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**Year 2 Parent Information Night
2026**



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Isabel Oreo & Chloe Rees





Year 2 Teaching Team

Teachers

- Isabel Oreo, **2T**
- Chloe Rees, **2K**

Specialist Teachers

- Sally Kicas, **Inclusive Education Teacher**
- Robyn Cox, **Science**
- Meredith Wilson, **Performing Arts**
- Minmin Huang, **Chinese**
- Anna Mahoney, **Art**
- Kylie Savva, **Physical Education**
- Georgie Buenfeld, **Inquiry and Library**



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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



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 responsibility 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 |



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)

Please contact Jody Sadecki for more information.

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



Routine

Morning

- Children are allowed to enter the classroom from **8:15am**.
Please note before 8.15am there is no duty of care (no supervision).
- Children will learn how to independently get into the routine of unpacking their school bag and get organised for the morning.
- Classroom learning will commence at 8.30am 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 bring the children outside ready for collection.
- Children attending OSHC will go directly to OSHC/be picked up (this is flexible with the OSHC organisers).
- Pick up after 3:30: Blue crate
- Pick up after 3:40: OSHC



Timetable

2026 timetable update introducing a 3–2–2 lesson structure

First Break: 11:00-11:35am

Supervised eating: 11:35-11:50am

Second Break: 1:20-1:50pm

- Designed to better align with **how children learn, engage and thrive** across the school day
- Prioritises **focused learning, movement, exploration, collaboration and self-regulation**
- Avoids long afternoon learning blocks that can lead to disengagement and regulation challenges
- **Longer break earlier in the day** with a *play then eat* approach
- Supports **calmer transitions**, smoother re-entry into learning and improved concentration
- Evidence shows students return to class **more settled, focused and ready to learn**
- Specifically tailored to meet the **developmental needs of Reception to Year 6 students**



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:

- Monday and Wednesday

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.

Library days:

Bring Library books on

- **Tuesday:** 2T Miss Oreo
- **Friday:** 2K Miss Rees



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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

Genre Writing

Recount

Procedure

Big Write + VCOP

Reading

Explicit Focus on Comprehension Strategies

Fluency and Decoding Focus

Sequencing and Re-tell

Spelling

Word Investigations

Sight Words

Spelling Patterns



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Mathematics

Term 1 Focus

Term 1 Concepts

Number + Place Value

Mental Addition + Subtraction

Patterns

Calendars

2D Shapes



Unit of Inquiry/HASS

Term 1

Big Concept: My place in the world

The world is divided into continents and oceans.

Australia is a country made up of states.

Places can be represented on maps at different geographical divisions (world, continent, country, state).

Australia is located in relation to other places in the world.

Where a place is in the world influences what life is like there.

People and places are connected at both local and broader scales.



Home Learning

Home Learning will be set and sent Friday prior to the week.

Reading:

15-20 minutes out loud (to parent or self)

Maths:

Number facts: 2,5,10 times tables

My numeracy (starting later in the term)

Writing:

Big Write discussion

At home activities

Family bingo



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Junior School Behaviour Matrix

As Navy Blues, we prosper when.....



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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.
<p>Am I collaborating?</p> 	<p>Am I ready to learn?</p> 	<p>Am I being a leader?</p> 	<p>Am I giving my best?</p> 	<p>Am I being inquisitive?</p> 	<p>Am I being kind?</p> 	<p>Am I following the rules?</p> 	<p>Am I being respectful?</p> 



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A NAVY BLUE MOMENT

Name:

Date:

Today you showed what it means to be **A LEADER.**

I'm proud of you because:



A NAVY BLUE MOMENT

Name:

Date:

Today you showed what it means to **COLLABORATE.**

I'm proud of you because:



A NAVY BLUE MOMENT

Name:

Date:

Today you showed what it means to **GIVE YOUR BEST.**

I'm proud of you because:



A NAVY BLUE MOMENT

Name:

Date:

Today you showed what it means to be **INQUISITIVE.**

I'm proud of you because:





Name:

Date:

Learning From Our Choices

Which class agreement was tricky for me today?

As a Navy Blue we..

We look after each other.	We look after our classroom and school.
We look after our learning.	We follow instructions and stay together.
We look after ourselves.	We try again and fix mistakes.

What happened?

Who was affected?

myself classmates teacher other

How was I feeling when this happened



What will help me make a better choice next time?

- Sit where my body can focus
- Sit closer to the teacher
- Do one small part
- Use the calming corner
- Check the board
- Take a movement break
- Use a quiet fidget
- Ask for help
- Use calm breathing
- Give myself space
- Share how I'm feeling
- Walk away and get help



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 2.



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School Communications

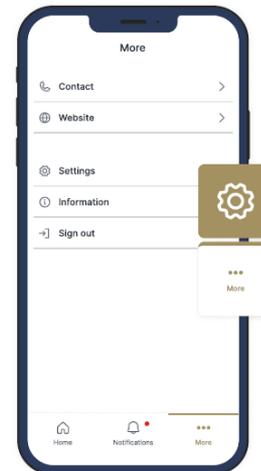
Pulteney Parent App



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



School App Subscriptions & Notifications



Subscription selection

By default, every parent will be subscribed to every subscription group.

Parents will need to go to 'Subscriptions' to select the group(s) they wish to receive notifications and communication from. In most instances, this will be the year level(s) of your child(ren).

How to refine your subscriptions

From the 'More' option on the footer of the app homescreen, tap 'Settings', and 'Subscriptions' and select the groups you would like to be subscribed to and receive notifications for.

You can select as many groups or options as you like, however it is strongly recommended you subscribe to your child's Year level in 2025 so that you are receiving notices most relevant to your child or children.



Step 1: Select 'settings'



Step 2: Subscriptions



Step 3: Go to Year Levels



Step 4: Select the year level(s) you wish to receive notifications & communications from. The navy button should appear 'on' when you have selected that group. Deselected groups will appear grey.



Step 5: Push notifications

To enable push notifications for your child's co-curricular activities, please ensure you have selected 'Allow push notifications' in the 'Notifications' area (also accessed from the Settings page).

Parent App Assistance:



Instructions for year level subscriptions & notification set up



Scan to view Parent App User Guide

For troubleshooting or questions, please contact:

Julia Hodge, Director of Marketing & Communication (julia.hodge@pulteney.sa.edu.au) or 8113 5616

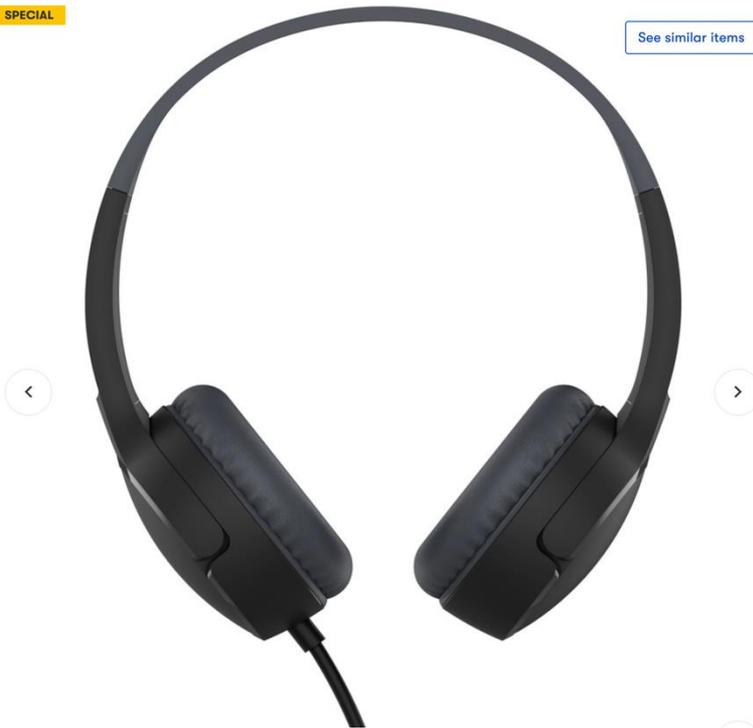


Headphones

Big W or Officeworks (links in week 1 homework)

SPECIAL

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Questions?