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PULTENEY

GRAHAM LANGE CENTRE



Key Information for Families

2026

Year 9

Welcome

Year 9 represents a pivotal stage in your child's Middle School journey at Pulteney. As the most senior cohort within the Middle School, students are called to lead themselves and others with integrity, to model our values, and to approach their learning with increasing discipline and purpose. With the foundations of secondary schooling now well established, young people are ready to embrace a year defined by challenge, growth and academic rigour.

Students in Year 9 are developing the habits of mind and patterns of behaviour that will prepare them for the demands of Senior School. They are expected to demonstrate independence in managing their time, organising their commitments and responding constructively to feedback. Learning at this level requires deeper thinking, sustained effort and a willingness to persist when work becomes complex. Our teachers maintain high expectations and provide the support, clarity and encouragement necessary for every learner to strive for personal excellence.

Relationships remain central to success. Tutors, Heads of House and classroom teachers continue to know students well, guiding them as mentors while also encouraging them to take greater ownership of decisions, actions and outcomes. As leaders of the Middle School, Year 9 students are encouraged to contribute positively to the culture of the community, recognising that their attitude and example shape the experience of those around them.

This is a year of preparation and possibility. Through academic challenge, capability development and wider involvement in school life, students strengthen their resilience, confidence and sense of identity as learners. They are invited to aim high, to act with maturity and to take pride in doing their best each day.

We greatly value our partnership with families and believe students flourish when home and schoolwork together with shared expectations. The information that follows is designed to support you in understanding the opportunities and responsibilities of the year ahead, ensuring every student is supported to grow, achieve and finish their Middle School years with strength and readiness for the transition to Senior School.

Learning and Communication Platforms

In Year 9, Canvas remains the central platform through which teaching, learning and feedback are communicated across the Middle School. At this stage, students are expected to use the system with confidence and independence, routinely accessing lesson resources, assessment details, rubrics and teacher feedback to guide their preparation and progress.

At Pulteney, we operate within a model of continuous reporting. Rather than waiting for a single end-of-semester snapshot, students receive timely and ongoing feedback throughout the term. This approach enables learners to understand what they are demonstrating successfully, where gaps may exist, and how they can consolidate or extend their understanding. The focus shifts from simply achieving a result to actively improving performance over time.

Teachers provide feedback aligned to clear learning criteria, giving students specific direction about their next steps. For Year 9 learners, engaging with this information is a critical expectation. Students are encouraged to review comments carefully, apply advice to future tasks and seek clarification when needed. Through this cycle of action and response, feedback becomes a powerful tool for academic growth.

Continuous access to information also strengthens students' capacity for self-management. By monitoring due dates, tracking progress and revisiting resources, learners develop the habits required for the increasing demands of Senior School. The ability to plan ahead, respond proactively and take responsibility for improvement is central to success at this level.

Families are able to remain closely connected to their child's academic progress through Canvas. Visibility of assessment information and teacher feedback supports informed conversations at home and allows parents to partner with the school in encouraging effort, persistence and high standards.

The Pulteney App and School website continue to complement this by providing important updates, reminders and community information. Together, these platforms create clarity, consistency and shared understanding, ensuring students are supported to strive for personal excellence while building the independence expected of a Year 9 learner.

AMPLify, ACTivate and Learning in Year 9

At Pulteney, Year 9 is a defining year in which students are expected to demonstrate increased independence, intellectual discipline and personal responsibility. As the senior cohort of the Middle School, learners are challenged to model positive habits while preparing for the expectations of Senior School.

AMPLify continues to strengthen the habits of quality thinking that underpin achievement across all learning areas. Students are asked to engage with complexity, test their ideas, apply feedback and pursue improvement with persistence. Greater emphasis is placed on independence, depth of analysis and the ability to transfer learning into new contexts.

Alongside this, ACTivate supports students to grow in learner agency and emotional maturity. Through mentoring, reflection and structured capability development, students build self-awareness, resilience and the confidence to make thoughtful decisions. They are encouraged to recognise how their actions influence others and how leadership begins with responsibility for self.

Across both programs, experiences are designed to stretch students while ensuring they are guided, supported and known.

Learning Beyond the Classroom – AMPout and the Year 9 Camp

A hallmark of the Year 9 experience is AMPed, the next progression from Year 8s AMPout program.

AMPed challenges students to move from understanding ideas to implementing them in authentic settings. Guided by the theme of *Generation*, learners work with community partners to explore issues such as food security, transport access and intergenerational connection. Using design thinking and service-learning approaches, students investigate needs, collaborate in teams and create practical responses that make a genuine contribution.

Through this process, students deepen their empathy, strengthen problem-solving skills and learn that meaningful action requires planning, adaptability and reflection. AMPed represents the growing maturity of Year 9 learners and their readiness to engage with the world beyond the classroom.

During Term 2, AMPed and the Year 9 Camp in the Flinders Ranges operate simultaneously, with Houses rotating between the two experiences so that all students participate in both programs.

How the rotation works

Term 2 – Week 2

Monday 27 April to Friday 1 May

- Kennion-Miller and Moore-Sunter attend the Camp experience in the Flinders Ranges
- Bleby-Howard and Cawthorne-Nicholls participate in AMPed

Term 2 – Week 3

Monday 4 May to Friday 8 May

- Bleby-Howard and Cawthorne-Nicholls attend the Camp experience in the Flinders Ranges
- Kennion-Miller and Moore-Sunter participate in AMPed

Further information, including detailed schedules, preparation requirements and camp logistics, will be provided to families closer to the dates.

Important contacts for Middle School

Head of Middle School | Ms Lauren Connolly

lauren.connolly@pulteney.sa.edu.au

Head of House Bleby-Howard | Ms Bronte Pickett

bronte.pickett@pulteney.sa.edu.au

Head of House Cawthorne-Nicholls | Mr Vincent Williams

Vincent.williams@pulteney.sa.edu.au

Head of House Kennion-Miller | Ms Kate Donnelly

kate.donnelly@pulteney.sa.edu.au

Head of House Moore-Sunter | Mr James Mingorance

james.mingorance@pulteney.sa.edu.au

PA to the Middle School and Senior School | Ms Julie Dangerfield

julie.dangerfield@pulteney.sa.edu.au

Head of Teaching and Learning (Yr 7-12) | Mr John McCall

john.mccall@pulteney.sa.edu.au

Head of Inclusive Education | Ms Carrie Phillis

carrie.phillis@pulteney.sa.edu.au

Head of Wellbeing Services | Mr Chris Clements

chris.clements@pulteney.sa.edu.au

Gifted and Talented Coordinator | Ms Sue Mavropoulos

sue.mavropoulos@pulteney.sa.edu.au

Health Centre | 08 8216 5540

Main Office (Allan Wheaton House) | 08 8216 5555

Important dates in Term One

- Tuesday 24 February – NAPLAN practice Test
- Thursday 26 February – Rungie Cup (Students wear their PE uniform and House top for the day)
- Thursday 5 March – Year 7 to Year 12 Interhouse Sports Day (Students wear their PE uniform and House top for the day)
- Tuesday 10 March – Learning Conferences
- Wednesday 11 March to Monday 16 March – NAPLAN
- Wednesday 18 March – Learning Conferences
- Thursday 2 April – Last Day of Term 1

Term dates 2026

	Commences	Finishes	Term Duration
Term 1	Wednesday 28 January	Thursday 2 April	10 weeks
Term 2	Tuesday 21 April	Friday 26 June	10 weeks
Term 3	Tuesday 21 July	Friday 25 September	10 weeks
Term 4	Monday 12 Oct	Friday 4 December	8 weeks

2026 public holidays

New Year's Day Holiday	Thursday 1 January
Australia Day	Monday 26 January
Adelaide Cup	Monday 9 March
Good Friday	Friday 3 April
Easter Sunday	Sunday 5 April
Easter Monday	Monday 6 April
Anzac Day	Saturday 25 April
King's Birthday	Monday 8 June
Labour Day	Monday 5 October

Pastoral Care

Pastoral care at Pulteney continues to be anchored in our House system, where every student is known, valued and supported. By Year 9, relationships between students, Tutors and Heads of House are strong and well established. This depth of understanding allows staff to provide guidance that is highly personalised while also encouraging young people to step forward with greater independence and accountability.

The Head of House remains a constant presence throughout the Middle School years, offering continuity, advocacy and oversight. In Year 9, this role becomes increasingly focused on preparing students for the transition to Senior School. Heads of House work closely with students to help them manage rising academic expectations, navigate social dynamics with maturity and recognise the influence they hold as the senior members of the Middle School community.

House Tutors continue to play a vital role in daily life, but with a growing emphasis on coaching rather than directing. Students are supported to refine their organisational skills, develop productive routines and respond proactively when challenges arise. Conversations often centre on goal setting, reflection and the development of self-regulation, ensuring learners understand not only what they are achieving, but how they are achieving it.

Year 9 also brings expanded opportunities for leadership and contribution. Tutors and Heads of House encourage students to model respectful behaviour, include others and take pride in shaping a positive culture. With this comes an expectation that students will increasingly manage their commitments, communicate effectively and seek support when needed.

Partnership with families remains essential. House Tutors are the first point of contact and work collaboratively with parents and caregivers to ensure consistent support between home and school. Together, we aim to provide a network of care that enables each young person to feel confident, capable and well prepared for the responsibilities of the years ahead.

	Head of House (Yr 7-9)	Year 9 Tutor
	Bronte Pickett bronte.pickett@pulteney.sa.edu.au	Jarrold Johnson jarrod.johnson@pulteney.sa.edu.au
	Vincent Williams vincent.williams@pulteney.sa.edu.au	Jamie Hibbert jamie.hibbert@pulteney.sa.edu.au
	Kate Donnelly kate.donnelly@pulteney.sa.edu.au	Matthew Brown matthew.brown@pulteney.sa.edu.au
	James Mingornace james.mingornace@pulteney.sa.edu.au	Jarrold Chave jarrod.chave@pulteney.sa.edu.au

The Rungie Cup remains a proud Pulteney tradition and a defining feature of Middle School life. In Year 9, participation takes on an added dimension of leadership. As the most senior students in the Middle School, Year 9s are expected to set the tone, model commitment and demonstrate what positive House spirit looks like in action.

Whether competing in sport, contributing to the arts, supporting academic challenges or participating in community events, Year 9 students lead through their example. They encourage younger peers, uphold standards of respect and inclusion, and recognise that their attitude has a powerful influence on the culture of the day.

On competition days, students wear their House sports top and are asked to approach events with energy, integrity and generosity. Leadership at Rungie Cup is not only about performance; it is equally about encouragement from the sidelines, welcoming participation and representing the House with pride.

In Term 1, the first two Rungie Cup events will run during the ACTivate timetable (two lessons) on Thursday 12 February and Thursday 26 February. A reminder will always be included in the PRW so students arrive prepared in the correct House top.

Outdoor Learning – Flinders Ranges

The Year 9 Outdoor Learning Program in the Flinders Ranges is a landmark experience in a student's Pulteney journey. Building on the foundations established in earlier years, this program represents an important step toward greater independence, resilience and personal responsibility. Travelling further from home and learning in a remarkable natural environment, students draw on the skills, confidence and teamwork they have developed across the Middle School.

The program includes a range of memorable experiences that encourage students to grow in confidence and self-belief. Highlights include abseiling, where students learn to trust themselves and the processes that keep them safe; a hike through the spectacular landscape of Wilpena Pound, where shared effort and encouragement help students recognise what they can achieve together; and a solo experience that provides valuable time for quiet reflection and developing independence. Throughout the week, students are supported to look out for one another, contribute positively to their group and take pride in meeting new challenges.

A central theme of the program is connection to the rich Indigenous history of the region, which is the traditional land of the Adnyamathanha people. Students deepen their understanding of culture, story and place through visits to significant sites, including the Yura Udneyu and Sacred Canyon tours. These experiences foster respect for the deep histories that shape South Australia and invite students to appreciate the strong relationship between land, community and identity.

All activities are led by experienced outdoor education specialists and supported by Pulteney staff who know the students well. The program is designed so that every young person can participate successfully, feel well supported and leave with a genuine sense of achievement. Outdoor Learning remains a compulsory and highly valued part of a Pulteney education, and students will take part in preparation sessions prior to departure to ensure they feel organised and ready.

During Term 2, the Flinders Ranges camp and the AMPed program operate simultaneously, with Houses rotating so that all students experience both opportunities.

In Week 2, from Monday 27 April to Friday 1 May, students from Kennion-Miller and Moore-Sunter will attend the Camp experience in the Flinders Ranges, while Bleby-Howard and Cawthorne-Nicholls participate in AMPed.

In Week 3, from Monday 4 May to Friday 8 May, the groups will swap, with Bleby-Howard and Cawthorne-Nicholls travelling to the Flinders Ranges and Kennion-Miller and Moore-Sunter completing the AMPed program.

Students will depart from and return to school. Exact timings, packing requirements and consent information will be shared with families closer to the dates. Please note that camps are nut free, and any medications required during the program must be communicated to the School prior to departure.

City Week

City Week is a signature Year 9 experience held in Term 4 that invites students to see themselves not simply as visitors to the Adelaide CBD, but as active contributors to its story. Across the program, learners work in teams to investigate themes such as tourism, employment, wellbeing, culture, accessibility and connection. Through fieldwork, interviews, mapping, observation and

expert masterclasses, students gather real-world information and learn how to transform evidence into meaningful insight.

A central focus of the week is the development of synthesis and character. Students are challenged to use initiative, curiosity and collaboration as they analyse their findings and craft a clear narrative about their perspective as young people in the city. Their learning is brought together through the creation of an Expo display and a short documentary, where students communicate their ideas, recommendations and vision with authenticity and confidence.

City Week culminates in a community showcase where parents and families are warmly invited to visit the Expo, engage with student thinking and celebrate the growth, creativity and agency demonstrated throughout the experience. Further information, including dates, logistics and preparation requirements, will be shared with families closer to the time.

Year 9 subject Teachers

Below is a list of the Year 9 teachers and the subjects they teach in the Middle School. If you have any questions regarding a particular subject, please contact the relevant teacher directly via email.

Teacher	Subjects / Role	Email
Richard Austin	Design Technology	richard.austin@pulteney.sa.edu.au
Darren Beanland	Physical Education	darren.beanland@pulteney.sa.edu.au
Matthew Brown	Year 9 Tutor, Science	matthew.brown@pulteney.sa.edu.au
Jarrold Chave	Year 9 Tutor, Science	jarrod.chave@pulteney.sa.edu.au
Lauren Connolly	Head of Middle School, English	lauren.connolly@pulteney.sa.edu.au
Kate Donnelly	Head of House – Kennion-Miller, Humanities	kate.donnelly@pulteney.sa.edu.au
Celina Do	Science	celina.do@pulteney.sa.edu.au
Rosanna Dobre	Dance	rosanna.dobre@pulteney.sa.edu.au
Calvin Heath	Science	calvin.heath@pulteney.sa.edu.au
Tom Heffer	Humanities	tom.heffer@pulteney.sa.edu.au
Jamie Hibbert	Year 9 Tutor, Drama	jamie.hibbert@pulteney.sa.edu.au
Yu Hall	Japanese	yu.hall@pulteney.sa.edu.au
Jarrold Johnson	Year 9 Tutor, Design Technology	jarrod.johnson@pulteney.sa.edu.au
Rodney James	Visual Art	rodney.james@pulteney.sa.edu.au
Annie Kwok	Music	annie.kwok@pulteney.sa.edu.au
Susann Loeffelbein	German	susann.loeffelbein@pulteney.sa.edu.au
Danni Lu	Chinese	danni.lu@pulteney.sa.edu.au
Thomas Mildren	Science	thomas.mildren@pulteney.sa.edu.au
Zoe Mozer	English, Humanities	zoe.mozer@pulteney.sa.edu.au

Teacher	Subjects / Role	Email
Michael Moularas	Physical Education	michael.moularas@pulteney.sa.edu.au
Eliza Moretti	English	eliza.moretti@pulteney.sa.edu.au
Simon Moorcroft	Drama	simon.moorcroft@pulteney.sa.edu.au
Jonathon Rice	Performing Arts	jonathon.rice@pulteney.sa.edu.au
Sally Sanders	Visual Art	sally.sanders@pulteney.sa.edu.au
Lauren Sutter	Visual Art	lauren.sutter@pulteney.sa.edu.au
Dimitra Thomas	Science	dimitra.thomas@pulteney.sa.edu.au
Armen Vartanov	English	armen.vartanov@pulteney.sa.edu.au
Erica Wadham	Science	erica.wadham@pulteney.sa.edu.au
Vincent Williams	Humanities	vincent.williams@pulteney.sa.edu.au
Mharianne Wilson	Humanities	mharianne.wilson@pulteney.sa.edu.au
Jing Zhao	Mathematics	jing.zhao@pulteney.sa.edu.au

Homework in Year 9

Homework in Year 9 at Pulteney is designed to consolidate learning, deepen understanding and prepare students for the increasing academic demands of Senior School. Tasks are purposeful, aligned closely with classroom instruction and aimed at strengthening knowledge, refining skills and encouraging students to think with greater precision and independence. At this stage, homework becomes a key vehicle through which learners practise commitment, meet deadlines and take responsibility for the quality of their work.

Students are expected to engage consistently and thoughtfully with the tasks set. Feedback received in class should be applied to homework, and students are encouraged to review, edit and improve their work as part of an ongoing cycle of growth. Developing effective study routines, managing competing priorities and planning ahead are critical capabilities that will support success in the years to come.

At the same time, we remain committed to balance. Time allocations are capped so students can continue to participate fully in co-curricular opportunities, maintain friendships and enjoy family life. If a subject is not scheduled on the homework timetable, additional work should not be expected from that area. In addition, all Year 9 students are encouraged to read each evening. Regular reading strengthens vocabulary, comprehension and general knowledge, supporting achievement across every subject area.

9.1

Monday	Tuesday	Wednesday	Thursday	Friday
SCIENCE (30-Minutes)	ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)	SCIENCE (30-Minutes)	
ELECTIVE (30-Minutes)	ELECTIVE (30-Minutes)	ENGLISH (30-Minutes)	ENGLISH (30-Minutes)	
ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)			
READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)

9.2

Monday	Tuesday	Wednesday	Thursday	Friday
SCIENCE (30-Minutes)	ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)	ENGLISH (30-Minutes)	
ELECTIVE (30-Minutes)	ELECTIVE (30-Minutes)	ENGLISH (30-Minutes)	SCIENCE* (30-Minutes)	
ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)			
READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)

9.3

Monday	Tuesday	Wednesday	Thursday	Friday
SCIENCE (30-Minutes)	ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)	SCIENCE (30-Minutes)	
ELECTIVE (30-Minutes)	ELECTIVE (30-Minutes)	ENGLISH (30-Minutes)	ENGLISH (30-Minutes)	
ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)			
READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)

9.4

Monday	Tuesday	Wednesday	Thursday	Friday
SCIENCE (30-Minutes)	ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)	SCIENCE (30-Minutes)	
ELECTIVE (30-Minutes)	ELECTIVE (30-Minutes)	ENGLISH (30-Minutes)	ENGLISH* (30-Minutes)	
ELECTIVE (30-Minutes)	MATHEMATICS (30-Minutes)			
READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)	READING (15-20-Minutes)

Assessment Overview

The assessment overview provides families and students with a snapshot of when key learning tasks are scheduled across the term. It is designed to help students plan ahead, manage their time effectively and approach assessment with confidence. While dates may occasionally adjust in response to the needs of a class, this guide supports transparency and helps avoid unexpected workload peaks.

This information is also available at any time through our Learning Management System, Canvas, where families can view task details, due dates and teacher feedback.



Year 9 Assessment Overview

Term 1 2026

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
09 Art2D					Project 1					
09 Art3D				Miro Microbes						
09 Art Tech					Jenga				Whittling	
09 Chinese (Background)				Text Analysis: Reading						Text Analysis: Aural
09 Chinese (2nd Language)									Interaction	
09 Creative Industries								Jewellery Folio		
09 Dance									Safe Dance Practice Task	
09 Design					Logo Design					
09 Digital Developers				Computational Thinking Folio				Python Competition		Excel
09 Digital Creators										
09 Drama (Semester)				Melodrama performance (in lesson)					Mime performance (in lesson)	
09 Drama (Full Year)				Melodrama performance (in lesson)					Mime performance (in lesson)	
09 EAL/D										Allegory and Writer's Statement
09 English					Creating Text: Write your own allegory					Responding to Text: Animal Farm essay
09 German						Skills Assessment: Phrase, Listening, Reading			Language Proficiency: Creative Writing	
09 Global Futures									Research Task	
09 History						Industrial Revolution Diaries				
09 Japanese					Text Production: Email				Interaction: Interview	
09 Extension Mathematics						Expressions & Linear Equations Assessment				Trigonometry Assessment
09 Mathematics						Expressions & Linear Equations Assessment				Trigonometry Assessment
09 Music Sound Engineering						Assessment Task 1 - Microphones & Terms Research				Assessment Task 2 - Practical Stage Setup
09 Music Theatre										
09 Enterprise					Key Concepts Quiz				Business Case Study	
09 Music (Full Year)									Analysis of Baroque Music Task	
09 Music (Semester)										
09 Physical Education									Nutrition Assignment	
09 Photography				Camera Mechanics						
09 Science						Physics Practical			Physics Test	

Subject Selection for Year 10, 2027

Subject selection at Pulteney is a deliberate and carefully supported process designed to help students make informed and confident decisions about their future learning pathway.

The process begins with initial preferences, where students nominate areas of interest. This stage provides important information that enables the school to determine which subjects are likely to run and assists in building the line structure from which students will later make their formal selections. At this point, preferences are indicative and exploratory rather than final.

Once the line structure has been published, students move to a more considered phase of decision-making. They complete a planning form, consult with their current teachers to confirm suitability and challenge, and seek parent approval. This ensures choices are aligned with each student's demonstrated strengths, interests and developing goals.

The final step is subject counselling, where students and families meet with the relevant Head of House to review selections in light of teacher recommendations, prior achievement and future aspirations. This conversation allows for thoughtful refinement and confirmation of choices, ensuring students are well positioned for a successful transition into Senior School.

Families are warmly encouraged to attend the Year 9–11 Subject Information Evening on 23 July from 5.30pm to 8.00pm in the Centre for Senior Learning. This event provides valuable insight into courses, pathways and expectations, and supports students to approach their decisions with clarity and confidence.

Our students are supported by a highly dedicated team of educators who are deeply committed to both academic progress and personal growth. Your child is guided by teachers who provide clear expectations, consistent encouragement and the support needed to build confidence, independence and capability.

We value the partnership between school and home and appreciate the trust you place in us. Please feel welcome to make contact at any time. I hope your child is enjoying a positive and productive start to the year so far, and I look forward to connecting with you soon.

Kind regards

Lauren Connolly
Head of Middle School