

# **NOWRA**

## HIGH SCHOOL

### **P&C Parent Workshops Presentation**

How to Study?

How to Support your Student?

- In 2016 the NSW Department of Education funded a research study titled '*Equipping parents to support their children's aspiration: What works?*'
- This study was completed by
  - UoW – University of Wollongong
  - UTAS – University of Tasmania
  - Visiting Professors from Scandinavian Universities
- The study looked at different attempts to engage parents into secondary schooling and found our programme to be recognised as *international best practice* and set it as the benchmark that others will be measured against and can aspire towards
- Why? The content, the presenters, the format, YOU - THE PARENTS!

## Foty Gregory Loupos JP

- B Commerce UNSW
- B Science\* UWS (TCM)
- B Education & Master Teaching USYD
- Master Education CSU
- PhD Educational Leadership UoW current
- Dip Hospitality Management
- Dip Project Management
- Dip Marketing
- Dip Counselling & Psychotherapy
- Dip Clinical Hypnotherapy
- Master in Oriental Medicine, Tai Chi and Meditation – 25 years

## Proposed Schedule

Meeting 2:	20 March	How to Study & Support your Student?
Meeting 3:	22 May	AGM
Meeting 4:	19 June	How the Mind Works
Meeting 5:	14 Aug	Post School Options
Meeting 6:	11 Sept	Resiliency / Adolescent Psychology
Meeting 7:	06 Nov	Safe partying
Meeting 8:	04 Dec	Christmas Party

## **Citizens – Society – Democracy – Freedom**

- Every school defines its existence by meeting community needs and expectations
- It does not exist for its own sake
- It is a reflection of the community and mirrors society
- What starts at home continues at school - What starts at school continues at home
- Learn change adapt with your student
- We need a common language: *‘Wisdom through Knowledge’*

*Care of Self – Others – School | Respect, Responsibility, Safety, Learning*

- Routine Environment and if possible a regular time
- Clear of Clutter – As Within, So Without
- Clear bright lighting, fresh air, plants
- No heavy food, junk food or energy drinks - 40 mins to an hour before study
- Fresh fruit, nuts, and water | Vitamin-Mineral Supplements
- Brain Haze/Fog – consistent over stimulation

- Music – Classical, Natural Sounds – no lyrics
- Alpha State - 7-14 cycles per second
- Exercise, Stretching and Breaks
- NESAs Syllabus recommendations 2-3 hrs per subject/per week
  - Stage 4 - Years 7 & 8 - 4-6 hours per wk
  - Stage 5 - Years 9 & 10 - 6-8 hours per wk
  - Stage 6 - Year 11 - 8-10 hours per wk
  - Year 12 - 15-20+ hours per wk

[Short to Long Term Memory](#)

[The week begins on Sunday!!!](#)

Reflection, Questions, Projection and Context

[Weekly Study Planner](#)

Study Timetable

Term Based Yearly Planner

[Term Planner NSW 2018](#)



- Talking through the question, what do you think it means
- Define each word using a dictionary
- Find synonyms using a thesaurus
- Imagine, visualise or research a 'real world' context – Why?
- Plan before you start
- Ask for exemplars

[ALARM Scaffold](#)

HSC Keywords/Verbs

Motivation – Extrinsic and Intrinsic  
Passion, Talent and Hobbies  
Short term small goals  
Medium term achievable goals  
Long term goals  
Dreams  
Easy versus Hard  
Tutoring  
Extra-curricular activities  
Work  
Reading for Pleasure  
Discipline!!!

# Questions???



**SHORT TO LONG TERM STUDENT LEARNING AND MEMORY**

STEPS	STEP 1	STEP 2	STEP 3	STEP 4
CLASSIFICATION	SHORT TERM MEMORY	SHORT – MID TERM MEMORY	MID – LONG TERM MEMORY	LONG TERM MEMORY
DESCRIPTION	Content / Skills are initially introduced	Content / Skills must be revisited within the next 2-3 days	Content / Skills must be revisited again within 7-10 day period  Content must be tested  Skills must be applied	Content / Skills must be revisited in the near future  Content / Skills have formed foundational understanding for further, advanced and/or deeper learning
TEACHER ACTIVITY	Summary at the end of lesson  Homework activity	Summary at the end of the week of the learning that has taken place.  Contextualised within the Scope and Sequence of the Topic, introduce the week ahead  Contextualised within a ‘real world’ scenario	Quiz  Application lesson incorporating the content and skills of the previous week  Feedback	Unit and/or Topic Summary  Unit, Topic, Half Yearly or Yearly Exam  Completion of Assessment for Learning Task  Feedback
STUDENT ACTIVITY	Daily Revision  Homework	Weekly Revision  Study Notes  Assessment for Learning	Preparation for Quiz / Application Lesson  Assessment for Learning	Unit and/or Topic Revision  Study Notes  Examination  Assessment for Learning  Incorporate and Reflect on Teacher Feedback

# SUNDAY REFLECTION TASK

WHAT DID I LEARN THIS WEEK?

ENGLISH

MATHS

WHAT WILL I LEARN NEXT WEEK?

ENGLISH

MATHS

# STUDY DIARY

SCHEDULING	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00							
7:00							
8:00							
ROLL CALL 9:05 - 9:15 9:09 - 9:19							
PERIOD 1 9:15 - 10:06 9:19 - 10:10							
PERIOD 2 10:06 - 10:57 10:10 - 10:57							
RECESS 10:57 - 11:29							
PERIOD 3 11:29 - 12:20							
PERIOD 4 12:20 - 13:11							
LUNCH 13:11 - 13:43							
PERIOD 5 13:43 - 14:34							
PERIOD 6 14:34 - 15:25							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							

## SUMMARY / TASKS

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# 2018 NSW school planner

Term ONE 2018		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
January	Week	22	23	24	25	Australia Day 26	27/28
January/February	1	29*	30	31	1	2	3/4
February	2	5**	6	7	8	9	10/11
February	3	12	13	14	15	16	17/18
February	4	19	20	21	22	23	24/25
February/March	5	26	27	28	1	2	3/4
March	6	5	6	7	8	9	10/11
March	7	12	13	14	15	16	17/18
March	8	19	20	21	22	23	24/25
March/April	9	26	27	28	29	Good Friday 30	Easter Weekend 31/1
April	10	Easter Monday 2	3	4	5	6	7/8
April	11	9	10	11	12	13	14/15



Term **TWO** 2018

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
April		16	17	18	19	20	21/22
April		23	24	<b>ANZAC Day</b>	26	27	28/29
April/ May	<b>1</b>	30	1	2	3	4	5/6
May	<b>2</b>	7	8	9	10	11	12/13
May	<b>3</b>	14	15	16	17	18	19/20
May	<b>4</b>	21	22	23	24	25	26/27
May/ June	<b>5</b>	28	29	30	31	1	2/3
June	<b>6</b>	4	5	6	7	8	9/10
June	<b>7</b>	<b>Queen's Birthday</b>	12	13	14	15	16/17
June	<b>8</b>	18	19	20	21	22	23/24
June/ July	<b>9</b>	25	26	27	28	29	30/1
July	<b>10</b>	2	3	4	5	6	7/8

Term **THREE** 2018

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
July		9	10	11	12	13	14/15
July		16	17	18	19	20	21/22
July	<b>1</b>	23	24	25	26	27	28/29
July/ August	<b>2</b>	30	31	1	2	3	4/5
August	<b>3</b>	Bank Holiday (TMB open)	7	8	9	10	11/12
August	<b>4</b>	13	14	15	16	17	18/19
August	<b>5</b>	20	21	22	23	24	25/26
August/ September	<b>6</b>	27	28	29	30	31	1/2
September	<b>7</b>	3	4	5	6	7	8/9
September	<b>8</b>	10	11	12	13	14	15/16
September	<b>9</b>	17	18	19	20	21	22/23
September	<b>10</b>	24	25	26	27	28	29/30

\*Eastern Division staff start date. \*\* Western Division staff start date.

**tmbank.com.au** or **13 12 21**  
Phone banking **13 21 40 (24/7)** | **BSB 812-170**



Term **FOUR** 2018

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
October		<b>Labour Day</b> 1	2	3	4	5	6/7
October		8	9	10	11	12	13/14
October	<b>1</b>	15	16	17		18	19
October	<b>2</b>	22	23	24	25	26	27/28
October/ November	<b>3</b>	29	30	31	1	2	3/4
November	<b>4</b>	5	6	7	8	9	10/11
November	<b>5</b>	12	13	14	15	16	17/18
November	<b>6</b>	19	20	21	22	23	24/25
November/ December	<b>7</b>	26	27	28	29	30	1/2
December	<b>8</b>	3	4	5	6	7	8/9
December	<b>9</b>	10	11	12	13	14	15/16
December	<b>10</b>	17	18	<b>End of Term for Students</b>	19	20	21
December		24	<b>Christmas Day</b> 25	<b>Boxing Day</b> 26	27	28	29/30

**Notes**

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**We put you first**

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HSC	Learning	Thinking HSC Verbs	Topic/Question							
1 mark	What	Name Identify Recall Recount	I / Purpose		II / Style & Structure		III / Context - Historical & Current		IV / Audience & Responder	
1-2 marks	Why	Define Examine Account Apply Discuss Explain								
2-6 marks	How	Analyse the parts or components  Calculate Classify								
6-10 marks	How Well	Interpret Assess Summarise								
10-15 marks		Construct Demonstrate Distinguish								
15+ marks		Investigate Compare & Contrast  Critically Analyse +ve & -ve								
+ extra marks	How Well	Propose Recommend Evaluate Justify Synthesise								
+ extra marks	What If?	Predict Infer Deduce Extrapolate  Link to an Archetype	<i>Metacognition - to recognise transformation and change, to see between what is present, to see beyond what is present.</i>							
		Conclude with and Open with your personal statement conceptualised	Introduction				Conclusion			