

CHAMPION BAY
SENIOR HIGH SCHOOL



ENLIGHTEN

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STUDENT INFORMATION

Name: _____ Form: _____

FORM	8.45 am – 9.05 am	20 mins
BLOCK 1	9.05 am – 10.05 am	60 mins
BLOCK 2	10.05 am – 11.05 am	60 mins
RECESS	11.05 am – 11.30 am	25 mins
BLOCK 3	11.30 am – 12.30 pm	60 mins
BLOCK 4	12.30 pm – 1.30 pm	60 mins
LUNCH	1.30 pm – 2.00 pm	30 mins
BLOCK 5	2.00 pm – 3.00 pm	60 mins

2019 TERM DATES

Semester 1		Semester 2	
Term 1	Mon 4 February – Fri 12 April	Term 3	Mon 22 July – Fri 27 September
Break	Sat 13 April – Sun 28 April	Break	Sat 28 September – Sun 13 October
Term 2	Mon 29 April – Fri 5 July	Term 4	Mon 14 October – Thu 19 December
Break	Sat 6 July – Sun 21 July		

SIGNIFICANT SCHOOL EVENTS

TERM 1

School Open	Tuesday 29 January
School Development Day	Thursday 31 January & Friday 1 February
Students commence	Monday 4 February
Labour Day Public Holiday	Monday 4 March
CBSHS Swimming Carnival	Friday 8 March
School Development Day	Friday 22 March

TERM 2

Students commence	Monday 29 April
Parent Teacher Evening:	Thursday 9 May
NAPLAN	Tuesday 14 May – Friday 24 May
WA Day Public Holiday	Monday 3 June

TERM 3

School Development Day	Monday 22 July
Students commence	Tuesday 23 July
Parent Teacher Evening:	Tuesday 27 August

TERM 4

School Development Day	Monday 14 October
Students commence	Tuesday 15 October
CBSHS Sports Carnival.....	Friday 1 November
Students finish	Thursday 19 December
School Development Day	Friday 20 December

RECOMMENDED DIARY USE

Diaries at Champion Bay Senior High School are used to achieve a number of outcomes. Not only will they be used in the traditional sense for students to record homework and assessment requirements but they will also be used as a two-way communication between parents and their child's teachers. The diary will also be used to record student positive contribution to school life.

⇒ **The CBSHS Diary is not a private diary and is to be made available to teachers and parents on request.**

RESPONSIBILITIES:

Students

- Remember to bring your diary to class.
- Ensure all homework details are entered into your diary.
- Maintain your diary in reasonable condition – do not tear pages out.
- Make your diary available on request to parents and teachers.
- Complete at least 20 minutes for Year 7 & 8 and 30 minutes for Yr 9 & 10 of reading each day.
- Use diary for any movement during class time.

Parents

- Check student's diary to observe work being set and their commitment to helping with "housework".
- Sign student diary each week.
- Use the diary to enter all absentee explanations. Parents can also cover absentees by replying via the "MsgU" SMS system on 0407 381 061, phoning 9965 8339 or e-mailing the school.
- Use the diary for all miscellaneous communication with form teacher and subject teachers.
- Ensure that students complete at least 20 minutes for Year 7 & 8 and 30 minutes for Yr 9 & 10 of reading each day.

Subject Teachers

- Set appropriate homework tasks.
- Make parent contact via school diary for any concerns you may have.
- Enter into diary any positives / awards / recognition / compliments.
- Spot check of diary use.

Form Teacher

- To monitor student diaries by conducting a weekly check of each student's diary for
 - Absentee notes
 - Student recommended use of diary
- Sign diaries regularly.

CODE OF BEHAVIOUR

At Champion Bay Senior High School, we support the CBSHS Vision:

‘Champion Bay Senior High School empowers students to choose positive pathways’.

All students and staff at Champion Bay Senior High School are expected to honour these values:

Respect: Self, Others, Environment, Manners and Courtesy

Aspire: Set Goals, Be Your Best, Strive and Achieve

Resilience: Perseverance, Coping, Bounce Back and Self Worth

All staff and students at Champion Bay Senior High School have the right to work in a safe, supportive and pleasant learning environment. It is the responsibility of all who are in the School to provide such an environment for the protection and safety of every individual.

RIGHTS AND RESPONSIBILITIES

Everyone has the right to:

- Work without being interrupted.
- Be treated courteously and respectfully without fear of ridicule and/or intimidation.
- Work in a clean and safe environment.
- Have any grievance heard fairly; especially if it involves bullying.

Everyone has the responsibility to:

- Respect other peoples’ right to work.
- Treat each other with respect.
- Keep the environment clean and safe.
- Listen to other people’s grievances.
- Report any incidence of bullying.
- Lend a hand if you see bullying taking place.
- Come and be prepared to work at school.

HOMEWORK – A RECOMMENDED GUIDE

Champion Bay Senior High School defines ‘homework’ in a broad context. It is a term used to describe any of the following: Set homework, continuing with project work, finishing classwork, preparing ahead, preparation of study notes, memory work on notes, self-testing for assignments, reading and/or researching on the Internet and the practice of new skills. The College takes the view that homework is an integral part of the learning process for all students, although the commitment and complexity can vary with the needs of students and their phase of development. We also recommend that homework includes helping with household chores such as preparing meals, cleaning the house/yard, shopping, etc.

Champion Bay Senior High School students are expected to contribute to the family unit and to their work commitments at school. They can never say they have nothing to do.

CBSHS: MOBILE PHONE & ELECTRONIC DEVICES POLICY

While we prefer students not to have mobile phones at the School, we realise that students may have mobile phones; therefore, the School has adopted the following policy.

Students are discouraged from bringing mobile phones or electronic devices to the School. **We accept no responsibility for mobile phones that are brought to the School and undertake no responsibility to investigate their misplacement, loss or theft.**

Mobile phones that are brought to school should be switched off and locked away in the student's device locker before Form class and should not be removed until the final bell at 3.00pm.

Mobile phones are not to be used on school premises.

Parents are requested not to encourage mobile phone use during school hours, by texting their children. Where parents need to contact their son or daughter during the school day, the School's front office phone number is the appropriate point of contact (ph 9965 8300).

Should a mobile phone ring or interrupt a class, the teacher has been instructed to confiscate and secure it. Phones will also be confiscated from students caught using them at recess and lunchtime. The student must collect the mobile phone from the front office after the final bell rings at 3.00pm.

If a student has a mobile phone confiscated three times or more, the parent/guardian will be called to the school to collect the phone – it will not be returned to the student.

If a student uses a mobile phone to film or distribute fights or other inappropriate material, they will be suspended.

CBSHS: DRESS CODE

At Champion Bay Senior High School, the decision to introduce a dress code was taken by the School Board. This followed an extended period of research and consultation within the school community: that is staff, parents/guardians and students, of which over 90% favoured the introduction of a compulsory dress code. This information was collated by a sub-committee, which presented recommendations to the School Board.

The School Board believes a dress code:

- Fosters and enhances the public image of the School
- Assists in building School and team spirit
- Ensures students are safely dressed for specific School activities
- Encourages equality among students; and
- Prepares students for the workplace, which often has dress and safety codes.

Modifications

Upon enrolment students who, for religious or health reasons, may wish to modify the School dress code are requested to discuss their needs with the person undertaking the enrolment. Staff will then be informed of any student granted a modification to the dress code.

Availability

Items of the designated dress code may be purchased from uniform and clothing shops within Geraldton.

Students whose families may experience financial difficulties regarding the purchase of school wear should contact the relevant Team Leader or Associate Principal to discuss the situation.

Adherence to the Dress Code will be through the wearing of clothing from those items listed:

All students

Navy polo shirts with School logo

Navy shorts or skorts with CBSHS embroidery

Navy School jacket with School logo

Plain navy blue trackpants or pants.

(Denim is NOT a part of the Dress Code). No jeans or leggings.

Navy Bucket Hat with CBSHS embroidery

Religious dress (in school colour).

Footwear

Enclosed shoes as appropriate for subject areas

Sports shoes, joggers, sneakers

Sandals with back strap **(no flimsy footwear and definitely NO THONGS)**

Sportswear (PE/Sport only)

Navy polo shirts with School logo

Navy shorts or skorts with CBSHS embroidery

Appropriate sporting shorts, T shirts and shoes

Navy Bucket Hat with CBSHS embroidery

Unacceptable

It is inappropriate for students to wear excessive make-up or jewellery. Any jewellery worn must comply with the safety requirements of the environment. We encourage hats and caps to be worn to and from school and in the school grounds, but **NOT** to be worn indoors (eg during class and assemblies).

Other inappropriate items include:

Any clothing displaying inappropriate or offensive motifs or text

Articles of clothing tied around the person

Articles of clothing which are too short or too tight (ie. immodest)

Articles of clothing which identify students with particular groups (eg. Gangs/sports)

Non-School board shorts or beach wear

Beanies/bandanas

Thongs/backless sneakers

Visible coloured undergarments (eg. T-shirts, bathers, boxer-shorts and bras)

Monitoring School dress code

Form Teachers check student dress code on a daily basis (it is one of the criteria for Student of the Week nomination)

Student is required to explain 'inappropriate dress'.

Students out of dress code have 'Out of Uniform' recorded in Diary.

Form Teacher records issue against student's name on Form Register.

After 3 times of dress code non-compliance, the Form Teacher informs the Team Leader.

Team Leader or Form Teacher makes telephone contact with parent/guardian to 'negotiate' compliance.

Where there are extenuating circumstances, a dress code 'modification pass' (written into Diary) will be issued for a negotiated (limited) period of time.

BEHAVIOURS AND CONSEQUENCES

BEHAVIOURS		CONSEQUENCES
<p>APPROPRIATE (Examples): Wearing College Uniform correctly Punctual to Classes Consistent Attendance Follow directions from staff Consistently show Care, Courtesy and Consideration; to all staff and fellow students. Uphold the JWC Vision Follow policy on Mobile Phones/ Electronic Devices.</p>	<p>All Staff</p>	<p>Diary Entry: Sticker/Stamp etc. Student of the Week nomination Letter of Commendation Excursions Special Events 'Apples' Reward System Sub School Rewards System Learning Area Reward System Whole of College Reward System Confiscation</p>
<p>INAPPROPRIATE (Examples): Chewing gum No equipment Disruptive behaviours Not doing homework Not removing hat Student affectionate contact Teasing Late for class Entering room without permission Leaving room without permission Disrupting other students Swearing at other students Truancy Graffiti (in classroom) Failure to attend detention Refusal to follow teacher instructions Habitual lateness to class Energy/Soft drinks</p>	<p>Classroom Teachers Senior Teachers</p>	<p>Low Key techniques: Proximity, Mini-Verbal, Non-Verbal, RAB, Problem not the Student etc. Isolation in class Detention Parent contact: phone, letter SIS documentation Informal Contract Peer mediation Student counselling/mentoring Learning Area Contract Individual Behaviour Plan Parent Meeting Referral to HOLA/TIC/TL/MSS Confiscation</p>
<p>Bullying Swearing at teacher Out of bounds Smoking Refusal to follow instructions (continual) Harassment of staff Repeated failure to do detention Serious breach of JWC Vision Repeated Truancy Stealing</p>	<p>HOLA/TIC/TL Manager Student Services</p>	<p>Case conference Parent contact Restorative Practice Mediation In College Withdrawal Detention Learning Area Withdrawal IBP: Student Achievement Card Risk Management Plan Home visits Formal contract Referral to Associate Principal Intention to Suspend</p>
<p>Fighting Drug offences Endangerment of students Endangerment of staff Vandalism</p>	<p>Associate Principals and Principal</p>	<p>Case Conferences: Parent Contact Suspension Referral to Outside Agencies Police Contact Exclusion Process</p>

CBSHS BEHAVIOUR MATRIX

Purpose Statement			
<i>Our purpose is to implement Positive Behaviour Support to develop a whole school process that is shared by all staff, students and community. It is our intention to develop a school culture that is positive and consistent, using common language, in order to improve behaviour, teach social skills and to achieve higher education outcomes.</i>			
JWC Expectations			
	RESPECT Self Others Environment Manners Courtesy	ASPIRE Set Goals Be your Best Strive Achieve	RESILIENCE Perseverance Coping Bounce Back Self-Worth
WHOLE SCHOOL	<ul style="list-style-type: none"> • Calmly wait for your turn to speak respectfully to staff. • Use all equipment properly in the correct manner including ICT. • Use appropriate body language when interacting with others • Follow all staff instructions in a timely manner • Respect others by keeping hands, feet and objects to self • Respect each other's personal space and needs • Listen to and speak politely to everyone 	<ul style="list-style-type: none"> • Use your break time effectively and appropriately • Wear your correct uniform. • Ask for feedback to improve • Set Goals and work towards them • Be prepared with all equipment needed • Encourage others to be their best 	<ul style="list-style-type: none"> • Accept consequences for your actions • Reflect on your action and make a positive change • Accept other peoples' differences. • Try to solve problems • Positively solve issues and ask a responsible other for help if required
Learning Area/ Classroom	<ul style="list-style-type: none"> • Follow Learning Area procedures or protocols • Speak at the appropriate time in class • Maintain a safe environment for all students to be successful learners 	<ul style="list-style-type: none"> • Set Goals and work towards them • Seek feedback to improve • Actively participate • Be prepared to start your class on time • Attempt all work to the best of your ability • Remain in seat as instructed to attempt class tasks 	<ul style="list-style-type: none"> • Persevere and stay in class, even with challenging work.

Outside/Yard	<ul style="list-style-type: none"> • Respect environment using bins properly, placing rubbish in them. • Respect school buildings and property. • Respect yourself by eating food and drinking water during break times. 	<ul style="list-style-type: none"> • Move promptly to class when first siren sounds 	
Excursion/Offsite	<ul style="list-style-type: none"> • Follow rules/protocols of the environment • Represent the school with Pride/Respect while in uniform 	<ul style="list-style-type: none"> • Be prepared with equipment 	Make the most and accept all opportunities given

AGREEMENTS – STUDENTS AND PARENTS/CAREGIVERS

Students agree to:

- Take responsibility for own actions.
- Fulfil school-wide expectations and observe designated rights and responsibilities.
- Follow agreed classroom rules.
- Follow reasonable teacher requests or directions.
- Complete set homework. (Definition of Homework in CBSHS Student Diary.
- Be prepared to discuss unacceptable behaviour.
- Accept consequences of unacceptable behaviour.
- Follow strategies put in place by teacher/HOLA/Team Leader etc. to attempt to modify unacceptable behaviour.
- If suspended: catch up on work missed during suspension.
- Attend school regularly.

Student name:

Student signature:

Parents/Caregivers agree to:

- Support teachers and students to fulfil school-wide expectations – reinforce behaviour that is being sought by the CBSHS community.
- Support CBSHS in its attempt to modify student's unacceptable behaviour (where relevant).
- Provide explanation(s) for student absence from school.
- Provide basic stationery/equipment for their child.
- Check CBSHS Student Diaries, regularly.
- Be aware of the School's Behaviour Management Flow Chart located on Page 8.
- Respond to School's concerns by making contact with the relevant staff member.
- Attend meetings/interviews when requested by staff.
- Ensure that student completes work given whilst on suspension.

Parent/Caregiver name:

Parent/Caregiver signature:

**** This agreement is signed by students and parents at time of enrolment. A copy is kept on file at Champion Bay Senior High School**

ASSESSMENT AND REPORTING POLICY

This policy is provided electronically to all students Champion Bay Senior High School and is based on School Curriculum and Standards Authority requirements.

1. Student responsibilities

The student is to:

- Complete and submit all in-class tasks and out-of-class assessment tasks by the due date. A Course and Assessment Outline showing the assessment tasks and the timing of these tasks will be provided by your teacher at the start of the year or semester (for semester based courses).
- Maintain a good record of attendance (90% or better), conduct and progress. A student who is absent from a class for five lessons or more per term is 'at risk' of not achieving the best possible result for their course.
- Initiate contact with teachers about absences from class, missed assessment, requests for extension of the due date and other issues about assessments before the due date.
- Try their best and maintain a positive relationship with teachers and other students.
- All students will complete NAPLAN assessments unless valid exemption exists or they have been withdrawn from assessment.

2. Assessing student achievement

Teachers will provide feedback on completed assessment tasks to students. The assessment criteria for the assessment task will be provided to students.

Teachers will use marks from assessment tasks shown in the Course and Assessment Outline to give a course grade at the end of each semester. Where the course is year-long, the Semester Two grade is based on the assessments for the year. (Except where for reasons acceptable to the School, the student is not able to complete enough assessment tasks to provide sufficient evidence to give a grade.)

Students can access the *Course and Assessment Outline* and grade descriptors on the School intranet.

3. Students with special learning needs

Students with a special education need will have assessments (written and practical) modified and will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings where they are unable to complete an assessment task because of their special education needs.

4. Modification of the Course and Assessment Outline

The teacher may modify the assessment task in consultation with the Head of Learning area/ Teacher-In-Charge. When a student's specific education needs or cultural beliefs do not allow them to complete a particular assessment task, an individual education plan will be developed showing any modifications to the assessment outline for the course.

When a student's personal circumstances limit their capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the due date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

5. Missed Assessment

Failure to attend a scheduled in-class assessment task or submit an assessment task by the due date (unless there is a reason that is acceptable to the School) may result in the student receiving a lower grade than expected or a 'not assessed' instead of a grade.

Where the student does not provide a reason which is acceptable to the School, the following penalties apply:

1. work submitted one school day late – 10% of marks deducted
2. work submitted two school days late – 20% of marks deducted
3. work submitted three school days late – 30% of marks deducted
4. work submitted four school days late – 40% of marks deducted
5. work submitted five or more school days late – a mark of zero.

Where a student is likely to have difficulty meeting a deadline, they must discuss this with the teacher before the due date. The class teacher will consider the reasons provided and may grant an extension. Students should not attempt to negotiate an extension on the due date of the assessment.

For a missed in-class assessment task, where the student does not provide a reason which is acceptable to the School, the student will receive a mark of zero.

If a student does not submit an assessment task or attend a scheduled class assessment task, the teacher will contact the parent/guardian to negotiate a solution. For repeated absences from assessments, a parent meeting may be requested to discuss the impact of these repeated absences.

Students should enrol in the Schools of Isolated and Distance Education (SIDE) for absences of three or more months. The School will not provide a teaching and assessment program for extended absences.

6. Acceptable reasons for non-completion or non-submission of assessments

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the School. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- phone the School
- provide a medical certificate
- provide a letter of explanation on the day the student returns to school.

Where the student provides a reason which is acceptable to the School for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), or
- decide on an alternate assessment task, or
- re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned), or
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task. Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks, students will be advised by the Head of Learning Area/Teacher-In-Charge of modifications to the task requirements and/or the assessment outline, including the due date.

7. Cheating, collusion and plagiarism

All work in each assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area/Teacher-In-Charge responsible for the course. As part of this process, the student will be provided with the right of reply. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- mark of zero for the whole assessment task, or
- a mark of zero for the part of the assessment task where the teacher can identify that it has been copied or plagiarised.

The parent/guardian will be informed of the penalty and any further disciplinary action.

8. Security of assessment tasks

Where there is more than one class studying the same course at the School, most or all of the assessment tasks will be the same. To ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised.

9. Retention and disposal of student work

Students are responsible for retaining all of their electronic and marked written assessment tasks and/ folios. The School will retain all non-written assessment tasks. All materials not collected by the students by the end of the school year and all non-written assessment tasks will be securely disposed of by the School.

10. Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for the course they should discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or parent/guardian) should approach the Head of Learning Area/Teacher-In-Charge of the course.

The student (or parent/guardian) can request, in writing, that the School conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course does not meet School Curriculum and Standards Authority requirements
- the assessment procedures used in the class do not conform with the School's assessment policy
- procedural errors have occurred in the determination of the mark/s and/or grade/s
- computational errors have occurred in the determination of the mark/s and/or grade/s.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student (and parent/guardian).

TOP 20 HOMOPHONES

hear/here
practice/practise
pair/pear
principle/principal
descent/dissent
two/to/too
write/right
bowled/bold
brake/break
serial/cereal

ate/eight
coarse/course
bean/been
weather/whether
die/dye
buy/bye/by
your/you're
bored/board
witch/which
there/their/they're

TOP 3 Spelling Rules!

1. I before E, except after C!
However, there are some exceptions to the rule:
seize, either, weird, height, foreign, leisure, science, sufficient
2. Y turns to I when an ending is added
Baby -> Babies
Cry -> Cried -> Crier
3. Plural suffixes
Adding -s or -es?
If a word ends in -s, -sh, -ch, -x, or -z, add -es
e.g. churches, fishes, misses

Common prefixes, root words and suffixes

Prefix	Meaning	Example
bi	two	bicycle
bio	life	biology
dis	not or apart	distrust
ex	out	exterior
hetero	mixed, unlike	heterogeneous
homo	same, alike	homophone
macro	large	macrobiotic
micro	small	microscope
mono	one, single	monochrome
pre	before	preview
trans	across	transfer
un	not	untidy
anthrop	man	philanthropy
capit, capt	head	capital
chrom	colour	chromosome
chron	time	chronological
dict	say, speak	dictaphone

Prefix

equi
 geo
 rupt
 ful
 ion, sion, tion
 ive
 ous
 logy

Meaning

equal
 earth
 break
 full of
 action of, result of
 causing
 having, full of
 study of

Example

equidistant
 geology
 interrupt
 beautiful
 relation
 exclusive
 obvious
 psychology

PARAGRAPH STRUCTURE @ CBSHS

POINT	Topic sentence, which is your main point or idea	
EVIDENCE	Support your main point with an example or a quote	
EXPLANATION	Elaborate and explain why or how your examples back up your main point	
LINK	Conclude your paragraph with a link to the next paragraph or relate back to your main idea	

Example paragraph:

Question:

Why are dogs better than cats?

Dogs are better than cats for many reasons, but most importantly, it's because they're fun. You can take a dog to the beach, for a run, or just play at the park. It's not only fun, but it's also great exercise for everyone in the fresh air and it lifts your mood and brings a smile to your face. Happiness and fun is just one reason, there are several more to mention.

Editing at CBSHS

CUPS and ARMS

Edit		Revise	
Capitals	For sentence beginnings, names, places, months and titles	Add	Add extra elaboration and explanation were you can
Usage	Check the tense is correct and nouns and verbs are correctly matched	Remove	Take away any redundant words or repetition
Punctuation	Check it's correct and varied . , : ; ! ' "	Move	Check that your writing flows logically and it contains connectives to link ideas and paragraphs

Edit		Revise	
Spelling	Check your spelling carefully	Substitute	Choose exciting synonyms rather than basic vocabulary
			

READING STRATEGY IN ALL LEARNING AREAS

A STRATEGY TO USE DURING READING – TAP!

Identify:	Some examples:	How do you know?
TEXT TYPE – What is it?	Letter News article Report Infographic Blog	Vocabulary choices <ul style="list-style-type: none"> • Subject specific vocabulary? • Common and conversational? • Precise and interesting?
AUDIENCE – Who is it written for?	Formal/Informal Adults/Children Social group e.g. Skaters Cultural group e.g. Indigenous Australians Subject specific e.g. Scientists	Sentence structures <ul style="list-style-type: none"> • Statements? • Questions? • Simple or complex?
PURPOSE – Why has it been written?	Persuade Argue Entertain Describe Inform Advise	Organisational features <ul style="list-style-type: none"> • Images? • Tables? • Headings?



PERSUASION (EXPOSITION)

Persuasion (exposition)

- Presents a point of view with supporting evidence
- Is often used to influence opinion or sell something

Text Organiser

The Position

Outlines the issue and writer's point of view

States what the issue or topic is.

States what you think about it.

Can be used to attract attention.

Thesis Statement.

Arguments

Series of points with supporting evidence

Why should people believe you?

Argument 1 because

Argument 2 because

Argument 3 because

More arguments (if needed)

Summing Up

Restating position and main arguments

Strongly repeats what you believe with a summary of the reasons why.

PERSUASION TIPS

- State your position (point of view).
- Include your best arguments and evidence.
- Consistently refer to your thesis.
- Sum up and restate your position.
- New paragraph for each point.
- Word focus:
 - emotive words
 - words that link arguments
- Tense:
 - Simple present
- Style:
 - persuasive
 - logical

DESCRIPTION

Description

- To classify and describe
- Animate or inanimate things

Text Organiser

Introduction:

- General statement about the subject.

May include:

- **Who or what.**
- **When.**
- **Where.**

Details:

- Details describing characteristics

May include:

- **For someone:**
 - **What they look like.**
 - **What they do.**
 - **How they act.**
 - **What they like or dislike.**
 - **What makes them special.**
- **For something:**
 - **How it looks, sounds, feels, smells and/or tastes.**
 - **Where it is seen or found.**
 - **What it does.**
 - **How it is used.**
 - **What makes it special.**

Conclusion:

- Optional statement to sum up main ideas.

DESCRIPTION TIPS

- Introduce your subject.
 - Who or what
 - When
 - Where
- Describe important characteristics in detail.
 - Looks like
 - Sounds like
 - Smells like
 - Feels like
 - Does
- Sum up main ideas.
- New paragraph for each part.
- Word focus:
 - adjectives
 - verbs
- Tense:
 - simple present
- Style:
 - Personal or impersonal
 - Third person

PROCEDURE

Procedure

- Explains how to do something
- Has sequential steps

Text Organiser

May include a brief description of the finished product and/or picture

Requirements:

List of what is needed and how much

List may include:

- **Ingredients**
- **Utensils/ equipment**
- **Materials**
- **Tools**

Steps/Method/Instructions:

- in order of what has to be done.
- include diagrams or pictures if needed.

Steps usually start with an action verb.

Steps are numbered in order:

- 1.
- 2.
- 3.
- 4.

Steps clearly explain:

- **What needs to be done.**
- **How it needs to be done.**

PROCEDURE TIPS

- Explain what has to be done.
- List everything that will be needed.
- Number all the steps in order.
- Write short, clear instructions.
- Word focus:
 - Action verbs.
- Tense:
 - Simple present
- Style:
 - Instructional
 - Second or third person (he/she/their)

REPORT

Information Report

Provides information by stating facts.

Describes

eg. spiders, whales
town, country, river, disease

Text Organiser

Introduction:

- Definition or classification of the subject

May include a definition, classification or brief description.

Hint: why is this report to be written? Who is the audience?

Description:

- Important facts about the subject

- Facts about the subject, set out in paragraphs.
- Subheadings are often used. For example.

Animal

- Appearance
- Habitat
- Movement
- Food
- Behaviour
- Lifecycle

Object

- Appearance
- Parts
- Functions
- Features
- Uses
- Value

Person

- Name, age
- Appearance
- Personality
- Occupation
- Achievements
- History
- May include photos, pictures, maps or diagrams.

Place

- Location
- Climate
- Geography
- Population
- Culture
- History

Conclusion:

- Summary or comment (optional).

REPORT TIPS

- Start with a definition or brief classification
- Include the most important facts about your topic.
- End with a summary or comment.
- New paragraph for each part.
- Word focus:
 - General terms eg. Use 'bikes' rather than 'my bikes'.
 - Technical or scientific words
- Tense:
 - Timeless present
- Style:
 - Impersonal
 - Third person

