Check in on Seesaw Morning greeting Respond with smiley face	Check in on Seesaw Morning greeting Respond with smiley face	Check in on Seesaw Morning greeting Respond with smiley face
Session 1	English	English	English	English	English
NATURE PLAY ACTIVITY					
Session 2	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
WELLBEING/HEALTH READING/STORY TIME					
Session 3	Chinese	Inquiry	Music	Inquiry	Art
Session 4	PE ACTIVITIES				



Prep School Priorities & Considerations

Families will receive an email from the Head of Prep School with the Prep School Pulteney@Home strategies and learning schedule.

The primary tools for communication between teachers and families will be Microsoft Teams, Seesaw and email for Year 3, 4 and 5, and Microsoft Teams and email for Year 6.

Students and teachers will follow a modified version of the normal school timetable. Students are asked to access home devices and will follow a daily schedule that will be provided by their class teacher. This will include specialist lessons such as Art, Health, Sport, Languages and Music.

At 8.45am students are to open Microsoft Teams to allow them to be greeted by their teacher; join the class meeting and receive important instructions about activities for the day.

Students will have both off- and on-screen learning activities designed to engage Prep School learners in experiences that connect to the current curriculum.

Virtual Learning will be structured by three aspects for learning: explicit instruction, opportunities for student contribution where appropriate, and self-guided learning.

Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. Students, parents and carers are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.

Tools used to facilitate learning will include: Teams, Seesaw and online learning programs such as Matific and Mathletics.

Students are also encouraged to use their non-programmed time to read, learn how to do something of personal interest, practise a musical instrument, create art, build models and be active.



Prep School Virtual Day

This is an example only - class timetable may vary.

	Year 3 & 4	Year 5 & 6
15 mins getting ready for learning	8.45am	Class teacher welcome/outline for the day
English 📖	25-30 minutes	45-50 minutes
15 minutes brain food break and outdoor activity		
Mathematics ⌚	25-30 minutes	45-50 minutes
30 minutes for Recess + outdoor activity		
Project based learning through Humanities & Social Science related experiences and/or integrated projects	25-30 minutes	45-50 minutes
30 minutes Home Responsibility. Students to complete household tasks		
60 minutes for Lunch + time spent on an outdoor activity		
Independent Reading Drop Everything And Read (DEAR) Time	30 minutes	
Specialist lessons - teachers will provide curriculum related activities in Languages, Art, Music, Health, Physical Education & Digital Technologies on timetabled days each week	45 minutes	

Ms Denise O'Loughlin

Head of Prep

Email: denise.oloughlin@pulteney.sa.edu.au



Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8.45am start).
- Dress appropriately including something Pulteney or have something Pulteney with you.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (SeeSaw, Teams, email etc) to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support. Collaborate and support your peers in their learning.
- Comply with Pulteney Grammar's Acceptable Use Policy, including expectations for online etiquette.
- Proactively seek out and communicate with staff at Pulteney as different needs arise.





Years 7 - 12

Priorities and Considerations - Middle School & *one ninety*

At the commencement of Pulteney@Home, families will receive an email from the Head of Middle School or Head of *one ninety* with the Pulteney@Home strategies and learning schedule.

The primary tools for communication between teachers and families will be email. Teachers will share materials directly to each student through Microsoft Teams.

For our adolescent learners, Pulteney@Home will focus on having a balanced, holistic learning experience that is not too removed from normal school learning experience. Students will have both off- and on-screen engaging learning activities.

Learning experiences are designed to be completed independently or in collaboration with other students.

Virtual Learning will be structured into three aspects for learning: Explicit Instruction, Opportunities for Student Contribution and Independent Practice.

Resources vary by class and lesson, but will include links to videos, websites, material to read and engage with, independent research material, and reading material.

Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.

Pulteney@Home Schedule, Years 7 - 12

Students and teachers will follow the Pulteney@home timetable which includes five lessons on Mondays and four lessons Tuesday to Friday with an additional wellbeing/House mini-lesson each day (refer pg 10). Students' existing timetable will automatically update according to the Pulteney@Home timetable.

At 8.40am, students are to open Microsoft Teams and make contact with their Tutor Teachers who will welcome the class via a post and students will record their attendance with a 'thumbs up'. Teachers will then communicate the lesson instruction and tasks to students. Lesson plans, resources and activities (including assessment tasks) will be posted on Microsoft Teams or using OneNote (with instructions through Teams).

The day for students will begin at 8.40am and finish at 3.30pm.

Teachers will be contactable during lesson time, as per the normal timetable through Microsoft Teams.



Pulteney@Home Virtual Day, Years 7 - 12

At the commencement of the school day, students will:

- Check in with your Tutor on Microsoft Teams at 8.40am for the first lesson at 9am
- Follow the Pulteney@Home timetable to check in with teachers and ensure that Microsoft Teams sessions are working properly. Students will be informed how the specific classes will function. They may receive a brief, assignments, instructional videos, directed to online resources such as Education Perfect and/or Maths Online or others.
- Follow the School timetable to engage actively and 'attend' the online learning activities at the right time. Every subject will "meet" as scheduled. Teachers may also schedule individual or small group meetings to monitor student progress and give feedback.
- Show teachers that they are engaged by adding to discussion threads, video conferencing and submitting completed tasks.
- Collaborate with other students in class online, as asked, and with teachers during and after the lessons where possible.
- Complete readings and other homework that may be assigned.
- Students are also encouraged to use non-programmed time to read, learn how to do something of personal interest, practice musical instrument, create art, build models and be active.

Tools used to facilitate learning will include:

- Teams
- OneNote
- Edumate
- Education Perfect
- Maths Online

Mr Craig McFarlane

Head of Middle School

Email: craig.mcfarlane@pulteney.sa.edu.au

Ms Rebecca Baker

Head of one ninety

Email: rebecca.baker@pulteney.sa.edu.au



SACE

Priorities & Considerations

Student Expectations

Students are best placed for continual success in the SACE if they maintain and meet the following expectations:

- Maintain an organised structure of their work day.
- Use Teams to openly and proactively communicate with teachers.
- Equitably balance time and effort between all subjects.
- Complete and submit all work in a way that has been designated by the subject teacher (while utilising the established Online Submission File Formula – see below).
- Use their study lines to work on subject content knowledge and skills, communicate with teachers, complete formative and summative work and complete ongoing and proactive revision towards external assessments, such of end-of-year examinations.
- Be flexible in their understanding that as situations develop teachers will continue to develop their learning and assessment program in order to best reflect the needs of their subject and their students.
- Be consistently mindful of subject-specific skills, knowledge, assessments and performance standards when completing all work and activities.
- Endeavour to document learning and keep records of all work completed outside of direct online teaching opportunities, this may include the use of a diary to outline subjects, activities, assessments and time spent, self-reflection journals and keeping a record of all formative learning completed as the learning progresses.
- Ensure their device is updated and backed up in order to protect learning that has already been completed.
- Be responsible for their own learning and in meeting all subject expectations and assessment requirements.

Teacher Expectations

Teachers will continue to prepare and provide the best available continual learning experiences for our SACE students and also be responsible for:

- Cover their normal timetabled lessons and responsibilities and may be teaching a range of classes throughout the day.
- Provide work to students that is equivalent to the expectations of their scheduled subject expectations, where reasonably possible.
- Consistently provide ways for students to demonstrate their progressive learning and understanding of skills and knowledge within SACE subjects.
- Make themselves actively aware of any changes or circumstantial developments from the SACE Board in relation to their subject area.



Teacher Expectations

- Support students in their learning in a range of flexible and engaging ways, including offering opportunities for individual support during study lines.
- Be prepared to adjust or substitute tasks as required depending on the ongoing development of the situation, including rescheduling of tasks and extension of due dates.
- Create flexible opportunities for students to complete substitute activities in place of practical options.
- Actively communicate all changes and expectations to all students.
- Keep records of student learning, areas of concern or lack of student engagement.
- Effectively communicate any area of concern with students' Tutor, Head of House, Head of School, SACE Coordinator, the student themselves and parents.

Parent Expectations

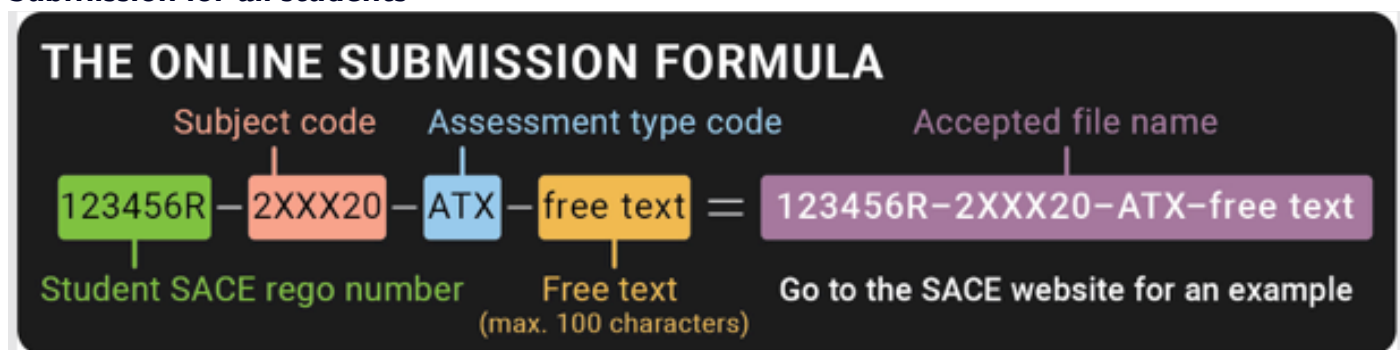
Parents can best encourage student learning and continuity towards outcomes by supporting them in some of the following ways:

- Encouraging their child to work in an appropriate location, with a focus on completing set tasks and ensuring that they have a structured and balanced working day.
- Ensuring their child takes appropriate rest and meal breaks.
- Contact your child's Subject Teacher, Tutor, Head of House, Head of School, or SACE Coordinator if there are any concerns.

The SACE Board website (www.sace.gov.au) provides extensive support materials for students, teachers and parents in order to support the learning journeys of all students completing the SACE.

Information pertaining to consistently changing expectations and developments is relevantly updated via this forum and all parties should endeavour to keep in touch with this as a resource of information or contact the SACE Coordinator, Kirsty Raymond (kirsty.raymond@pulteney.sa.edu.au).

Submission for all students





Key Contacts

Principal

Mr Cameron Bacholer
cameron.bacholer@pulteney.sa.edu.au

Deputy Principal - Strategy & Culture

Ms Deb Dalwood
deb.dalwood@pulteney.sa.edu.au

Deputy Principal - Teaching & Learning

Ms Katherine Adnett
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HEADS OF SUB SCHOOLS

Head of Kurrajong

Mrs Natalie Natsias
natalie.natsias@pulteney.sa.edu.au

Head of Prep

Ms Denise O'Loughlin
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Head of Middle School

Mr Craig McFarlane
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Head of one ninety

Ms Rebecca Baker
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HEADS OF HOUSE

one ninety

Head of Bleby-Howard
Ms Ann Kennedy
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Head of Cawthorne-Nicholls

Ms Bronte Pickett
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Head of Kennion-Miller

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Head of Moore-Sunter

Mr John Taylor
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Middle School

Head of Bleby-Howard
Ms Clare Reed
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Head of Cawthorne-Nicholls

Mr Simon Sharley
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Head of Kennion-Miller

Ms Kirsty Raymond
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Head of Moore-Sunter

Mr Michael Moularas
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LEARNING AREA LEADERS

Head of Sport (Middle & Senior)
Mr Glyn Whatley
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Head of Sport (Kurrajong & Prep)

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Head of Performing Arts

Mr Jonathon Rice
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Learning Area Leader, English

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Learning Area Leader, Digital Technologies

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Learning Area Leader, Languages

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Learning Area Leader, Visual Arts

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Learning Area Leader, Science

Ms Nadia Maglica
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Coordinator of Futures

Mrs Leeanne Johnston-Bryan
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INCLUSIVE LEARNING

Head of Inclusive Learning
Mrs Karen Kurczak
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IT & TECHNOLOGY

eService Desk
support@pulteney.sa.edu.au
8216 5558

WELLBEING

Head of Student Wellbeing
Mr Steven McCulloch
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School Chaplain

Rev Tracey Gracey
tracey.gracey@pulteney.sa.edu.au

Health Centre/Nurse

school.nurse@pulteney.sa.edu.au
8216 5540

EARLY LEARNING CENTRE

ELC Manager
Mrs Dareska Brus
dareska.brus@pulteney.sa.edu.au



Useful Links & Resources

Useful Links for Students

Pulteney website

<http://www.pulteney.sa.edu.au/>

Pulteney Wellbeing

<http://www.pulteney.sa.edu.au/students/wellbeing/>

Kids Helpline

<https://www.kidshelpline.com.au/>

eServices

Ph: (08) 8216 5558

Email: support@pulteney.sa.edu.au

Pulteney Policies

[B4 Responsible use of ICT Policy](#)

[Junior School Behaviour Support Policy](#)

[Anti-Bullying and Harassment Policy \(students\)](#)

Pulteney's official social media channels

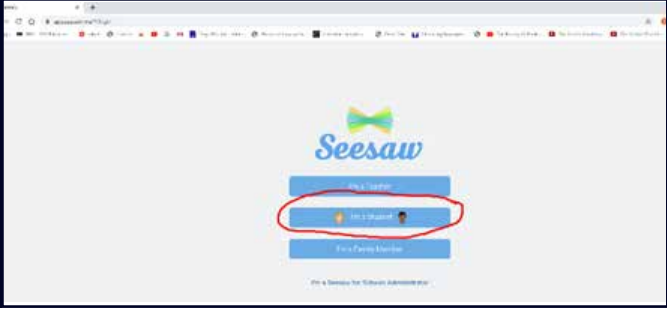
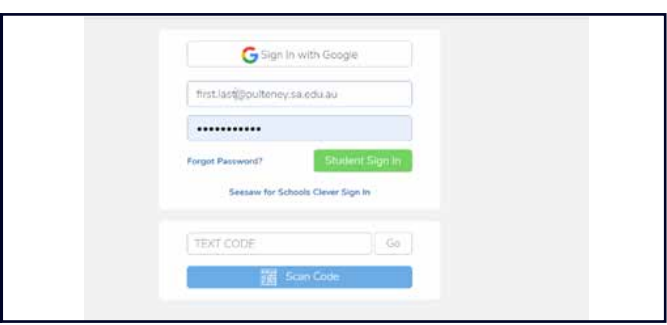
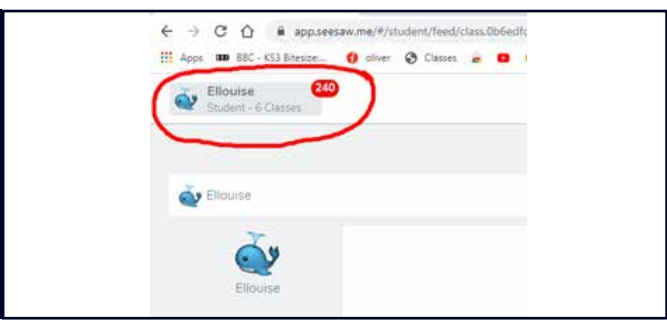
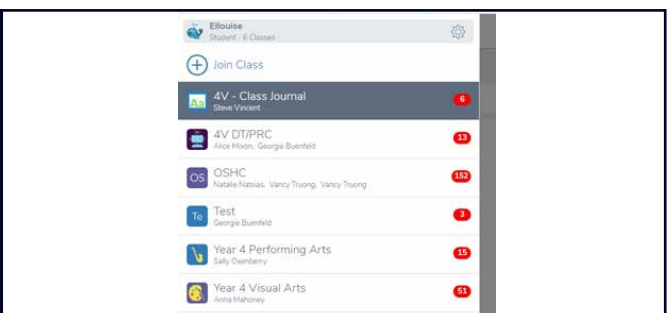
facebook.com/pulteney

twitter.com/pulteneygrammar

instagram.com/pulteney_grammar_school

Seesaw

Year 3 - Year 5 Virtual Learning Program

<ol style="list-style-type: none">1. Go to https://web.seesaw.me2. Click 'I am a student'	
<ol style="list-style-type: none">3. Enter your school email address: <code>firstname.lastname@pulteney.sa.edu.au</code>4. Enter your school password (capital letter of your first name, capital letter of your last name, the year you finish school and the letters PG on the end eg FL2028PG)5. Click 'Student Sign In'	
<ol style="list-style-type: none">6. Click your name to switch between different learning journals.	
<ol style="list-style-type: none">7. Choose the learning journal you need to work from for your lesson.	

ELC - Year 2 Virtual Learning Program

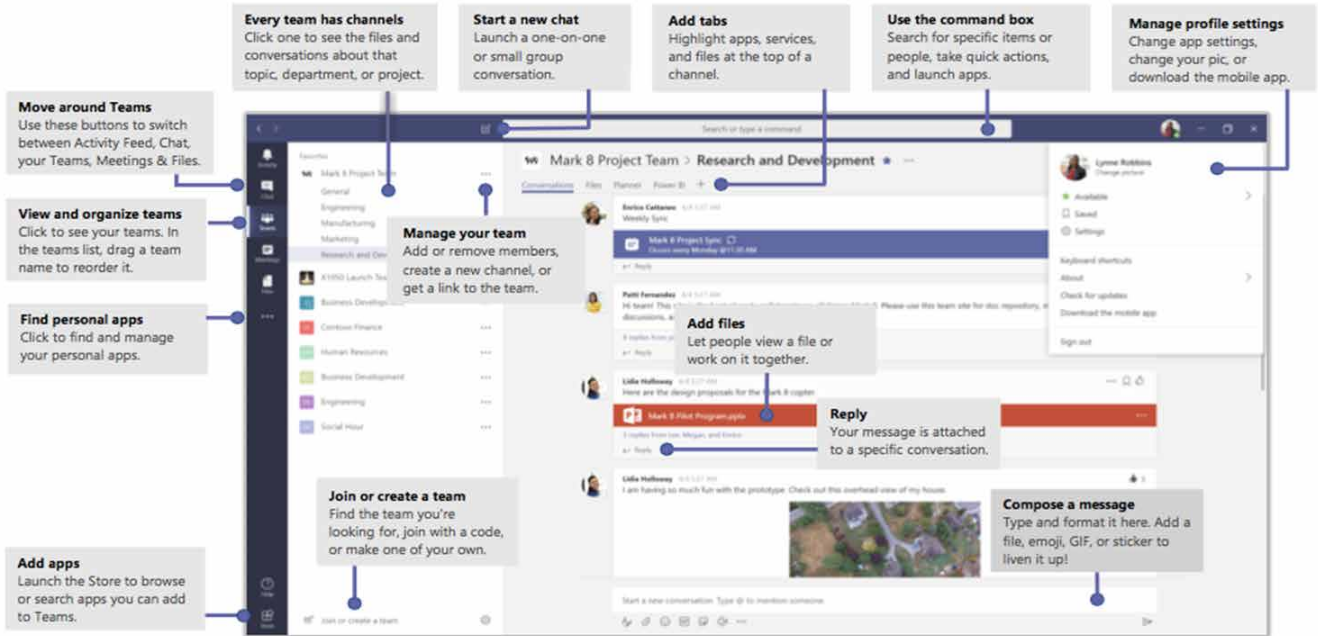
Students in Reception-Year 2 will use Home Learning Codes. Home Learning Codes allow students to log into the Seesaw Class app from home while protecting students' privacy. These codes are unique to each student and have been provided to families in the take home packs. Parents can continue to use the Family application to communicate with the class teacher keeping it separate to the student home learning app. Class Teachers will be assigning activities for the class which will be accessed by the Activities tab. To respond to an activity, your child should tap +Add Response in the Activities tab. Your child will be able to use the Seesaw learning tools and their work will be added to their journal.

Students in the Early Learning Centre will access their learning through the Seesaw Family application which parents are already connected to.

Microsoft Teams - Quick Start Guide

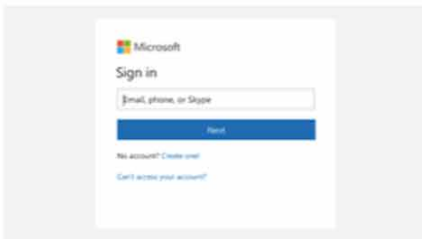
Year 6-12 Virtual Learning Program;
Year 3-6 communication channel for live conversations with teachers

New to Microsoft Teams? Use this guide to learn the basics



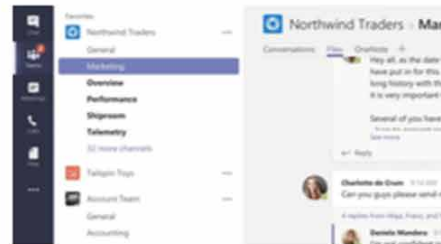
Sign In

In Windows, click **Start** > **Microsoft Corporation** > **Microsoft Teams**. On Mac, go to the **Applications** folder and click **Microsoft Teams**. On mobile, tap the **Teams** icon. Then sign in with your Office 365 username and password. (If you're using Teams free, sign in with that username and password.)



Pick a team and a channel

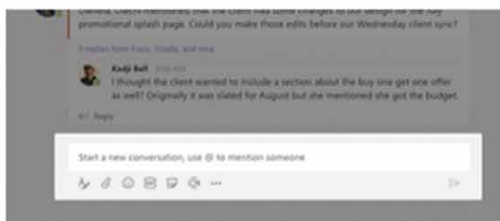
A **team** is a collection of people, conversations, files, and tools—all in one place. A **channel** is a discussion in a team, dedicated to a department, project, or topic. Click **Teams** and select a team. Pick a channel to explore the **Conversations**, **Files**, and other tabs.



Start a conversation

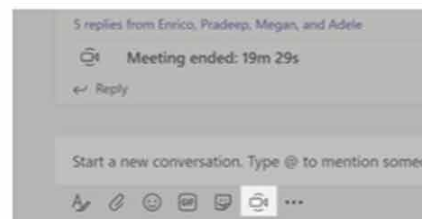
With the whole team... Click **Teams**, pick a team and channel, write your message, and click **Send**.

With a person or group... Click **New chat**, type the name of the person or group in the **To** field, write your message, and click **Send**.






Start a meeting

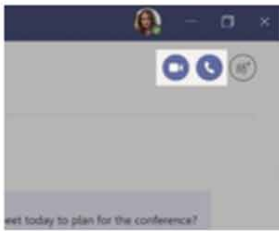
Click **Meet now** under the area where you type a message to start a meeting in a channel. (If you click **Reply**, then **Meet now**, the meeting is based on that conversation.) Enter a name for the meeting, then start inviting people.



Microsoft Teams

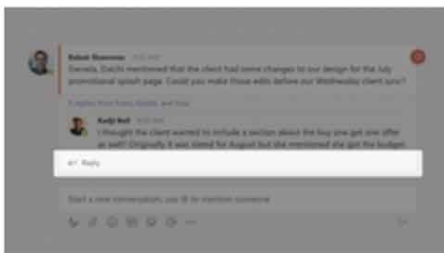
Make video or audio calls

Click **Video call**  or **Audio call**  to call someone from a chat. To dial a number, click **Calls**  on the left and enter a phone number. View your call history and voicemail in the same area.




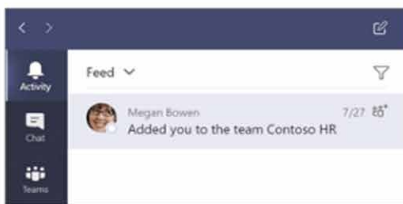
Reply to a conversation

Channel conversations are organized by date and then threaded. Find the thread you want to reply to, then click **Reply**. Add your thoughts and click **Send** .




Stay on top of things

Click **Activity**  on the left. The **Feed** shows you all your notifications and everything that's happened lately in the channels you follow.



Add a tab in a channel

Click  by the tabs at the top of the channel, click the app you want, and then follow the prompts. Use **Search** if you don't see the app you want.




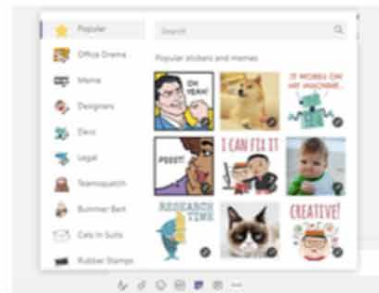
@ mention someone

To get someone's attention, type @, then their name (or pick them from the list that appears). Type **@team** to message everyone in a team or **@channel** to notify everyone who favorited that channel.




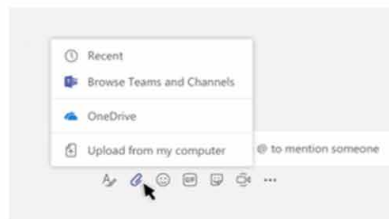
Add an emoji, meme or GIF

Click **Sticker**  under the box where you type your message, then pick a meme or sticker from one of the categories. There are also buttons for adding an emoji or GIF.




Share a file

Click **Attach**  under the box where you type messages, select the file location, and then the file you want. Depending on the location of the file, you'll get options for uploading a copy, sharing a link, or other ways to share.



Work with files

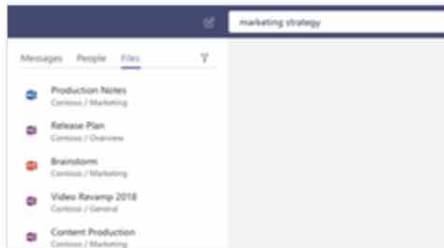
Click **Files**  on the left to see all files shared across all of your teams. Click **Files** at the top of a channel to see all files shared in that channel. Click **More options ...** next to a file to see what you can do with it. In a channel, you can instantly turn a file into a tab at the top!



Microsoft Teams

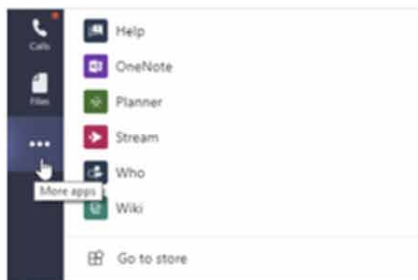
Search for stuff

Type a phrase in the command box at the top of the app and press Enter. Then select the **Messages**, **People**, or **Files** tab. Select an item or click **Filter** to refine your search results.



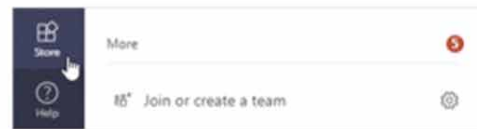
Find your personal apps

Click **More apps** to see your personal apps. You can open or uninstall them here. Add more apps in the **Store**.



Add apps

Click **Store** on the left. Here, you can select apps you want to use in Teams, choose the appropriate settings, and **Install**.



Next steps with Microsoft Teams

See what's new in Office

Explore the new and improved features in Microsoft Teams and the other Office apps. Visit <https://go.microsoft.com/fwlink/?linkid=871117> for more information.

Get free training, tutorials, and videos for Microsoft Teams

Ready to dig deeper into the capabilities that Microsoft Teams has to offer? Visit <https://go.microsoft.com/fwlink/?linkid=2008318> to explore our free training options.

Send us your feedback

Love Microsoft Teams? Got an idea for improvement to share with us? On the left side of the app, click **Help** > **Provide feedback**. Thank you!

Get other quick start guides

To download our free Quick Start Guides for your other favorite apps, go to <https://go.microsoft.com/fwlink/?linkid=2008317>.

PULTENEY GRAMMAR

