

# 2016 Open Day STRATEGIES FOR SUCCESS



## Foundation Support Strategies

Sharon Hillcoat
Head of Department – Middle School



#### **Strategies for Success**

- Study skills
- Reading strategies
- Stretching your child academically





#### Exposure to material x Different settings = Greater recall



#### Homework can be a chance to:

- Practise skills
- Quiet reflection
- Reading 'around' a topic
- Research



#### **OPTIMA Goals**

- What grade is your child aiming for?
- What do they need to do to get there?
   Conversations about specific criteria and learning strategies



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"I can't play video games with you after school. I have to help my father help me with my homework."



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#### No homework written down?



#### Try:

- Rewrite class notes
- 20 minutes of exam study
- Read a related article
- Plan or draft an assignment
- Practise spelling or paragraph writing



# Supporting Comprehension Rigour

Lisa McGuire

Dean of Teaching and Learning



#### **COMPREHENSION AT PBC**

How can I support my child in reading and comprehension?



#### Question, Brainstorm, Reform

What is comprehension?



### Comprehension in the Middle School



Reading to learn is an **integral** part of pedagogy within PBC and has been embedded within and across the curriculum to best allow students to attain their potential in this sphere.



Comprehension is **explicitly taught** to enhance student outcomes across a range of KLAs and it is the teacher and student's responsibility to engage with a variety of text types to develop **complex understandings** of the relevant content as well as demonstrating their understanding of the metacognitive processes involved.



### EMBEDDED KEY COMPREHENSION STRATEGIES



#### **Tactical Teaching of Reading (TTR)**

Getting students to engage with TTR activities while they are reading.



The metacognitive process and recognition of tactics is vital – students should know why they are using a particular strategy and be able to translate this application to any reading exercise.



### Read the question, read the text then answer the question (RRA):

Encouraging students to read the questions first so they can annotate and highlight to identify answers.



#### **Time Constraints**

Make the kids 'have a crack' in a short time frame – pace is an important part of rigour. This should not detract from the explanation and deconstruction afterwards



#### **Elimination**

With multiple choice questions eliminate the obviously incorrect responses to at least have a 50/50 chance of getting the answer correct.



STATE HIGH

### Decoding Difficult and Challenging Words

Showing kids how you break down difficult vocabulary. E.g. 2R4C



STATE HIGH

#### 2R

**R**eread the sentence that includes the difficult word **R**ead on past the difficult word

#### 4C

Consider the context
'Chunk' the word into meaningful parts
Compare the word with others they know
Check a reference such as a glossary, a
dictionary or a thesaurus, or check with a
peer or teacher



#### **Annotation**

"Inking their thinking" – students should be writing on their question sheets and texts – this is a visual representation of their cognitive processes. When this becomes purposeful it allows for faster processing of information.



#### Reflection

 How can I reinforce these strategies when helping with assessment and homework?

 Utilising the metalanguage at home can reinforce the relevance of the strategy.



#### Reflection

- I know most of this seems like common sense but it is amazing the results we can achieve if we standardised the metalanguage within and around comprehension.
- Working together we can enhance outcomes for <u>all</u> students.



- Lead a quality literacy program
- Track and celebrate student success
- Coach and develop teachers skills



#### **Literacy Program**

This initiative is based on research and is incorporated into the first 20 minutes of each English lesson across Years 7, 8 and 9.





#### How parents can help

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Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul> <li>Spelling pre-test</li> <li>Exposure to the reading text</li> </ul>	<ul> <li>Explicit teaching of the spelling pattern</li> <li>Language conventions (LC) - E.g. abstract vs concrete nouns</li> </ul>	<ul> <li>Explicit reminder of the spelling pattern.</li> <li>Language conventions activity</li> </ul>	<ul> <li>Spelling post-test</li> <li>5 Multiple Choice questions re the spelling pattern and the LC</li> </ul>

#### Homework:

- Reading log 40 minutes/ week
- Fortnightly writing task response to stimulus

#### **OTHER HOMEWORK:**

20 minutes per subject studied that day



# Supporting High Academic Achievement

Ty Russell Teacher



### **Supporting High Academic Achievers**

...and supporting all students to achieve high, academically.



#### Two Groups of Students...

A. Those who already achieve at a high standard

B. Those who are capable of high achievement levels but are not performing within their capability



### A. Those who already achieve at a high standard:

- Stress
- Perfectionism
- Life Balance

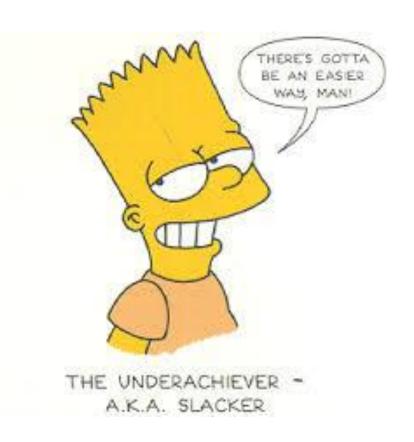




"My teacher says I'm an underachiever, but I think she's an overexpecter."

B. Those students who are capable of high achievement levels but are not performing to their capability.





How can you help the underachiever?



#### **How Can We Help at PBC?**

- Homework club
- Study timetables
- Year Co-ordinator
- Guidance Officer

### How can you help your bright young person?

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Highly developed aesthetics

- Art Exhibitions
- Museum visits
- Plays
- Films

Family Events



1:00.

