



Christ Church  
Grammar School  
PERTH, WESTERN AUSTRALIA

# **Year 11 Parent Information Evening**

**Wednesday 12 February 2020**

# Welcome to Year 11

- All Year 11s are aiming for the WACE
- Need minimum of 7 C grades across Year 11 and Year 12 (at least 3 must be in Year 12)
- Big step up from Year 10

# Year 11 Assessment Periods

- **Wednesday period 4 every week**
- **Most of these periods will be used for whole cohort assessments**

# Year 11 Assessment Periods cont'd

- **Run like exams**
- **No mobile phones or smart watches**
- **Remember their own calculators, Classpads and spare batteries**

# Year 11 Assessment Periods cont'd

- Some weeks there might be a talk/presentation
- What if the assessment is in a subject they don't study? → Study Period
- They can't
  - run amok around the school or
  - leave the school grounds during Assessment Periods

# Assessment Policy

- **Student must complete all assessment tasks**
- **Strict rules around illness on day of assessment**
  - Medical certificate is required
- **Strict rules re cheating, collusion and plagiarism**
  - A mark of Zero will be awarded

# Assessment Policy cont'd

## Attendance

**Strong attendance = strong student performance**

**High absenteeism = diminished progress**

# Assessment Policy cont'd

- **If they have an issue with an assessment ...**
  - **Read teacher's feedback, sample answers etc**
  - **If there is a serious issue, talk to teacher**
  - **Further issues, talk to the Head of Department**



# Subject Changes

- No changes of subject mid-year in Year 11  
*(except if moving from ATAR to General pathway)*
- Changes of subject only allowed in Weeks 1 – 5 of Term 1.

# Crossing the Fence

- **Good reports about boys attending lessons at MLC**
- **Coordinator is Dr Rose**

# Homework

**In a maximum of 50 words, Compare and Contrast the following**

**an EPR, an N/A, a ZERO, and a U**



# Topics for Tonight

- Communicating with boys  
(even when they don't want to!)
- Supporting your son/s  
(and their teachers!)
- Being the parent  
(not the friend)
- What is new in learning and revising

# 1. Communicating with Boys

You ask - “How was your day?”

## SHE says:

**“It was great, thanks. Mrs Smith was away so we had a different teacher and he was really mean to Susie – all she wanted to do was get a drink, but even though Mrs Smith wasn’t there, we still sat in the same places and we got to work on our project and I got lots done – I still need to find some more sources for Part 2, but Kasey and I are going to go to the library on the weekend so we can do some work together and Mrs Smith left us some notes to help us and I am going to use them to complete some of my work tonight. And we did our brain dissections for Human Biology and it was totally disgusting – I didn’t touch it and Jane had to do all the work and she really liked it – you know she wants to be a doctor now – and Darcy invited me to her party this weekend and we want to go to Claremont Quarter Thursday and look for new sandals for her to wear with that red shift dress she wears you know the one – and.....”**

HE says:

“Ok”



# When you said “How was your day”, you meant ...

**I haven't seen you all day, what went on in your world?**

**Reassure me that school was worthwhile!**

**Tell me what you learnt today.**

**What did you talk to your friends about?**

**How do you think you are going?**

**Is anything worrying you?**

# Give them the structure they need

## Tell me .....

- one thing you learnt in ..... today
- one thing you enjoyed in .... today
- one thing you were thinking about in ..... today
- what the hardest rule was for you to follow today?
- if one of your classmates could be the teacher for the day who would you want it to be and why?
- tell me something you learned about a friend today
- when you were most proud of yourself today?
- what challenged you today?
- what was the nicest thing you did for someone else today?
- which one of your teachers would survive a zombie apocalypse? Why do you think so?

## Keep lines of communication open by .....

- Teaching them what your questions mean
- Showing interest in their learning
- Reading the books they read (or talking about the ones you read)
- Having dinner at the table together and talking
- Persevering without interrogating

# Conversations will happen when .....

**You're doing something that doesn't involve facing your son**

- **In the car**
- **Throwing/kicking a ball to each other**
- **Cooking or cleaning together**
- **Working in the garden together**
- **Fixing something together**

# 2. Supporting your son/s (and their teachers!)

# Support your son and his teachers by:

- Talking to him each week about what's coming up
- Keeping an eye on his marks using Parent Portal
- Celebrating his successes
- Discussing his disappointments
- Having *high* expectations of his *effort*
- Having *reasonable* expectations of his *achievement*
- Communicate *early* with your Tutor if you have any concerns about his progress

# 3. Being the parent (not the friend)

-

# Parents are in charge!!

- **Bed time – sleep is critical to learning and memory development (9 hrs a night for these boys)**
- **Diet – a decent breakfast is required to help focus boys at the start of the day. They need complex carbohydrates and protein – not sugar**
- **Learning environment –remove everything electronic from their work area– they can't multitask!**
- **Know what they are doing behind that closed door!**



As a parent, how often have  
you said, “What do you have  
for homework tonight?”

.....only to hear,.....

**“I don’t have any.”**

So, what do you say to that?

# Responses to try:

1. **“Really? Show me your diary .....**”
2. **“Excellent!!! So what revision are you going to do tonight? How can we help?”**

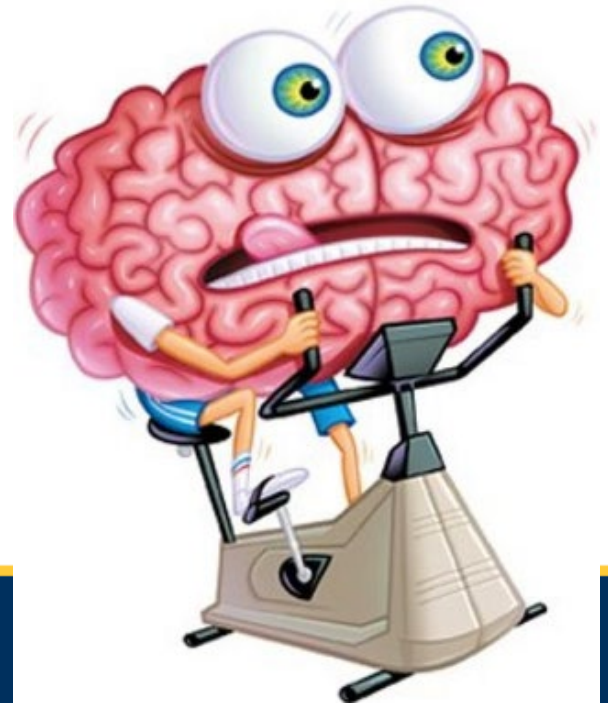
# 4. What is New in Learning and Revising?

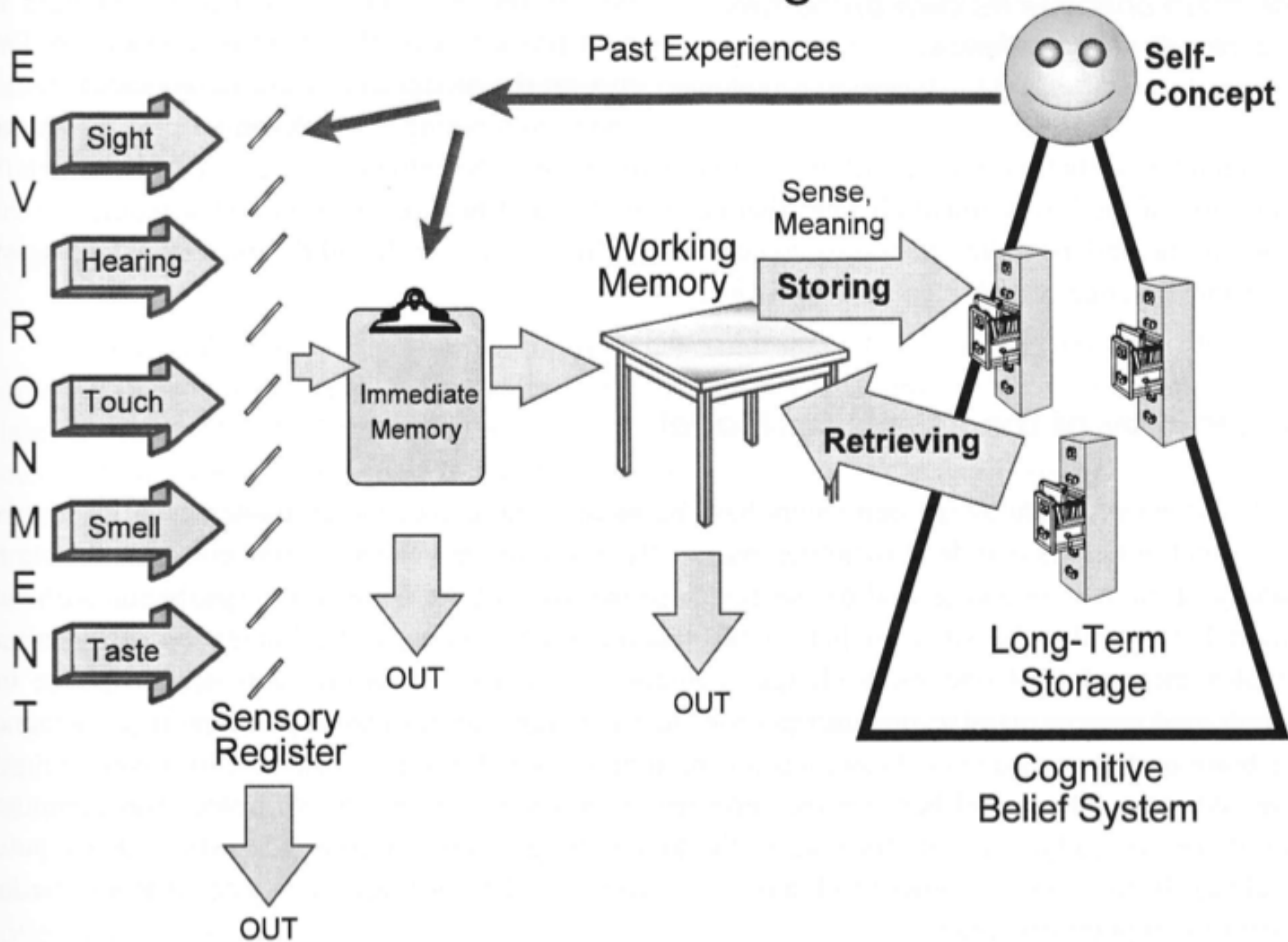
## (What should YOU know?)



# Three Types of Memory

- **Short term (immediate)**
- **Short term (working)**
- **Long term**





# Short Term (Working) Memory

- Is a conscious process
- Lasts up to about 24 hours
- Preschool = 2 things
- Pre-adolescent = 5 things
- Adolescent / adult = 7-9 things



# Improving Short Term Memory - Chunking

- **How to chunk: group things together!!**
  - **advantages and disadvantages**
  - **similarities and differences**
  - **structure and function**

# Improving Short Term Memory – Primacy / Recency Effect

- We remember the first part well and the last part well but NOT the bit in the middle
- How does this affect our revision strategies?
  - Keep lists short – less than 7 – 9 things
  - Chunk material together
  - Review new or harder information first or last!!
  - Don't always review material in the same order



# Long Term Memory

- **What helps information move from working memory to long term memory???**
- **Two questions to be answered –**  
**Does it make sense? – do you understand it?**  
**Does it have meaning? – is it relevant?**

# Helping things move into long term memory

- Use humour to learn material
- Move – within 1 min of movement, our brain gets 15% more blood
- Eat – glucose improves long term memory by 35% and working memory by 20% for up to 30 mins!
- Drink – water!! (33mL/kg/day)



# Homework vs Revision – is there a difference?

**YES!!!**



**Homework - the completion of tasks set by the teacher in the lesson.**

**Study / Revision - going over the material and trying to learn it and remember it.**

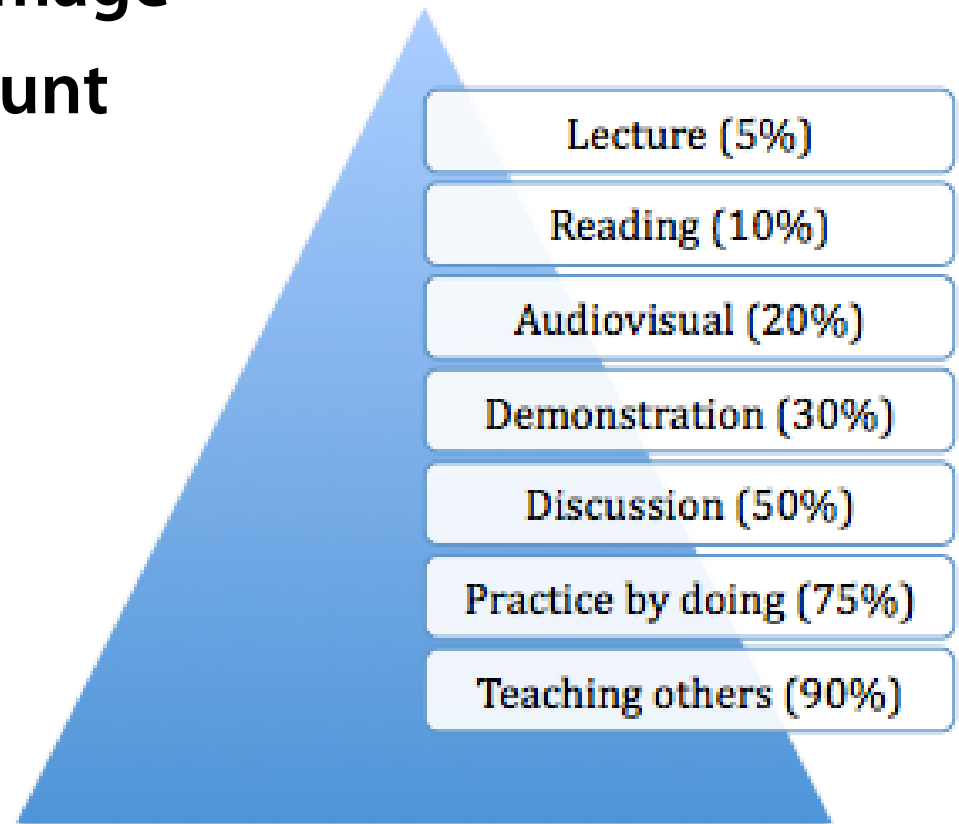
# When and How should you Study?

- 30 minutes / subject per night, 7 days a week!
- Do – hwk first, then study to fill the 30 minute time slot for that subject
- Keep a tally of how much **revision** is being done
- Do hard things first and work through to the easiest content to cover OR finish with material needed for the next day

- **Procrastinators - set a time eg: 10 mins to do something – small and achievable!**
- **Avoid food / Insta / texts / phone / email / tv / twitter / PS4 etc etc etc while working – do these things in the 5 – 10 minute break after the 25-30 min work slot**
- **Use a reward for things done well**
- **Keep stress and negativity low – they reduce the ability to learn!!**

- **Take notes / formulate a mind map / generate questions as they read**
- **Practice makes permanent (not perfect!!) – boys need to ensure summary notes/mind maps that they learn off are correct – give them to a teacher for checking content / accuracy**

- **Get information in a multisensory manner – watch a video, read a book, talk, teach, write about the same thing and you will embed the information more easily**
- **The percentage in the image shows the average amount remembered using that modality**



- **Get nagging questions out of the way as they interfere with making long term memories**
- **Dispersed practice is better than massed practice**
  - **ie: cramming doesn't work!**



# Note Taking Strategies

**Why was this session undertaken by all boys today at Ad Astra??**

**You are 7 x more likely to remember facts 1 week later if notes were taken**

**Methods:**

- **Outline Method**
- **Cornell method**
- **Mind mapping**
- **Graphic organisers**

# Subject

## 1) Main Idea

- a) Sub-point
- b) Sub-point
- info
- c) Sub-point
- info

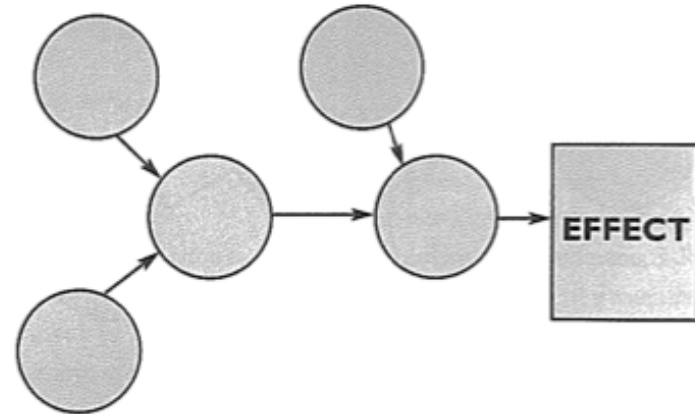
## 2) Main Idea

- a) Sub-point



Main Ideas	Details

### Process/Cause-Effect Pattern Organizer



## Summary

# Revision Strategies

- **Memory box**
- **Verbal testing – this is where you come in!**
- **Flash cards**
- **Making up own questions (and solutions!)**
- **Teaching someone else – you again!**
- **Converting notes from one form to another (eg Cornell to mind-map, mind-map to Cornell)**

# How often should he study?

Time since material was covered (days)	Amount forgotten (%)
1	62
2	69
75	75

# For new material presented today...

- Summarise it **THAT NIGHT**
- Revise it **2 days later**
- **1 week later**
- **1 month later**
- **3 months later**

**Revise by using memory boxes, flashcards, verbal testing etc**

# Term Planners

- Access Nexus to get copies of their assessment and course outlines
- Help them create a Term Planner that shows where all their assessments are

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3	Test #1				
Week 4		Inv. #1	TEST #1 TEST #1		TEST #1
Week 5					
Week 6			TEST #2	TEST #2	
Week 7	TEST #1 TEST #2		Test #2		PRAC #1
Week 8					
Week 9					
Week 10	TEST #3	EXT #1 PRAC #1		Test #3 VAL #1	
Week 11					



“Mr. Osborne, may I be excused? My brain is full.”