



2016 Open Day

STRATEGIES FOR SUCCESS



Foundation Support Strategies

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Strategies for Success

- Study skills
- Reading strategies
- Stretching your child academically



Drain
Rain

**HOME WORK
AHEAD**



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



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



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.



Decoding Difficult and Challenging Words

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



2R

Reread the sentence that includes the difficult word

Read on past the difficult word

4C

Consider the context

'C'hunk' 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 **all** 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

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none">• Spelling pre-test• Exposure to the reading text	<ul style="list-style-type: none">• Explicit teaching of the spelling pattern• Language conventions (LC) - E.g. abstract vs concrete nouns	<ul style="list-style-type: none">• Explicit reminder of the spelling pattern.• Language conventions activity	<ul style="list-style-type: none">• Spelling post-test• 5 Multiple Choice questions re the spelling pattern and the LC

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.



THE UNDERACHIEVER -
A.K.A. SLACKER

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?

Highly developed aesthetics

- Art Exhibitions
- Museum visits
- Plays
- Films



**Family
Events**

