

TOOLS FOR SUCCESS!

WITH Dr Prue Salter



Welcome to your study skills evening.

This session is an opportunity to reflect on your approach to your learning and explore new techniques to enhance your study habits. We are all diverse in how we learn. The goal is to become more effective and efficient in the way YOU learn so you can become a more powerful learner and achieve your personal academic best.

Throughout the evening, you and your parents or guardians will work through this handout together as directed. Please sit together and have a pen ready. Decide who will be the scribe for the night. Additionally, there is extra material included in this handout for you to review at home. ALL of the slides from tonight's presentation can be downloaded and saved – details can be found on the last page of the handout. You can also take photos, but no video recording.

Ask questions
anytime via TEXT
message DURING
the session!

Send your question
to Dr Salter on
0416 293 087.

STUDENT WORKBOOK



*Enhanced Learning
Educational Services*
"the study skills specialist"



Step One

ACTION PLAN: What do you want to do, remember, or implement from this step?

E.g. Clear my workspace and put up some shelves.

TECHNOLOGY

OPTIONS FOR STUDENTS:

- Cold Turkey or SelfControl
- AppBlock or Freedom or Study Bunny

OPTIONS FOR PARENTS:

- Qustodio or Bark Parent Control
- Set up **Apple Screen Time** which enables parents to set a bedtime and limits for apps
- **Norton/McAfee Safe Family**
- **Wireless routers**
- **OurPact App**, mobile phone management (but it moves the student's apps around!)
- **Microsoft Family**
- **Google Family Link**, Google Home
- **Kidslox**
- Vodaphone Kids, Optus Pause
- **Bitdefender Security**
- **inchargebox** – lock away devices and charge at the same time

BOOKS:

- **'Raising Your Child in a Digital World'** by Dr Kristy Goodwin
- **'The Tech Diet for your Child & Teen'** by Brad Marshall



REMEMBER: You can download ALL the slides from this presentation to keep. Details on the last page.

What could you improve in your learning space?

STORAGE: Where will you keep past tests, assignments, books for your subject? Do you need shelves or bookcases?

Where will you keep material you don't need to take to school the next day?

Where will you keep assignments you are working on?

Do you have a supportive chair?

A desk lamp?

A noticeboard?

You don't have to have a fish.....

What about your laptop?

Ensure students have a well-organised and comfortable workspace: Consider upgrading their chair or lighting, or even introducing a stand-up desk if suitable. Provide adequate storage space and a noticeboard to help keep their area tidy and efficient.

Music and concentration: The general rule with music is that if students are doing easy work, it is acceptable. However, for tasks that require concentration or memorisation, students should either turn off music (as well as Netflix and podcasts) or opt for soft Baroque classical music.

Separate schoolwork and personal technology time: Students should keep schoolwork time distinct from personal technology time. They should focus on their schoolwork in dedicated blocks of time, minimising distractions to enhance productivity.



Can you improve the space where you learn?

	YES	SORT OF	NOT YET	DON'T NEED
1. Do you have a good-sized workspace ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have an appropriate chair ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you think a stand-up desk might be something you are interested in trying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Overall, do you have an ' ergonomic ' setup for working with your computer? (This means you sit in a way that supports your body and reduces strain.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you have adequate ventilation (fresh air)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you have good strong room lighting and a desk lamp?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you have a noticeboard where you can put important notices and a calendar of due dates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you have adequate storage or shelving space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you specifically have somewhere to keep materials or information for assignments you are working on ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have somewhere to store anything for school that you don't need to take to school the next day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you have somewhere to keep past tests, returned assignments, books, papers and any other non-digital material so they are all together at home and filed for each subject? (More on this in the next section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you make sure your mobile phone is not in your bedroom overnight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you and your parents agree where the best place in the house is for you to do your schoolwork (bedroom, study, living area etc.)? The best place is the one with least distractions and where you get the most work done!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you try and keep the space where you are working as distraction free as possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you also turn off music (or only have classical music on) when you are doing schoolwork that requires concentration and effort?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Moving forward, will you manage technology distractions by keeping schoolwork and personal time separate ? (This means you don't do personal technology activities while you are doing homework, research, or study. Otherwise, your parents will have to use blocking tools.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, if you still have time, look through the list above and **highlight** the questions where you would like to make changes. You can then think what else you should add to your action plan for this step (on the previous page). You may not have time during the evening to go back and add to the action plan, but that is ok, the discussion is more important for now and you can work on the action plan at home when you come back and revisit the session materials.



Step Two

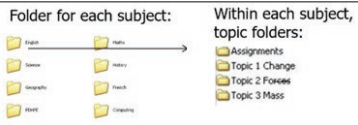
ACTION PLAN: What do you want to do, remember, or implement from this step?

	<p>EACH DAY</p> <ol style="list-style-type: none"> 1. Organise resources, paste in sheets from the day, manage computer files, check email, check learning portals etc. (5 mins). 2. Briefly review the day's work (5-10 mins). 3. Then do homework or home learning. 4. Now work on assignments and prepare for tests. 5. If time, now do Independent Learning activities: <ul style="list-style-type: none"> ● Review/look over previous difficult areas ● Read ahead in your textbook ● Make study notes, summaries ● Use sites like Education Perfect, Mathletics, Edrolo if your school has access or YouTube and Khan Academy lessons ● Use extra textbooks, study guides (Five Senses Education website) ● Learn touch typing ● Improve literacy skills with reading and vocab lists



NOTE – You can download ALL the slides to review at home. Photos are also ok, but no video recording allowed.

Do you manage your computer filing well?
Do you have a good folder structure?
Do you use descriptive file names?
Are you saving in the cloud eg OneDrive/Google Drive?



Folder for each subject: English, Science, Geography, History, Art, Music, PE, Computing

Within each subject, topic folders: Assignments, Topic 1 Change, Topic 2 Forces, Topic 3 Mass

USE DESCRIPTIVE FILE NAMES

No!	Yes!
English.doc	Hamlet_Essay_2023.doc
English1.doc	DonnePoetry_Assign.doc
Historystuff.doc	WW1_History_Draft1.doc
Things.doc	Science_StudyNotes_Topic1.doc
Files.doc	FrenchVocab_People&Places.doc
Essay.doc	Austen_Task3_2023.doc

On Google Drive you can colour code folders

- Biology
- History
- Literature
- Math
- Spanish

Colour code books, folders and texts to match.

TAKE YOUR PARENTS ON A LAPTOP TOUR

Do you manage your papers and filing well?
At least once a week do you look through what you are taking to school and see if can now leave it at home as you have finished that topic?

SYSTEM FOR PAPER AT SCHOOL?

Managing the Paper

Note, you may not be getting much paper yet, but set your systems up now so that as more comes home you have a good filing system.

OPTIONS TO DEAL WITH LOOSE PAPER:

1. Paste sheets into books.
2. Put sheets into a folder.
3. Scan sheets into your computer.

(having them floating around loose is NOT an option)

SYSTEM FOR FILING AT HOME?

FILING AT HOME: *Add any changes to your action plan bottom Page 4*
 E.g. One big folder for filing + Magazine holders for books / textbooks. These stay at home.

FOR SCHOOL: Either a single folder for everything or separate document wallets. These go to school.

NOTE: If you then access 2 folders either use one folder as a base and only take what you need or use one as a suitcase to move everything for school from one folder to the other.



Can you be more organised at home and at school? Are you doing all of the daily high school tasks?

	YES	SORT OF	NOT YET	N/A
1. Are you on time for your classes at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you take the correct books and equipment to your lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you sit next to people in your classes that help you stay focused rather than distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If you have a locker at school, is it clean, organised, and tidy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you record your homework in your diary or online planner (if your school uses one) at the end of your lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you have good management strategies for digital resources e.g. you use descriptive file names, organise files into sub-folders, and understand about cloud storage or backing-up files?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you manage loose pieces of paper for school? When you are given papers at school, do you immediately paste them in a book, put them in a folder, or take them home to scan into your computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you unpack your bag totally before you start work and spend 5-10 minutes or so before you start any work getting organised, filing, checking emails, online portals etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you check each afternoon if there are any notes or information you need to pass on to your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have a filing folder (or something similar) set up at home so you can file papers away that you are finished with for each subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you make a plan each afternoon of what you'd like to get done that night and what order you will do your work in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you spend a few minutes each day briefly reviewing what you learnt in each lesson from that day (highlight, tell someone, mind map, daily review book)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you do homework first , then work on any assignments or prepare for any tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If you don't have much homework or assignments etc. to do, do you spend some time working on things you find difficult or making study notes or reading ahead (i.e. doing ' independent learning ' activities)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Have you added ' learn touch typing ' or ' start vocab book ' to your action plan on the previous page if you want to do these activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. At the end of the night, do you work out what you need to take to school tomorrow and pack everything you'll need into your bag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, if you still have time, look through the list above and **highlight** the questions where you would like to make changes. You can then add to your action plan for this step (on the previous page).

NOTE: In the next step we will look at all of the **TIME MANAGEMENT** issues like how much time you should spend on schoolwork, how do you fit everything in with all of your activities etc. If you have finished the above activities you can start filling in the timetable on Page 6.



Step Three

How much time do you have available in your week? How will you fit in and structure all of your home learning?

Students who achieve their personal academic best and have much less stress make a plan to complete a set and allocated amount of work each night or over each week. They might also need to do extra work some nights if they have lots of homework or assignments or exams.

Just coming home from school and then seeing what you feel like doing often doesn't work and can lead to arguments. There may need to be more structure and routine around when the schoolwork is completed at home. Some common approaches are:

- Make a plan each afternoon before you start of what you will do and when you will do it.
- Complete a certain number of 20 or 30 minute blocks of distraction-free schoolwork time each night.
- Have set times allocated each day to your work – a study timetable as per below. You can download these templates the same place where you can download the slides from the evening (details on the last page).

Let's see what YOUR schedule is like this year. Fill in all activities, travelling, dinner, etc.

	MON	TUE	WED	THUR	FRI	SAT	SUN
Before school						8-9am	
3.30-4pm						9-10am	
4-4.30pm						10-11am	
4.30-5pm						11-12pm	
5-5.30pm						12-1pm	
5.30-6pm						1-2pm	
6-6.30pm						2-3pm	
6.30-7pm						3-4pm	
7-7.30pm						4-5pm	
7.30-8pm						5-6pm	
8-8.30pm						6-7pm	
8.30-9pm						7-8pm	
9-9.30pm						8-9pm	
9.30-10pm						9-10pm	

Each day aim for 1-1.5 hours of home learning (or 7-10 hours over the week).

1. Do homework first.
2. Then work on assignments or prepare for any tests coming up.
3. Any remaining time should be spent on independent learning: making study notes, reviewing difficult work, exploring things you found interesting.

Your bedtime: _____

Your devices' bedtime: _____



STEP THREE ACTION PLAN: What do you want to do, remember, or implement from this step?

	<p>SLEEP</p> <p>Dr Chris Seton from the Sleepshack says the best way to judge how much sleep a child needs is to assess whether it's "enough for them to wake spontaneously – meaning without an alarm clock – on most mornings and avoid tiredness during the day at least until the last hour before bedtime".</p> <p>A GUIDE TO HOURS OF SLEEP PER NIGHT:</p> <ul style="list-style-type: none"> ● Preschoolers (3-5 years old): 10-13 hrs ● School Aged Children (6-13 years old): 9-11 hrs ● Teens (14-17 years old): 8-10 hrs <p>To decide the correct bedtime, work out what time your child needs to get up in the morning, then work out how many hours of sleep they need to feel refreshed in the morning.</p>



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Most schools recommend:

On average,

- Around **1-1.5 hrs per night** on most nights (incl. weekends)
- Or **7-10 hours over the whole week**)



Eg:

- 4.00-4.30 relax
- 4.30-5.00 school work (0.5hr)
- 5.00-6.30 free time
- 6.30-7.00 school work (0.5hr)
- 7.00-8.00 dinner and TV
- 8.00-8.30 school work (0.5 hr) - optional
- 8.30 on - free time!



- 1.5 hour school / 4 hours free time: KEY: is not WASTING time!
- If you can focus for a whole hour in one block– go for it!
- If you can't focus for 30 mins start with 20 or 15 mins.
- If you prefer to get up early and do homework then, go for it!



Do you have routine, structure and a clear approach as to when and how the schoolwork is completed at home each night?

	YES	SORT OF	NOT YET	N/A
1. Have you currently been doing enough schoolwork ? Aim for around 1-1.5 hours per day or 7-10 hours over the whole week. If not, maybe add 'do more independent learning activities' to your action plan on the previous page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you ask teachers for guidance on how long homework or assignments should take to complete?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you discuss with your teachers if it is taking you a very long time to complete tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you do schoolwork at home in distinct blocks of time with no distractions during this time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you try and keep the time when you complete schoolwork at home completely separate from your personal technology activity time or free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you think making a prioritised plan each afternoon of what to do and how long it should take is a good idea? If so, add this to your action plan (and don't forget you can also swap plans with a buddy to see what they do).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you tried working to a study timetable ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If not, do you think it might be worth trying ? If yes, add this to your action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you need to make changes to improve your afternoon routine so you are more efficient, effective and focused and so you and your parents are clear as to what the approach will be? If yes, then write these changes on the action plan on the previous page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have a good overall balance between schoolwork and your personal life? If not, write what needs to change on your action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are you getting enough quality sleep ? If not, write the changes needed on your action plan (e.g. go to bed earlier, no screens for last half hour before bed etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Now if you still have time, look through the list and **highlight** the questions where you would like to make changes.

You can then add to your action plan for this step (on the previous page).

If you have finished, and you have a school diary, please take it out now and show your parents how you use your diary.

Independent Home Learning

Things you choose to do the nights you don't have compulsory learning:

- Reading
- Reviewing what you have been learning at school that week
- Extra practice on questions you find hard
- Research on an area you are interested in learning more about
- Making a mind map about what you have been learning
- Making study notes on a topic
- Improving your touch typing skills
- Reading ahead in your textbook
- Improving your study skills and literacy skills
- Doing work from a different textbook or study guide for one of your subjects (check the school library, local library and bookshops).





Step Four

How can you plan and manage your workload (including tests and assignments)?

a Break the work to be done into pieces or chunks.

ASSIGNMENT <ul style="list-style-type: none"> Do research, collect materials Organise the information Do 1st section Do 2nd section Put in pictures Finalise presentation 	MATHS TEST <ul style="list-style-type: none"> Finish chapter Make study notes Learn formulas Do chapter review Work on hard sections Re-do questions in text Do revision sheets
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b Plan in your diary or online planner when you will try to do each step.

This is a DO list, not just a DUE list!

SAT 1 Do research, collect materials for assignment	SAT 8 Finish 1st section of assignment	SAT 15 Put in pictures into assignment
SUN 2	SUN 9 Start 2nd section of assignment	SUN 16
MON 3	MON 10	MON 17
TUES 4 Start 1st section of assignment	TUES 11	TUES 18 Finalise presentation of assignment
WED 5	WED 12 Finish 2nd section of assignment	WED 19
THURS 6	THURS 13	THURS 20
FRI 7	FRI 14	FRI 21 Assignment due today

c Highlight in your diary or mark the task as complete in your online planner for all work you complete that day. At the end of the week, cross out incomplete work or work you did not have time for and allocate it to the next week. This way you never have to look back to see what you need to do.

Term 3				
1 M 18 <i>Staff Day</i>	T 19	W 20	T 21	F 22
2 M 25	T 26 <i>French class</i>	W 27	T 28	F 29
3 M 1 August	T 2	W 3	T 4 <i>Maths Comp</i>	F 5 <i>Maths Topic Test</i>
4 M 8	T 9	W 10 <i>Science Topic Test</i>	T 11 <i>Maths Assign due</i>	F 12 <i>Geog Assign due</i>
5 M 15	T 16 <i>English Topic Due</i>	W 17	T 18 <i>History Assign due</i>	F 19 <i>Family/Teacher Breakfast</i>
6 M 22	T 23	W 24	T 25	F 26

How can parents help?

- When you have an assignment, spend some time with your parents brainstorming the steps for the task and allocating these in your planner AND go through the assessment notification.





STEP FOUR ACTION PLAN: What do you want to do, remember, or implement from this step?

	<p>PLANNING</p> <ul style="list-style-type: none"> • Students should have a term planner visible at home that shows due dates for tests and assignments. • Check that students are breaking down larger pieces of work and scheduling when they will do each step (this can be done in pencil in a diary so can be changed as needed). • Some students may prefer to do their planning in google or outlook calendars or on a whiteboard. • Many students will need help in chunking down tasks and putting together a plan to complete each step. • Check how students keep track of the work they have completed and check that uncompleted work is moved forward in the diary or planning tool to when it will be completed. • If students are feeling overwhelmed, help them list everything they need to do and prioritise the tasks.

How could you plan and manage your workload more effectively?

	YES	SORT OF	NOT YET	N/A
1. Do you have a term planner set up somewhere visible at home so you will regularly see when things are due? If no, add to your action plan above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When you write due dates for tasks into a diary or planner do you make sure they stand out ? Or if you are using an online planner instead of a diary, do you know where to see the due dates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you like the idea of creating a one-page overview for what you have to do for the task the day you are told about it? If yes, add to your action plan above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In the past when you were given an assignment or told about a test, did you brainstorm the steps to be done breaking the task into smaller chunks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you decided or worked out where you prefer to record your plan of when you will do the steps for each task? This might be in a section or column of the school diary, a whiteboard, an app, or an online tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you decided on your own system to keep track of what work you have completed and what you haven't completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. At the end of the week, do you reschedule any work not completed to the next week and write down when you will do those uncompleted tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you feel you might need a little help for a while from your parents to get really good at planning and scheduling work effectively for high school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now if you still have time, look through this list and **highlight** the questions where you would like to make changes. You can then add to your action plan (above) for this step.



Step Five

How can you study
for tests more effectively?

This step is set up for families to work through together at home. The presentation will give you a brief introduction to this section, but it is best to work through this section together each time students are preparing for a test so they can consider what new techniques they will try.

3 STEPS TO STUDYING:

1. Make study notes (do this as early as possible).
2. Learn the notes (don't just read them, test yourself on them).
3. Do lots of practice questions.



MAKING STUDY NOTES:

1. Look through all the material.
2. Make a list of all the headings and subheadings.
3. Do a mind map overview (e.g. <https://bubbl.us/>).
4. For each heading, make point form notes.





The 'Three Musketeers' technique

Tick which of the things below you already do to prepare for tests or exams:

MUSKETEER 1:

Organising the information (making study notes).

- Make summaries/study notes (these are the same thing!).
- Make recordings of the information you need to remember.
- Write out lists of formulas or rules or make flashcards.
- Make signs to put up around the house of info you have to learn.

MUSKETEER 2:

Moving the information into long term memory (learning and memorising).

- Regularly read through and review the study notes or textbook and test yourself.
- Listen to the recordings of information you have made and try to recite the info.
- Read the info then write out what you remember without looking (do this over & over).
- Read the info then speak out loud what you remember without looking over & over.
- Test yourself, have someone test you, or test yourself with flashcards.
- Teach or explain the information to someone else.

MUSKETEER 3:

Identifying areas of weakness (practising subject skills).

- Do as many different question types or examples as possible and check answers.
- Do lots of questions under examination conditions (no looking at answers!).
- Re-do past topic tests or do practise exams (called 'past papers').
- Re-do hard questions in the textbook and from past worksheets.



REMEMBER: When studying, keep a list of questions or things you need to ask your teacher about.



FLASHCARDS (or use flashcard apps)

Buy or make some index or palm cards. Write questions on the front and answers on the back then use them to test yourself! Keep reviewing until you can answer each question perfectly – make sure you shuffle up the cards.



MNEMONICS

When you are trying to remember a list of things, take the first letter of each and make a 'nonsense' word to jog your memory of each of the items during the test. You can also make up a rhyme or story instead of a 'nonsense' word.

What do you need to do to improve the way you study for tests and exams? What new techniques could you try?

Which study techniques do you use?

Can you think of any other study techniques?

What new techniques could you try?

*** DON'T FORGET:**

- ▶ Look
- ▶ Cover
- ▶ Write
- ▶ Check
- ▶ Say

Write your ideas here:

LEARNING/MEMORISING TECHNIQUES

- Make lists of key points of part of a topic.
- Put up formulas and rules around the house.
- Type what you remember without looking at notes.
- Write out what you remember in your own words.
- Make up rhymes or songs to help you remember.
- Teach what you have learnt to someone else.
- 3Rs – Read, Recite, Recheck (look, cover, write, check).
- Speak out loud the info you've read to check recall.
- Explain to a stapler, a cat or a pot plant what you have been learning.
- Write out info over and over.
- Form discussion or study groups.
- Use mind maps, sketches, flowcharts, and diagrams.
- Have a parent or friend test you.
- Form pictures in your mind of the information.
- Write out lists of questions as you read and answer them later.
- Organise notes using colour, highlighting and structure.
- Make and use flashcards or index cards.
- Make recordings of the info you need to learn (or songs!).

PRACTISING TECHNIQUES

- Re-do class exercises from the textbook.
- Keep a list of areas you need to revise further.
- Do any chapter reviews or summary questions.
- Create a test and swap with a friend.
- Do questions and submit to teachers for marking.
- Do as many questions as possible under exam conditions.
- Practice writing longer answers or essays under exam conditions.
- Re-do past topic tests.
- Keep a list of things you need to ask your teacher about.
- Spend time working out what it is you do NOT know yet.
- Buy or borrow study guides or extra textbooks to try other questions.
- Do past test papers under exam conditions.
- Add points to remember into your study notes based on your practice questions.
- Be conscientious about chasing up everything you don't understand.
- Target areas of weakness and questions you find challenging with extra practise.
- Find help for anything you can't do or understand.



How do you make summaries and study notes?

Follow these steps to make summaries:

1. Look through all material on the topic; your classnotes, worksheets, textbook, computer.
2. Make a list of the main headings or sections for that topic.
3. Create a mind map overview for the topic.
4. For each heading, read through the information and highlight the key points.
5. Write down the key ideas in point form (in your own words if you can!).
6. Try and put information into lists or tables when you can.
7. Re-do a particular section if you feel the information is not clearly organised.

To make effective study notes:

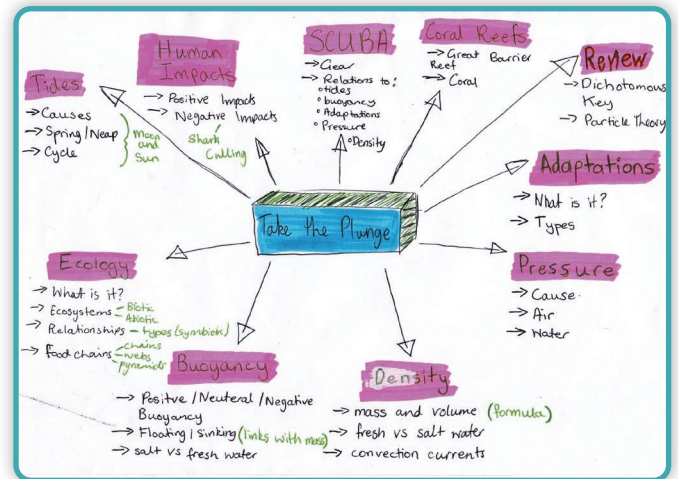
- Use point form notes as much as possible, avoid long sentences.
- Rephrase the information in your own words.
- Only include relevant information.
- Make notes neat, legible, easy to read, well set out with a logical structure.
- Improve layout with wide margins, different colour and headings, box key points, numbering etc.
- Loose leaf sheets are useful as you can rewrite sections, add in extra information.
- Summarising is a never-ending process, keep refining, improving, adding in.
- Your summary must be comprehensive and include all information needed.
- Mind maps: one-page visual overview of the topic.

Once you have made the study notes, to use them when studying:

- Read through a section, put it aside and see what you can write down without looking.
- Read a section out loud, put it aside, see what you can say out loud without looking.
- Pace around your room reading a section, go to your computer, see what you can type out onto a blank word file (without looking back at the notes!).
- Then check and see what you remembered correctly and what you need to review again.

Tick your answers:

	YES	SORT OF	NOT YET
Have you ever made study notes before?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IF YES:			
• Do you try and make the notes early so you have time to learn them before the test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Are your notes brain-friendly with clear headings and structured and highlighted etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can you think of some ways you can improve your notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What do you need to do to improve the study notes you do or to ensure you make notes on a more regular basis?



Extra information for parents about improving the way students study:

HANDWRITING ISSUES: Try the ring pens at www.pencilgripsplus.com.au



SUMMARISING:

- One of the biggest mistakes students make is leaving their study notes until just before their exams. One of the best habits students can get into is doing their study notes throughout the year – at the end of each topic is a good time to do this. Whenever students don't have much homework, they could be working on study notes.
- Another mistake is writing too much and not breaking the content down into short key points in their own words. Have a look at the sorts of notes your student makes and see if you can provide suggestions for improvement.
- Suggest your student takes any study notes they make to school and asks their teacher to have a quick look to check they are on track and see if there is any way they could improve the notes they are making.

ACTIVE STUDYING:

- When studying, students should be using a wide range of study techniques.
- One of the biggest mistakes students make is just to read their notes over and over and hope it sticks in their head instead of testing themselves on the content like they should be doing.
- In addition to retaining the content, students need to practise applying the skills of the subject, doing as many revision questions and past exam papers as possible. You may like to look at purchasing an additional textbook in a different brand so that students have more questions to use as revision.

- If students struggle in an exam situation, they need to do more practise under exam conditions (i.e. under time limits and not looking at any notes or answers as they do the practise exam).
- **Remember the 3 steps to study:**
 - Make study notes early.
 - Learn the notes by testing yourself on them.
 - Do lots and lots of questions as practise.
- Most students in Years 7-9 generally need to do 1-1.5 hours of schoolwork each night.

PLANNING STUDY TIME FOR EXAMS:

- If your school has exam blocks, students may need to do a bit more each night – especially if they are still getting homework (although much of the homework may be designed to specifically help students prepare for the exams).
- It is best to work in half hour blocks, taking a break between study sessions. Some students can focus for longer periods of time.
- Students should remove all distractions during the half hour block (i.e. no TV shows, no music, turn off social media etc.).
- Choose 2-3 subjects to work on each night.
- Each afternoon, students then decide which subjects they will work on that night and what they'd like to try and get done in the study block for that subject.
- Students might like to draw up a timetable planning which subjects they will work on each night before the exams start.
- In each study block, students should spend some of the time 'learning' and some of the time 'practising'.

LIFESTYLE AND BALANCE:

- The most effective students are those who also have a healthy lifestyle and good balance in their lives. Think about the type of food your student eats, whether they drink enough water, if they exercise regularly and most importantly if they are getting enough sleep (amount needed varies but the average is around eight hours).
- It is also important that students have time to do the things they enjoy, spend time with family and friends and also have 'down time' just to relax.

PERSONAL BEST:

- Rather than having students competing with others, stress the concept of 'personal best', the idea that while not everyone can be at the top of the class, everyone is able to work towards achieving the best results they are capable of.
- **Great books for parents:**
 - *'How to Motivate Your Child for School and Beyond'* by Andrew Martin.
 - *'Raising Your Child in a Digital World'* by Dr Kristy Goodwin or *'The Tech Diet for your Child & Teen'* by Brad Marshall.





To ACCESS THE SLIDES from tonight:



**Enhanced Learning
Educational Services**
"the study skills specialist"

- Go to www.enhanced-learning.net or scan the QR code here ➤
- Click on **PARENTS AND STUDENTS** at the top
- Click on **7. DOWNLOAD SLIDES**
- Scroll to the bottom of the page to the table and the heading **YEARS 7-9 EVENINGS** to access the slides, Step 5 video and Diary video
- You have **4 WEEKS** to download and save the slides to your computer.



PASSWORD FOR SLIDES: learnsmart

Below are the links you will find on the PARENT/STUDENT page of www.enhanced-learning.net:

ACCESS IF YOUR SCHOOL SUBSCRIBES:

1. LOGIN to the ONLINE STUDY SKILLS HANDBOOK WEBSITE
2. LOGIN to the ONLINE PREPARING IN PRIMARY WEBSITE

PAID OPTIONS:

3. ACCESS one-on-one individual study skills COACHING for your student (Sydney only).
4. PURCHASE study skills WORKBOOKS for individual use to improve your student's skills.
5. Students WATCH a VIDEO of Dr Prue Salter speaking if you are unable to attend a live session.
6. Parents WATCH a VIDEO of Dr Prue Salter speaking if you are unable to attend a live session.

FREE STUFF:

7. DOWNLOAD the SLIDES from a session or evening you attended and other useful info. ➤
8. ACCESS FREEBIES like term planners, weekly planners and additional handouts.
9. RECEIVE access to the Study Skills TOP TIPS and our TOP 100 BLOG entries.
10. EXPLORE some OTHER INFO for parents to read and review and OTHER LINKS.



DON'T TRY AND IMPLEMENT EVERYTHING AT ONCE!

Instead, choose a few things to start, then choose the next things to target. Sit down with your student once a week and together discuss how they are progressing. You may like to download a new action plan from the Freebies section and organise and collate all of your ideas to implement from the session and agree together which ones you will focus on.