

PULTENEY@HOME STUDENT HANDBOOK



PULTENEY
FORWARD THINKING





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Welcome to Pulteney@Home

This guide has been developed for our Virtual Learning Program: Pulteney@Home.

Pulteney@Home is the school's response to providing learning continuity online, and lessons will be created to include three pedagogical components:

1. Explicit instruction – your teacher will provide direct teaching of concepts and content.
2. Contribution – you will have the opportunity to contribute to a discussion or develop ideas with your teacher.
3. Independent Practice – you will have the chance to undertake activities or study on your own.

These three components of each lesson are best practice teaching and learning, will be familiar, and already form the structure of most classes. They afford teachers the chance 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 will change the experience of your education: be it from home, or be it on the school site. We recognise that navigating this new way of learning presents some challenges, and the wellbeing of each student is of paramount importance and we encourage you to reach out to Pulteney's Wellbeing Team if you require further pastoral care.

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 that will continue to encourage you to enjoy and have fun learning. 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



General Information

While written specifically for students in Years 6 - 12, the principles apply to all students across the school.

Your routine

It is recommended you establish a routine from the first day of virtual learning, using the timetable/schedule provided (pages 7 and 11) to set regular hours for school. A routine will help you to successfully adjust and stay on top of your workload.

Continue to use your school diary – this will be a great resource. Your teacher will endeavour to keep to the timetable where possible. Once you have established your routine, make sure you make time to switch off and engage in leisure activities.

Whilst you are not required to wear your full school uniform, please wear something identifiably Pulteney (for example a hat, ribbon, sports t-shirt or badge), or have something Pulteney next to you. Please ensure your attire is appropriate at all times.

Stay healthy

Your timetable will include regular breaks for activity, eating and drinking. It is important that you get up and move around during breaks. Make time to move away from your screen, go outside and get some fresh air. This in turn will have a positive benefit on your wellbeing. It will also be important that you keep to a normal bedtime. Sleep is so important to your health and wellbeing, not to mention your learning.

Stay focused

Find a quiet place where you can focus on your lesson with minimal distractions.

Ask questions

If you don't understand something, ask your teacher or classmates online.

Stay connected

We understand that school is so important from a social perspective. Whether it's over the phone, text message, via social media (with permission from your parent) or perhaps scheduling a lunch catch up session, you are encouraged to stay connected with your peers. They are in the same position as you, which can be of comfort if you are finding it difficult to adjust to virtual learning.



Expectations & Responsibilities

Online Etiquette

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

- Respecting other users and their wellbeing, by treating everyone 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.

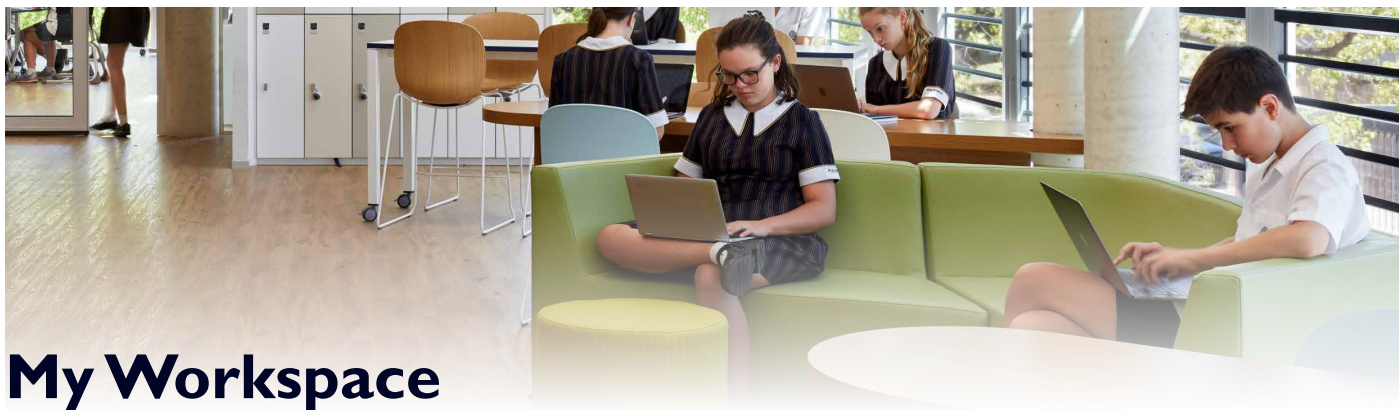
Please note, even though you may not be on school grounds, you are asked to abide by the [B4 Responsible use of ICT \(2017\) Policy](#).



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	

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
	You're done!!



My Workspace

Connection

Your device is charged and connected to power and Wifi.

Health

A water bottle nearby is a must.

Comfort

Find a comfortable chair, and have your device at eye level.

Tools

Have everything you need close by.

Don't have a lesson?

You are invited to self manage your learning during this time. You will be sent a weekly 'Self Managed Learning Menu' with tips to create your personal learning classroom and how to stay connected with your teachers.

Stay Hydrated and Fuelled

Make sure you are eating and drinking regularly. For ideas on how to look after yourself, look out for regular communications from our Wellbeing Team.



Virtual Learning Principles

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.



Lesson Structure

Before the lesson

Your 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 to the lesson.

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

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 you 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





Your 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 all 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.
- 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 have a regular appointment with a member of the Wellbeing 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. 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)



Protocols - Video Conferencing

Protocols for Video Conferencing

The following expectations assist in establishing an effective video call conversation:

1. The location where the video conference will take place needs to be appropriate. The space that the conversation takes place needs to be in a designated area such as dining area, lounge area or study room. Interviews should not be conducted in any other room/area/space than these designated areas.
3. Staff and students need to ensure that there are no inappropriate background images showing in the video conversation.
4. Teachers will turn off their email notifications (and other relevant notifications) during the conversation to ensure that no confidential information pops up on the screen.
5. Staff and student need to ensure that their conversation is confidential and that other people in the vicinity are unable to listen in on the conversation. A suggestion would be to use headphones while other people are in the vicinity of the conversation.
6. Staff and students need to be appropriately dressed for the interaction. Attire should represent something similar to public attire, and include something Pulteney.
7. A student may under no circumstances record the conversation in any shape, way or form, whether it is via video or audio. No screenshots are allowed, except if it is in relation to the conversation and the teacher has given explicit permission. A counsellor may ask permission to record the conversation for their own records.
8. No information of the conversation may be distributed in any way to ensure confidentiality and protection of privacy.



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.

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 learning 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 parent

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



PULTENEY

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.

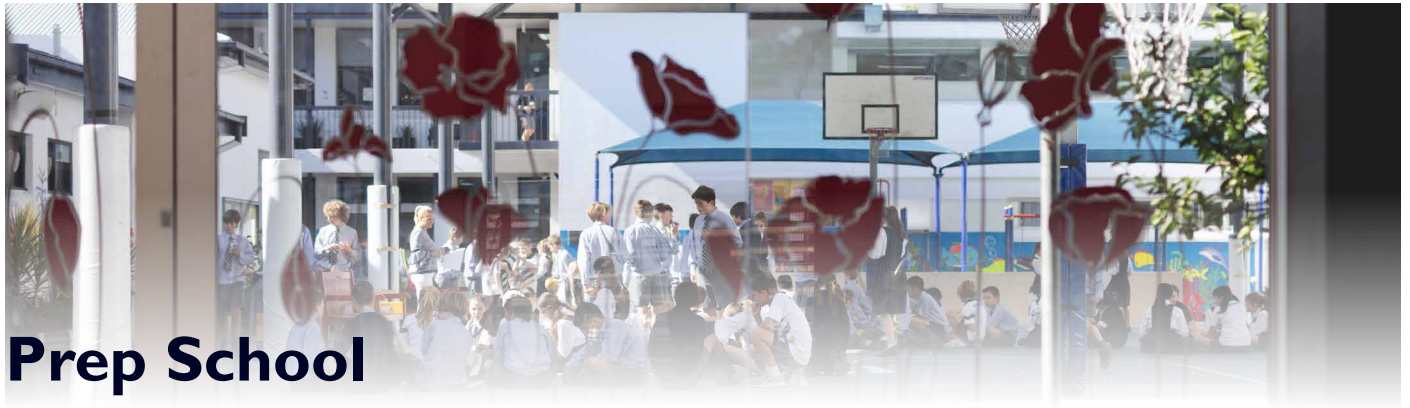
WELLBEING OF STUDENTS

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 timetables will 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).
- 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:

- Teaching 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 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 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

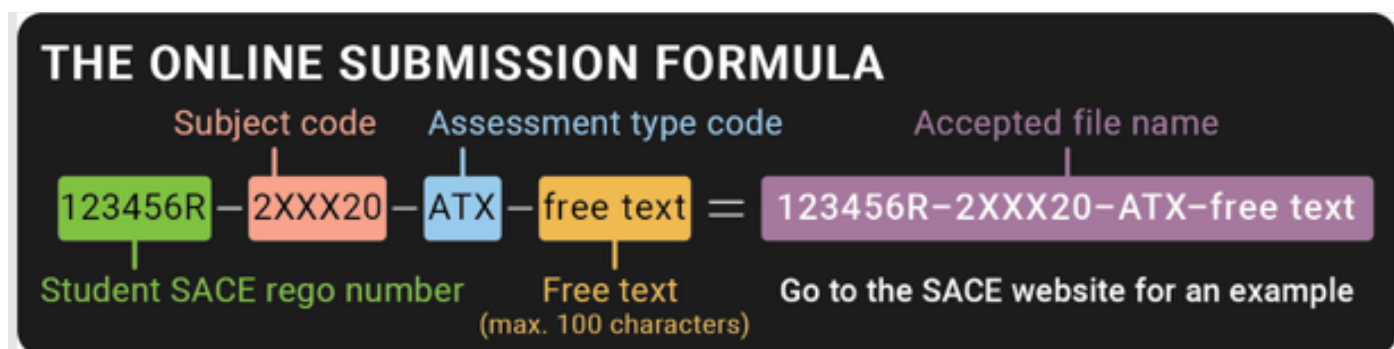
Parents can best encourage student learning and continuity towards outcomes by supporting them in some of the following ways:

- 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
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Ms Deb Dalwood
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Deputy Principal - Teaching & Learning

Ms Katherine Adnett
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HEADS OF SUB SCHOOLS

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Head of Prep

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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

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Head of Kennion-Miller

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Head of Moore-Sunter

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Middle School

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Head of Cawthorne-Nicholls

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Head of Kennion-Miller

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LEARNING AREA LEADERS

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IT & TECHNOLOGY

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WELLBEING

Head of Student Wellbeing
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School Chaplain

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Health Centre/Nurse

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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

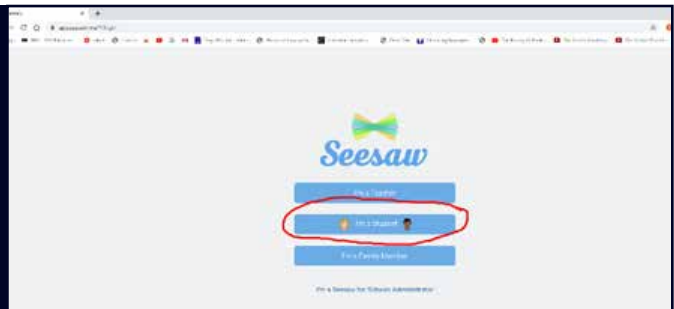
twitter.com/pulteneygrammar

instagram.com/pulteney_grammar_school

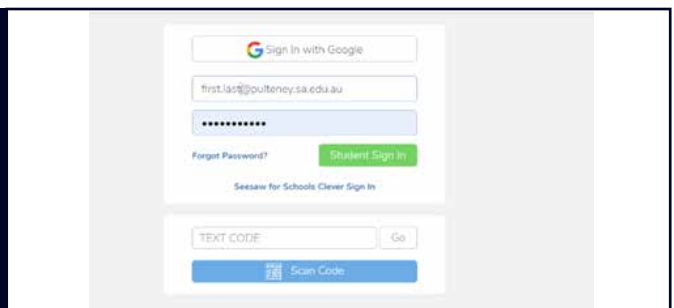
Seesaw

Year 3 - Year 5 Virtual Learning Program

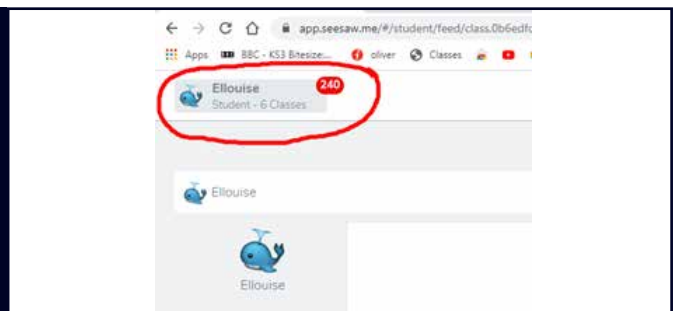
1. Go to <https://web.seesaw.me>
2. Click 'I am a student'



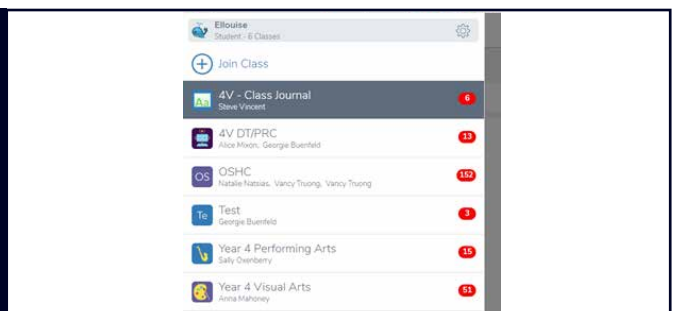
3. Enter your school email address: `firstname.lastname@pulteney.sa.edu.au`
4. Enter your school password (capital letter of your first name, capital letter of your last name, the year you finish school and the letters PG on the end eg FL2028PG)
5. Click 'Student Sign In'



6. Click your name to switch between different learning journals.



7. Choose the learning journal you need to work from for your lesson.



ELC - Year 2 Virtual Learning Program

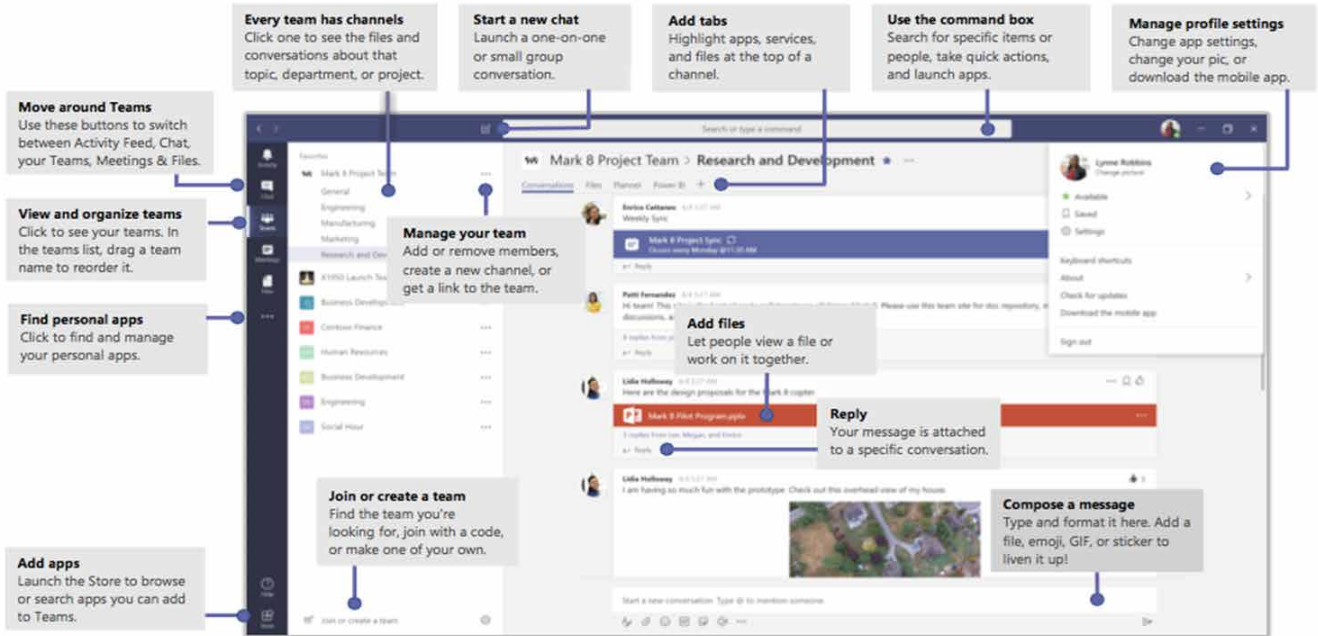
Students in Reception-Year 2 will use Home Learning Codes. Home Learning Codes allow students to log into the Seesaw Class app from home while protecting students' privacy. These codes are unique to each student and have been provided to families in the take home packs. Parents can continue to use the 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

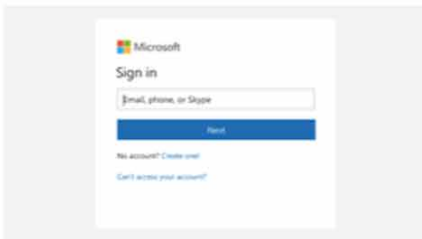
Year 6-12 Virtual Learning Program;
Year 3-6 communication channel for live conversations with teachers

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



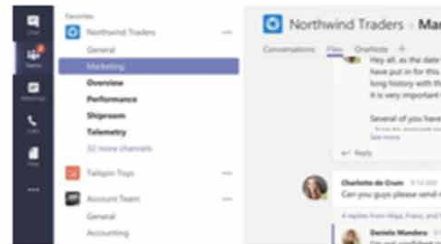
Sign In

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

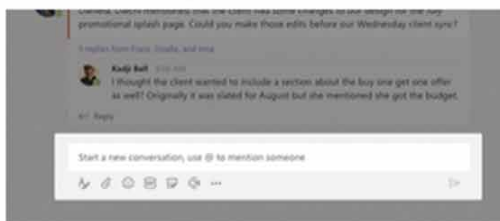
A **team** is a collection of people, conversations, files, and tools—all in one place. A **channel** is a discussion in a team, dedicated to a department, project, or topic. Click **Teams** and select a team. Pick a channel to explore the **Conversations**, **Files**, and other tabs.



Start a conversation

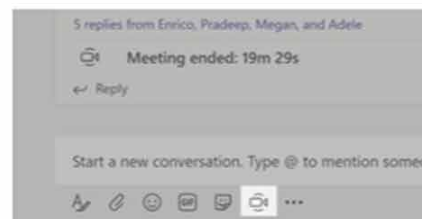
With the whole team... Click **Teams**, pick a team and channel, write your message, and click **Send**.

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

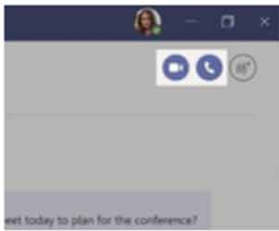
Click **Meet now** under the area where you type a message to start a meeting in a channel. (If you click **Reply**, then **Meet now**, the meeting is based on that conversation.) Enter a name for the meeting, then start inviting people.



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.




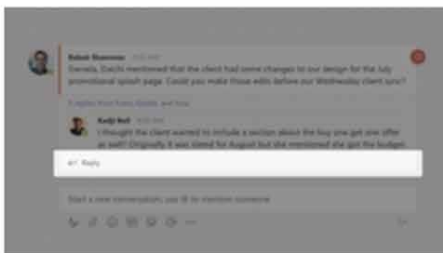
@ mention someone

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.




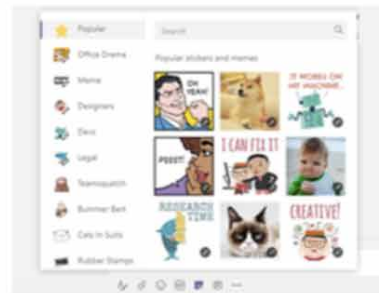
Reply to a conversation

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** .




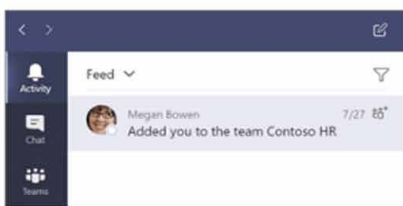
Add an emoji, meme or GIF

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.




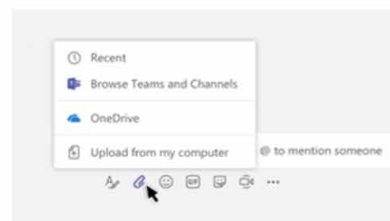
Stay on top of things

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




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.




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.



Work with files

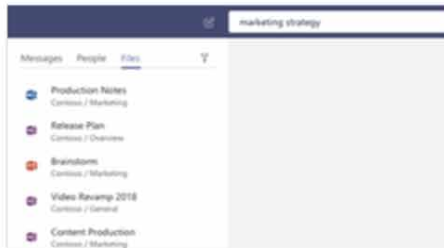
Click **Files**  on the left to see all files shared across all of your teams. Click **Files** at the top of a channel to see all files shared in that channel. Click **More options ...** next to a file to see what you can do with it. In a channel, you can instantly turn a file into a tab at the top!



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.



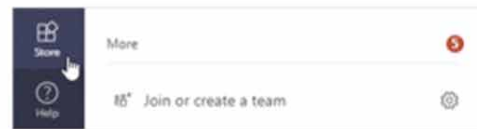
Find your personal apps

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

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PULTENEY GRAMMAR

