

# Year 7 Parent Learning Group

Term 2 week 3 2021





# PDHPE



Mr Bob Harrison



# Humanities

Mr Steve Gibb





# Mrs Nicki Clark





# Important dates

- KLA FOCUS – PDHPE, Humanities and Social Science
- Exam preparation & study tips
- Nurturing gifted learners
- Thinking Tools





## Dates to Watch Out For!

- › Week 4 - NAPLAN
- › Week 4: Year Meetings,
- › Week 5: Year 7-9 Blackout period
  - Friday 31<sup>st</sup> May Regional Cross Country Carnival
- › Week 6: Semester 1 Assessment period
- › Week 7: Zone Athletics
- › Week 8: Reach Spelling and writing
  - NAIDOC Assembly
- › Week 9: Our next PLG
- › Week 10: Reports issued, Friday 25<sup>th</sup> June.

MARK YOUR  
CALENDAR!



## Feedback from last Parent Learning Group.

- › Staff lists on Website
- › Study Techniques – Year 10 students
- › Mentoring Program -15 students and 50 Mentors
- › Monday Maths Group



Week 6



Timetable will  
follow







# Strategies to help prepare

In diary & issued to all students

## 3,2,1 Go..

- ☺ Time to catch up on notes, tasks and worksheets
- ☺ Clarify what subjects have exams and the contents
- ☺ Make a list of pluses (good points) and minuses (need to improve) from past exams
- ☺ Get organised at home, clear study space, share your plan
- ☺ Allocate 1 subject per day for study, review notes, exercises
- ☺ Begin summaries, flash cards, mind maps, posters, formula sheet
- ☺ Locate and copy chapter reviews, revision questions past papers

***In the next week***

## Exams Scheduled Wk 6 (timetable to follow)

- ☞ Complete, summaries, mind maps, sample answers this week
- ☞ Decorate your room with post-its, mind maps, summaries; **READ OVER**
- ☞ Two subjects per day, some review some practice questions
- ☞ Make a list of questions to ask friends or teachers....**ASK THEM!**
- ☞ Get used to the format of past exams, know what to expect
- ☞ Practise specific maths problem types, extended responses, drawing diagrams to help *imprint* them
- ☞ Address the minuses from past exams – seek clarification
- ☞ Set goals for next week

***the week after***

- ➔ Daily review of summaries, formulas, mind maps, flash cards
- ➔ Complete practice papers, chapter reviews, set revision - consult teachers for feedback
- ➔ Know the standards expected to meet your goal in each exam
- ➔ Answer under exam conditions, time yourself, plan your time
- ➔ Do your own marking, peer mark
- ➔ Review your plus and minuses
- ➔ Be organised night before
- ➔ Surround yourself with positive people and thoughts

***TRUST YOUR PREPARATION***

***the lead up week***



# A Plan for Preparing

**1**  
WEEK



Time to catch up  
on notes, tasks,  
worksheets

Get organised at  
home; clear study  
space & share  
your plan

Clarify what  
subjects have  
exam and the  
contents

Allocate 1 subject  
per day for study,  
review notes &  
exercises

Locate and copy  
chapter reviews,  
revision  
questions,  
practice  
questions

Make a list of  
strengths & areas  
for development

Begin summaries,  
flash cards, mind  
maps, posters &  
formula sheets

*Week 1 Down  
3 Weeks  
To Go!*



# week two



Complete summaries, mind maps, sample answers this week



Know what to expect

Make a list of questions to ask friends and teachers.  
**ASK THEM!**



2 subjects per day; some review, some practice questions

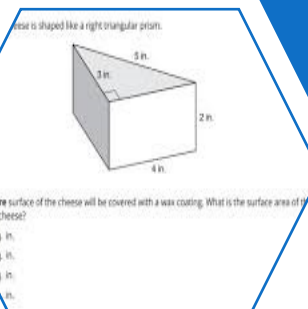


Practise specific maths problem types, extended responses & draw diagrams to help *imprint* them

Decorate a space with post-its, mind maps, summaries and READ OVER

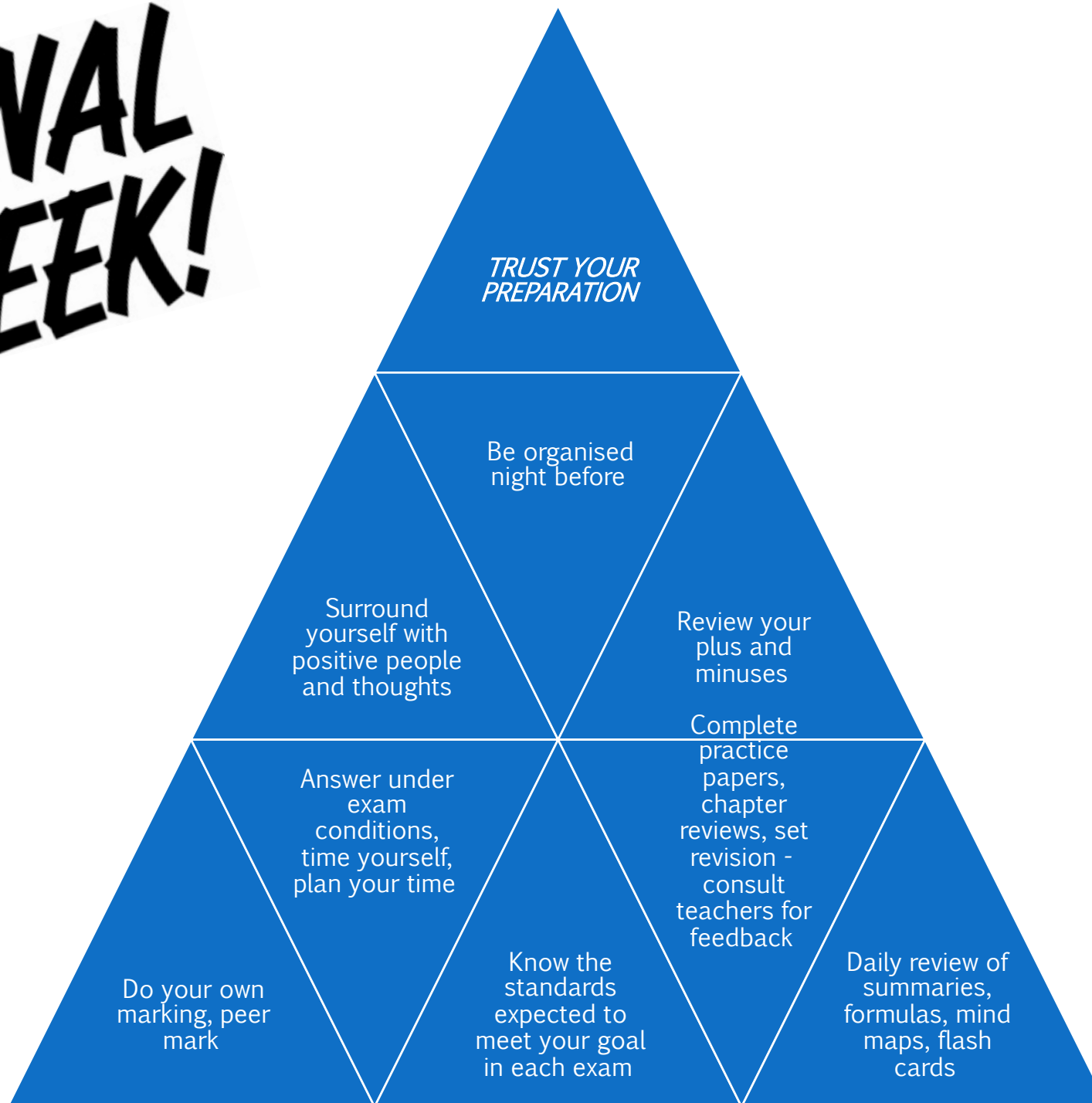


Set goals for next week





# FINAL WEEK!





## Study Planner

MY WEEKLY GOALS

DATE:

### I HAVE TO:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### I NEED TO:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### I WOULD LIKE TO:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

Mr Jones will distribute in  
Guidance lessons to all  
students



MEREWETHER HIGH SCHOOL STUDY PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3 - 4						
4 - 5						
5 - 6						
6 - 7						
7 - 8						
8 - 9						

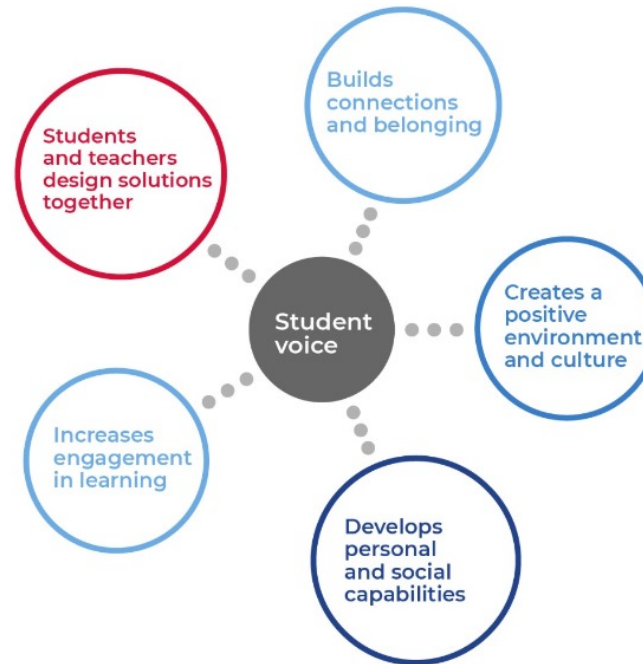


# Student Well Being

› **Tell Them From Me** – student feedback about where to from here? Focus areas identified

› **Student Voice**

› **Focus groups**







## What is student voice?

Student voice is defined as students actively participating in decision-making on things which shape their educational experiences. It is an approach to education that values the perspectives, experiences and aspirations of students across three settings; the classroom, the school and in the wider community.

## How are student voice and wellbeing connected?

When children and young people participate in meaningful decision-making at school, they:

- experience higher levels of wellbeing and empowerment
- feel a deeper connection to their learning and school community
- develop a range of skills and capabilities to feel connected and successful at school and in life.

## How can student voice be encouraged at home?

As a parent, you want your child to love learning. You want them to feel confident in expressing their voice, having influence and making authentic choices at school. There are many ways you can support this at home and further develop the skills they are learning at school.

## Top tips for supporting student voice at home

1. Create opportunities within the home for your children to lead activities and make meaningful choices, for example, organising meals or a family outing.
2. Support your children in identifying and celebrating their personal strengths and those of others.
3. Support your children in making learning goals and sharing them with their teachers. This will empower them to shape their learning environment to reflect their unique needs.
4. Encourage them to be a leader in their classroom, school and communities. These do not have to be traditional leadership positions, such as school captains. Students can become peer-support leaders, playground monitors, joining clubs and committees or become student mentors and volunteers.
5. Create opportunities for collaboration in the home, for example, cooking or building something together.





**Thankyou for attending.**

Please forward your feedback and areas you would like covered in future PLGs to me via email.

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