

Study Skills

Year 11 Year  
Adviser  
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## Create a study plan

- Spend time on what you don't know
- Timings will change – don't panic
- Include your regular activities – work, exercise, sport
- Be realistic
- Have priorities and key goals for each session

# Find a learning space

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- Home
- Public Library



# Study effectively

- Use different strategies for different subjects.
  - Diagrams, graphs, visual representation
  - Read actively –highlight, annotate
  - Practice problem solving
  - Practice writing
  - Terminology
  - Mnemonics
  - Timelines
  - Create





## Practise your exam technique

- Train for your exam
- Use past papers
- Use a timer
- Use your favourite black or blue pen



## Reach out to Teachers

- Don't be shy
- Ask questions
- Ask for feedback on your study notes
- Clear up any confusion

Wow! Is Autumn Here Already?

Don't you just love Halloween with all the smells and things to see? I love the feeling of autumn rushing against my body. Autumn is my favorite time of the year.

There are so many things to see, smell, and feel. *topic sentence*

*idea* Don't the smells of fall just make your stomach gurgle with hunger? Buttered popcorn sounds so good after walking around the whole street, trick or treating. You can bet that the smells of hot cocoa will get me to drink two sweet, chocolaty mugs. When you walk up the street don't you love to smell candles burning briskly in their cups? I sure do, especially when it's a brisk cool night. In autumn there are a lot of new things to smell.

*word choice - aroma, fragrance, (nouns, verbs)*  
*main idea* I love the feel of autumn. The brisk cool wind feels great brushing against your now sweaty face after walking up and down the street. If you fall in the damp frosty grass, you are sure to get water on your clean warm pants. When you're picking out your pumpkin, it feels so good to just run your hands over the smooth slippery pumpkin skin. Hayrides are really fun, going bumpety bump, but don't you hate it when the hay scratches your legs? It feels so rough and pointy. Most of the feels of fall are great. *feelings?*

*main idea* During autumn there are so many beautiful things popping out. Red and yellow leaves let me know that fall is here and that it is almost time to rake these wonderful colorful leaves. I love lying out on the grass looking up at the clear baby blue sky, just watching it go by and by. Sometimes the scary pumpkins make you jump when you see them out of the corner of your eye. They are freaky. The flying geese are fun to watch/

# Practise and learn from your mistakes

- Keep trying
- Identify your weaknesses and figure out how to improve them
- We are building to the HSC

# Look after yourself

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- Physically
- Mentally
- Talk
  - Parents/Carers
  - Friends
  - Year Advisor
  - Student Support/Counsellor







# Disability Provisions

**Ms White**  
**Head Teacher**  
**Wellbeing**



# DISABILITY PROVISIONS

- There are **disability provisions** for students with disabilities.
- These need to be applied for with the NSW Education Standards Authority (NESA) .
- Discuss with Learning Support, Year Adviser and or Head Teacher Wellbeing.

## What are HSC disability provisions?

Disability provisions provide students with practical support to access, i.e., read and respond to, the Higher School Certificate (HSC) exams.

In providing disability provisions for the HSC exams, NESAs comply with the *Disability Discrimination Act 1992 (Cth) (DDA)* and the *Disability Standards for Education 2005*, issued under the DDA.

Disability provisions are one way that NESAs ensure there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.

Provisions are determined on the basis of functional evidence.

The **impact of a condition** or disability on how a student functions in an exam situation is the key consideration when determining provisions. Functional evidence can include results of the student's performance on approved reading and spelling tests, work samples that include extended responses and teacher comments on adjustments that have been trialled at school. NESAs determine provisions by comparing a student's health reports and functional evidence against standards and guidelines set out by NESAs' panel of specialists. Guidelines are subject to regular independent review and are confidential to NESAs to preserve the integrity of the process.

Student or parent identifies need

School identifies need

### Discuss process

School explains application process and eligibility requirements to student/parent

**Complete application**

1. Name provisions sought
2. Provide evidence of a diagnosed disability and its impact on the student in an exam situation
3. Collect functional evidence (eg reading, spelling and writing results)
4. Collect teacher comments from all examinable courses on student's exam needs and impact of current provisions (if used)
5. Complete student and principal declarations