



ARRENDELL
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ARRENDELL NEWSLETTER

Term 4, Week 6, 2016

Dear ARRENDELL Parents and Students,

We are already half-way through Term 4 and so wish to provide a news update for you.

Another Newsletter will be sent during Week 9 of this term.

Website

We have been very busy at ARRENDELL this year. In Term 2, we launched our new website which can be found at www.arrendell.com.au.

Facebook

In Term 3, we revamped our Facebook page. It is a useful tool for keeping in touch and up to date with what's happening at ARRENDELL Education. We'd love it if you would click on the link below. Even better, if you like us, make some comments or send the link to others.
<https://www.facebook.com.au/Arrendell-Education-157306307631021/>

EFTPOS Facility



And now in Term 4, we also have installed an EFTPOS machine to assist parents with fee payments.

Teaching and Learning Management System

We are currently working on a data management system with the aim of ensuring greater communication and to assist with our administrative responsibilities.

Upcoming Events

Term 1 2017 Preparation

It won't be long before we start compiling our classes for 2017. I have attached a re-enrolment form. If you plan on re-enrolling your child, I would appreciate the form being completed and returned at your earliest convenience. You may prefer to confirm your ongoing enrolment for next year via email: office@arrendell.com.au or by phone: 0431739400.

End of Term 4

Friday 16 December, 2016

News Flash

ARRENDELL 500 Club

At ARRENDELL Education, we focus on the reading and writing process. Students are encouraged to write for a significant amount of the time they are with us. Many write 300 or more words per session. However, there are those who produce over 500 words in one session. When this occurs, their names are placed on the ARRENDELL 500 Club 'list. It is my great privilege to announce that six students achieved this amazing feat last week.

Staffing

This term saw us welcome three new tutors to our amazing ARRENDELL family.

Heather, Julie and Simon all started this term. All of our tutors are highly qualified having tertiary degrees in either education or other related disciplines.

Heather has a Master Of Teaching (Secondary), specialising in English and Film, Media and Cultural Studies. Heather's lovely manner and friendly approach ensures the students in her care feel welcome and comfortable.

Julie is a primary teacher of many years of experience, especially working with students where English is their second language.

Simon is our new mathematics tutor who has a background in engineering with an extensive background in primary, secondary and tertiary maths education and in selective school preparation. His engineering background helps to bring the mathematics experience alive! He has developed an instant rapport with the students in his care.

Selective High School and Scholarship Tests

Many students attending ARRENDELL Education are preparing to sit for the Selective High School test to gain entry into Merewether and/or Scholarship tests to try and win a scholarship at an independent school. The tests is on 9 March, 2017. It is never too late, or too early to enrol in our preparation classes.

What to expect

In a recent article in the Sydney Morning Herald (October 29-30, 2016) , it was stated that questions set for selective school entry and scholarships for private schools have become more challenging as student cognitive capacity has increased. Furthermore, more students than ever are applying to gain entry into a Selective High School such as Merewether, or to receive a Scholarship into an independent school.

The three tests that students may sit are the AAS and ACER Scholarship Test and the Selective School tests. All three are designed to discriminate among higher achieving students and include ability tests, reading comprehension, maths and a writing task.

The tests usually commence with a few 'warm-up' questions to help students' initial confidence.

In the General Ability Test, the English questions may include synonyms, antonyms, sentence completion, jumbled sentences, cracking word codes, identifying relationships and finding and applying unstated rules from given information. The mathematics section of the GA test will look at a student's ability to analyse number series, matrices and complex problem solving. The figural and spatial elements use diagrammatic problems of sequence, prediction, rotation and reflection. It is also interesting to note that the ability tests have become more challenging in the last 20 years as student cognitive capacity has increased.

Comprehension questions are aimed at assessing a student's ability to remember, locate, analyses and evaluate fiction and non-fiction text of increasing complexity. In written expression, a stimulus is given to students to produce a piece of writing in a particular genre, for example, narrative or argument. Students must ensure that their writing relates to the stimulus given.

For mathematics, students are assessed in their ability to interpret and analyse information and concepts. They will be expected to comprehend and interpret data, infer and predict mathematical results and to use reasoning and problem-solving skills where two or three steps may be required to obtain an answer.

Helping students prepare for the test

It is extraordinarily rare for someone to score 100%. However, it is possible to do very-well even if a student does not complete the test but has answered the questions accurately.

At ARRENDELL Education we assist students in their approach to the various tests and specifically with strategies that will enhance their overall results.

Parents play a big role in how their child feels on the big day. The best thing a parent can do for his or her child is to reduce anxiety levels by helping the child see that it is not a failure if they are not awarded a scholarship. It is best if you treat the day like a normal school day and the test is just another learning experience.

It is important to note that only a very few, less than 5% who sit the exam, are awarded a scholarship or entry to a selective high school. Therefore, ensure your child knows that you are very proud of them for taking the time to work on their skills and for sitting the test. To a child, your belief in them is more important than a scholarship.

Reading



We have a superb library that students utilise on a regular basis. One boy reads so ferociously that he brings a suitcase in each week so he can take home enough books to keep him going until his next visit.

It amazes me how much the students love to share what they have read and how their enthusiasm encourages others to borrow the book they shared.

However, it is not just the students who utilise the library, many an evening I come out of the teaching session and notice parents sitting and reading books from our library. It is a wonderful sight.



Holiday Programs

Over the past few weeks, I have been asked about any holiday programs we may be running.

Currently, we have several people interested in enrolling students who are entering Year 7 to do work on essay writing. I have also had several requests for a writing course that may be suitable for students in Years 5 and 6 next year.

Other interest relates to OC preparation.

I have not organised any programs as yet. However, I would be interested to know if any parents find these courses appealing. If sufficient interest is displayed, I will put together an outline and advertise it on our web page. Any course organised would be run in late January.

On behalf of all of the staff at ARRENDELL, thank you for your support.

Jenny Lott

Program Coordinator

The Importance of Reading and Writing to Future Success

The following article focuses on: (i) the importance of reading and writing for future success; (ii) the role of teacher in fostering the enjoyment and development of literacy skills; and (iii) suggestions of how parents can assist their child's literacy development.

The importance of being literate

Earlier I have written about why ARRENDELL Education focuses so strongly on the reading and writing connection. As an educator, I am always searching for information relating to the learning process and what other educators and researchers say regarding the education process.

When searching for the answer to why other educators thought literacy was important, I came across the site <http://www.literactrust.org.uk>. An article on this site stated that the definition of literacy according to the Webster's New World Dictionary, is 'the quality or state of being literate.' In other words, the ability to read, write, spell and communicate effectively, progressively encourages the development of the way people learn and understand the world around them.

In summary, a literate person is a person who is well spoken, world and self-aware and has a well-rounded knowledge of how literacy works.

Furthermore, in coming years, literacy will mean knowing how to choose between print, image, video, sound, and all the potential combinations they could create to make a particular point with a specific audience (Mickey 2015 cites Baggott).

The power of being literate is not just the ability to read, view, write, design, speak and listen in a way that allows you to communicate effectively, but rather in a person's capacity to apply these skills effectively to connect, interpret and discern the intricacies of the world in which they live.

The change that the English language has undergone over the course of history is staggering. The past decade has seen students' literacy repertoire extend beyond the traditional pillars of reading, comprehension, grammar and writing, to include digital and interactive applications. With today's learners faced with a myriad of traditional and digital literacies, *how can parents ensure that children develop the skills to effectively navigate and decipher the constant information stream that surrounds them?*

Faced with the vastness of information supplied by the internet can be a hindrance to those children who cannot effectively sift through and interpret the material presented. Strong literacy skills are a key tool used when children discern and interpret information, enabling them to utilise the internet to its full potential.

The "Our Literacy Changes Lives Report" (<http://www.literacytrust.org.uk>), highlighted that the level of literacy one achieved is directly related to the level of a person's:

- Economic well-being
- Aspirations
- Family life
- Health
- Happiness
- Civic/cultural engagement

In the novel, *Skyfire* by Michael Adams, that students in our Y5/6 sessions are currently reading, one of the characters quotes a favourite statement of Thomas Edison;

"Success is 99% perspiration and 1% inspiration."

This quote is directly related to the years of research in developing the electric light bulb. Edison constructed and tested over 3 000 different theories in connection to the electric light bulb, each one of them reasonable and apparently likely to be true. Yet, only in two cases did his experiments prove the truth of his theory (Parson & Parsons, Harper's Magazine, **Vol 80**, 1890, p.425).

This quote is so important as it helps children understand that no-one, not even one of the world's most famous scientist can achieve success without exerting an extreme amount of effort.

Furthermore, success is gradual-one step at a time process. As the saying goes, 'Rome wasn't built in a day'. Therefore, at ARRENDELL Education we focus not only on assisting our students in developing strong literacy skills, we also encourage our students to work hard and to persevere to achieve success. This inevitably takes time.

Rather than a student focusing on whether they are the best or are first, we encourage our students at ARRENDELL Education to analyse their progress with what they could do, with what they are now doing. This helps instil confidence as they make progress which in-turn drives them to achieve even greater success.

The role of the teacher in fostering skill development

An article by The Australian Society for Evidence Based Teaching referred to research conducted by John Hattie who has been the Professor of Education and Director of the Melbourne Education Research Institute at the university of Melbourne since 2011. John Hattie developed a way of ranking various influences in different meta-analyses related to learning and achievement. He synthesised over 500 000 studies related to student achievement and showed that teachers can make a difference despite other circumstances that may impede learning.

He ranked 150 influences that are related to learning outcomes from very positive effects to vary negative effects. Hattie studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and the teaching and learning approaches. He found that the key to making a difference was making teaching and learning visible and that teacher expertise played a very significant role in ensuring positive educational outcomes.

Hattie discovered that teachers are far more likely to have a large impact if they:

- Are passionate about helping their students learn
- Forge strong relationships with their students
- Are clear about what they want their students to learn
- Adopt evidence-based teaching strategies
- Monitor their impact on student's learning, and adjust their approaches accordingly
- Actively seek to improve their own teaching

We believe that the tutors who work at ARRENDELL Education display the qualities mentioned above.

Ways parents can support a child's literacy development

Numerous studies have shown that children's motivation and achievement improve when their parents are involved in their education. You have already displayed this by giving your child the opportunity to attend ARRENDELL Education.

To enhance your contribution as parents, some everyday strategies include:

- Sharing your knowledge and explaining how you use literacy in your everyday life.
- Encourage your child to read and to see you read and view a variety of texts such as newspapers, novels, comics, magazines, websites and emails.
- Encourage your child to write and design for a variety of purposes using different mediums.
- Discuss how we adjust what we write depending on the purpose and the intended audience.
- Sharing what you have read or viewed that you found amusing, interesting or useful.
- Share comments regarding who your favourite authors are and why.
- Invite your child to share their favourite authors and to discuss why.
- Discuss new and unusual words or phrases that you have found and encourage your child to do the same.
- Playing games that develop knowledge and enjoyment of words.