

“To the world you may be one person; but to one person you may be the world.” Dr Seuss

Welcoming our families as we begin this **Middle School** journey together.



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# Mr Greg Atterton

Principal



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# Mr Greg Atterton

Principal Welcome



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# Acknowledgement of Country

## Yr 7 Parent Information

**We acknowledge the  
Kurna people,  
their spiritual heritage  
and living culture  
and our walk together  
to reconciliation.**



# Ms Lauren Connolly

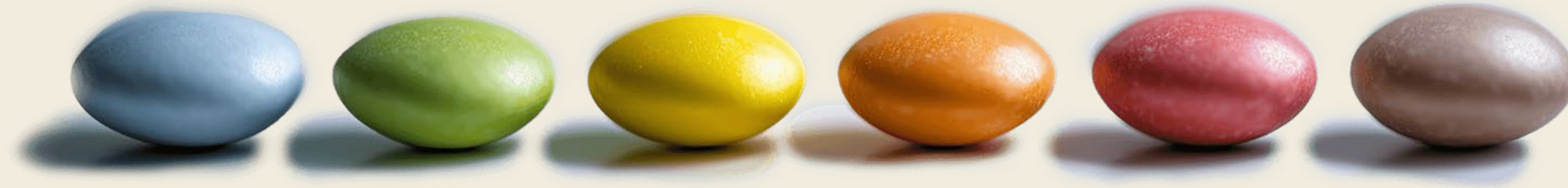
Head of Middle School



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# Smarties Icebreaker Prompts – Starting Middle School



## **Red:**

Share your name, your child's name, and one word to describe how you feel about them starting Middle School.

## **Orange:**

What's one piece of advice you'd give your child as they begin this new stage of their schooling?

## **Yellow:**

Share one hope you have for your child's Middle School journey.

## **Green:**

What's something about yourself (a skill, hobby, or interest) that others here might not know?

## **Blue:**

Describe a family tradition or special routine that helps your child feel supported.

## **Brown:**

What's one thing you're looking forward to as part of the Middle School parent community?





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## Middle School House Leaders 2025





# Shaping A STRONG MIDDLE SCHOOL IDENTITY

A renewed focus is underway to strengthen and celebrate the unique identity of the Middle School. Guided by student leaders, the Heads of House, and Lauren Connolly, Head of Middle School, this initiative aims to define what it means to be a Middle School learner—what it looks like, sounds like, and feels like.



Year 9 House Captains Rose Pryce and Alex Smith are looking at new ways to strengthen connections between year levels and support Year 7 students as they settle into Middle School.

"Our campus already has such a positive and supportive atmosphere," said Rose. "We can add to it by encouraging meaningful conversations between year levels, and saying hi to someone new can make a difference."

*"As student leaders," added Alex, "we want to help keep that sense of connection strong. When people feel comfortable and included, they are happy to be themselves."*

"Some ideas we've discussed include a pin-up board for sharing information, creating house posters to show our house spirit, and having a spot where new students can easily find updates and feel more at home," said Alex.

"A positive sense of belonging at school has fundamental benefits for young people, with real impact on their learning and engagement," said Lauren Connolly. "It means students feel liked, valued, and accepted by their teachers and peers, their identity is respected, and they know they can be themselves within clear and respectful boundaries," said Lauren.

The Middle School team is building its approach around Brené Brown's Dare to Lead philosophy, placing a strong emphasis on vulnerability, authenticity, and meaningful connection. This commitment is supported by evidence based, data informed practices, underpinned by ongoing research and professional learning.

"Evidence strongly suggests that when students feel known and seen, they're more likely to develop critical thinking, problem-solving, and decision-making skills. Empowering them as learners creates a sense of safety where they feel confident to be themselves, ask questions, and collaborate more openly," said Lauren.

The Heads of House play a key role in reimagining the Middle School's identity in 2025.



Calvin Heath, Head of Kennion Miller Middle School, said the sub school's identity is anchored in Pulteney's value of understanding each student well.

"We place great value on truly knowing each student. Understanding what matters to them today helps shape how we teach and support them during this unique time of learning and growth," he said. "At the same time, our commitment to academic rigour is central to the Middle School experience. We challenge students to explore their interests, remain academically engaged, and support them as they learn more about their world."

For Alex and Rose, they already have a deep sense of pride for their school and what it means to be an adolescent learner at Pulteney.

*"We can easily talk with House Leaders about what matters to us. Looking at what it feels like to be in the Middle School is about raising awareness that we're all in it together and here for each other," said Rose.*

The work is to motivate students to look deeply at the identity of the Middle School. "This is an ongoing focus for the year, and we hope to see students confidently making the changes they envision in their learning environment along the way," said Lauren.

Top: Staff  
Bottom Left: Alex Smith  
Top Right: Rose Pryce

## SUPPORTING EMOTIONAL GROWTH IN THE JUNIOR SCHOOL

*To support every child*

on their learning journey, the Junior School has introduced new wellbeing frameworks and a sensory room to promote a shared language around feelings and behaviour.

A widely respected framework, the Zones of Regulation, has been implemented throughout the Junior School. Through the Zones, children learn to recognise when they are in the blue, green, yellow, or red zones and use strategies to return to a calm and focused state—the "green zone" being the optimal state for learning.

Matthew King, Head of Wellbeing—Junior School and Junior School Teacher, said, "While all emotions are valid, it is important that we help children understand and manage them effectively. We want to give them the tools to recognise how they're feeling and move towards being ready to learn."

To complement the Zones of Regulation, a new sensory room has been established near the Junior School Library. This is a dedicated space equipped with sensory tools and calming resources where students can reset. The room also features Kimochis pillows, which are soft, friendly characters linked to specific feelings and help children explore emotions in a hands-on, playful way.

"Together with the Zones, the Kimochis are helping our students better understand why they feel the way they do and how to express those feelings with respect, responsibility, and empathy," said Mr King.

The Junior School's wellbeing strategies are also regularly shared with families to ensure consistent support at school and home.

For new parent Chloe Williams, this made a real difference during a time of change for her family.

"My son started at Pulteney this year after we relocated from interstate. The first two months were a challenge, with lots of emotions flying around! His teacher, Ms Gouche, used the Zones of



Regulation in the classroom, which we also began using at home. By helping my son name how he was feeling by saying, 'I'm feeling yellow this morning', and giving him calming strategies like drawing and reading, we saw a huge transformation into a happy, adaptable, school-loving child."

*Justin King, Head of Junior School, said,*

*"Since introducing the program, we've seen increased emotional awareness and more thoughtful discussions around feelings across all year levels—from our youngest learners in Reception to our Year 6 Junior School leaders."*



# Year 7 2026

## Elective Choices

German

Chinese


Japanese





Below is the email that parents will receive via Web Preferences with instructions. Click the big blue link, it will automatically log in and take you to this page:

Web Preferences - Home Page

  
PULTENEY

1 Click Add New Preferences


2 Select Your Preferences


3 Submit Valid Preferences

4 View/Print Receipt

Name: Example Student – 2026 Year 7 Student Language Selection

+ Add New Preferences

 View Subject Details


 Log Out

Submitted Preference Receipts

Your receipts will be displayed here, once you have submitted. Click "Add New Preferences" to get started.

Remaining Submission Opportunities

You still have 5 submission opportunities remaining

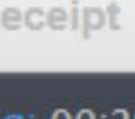
  
PULTENEY

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Click the green "Add New Preferences" button, it will take you to the following page:

Web Preferences - Preference Selection



1 Click Add New Preferences

2 Select Your Preferences

3 Submit Valid Preferences

4 View/Print Receipt

Name: Example Student – 2026 Year 7 Student Language Selection

Subject/Unit Details: Minimum: 1 Maximum: 1 Total Selections: 0

Time Remaining: 00:29:18

The minimum number of units for selection is 1, you have selected 0

View Instructions

Year 7 2026 Language Selection


In the Middle School students have the opportunity to study one of our three languages: Chinese, Japanese, or German. Students are required to study the same language across their middle years. For example, students who undertake to study German in Year 7 will also be studying German in Year 8 (and 9). Languages are a compulsory subject in the Middle School.

For further information, please refer to the Middle School Curriculum Guide which can be accessed here: <https://parents.pulteney.sa.edu.au/wp-content/uploads/2025/08/2026-MS-Elective-Curriculum-Guide.pdf>

Proceed

Cancel


Log Out

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

2026 Language Selection

Preference 1

-----UNSELECTED-----



Proceed

Cancel

Log Out




Select your child's language from the drop-down menu, the "proceed" button will turn green

+ Proceed

- Cancel

Log Out

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

2026 Language Selection

Preference 1

Chinese (Second Language Pathway) ▼

+ Proceed

- Cancel

Log Out



Clicking "proceed" takes you to the confirmation screen. You must then click "Submit Valid Preferences" to complete the process.

+

Submit Valid Preferences

Cancel

Log Out

Your Preferences

Preference No	Preference Name	Unit Value
Preference 1:	Chinese (Second Language Pathway)	1 Unit
Total:		1 Unit

+

Submit Valid Preferences

Cancel

Log Out



A receipt like the one below will be displayed.



Return to Home Page



Open Print View



Log Out

Preference Receipt: PU491-65877-8653260-5389141

Student Name:	Example Student
School Name:	Pulteney Grammar School (2026 Year 7 Student Language Selection)
Receipt Date:	19/08/2025 1:23:04 PM
Number of Subjects/Units Selected:	1
Submission No.:	1

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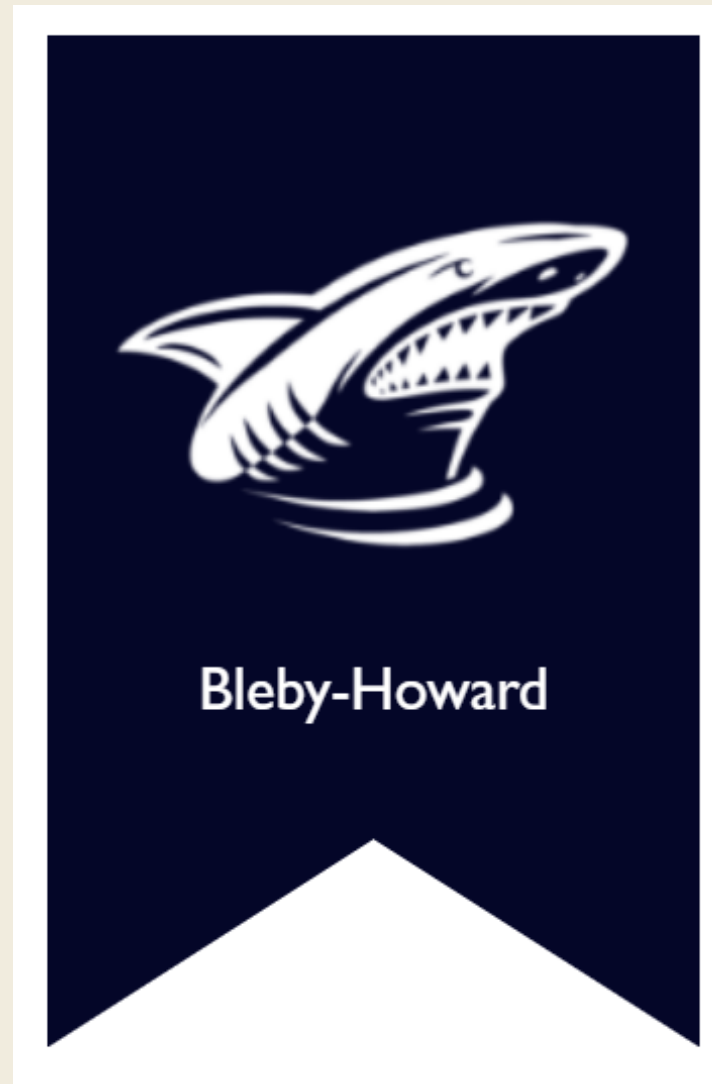
Preference 1: Chinese (Second Language Pathway)

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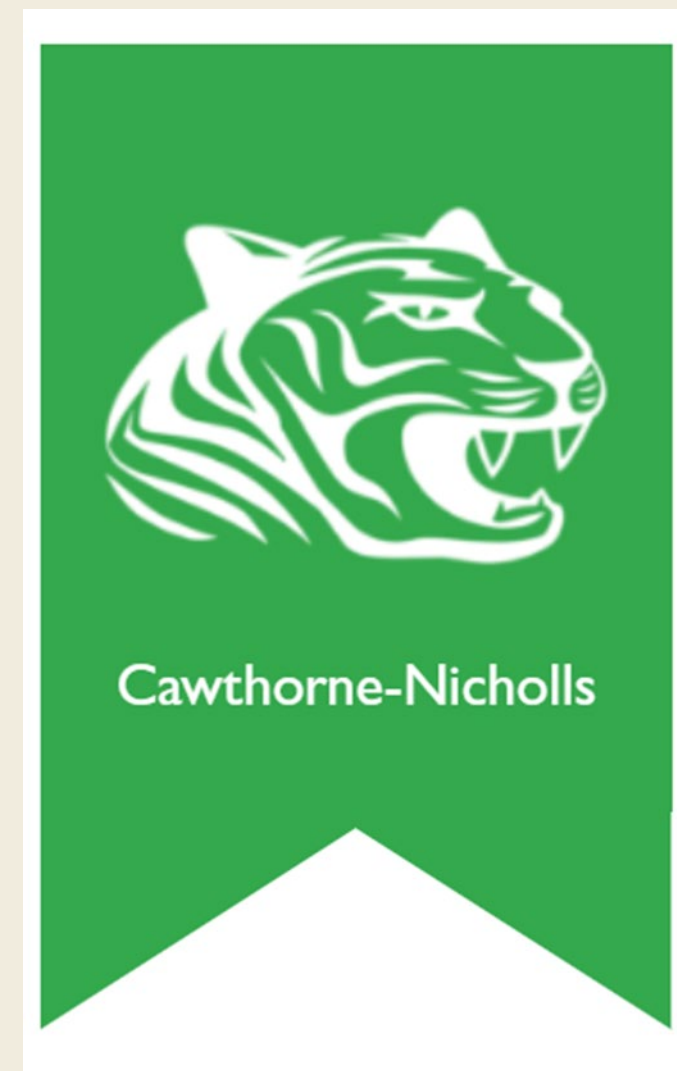
# Houses

## Heads of House



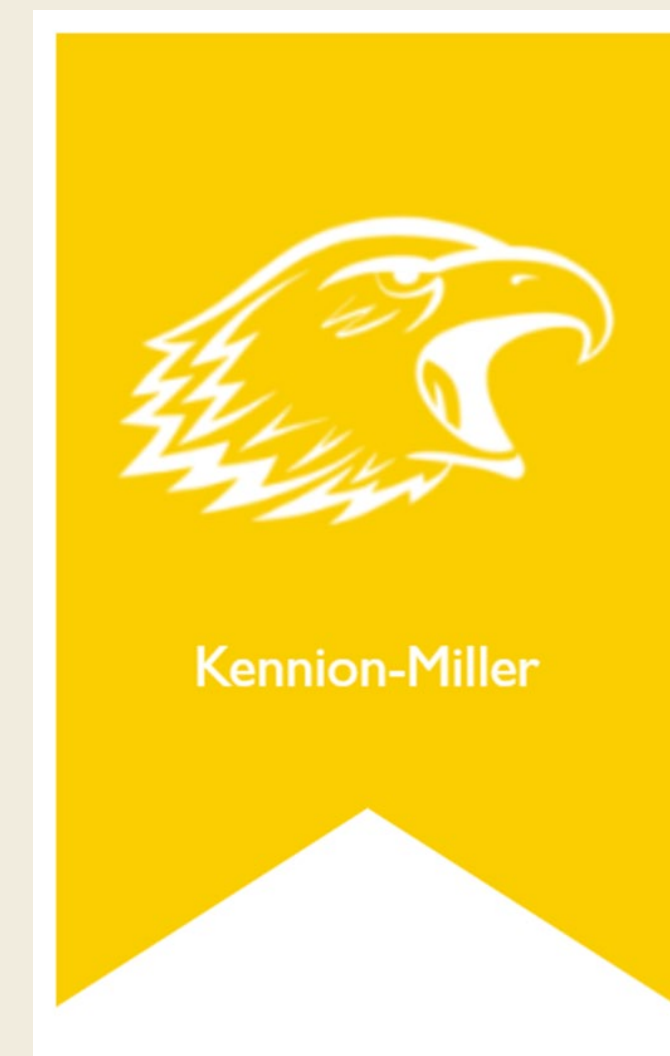
**Bleby-Howard**

Head of House:  
Ms Merridi Garner



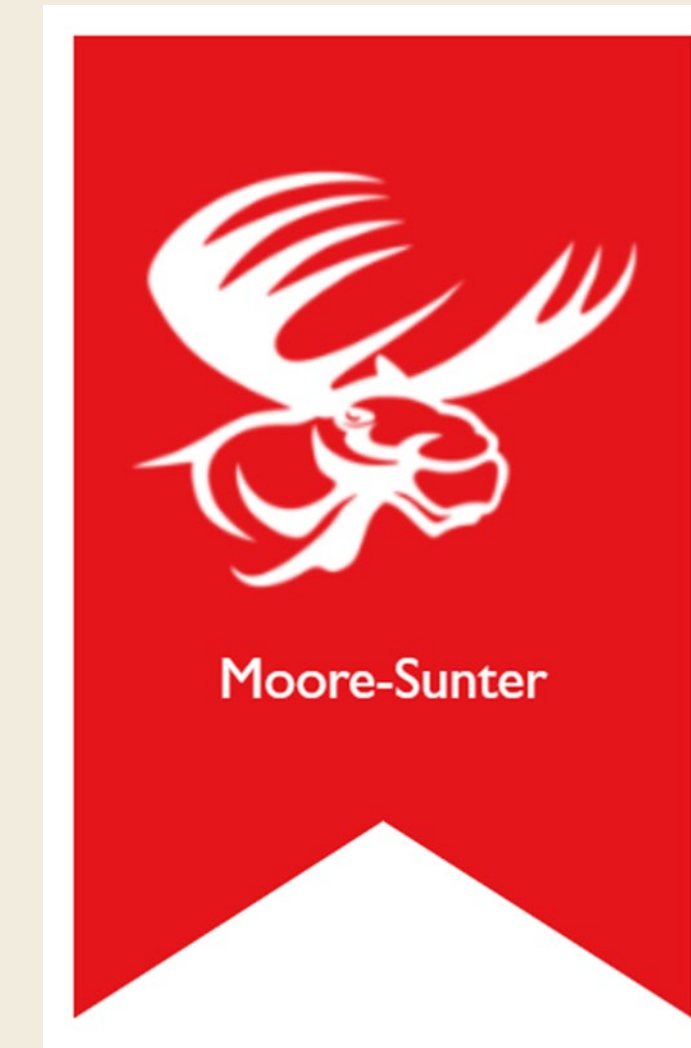
**Cawthorne-Nicholls**

Head of House:  
Mr Hugh Hopton



**Kennion-Miller**

Head of House:  
Mr Calvin Heath



**Moore-Sunter**

Head of House:  
Mr James Mingorance









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**Bleby-Howard Middle School House Leaders 2025**





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**Cawthorne-Nicholls Middle School House Leaders 2025**





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Moore-Sunter Middle School House Leaders 2025





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## Kennion-Miller Middle School House Leaders 2025



# Relationships

Stage *of*  
Growth

Shared  
Responsibility

Partnership  
*with* Families

Communication





A person's a  
person, no  
matter how  
small. Dr. Seuss

Connection is why  
we're here; it gives  
purpose and meaning  
to our lives. Brené Brown





# Adolescent Learner?

Adolescents  
*as* Learners

Technology  
*and*  
Social Media

Learning  
Independence

Expectations  
*and*  
Behaviour





You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. Dr. Seuss

Clear is kind. Unclear is unkind . Brené Brown





# Sense of Belonging

House System

Camps

Belonging Matters

Programs that build capability

Inclusive Environment





Why fit in when  
you were born to  
stand out? Dr. Seuss

True belonging doesn't  
require you to change who  
you are; it requires you to  
be who you are . Brené Brown





# Middle School Structure

The Head  
of House

Community  
Support

Structure  
of the day

The Tutor

Multiple  
Touchpoints



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Oh, the places  
you'll go! Dr. Seuss

We don't have to do all  
of it alone. We were  
never meant to . Brené Brown







# QUESTIONS



# A Final Message

*“Middle School is about learning to be brave — showing up, trying new things, and trusting that growth happens when we step into the unknown.”*

**(adapted from Brené Brown’s work on courage and vulnerability)**





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