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**Year 1 Parent Information Night
2026**



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Karuna Sachdeva & Hamish Clark

About Us





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Junior School Leadership Team



Jason Fay
Head of Junior School



Matt King
Head of Wellbeing
Junior School



Sue Mavropoulos
Head of Teaching & Learning
Junior School
Gifted & Talented Coordinator



Kass Woods
PA to the Head of
Junior School



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Inclusive Education Team



Carrie Phillis
Head of Inclusive Education R-12



Elaine Porter
Student Support Officer



Catherine (Cath) Harkin
Teacher Assistant



Jacqueline Lee
Transition Teacher



Sally Kicas
Teacher



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Wellbeing Team



Matt King
Head of Wellbeing
Junior School



Chris Clements
Head of Wellbeing
Services - Psychologist



Sarah Ferguson
School Counsellor



Libby Hartley
School Counsellor



Year 1 Teaching Team

Teachers

- Karuna Sachdeva, **1Y**
- Hamish Clark, **1K**

Specialist Teachers

- Robyn Cox, **Science**
- Narelle Steffan, **Performing Arts**
- Minmin Huang, **Chinese**
- Anna Mahoney, **Art**
- Anna Zerillo, **Physical Education**
- Georgie Buenfeld, **Inquiry and Library**



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Music

Teacher

**Narelle Steffan Teacher of Performing Arts
Classroom Music – ELC-Year 1**

Narelle.steffan@pulteney.sa.edu.au

Each child in Year Reception and Year 1 will experience:

2 x 45-minute music lessons each week on Tuesdays and Thursdays

Junior School children learn about the elements of music, including beat, rhythm, tone colour, pitch, expression, style, form and dynamics through singing, using technology, playing instruments, listening, creating, performing and games. This program focusses on music using the methodologies of Dalcroze, Kodaly and Orff.

Please refer to Catapult for information regarding Performing Arts at Pulteney.



Performing Arts Ensembles and Groups

Co-curricular Groups and Ensembles – Starting in Week 2

These groups will be rehearsing and working towards a variety of performances and concerts throughout the year. Please contact the Performing Arts office if you wish to enrol your child in a co-curricular activity. (Office number: 8216 5526)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Ist Break		Kurrajong Choir			
After School	Year 2 Dance Troupe		Year 1 Dance Troupe		



Expectations

From Teachers

High Expectations and a Positive Classroom Culture

Living the school values and having a high standard for all work tasks

Reception to Year 2 Behaviour Matrix

Building Independence, Accountability and Resilience

"I'm a Self-Manager"

Taking responsibly for their own learning and taking risks when challenged.

Daily roles and responsibilities.

Personalised Learning

Each student needs, strengths are uniquely their own.



I am a self- manager

I am resilient and reflective, I can:









- | | |
|--|--|
| <ul style="list-style-type: none">• set up and pack up the things I need for my learning | <ul style="list-style-type: none">• cope with challenges and setbacks |
| <ul style="list-style-type: none">• make wise decisions that help me learn | <ul style="list-style-type: none">• learn from my mistakes |
| <ul style="list-style-type: none">• stay focused and avoid distractions | <ul style="list-style-type: none">• try to solve my own problems before seeking others' help |
| <ul style="list-style-type: none">• manage my emotions | <ul style="list-style-type: none">• make a plan |
| <ul style="list-style-type: none">• organise and manage my resources and materials | <ul style="list-style-type: none">• keep to time limits |
| <ul style="list-style-type: none">• talk about my learning | <ul style="list-style-type: none">• follow instructions |
| <ul style="list-style-type: none">• set goals and work towards them | <ul style="list-style-type: none">• have a growth mindset |
| <ul style="list-style-type: none">• come up with my own ideas | <ul style="list-style-type: none">• use self- talk to help me manage challenges |
| <ul style="list-style-type: none">• recognise my strengths | <ul style="list-style-type: none">• reflect on my learning |
| <ul style="list-style-type: none">• recognise what I need to work on | <ul style="list-style-type: none">• challenge myself to try new things |



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Junior School Behaviour Matrix

As Navy Blues, we prosper when.....		PULTENEY		WHERE PASSIONS PROSPER			
Learning Spaces	In the Yard	Gathering Time	Moving Around the School	Devices	Toilets	During Sport	Community Events
<ul style="list-style-type: none"> We will respect our teachers and peers. We include others and help others succeed. We allow teachers to teach. We ask for help and give help to others. We set achievable goals We move around the room quietly and with care. We will push ourselves to do things that aren't so easy. We ask for feedback to improve. We understand that we all learn differently. We look after the classroom and keep it clean. 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves. We include others. We know the rules of the game, and we follow them. We look after the school's equipment. We are kind to ourselves and others. We listen to the duty teacher. We wear our hats when we are in the sun. We put our rubbish in the bin. 	<ul style="list-style-type: none"> We enter and exit the space quietly and calmly. We participate when asked to. We listen attentively to the speaker. We respect the presenter. We sit and stand carefully and quietly. We allow everyone to listen and join in. We celebrate our peer's achievements. We respect other's personal space. 	<ul style="list-style-type: none"> We use quiet voices and quiet feet. We walk calmly and safely. We seek permission to use elevator. We stick to the left on stairs. We respect personal space. We stay in our line when asked. We respect people in other spaces. We listen to and follow instructions. We keep corridors tidy. 	<ul style="list-style-type: none"> We use devices for educational purposes. We follow teacher's instructions when using a device. We use approved sites and apps. We take care of our devices. We use our device at appropriate times. We are responsible for our device. We stay safe online. 	<ul style="list-style-type: none"> We respect everyone's privacy. We wash our hands and turn off taps. We keep the toilets clean by flushing and putting rubbish in the bin We use the toilets for their intended purpose. We walk inside the toilet area. We ensure our aim is true. We only go into the toilets when necessary. We report any issues to a teacher. 	<ul style="list-style-type: none"> We win and lose with a positive attitude. We use equipment appropriately. We respect the referee and their decisions. We play by the rules and keep the game fair for everyone. We respect everyone's ability and include others. We use positive words to support and encourage. 	<ul style="list-style-type: none"> We show pride in our school through our behaviour and presentation. We show respect to students, teachers, families and visitors. We move safely and stay in the correct areas. We help events run smoothly by doing the right thing even when no one is watching. We understand that different events have different expectations. We listen and follow instructions.
Am I collaborating? 	Am I ready to learn? 	Am I being a leader? 	Am I giving my best? 	Am I being inquisitive? 	Am I being kind? 	Am I following the rules? 	Am I being respectful? 



Routine

Morning

- Children arrive and place their bag on the Year 1 mat (in the undercroft) in the morning and commence outside play.
- Teachers will greet children in the undercroft and walk them upstairs to the classroom.
- We are encouraging the children to independently get into the routine of unpacking their school bag and get organised for the morning.
- Classroom learning will commence at 8.35am promptly. Please ensure your child is at school on time to avoid disruption to the learning program.



Routine

Afternoon

- Our school day ends at **3.20pm**.
- We will line-up outside underneath the basketball ring ready for collection.
- Children attending OSHC will be collected directly from our classrooms by an OSHC team member.
- Any children who are not enrolled for OSHC and not collected by 3:40pm will be taken to OSHC.



Uniform

Expectations

Formal uniform is to be worn to school each day, except on PE days or when children have before or after school extra-curricular sport.

PE days:

- Tuesday and Thursday (for 1Y and 1K)

Please ensure your child has a named Pulteney play hat. Play hats are required every day at school and must be worn at break times.

We will provide sunscreen, however, please bring in your own sunscreen if required.



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Food and Drink

Brain Food and Drink

Please pack a healthy snack/brain food for children to eat in class. This snack could consist of fresh fruit or vegetables, cheese, yoghurt, or dried fruit. No processed food please. Please be aware our school is a nut aware school, so no nuts or nut products are to be brought to school. Please send a drink bottle containing water for your child to drink during class time.

Tuck Orders

Tuck orders are available to order through the Qkr! App.



English

Term 1 Focus

Morning Literacy Block

Extra Classroom Support

Reading and Writing Rotations

Lisa Burman

Author Study

Jane Godwin

Simple Sentence Structure

Explicit Recount Focus

Reading

Explicit Focus on Comprehension Strategies

Fluency and Decoding Focus

Sequencing and Re-tell

Spelling

Word Investigations

Short vowel sounds (a, e, i, o, u)

CVC words (cat, bed, pin, hop, sun)

CCVC words (stop, flag)

Consonant digraphs (sh, ch, th, wh)

Word families (-at, -an, -it, -op)

Heart words (are, the, from etc.)



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Mathematics

Term 1 Focus

I'm a Mathematician

Maths Mindset / Marvelous Mistakes

Vocabulary Focus

Term 1 Concepts

Number Sequence

Addition & Subtraction Strategies

Part-Part-Whole Representation

Comparing Collections

Skip Counting



Unit of Inquiry

Term I

Big Concept: Change

- Bringing in 'something that changes' and sharing with the group
- Understanding change from **HASS** perspective (family, structures, daily significant activities, roles)
- Understanding change from **Science** perspective (seasonal changes, how pushes and pulls change the motion and shape of objects etc.)
- Design and Technologies, Digital Technologies, English and Maths embedded throughout the inquiry



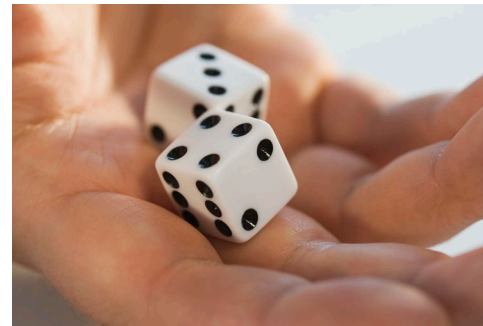
Homework

Expectations

- Reading every day for about 10 minutes
- Word Focus Activities
- Homework / Diaries

Optional

- Maths Investigations
- Number Games





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Excursions

Important Information

- Parent helpers
- Working with Children Check (WWCC)
- Email: kass.woods@Pulteney.sa.edu.au



Communication

Two Way Relationships

- Close working relationships are essential
- Value your insights and feedback on learning, development and well-being
- Open and consistent communication
- SeeSaw
- Methods of communication – phone, email, meeting, diaries.
- All communication and announcements will be sent through the Parent App and the PRW. Please ensure that notifications for the app are turned on and you are subscribed to Year 1.



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School Communications

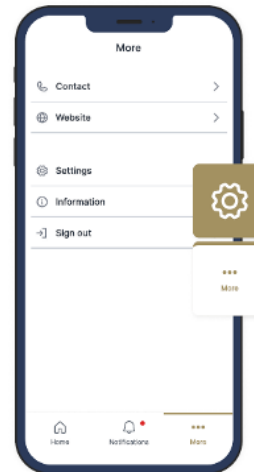
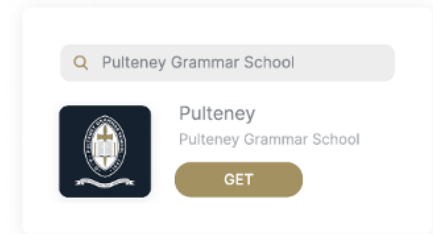
Pulteney Parent App



STEP 1

Search & download

Search for your college on the Apple App Store or Google Play to download the app.



STEP 2

Manage notification settings

Tap more in the bottom footer to access your, notifications, settings and more.



School Communications

Pulteney Parent App

- Notices (real-time updates, urgent notifications)
- Push notifications
- Content filtering & personalisation (select year level/s)
- School calendar integration
- PRW/newsletter integration
- Directory/contact list
- Co-curricular schedule for your child/children, including location, time, team, coach
 - Notifications of match/practice cancellation, change
 - Results
- Seesaw will continue to be utilised to share teaching & learning but not as a notice or notification platform



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Questions?