



Year 7-12

Parent Information Night Carousel 2025

Trinity College is committed to continuous improvement. Please help us understand which sessions are most relevant and appropriate to our families at the 2025 Year 7-12 PIN Carousel.

STEP 1:

SCAN THE QR CODE AT EACH SESSION

STEP 2:

**SELECT THE SESSION YOU'RE
CURRENTLY ATTENDING**



Home Learning and Study Skills

Mr Tim Hince
Deputy Principal | Learning
and Innovation

Home Learning (schoolwork that is done at home) is the addition of:

1. Consolidation Tasks or Homework
2. Study
3. Revision

What is the benefit of Home Learning?

Benefits of Consolidation Tasks/Homework....

- Homework improves brain function and enhances cognitive abilities.
- By practicing and repeating new skills through homework, students can enhance their memory and retain knowledge.
- Homework helps students build suitable study habits, learn time management, and realise personal responsibility.
- Homework fosters independence and the ability to use resources effectively.
- Homework increases the likelihood of students taking ownership of their Learning.

Completing set tasks is a part of Home Learning, but what about Study and Revision?

What is the best way to
study and revise
what I need to
know so that I can
remember it....

Because if I can remember
it then I am more likely to
be able to answer more
questions in a test or
exam....

And if I can do that then
I am going to get
better results....

Which ultimately will lead
to more post-school
options when I am finished
school....

The best way to make sure
that I am giving myself the
best chance of academic
success....

Through Study and Revision Skills....

Study

...to apply oneself to the acquisition of knowledge.



How do you study? Has it changed over the years?



Did anyone ever teach you how to study?

What does the research say?

- Importance of **Maintaining positive mental health**
- **Active beats passive revision**
- **Spaced practice** is more effective than cramming
- **Retrieval practice** is beneficial
- **Interleaving** is more effective than massed practice
- **Metacognition** is required by students



Maintaining Positive Mental Health...

Maintaining Positive Mental Health

- We know that the boys will achieve better results when they are both mentally and physically healthy.
- We know that the boys will achieve better results when they feel happy and safe in their environment.
- We know that the boys will achieve better results when they feel connected to their Community.

Maintaining Positive Mental Health

What might this look like?

- 8 hours of sleep every night
- Regular daily exercise
- Healthy eating
- Taking breaks during Study
- Only using electronic devices when necessary

Active beats passive
revision...



What is the difference
between active and
passive revision?

Active beats passive

Active Learning	Passive Revision
Answer questions	Re-reading
Create flashcards	Highlighting
Create mind maps	'Going over' power points
Test what you recall	Copying out notes word for word
Write concise notes in your own words	
Explain in your own words	
Gain greater understanding-wide range of sources	
Online quizzes	
Create your own exam questions	
Draw a flow chart	
Complete practice tests	

Most boys engage in Passive
Revision because it is easier...

Passive Revision can lead to
an illusion of knowledge...

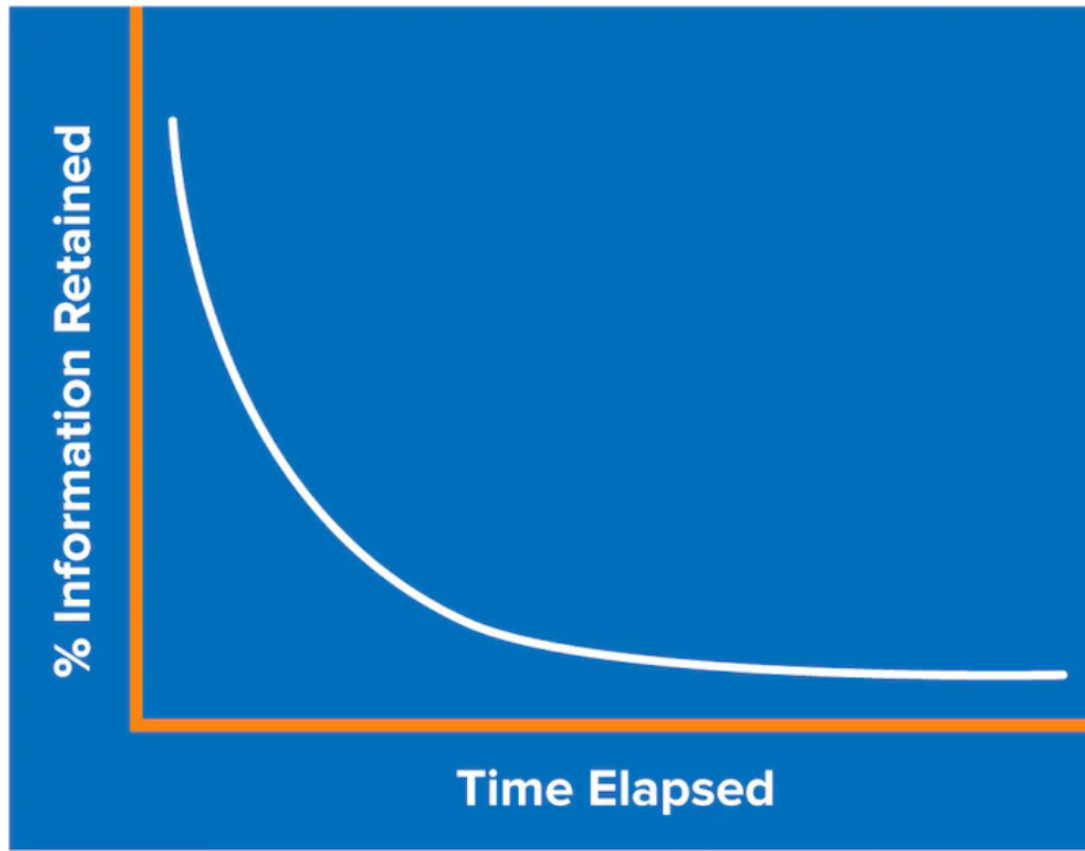
Passive versus active strategies for studying

Below is a comparison of some passive learning strategies to avoid as well as active learning strategies to try out!

Material to study	Passive strategy	Active strategy
Powerpoint slides	Print out and follow along during class. Highlight key slides as the professor goes through them.	Print out and read before class. Take additional notes in your own words during class. Condense each slide into a flashcard to repeatedly quiz yourself with.
Lecture notes	Write down exact words that the professor says during class. Look through notes a few times before the exam.	Summarize key points in your own words during class. Write questions you have in the margins and go to office hours asap to clarify. Re-write the same concepts in different words when reviewing.
Textbook/homework problems	Look at examples from class as you complete problems. Write down what the TA tells you to write during office hours.	Try to solve problems on your own without looking at examples and take note of where you get stuck or make a mistake. Rework the problem by yourself after asking TA for help. Try to “teach” a similar problem to the TA so they can understand and correct your thought process.
Readings and articles	Highlight headings and topic sentences as you read.	Change chapter headings and topic sentences into questions and look for key points throughout the paragraph that address those questions. Summarize each paragraph in 1-2 sentences in your own words. Discuss the reading with a classmate and ask each other questions.
Lab reports	Read through the lab manual for the first time as you complete the experiment during class.	Read through the lab manual and write down the procedure to understand the goal and expected results of the experiment before class. Ask the TA about the reasoning behind certain steps/reagents as you complete the experiment.

Spaced Practice is more
effective than cramming...

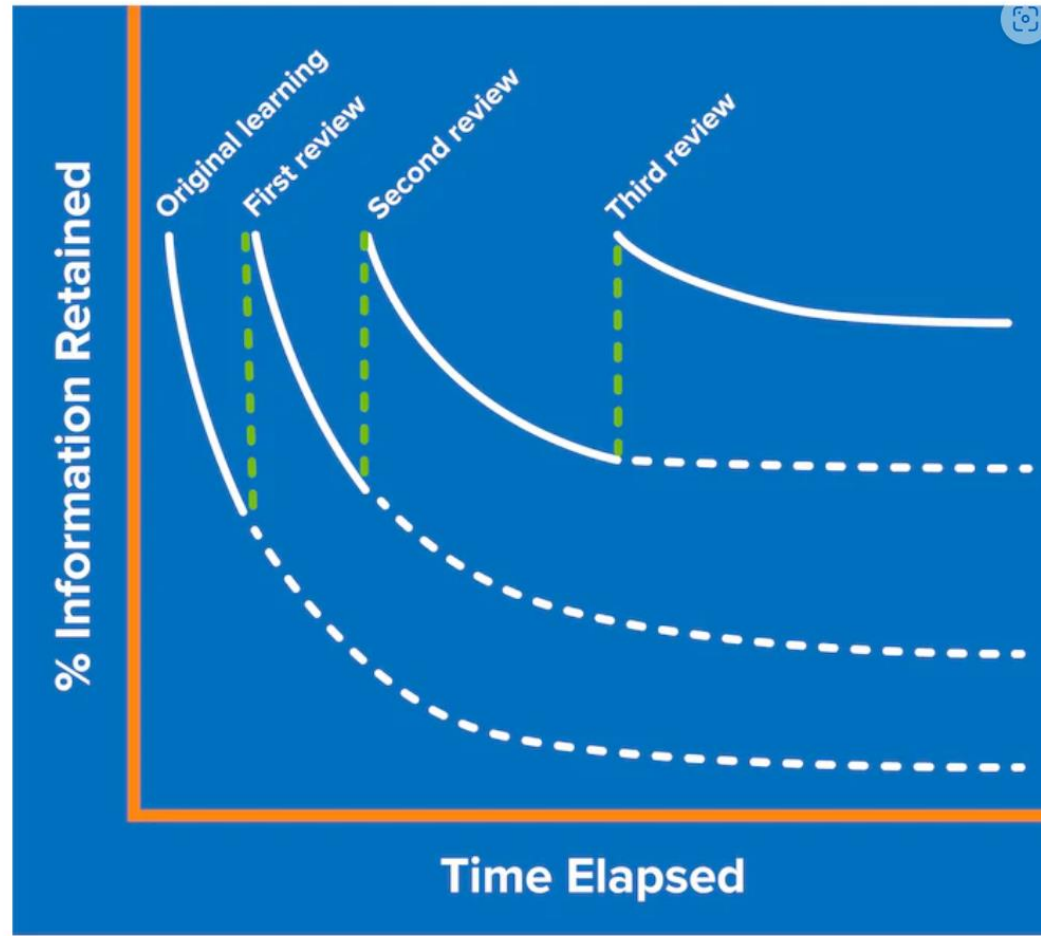
Spaced Practice, Ebbinghaus and the forgetting curve...









Ebbinghaus' Forgetting Curve

- Memories weaken over time.
- The biggest drop in retention happens soon after learning.
- It is easier to remember things that have meaning.
- The way something is presented affects learning.
- How you feel affects how well you remember.

With Spaced Practice...



Spaced Practice beats cramming...

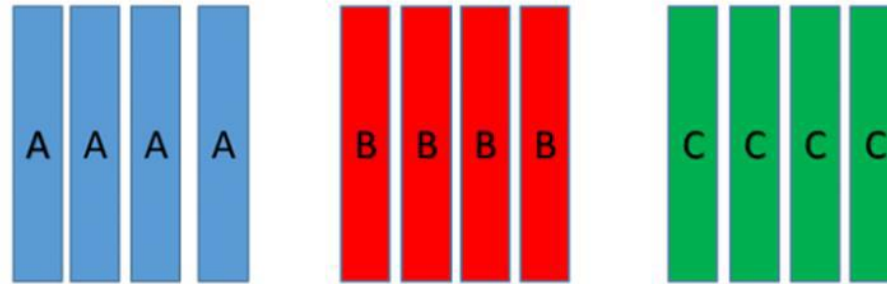
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
						
						

Interleaving is more effective
than massed practice...

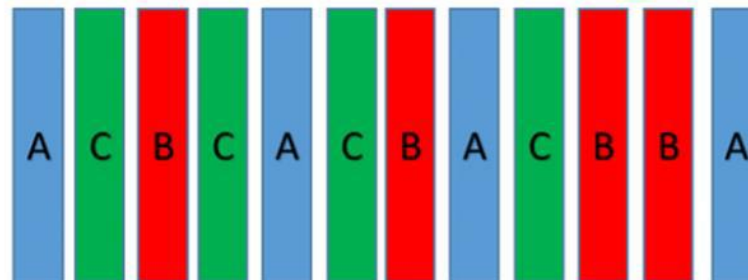
Interleaving is constantly
changing between skills...

Interleaving vs Massed Practice...

Massed Practice



Interleaved Practice



Interleaving better replicates
a game/test/exam situation...

Retrieval Practice is beneficial...

Retrieval Practice...

Retrieval practice is the **strategy of recalling facts, concepts, or events from memory in order to enhance learning**. The act of retrieving something from your memory actually strengthens the connections holding it there, making it more likely that you'll be able to recall it in the future.



Retrieval Practice...

- What do you recall?
- Establish what you know
- Practice getting the information 'out' of your head



4 Methods of Retrieval Practice

@ImpactWales

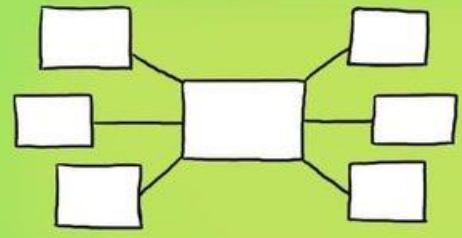
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

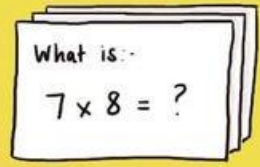
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

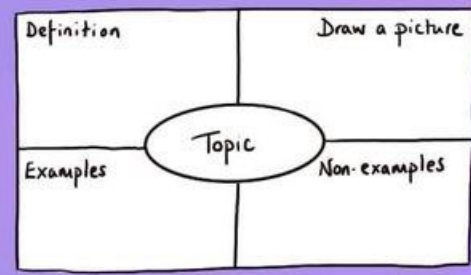
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

Find a way to get the
information out of
your head...

Metacognition is
required by students...

Metacognition is thinking about
your thinking...

Metacognition

Thinking skills that a student needs for life...

- Reflection
- Evaluation of learning
- Goal setting
- Planning how to study and learn



You are preparing for a maths test tomorrow. After reviewing class notes and solving practice problems for over an hour, you reflect upon your knowledge. “I seem to be able to solve these problems successfully, but I’m not totally confident. I feel like I could still get confused.” You decide that you need to spend additional time solving practice problems.

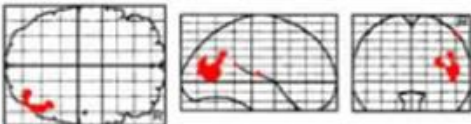
Metacognition comes from
an internal drive to want
to do better...

What do the brain pictures
say about this...

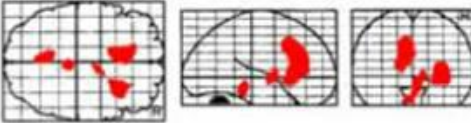
Neuroscience

Active Revision

Neuroscience



This brain is passively reviewing a list of previously seen words.



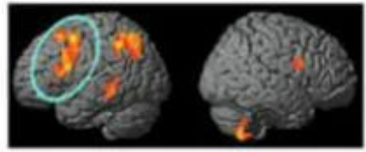
This brain is actively recalling a list of previously seen words.

The utilization of more and deeper brain regions during active recall suggests deeper processing and than does simply reviewing and passively recognizing learned information.

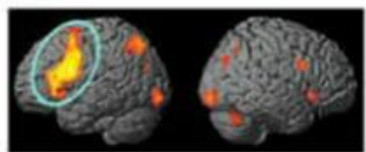
Cabrita, R., Abreu, L., Cook, F.J., Mitchell, R., Almeida, S., & Szűcs, G. (2015). Functional neuroanatomy of recall and recognition: A PET study of episodic memory. *Journal of Cognitive Neuroscience*, 27(2), 224-233.

Spaced Practice

Neuroscience



This brain is learning new words in a 'massed' fashion (1 long, continuous study session).



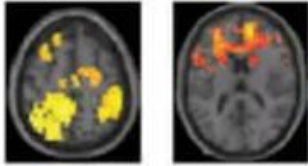
This brain is learning new words in a 'spaced' fashion (4 short, spread out study sessions)

Frontal activity decreases during massed practice leading to impaired learning. Frontal activity increases when study time is distributed across spaced sessions.

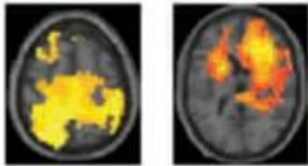
Cabrita, R., & Schooler, J. (2015). Neural correlates of the spacing effect in explicit verbal memory: Accounting against the distributed processing theory. *Human Brain Mapping*, 37(12), 453-470.

Interleaving

Neuroscience



This brain is learning in a repetitive, 'massed' fashion.



This brain is learning in a mixed-up, 'interleaved' fashion.

This suggests interleaving improves learning by enhancing communication & coordination between task-relevant brain areas and enhancing memory storage & retrieval.

Oh, C.A. et al. (2012). Interleaved practice advances skill learning and the functional connectivity of frontostriatal networks. *Human Brain Mapping*, 33(7), 1342-1358.

Oh, C.A. et al. (2015). Brain behavior correlates of optimizing learning through interleaved practice. *NeuroImage*, 104, 1738-1752.

Important to remember that everyone studies differently. What works for one is likely to be completely different for another.

I need to find out what works for me!

Study Skills



Maintaining Positive Mental Health

At least 8 hours of sleep every night, regular daily exercise, healthy eating, taking breaks during study and only using electronic devices when necessary.

Active Beats Passive Revision

Write bullet point notes, think, understand, explain, clarify, label diagrams, answer a range of questions, create flashcards. Most importantly do the hard work involved and put in the time that this requires.



Spaced Practice

Spread out your sessions over days, weeks, months rather than cramming for the most effective result. Build this spacing of subjects into your study plan.

Retrieval Practice

Get the information "out". Find out what you recall and what you don't know yet, answer questions, mind maps, flow charts, flashcards, checklist points.



Interleaving

Mix up your practice, change subjects to switch your minds focus, switch to different areas within your subject as you would in an exam.

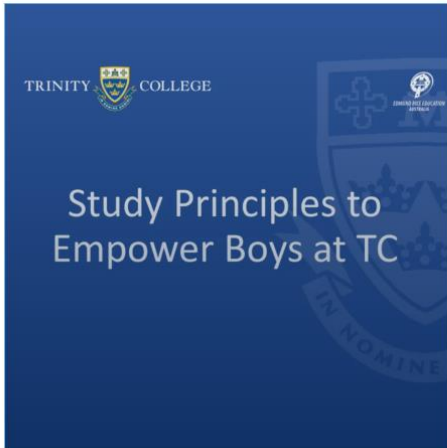
Metacognition

Think and reflect on both feedback and what you need to do to improve. Plan your week, decide what/how/when to study. Regulate and motivate yourself to make sure you do the work. Make realistic judgements from self-testing about how you are progressing.



#tcspirit





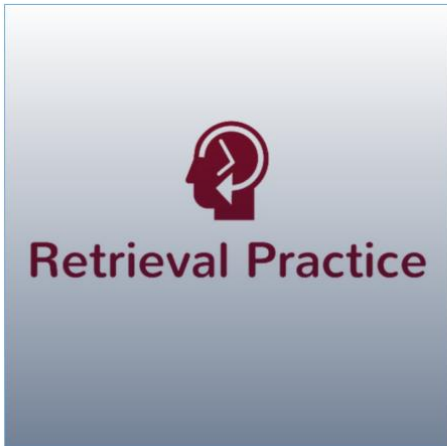
Study Skills PowerPoint

[READ MORE →](#)



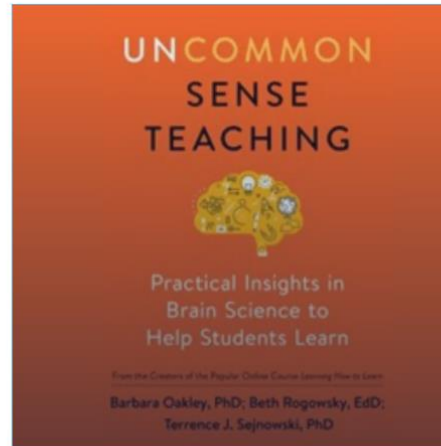
Thomas Frank - 8 Advanced Study Tips

[READ MORE →](#)



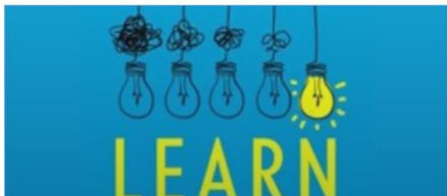
Retrieval Practice

[READ MORE →](#)

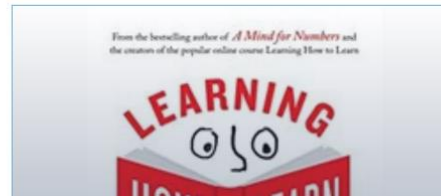


Barbara Oakley - Uncommon Sense Teaching

[READ MORE →](#)



Barbara Oakley - Learn Like a Pro



Barbara Oakley - Learning How to

FOUR WAYS WE LEARN

Source: [Shutterstock](#)

- CHALLENGING EXPERIENCES** → work that stretches
- LEARNING IN THE CONTEXT** → Product of the learning is inside the context
- OPPORTUNITIES TO PRACTICE** → Practice leads to performance
- CREATIVE CONVERSATIONS** → conversation is the lubrication of learning and development
"You will be in there"
- TIME FOR REFLECTION** → Experience + Reflection = Learning
Reflect in the moment and away from work

Illustrated by: [Shutterstock](#)

5 Tips on Visual Thinking

Source: [The Art Show, Pictorial Education](#)

- DRAWING IS A TOOL TO THINK CLEARLY**
"SPEAK, NOT ART" - Mike Duke
- LEARN THE BASICS**
Attend workshops, read books, or the work of those you admire, watch their style for practice, find your own style
- EMPLOY VISUAL WAYS IN THE FLOW OF WORK**
Use whiteboards to draw ideas in meetings, connect ideas using arrows, incorporate drawing in how you work
- WRITE FIRST, DRAW LATER**
Sketch for ideas, write notes right then and leave space for visuals to be added later - versus in text
- USE VISUAL FRAMEWORKS**
Frameworks are useful surfaces that guide thinking eg. Ishikawa diagram, SWOT, SWOT diagram etc.

5 WAYS OF WELL-BEING

- CONNECT** WITH FAMILY, FRIENDS, COLLEAGUES AND MENTORS → INVEST TIME IN BUILDING RELATIONSHIPS
- BE ACTIVE** WALK, RUN, DANCE, PLAY → DISCOVER PHYSICAL ACTIVITY YOU ENJOY
- TAKE NOTICE** CATCH SIGHT OF THE BEAUTIFUL → BE AWARE OF THE WORLD AROUND YOU → REFLECT
- GIVE** A SMILE → DO SOMETHING NICE FOR A FRIEND → THANK SOMEONE → VOLUNTEER YOUR TIME
- KEEP LEARNING** TRY SOMETHING NEW → REDEVELOP AN OLD INTEREST → LEARN - HOW TO COOK, AN INSTRUMENT → LEARNING BUILDS CONFIDENCE

HOW BRAIN LEARNS

We take in information better when it is VISUAL → Remember BIG PICTURE better than DETAILS

- SLEEP** → Learning affects LEARNING and MEMORY → Sleep Deprivation significantly REDUCES ability to LEARN new information
- INTERLEAVED** → We learn the best while TEACHING others → We learn new information better when it's INTERLEAVED

Illustrated by: [Shutterstock](#)

HOW TO TELL IF A FAILURE IS INTELLIGENT

By Amy Edmondson

- TAKES PLACE IN A NEW TERRITORY** → Curiosity in an uncertain territory with no immediate reward
- OPPORTUNITY DRIVEN** → Intelligent failure is a part of strategic opportunity towards a valued goal
- INFORMED BY PRIOR KNOWLEDGE** → Hypothesis driven based on sound research and informed mental models to notice signals
- AS SMALL AS POSSIBLE** → Paper-airplane jumps to test new ideas before full-scale launch
- SOON, YOU LEARNED FROM IT** → Failure is merely a signal to adjust your knowledge; failure isn't an error
- ADD DRIVEN BY CURIOSITY** → MASTERS OF INTELLIGENT FAILURES
- MADE PERKS WITH FAILURES** → EXPERIMENT FEARLESSLY

MEASUREMENT FOR PERFORMANCE IMPROVEMENT

In Search of the Golden Thread

Source: [Shutterstock](#)

High #1 Start together - by about engagement right

High #2: Process Everything

High #3: Changing Process

High #4: All employees Practice (in the same way)

Mental Habits That Support LIFELONG LEARNING

Source: [Shutterstock](#)

- RISK TAKING** → Willingness to push yourself out of comfort zone
- WILLINGNESS TO LISTEN** → Willingness to see life with an open mind
- AGGRESSIVE COLLECTION OF INFORMATION AND IDEAS FROM OTHERS** → COLLECTING OPINIONS → CAREFUL LISTENING
- WILLINGNESS TO ASSESS AND FEELER, ESPECIALLY THE LATTER**
- WILLINGNESS TO SELF-REFLECT** → HUMBLE SELF-REFLECTION
- OPENNESS TO NEW IDEAS**

Illustrated by: [Shutterstock](#)

A few principles of THINKING CLEARLY

Source: [Shutterstock](#)

- READ WIDELY** → CLEAR THINKERS DRAW FROM MULTIPLE DISCIPLINES → "they do many things and are better in many of them"
- PUT REALITY FIRST** → and theory last → "they understand in depth what they have to live with"
- KEEP MONEY AND STATUS OUT OF IT** → To protect your ability to think CLEARLY → "it's much better to have a few dollars than a few dollars' worth of status"
- MANAGE YOUR IDENTITY** → THE MORE A PARTICULAR PART OF YOUR IDENTITY IS WEIGHED IN YOUR MIND - THE HARDER IT IS TO THINK CLEARLY ABOUT IT
- SKIN IN THE GAME** → IF YOU'RE GOING TO LIVE WITH IT → then you will make use of your best

3L's of Self-Directed Learning

Source: [Shutterstock](#)

- LIFELONG LEARNING** → WE LEARN WHEN WE LEARN WITH OTHERS
- LEVERAGE** → HAPPEN WHEN YOU DO WHAT YOU WANT TO DO
- LAZARUS LOVE** → LEARN FROM YOUR OWN EXPERIENCES

Illustrated by: [Shutterstock](#)

8 FACTORS OF HAPPINESS

Source: [Shutterstock](#)

- LACK OF SUSPICION AND RESENTMENT** → missing a quality we major factor in unhappiness
- HOT LIVING IN THE PAST** → pre-occupation with memories and feelings lead to depression
- HOT WASTING TIME & ENERGY FIGHTING THINGS YOU CANNOT CHANGE** → "to struggle with life"
- STAY INVOLVED WITH THE LIVING WORLD** → social withdrawal & become more isolated
- REFUSE TO MINGLE IN SELF-PIETY WITHIN LIFE SITUATIONS** → "Oh a tiny detail"
- CULTIVATE OLD FASHIONED VIRTUES** → LOVE, COMPASSION, FIDELITY
- FIND SOMETHING BIGGER THAN YOURSELF TO BELIEVE IN** → step beyond egoism and identify a purpose beyond yourself
- DO NOT EXPECT TOO MUCH FROM YOURSELF** → step beyond egoism and identify a purpose beyond yourself

Illustrated by: [Shutterstock](#)

HOW TO ACCELERATE LEARNING on your team

Source: [Shutterstock](#)

- SHORTEN THE LOOP** → idea → experiment → reflect → analyze → LEARNING → DOING → CLOSE THE LOOP → DOING CLOSE THE LOOP SOONER IS BETTER
- THINK LIKE AN ARCHITECT** → Design feedback system that channels useful info to those most able to act on it
- LOOK UPSTREAM** → HAVE REAL-TIME DATA ON HOW NEW PEOPLE DO AT CRITICAL MOMENTS OF THEIR CUSTOMER JOURNEY
- GATHER FEEDBACK ON SYSTEM PERFORMANCE** → organizations miss important insights when they only ask people in collection
- CREATE LEARNING FOR THE TEAM** → CONCRETE PROCESSES FOR COLLABORATIVE LEARNING
- EVOLVE YOUR SYSTEM** → CHIP AWAY AT YOUR SYSTEM OVER TIME → GROWTH

Illustrated by: [Shutterstock](#)

SKILLS FOR SUCCESS IN A DISRUPTIVE WORLD OF WORK

Source: [Shutterstock](#)

- ABILITY TO CONCENTRATE AND FOCUS DEEPLY**
- ABILITY TO DISTINGUISH BETWEEN NOISE SIGNAL AND THE SIGNAL OF INFO**
- ABILITY TO DO PUBLIC PROBLEM SOLVING THROUGH COOPERATIVE NETWORKS** → BRING TOGETHER DETAILS FROM MANY SOURCES → SYNTHESIZE → DISCOVER THE QUALITY OF INFORMATION
- SEARCH EFFECTIVELY FOR INFORMATION** → SOCIAL INTELLIGENCE
- HORIZON SCANNING** → FUTURE MINDSETS
- TREND ANALYSIS** → STRATEGIC FORESIGHT
- ADAPTIVE MINDSET** → CRITICAL THINKING
- CONCRETE PROCESSES FOR COLLABORATIVE LEARNING** → SOCIAL INTELLIGENCE

Illustrated by: [Shutterstock](#)

Student Home Learning Guidelines

Types of Home Learning

1. Consolidation Tasks/Homework – these are specific tasks directed by the teacher to consolidate recently acquired skills or apply new knowledge to ensure that students understand and can apply what was taught in class. Consolidation tasks are recorded on SEQTA and all students are expected to complete them by the allocated time.

2. Revision – is student directed work aimed at re-learning and consolidating past knowledge, or units of work that have previously been covered so that students are able to implement or recall them more quickly and efficiently. Revising includes preparing for tests and exams by making notes, reading notes, completing test questions or past exam papers and testing understanding of previously covered work.

3. Study – is student directed work to reinforce classroom learning, processing information and expanding knowledge on a current unit of work. Students should set aside regular time for studying to ensure a greater understanding of the concepts learnt in class and do not fall behind. Studying includes creating flashcards, writing and re-writing notes, making outlines, and reading.



How much Home Learning should I do each night/week?

Year 7

As per 2025 Transition Plan.
Boys should aim for 15 - 30 minutes per night.
TOTAL TIME: 2 to 4 hours weekly.

Year 8

As per 2025 Term Planner.
Elective subjects: Up to 15 minutes per week.
Boys should aim for 30 - 45 minutes per night.
TOTAL TIME: 4 to 6 hours weekly.

Year 9

Core subjects: 45 minutes per week.
Elective subjects: Up to 15 minutes per week.
Boys should aim for 45 mins - 1hr per night.
TOTAL TIME: 6 to 8 hours weekly.

Year 10

Core subjects: 60 minutes per week.
Elective subjects: Up to 15 minutes per week.
Boys should aim for 1hr - 1.5hrs per night.
TOTAL TIME: 8 to 10 hours weekly.

Year 11 and Year 12

1 or 2 ATAR: 30 minutes per ATAR subject per night.
ATAR Pathway: 10 to 15 hours per week.
General Courses: As required.



TOTAL TIME is the addition of Consolidation
Tasks (Homework), Revision and Study.



Study Skills

What do I do when I am not sure where to start...

Step 1: Check on SEQTA for any consolidation/homework tasks that have been allocated by the classroom teacher. Go to the 'Today' tab in Courses on SEQTA.

Step 2: Check on SEQTA for any upcoming assessments that you might have and then start on some active revision. This may include making summary notes, doing brain dumps, practice essays and completing past tests/exams.

Step 3: Complete some Study on the current unit of work. This will include creating flash cards, taking detailed notes, making outlines, reading and creating timelines or mind maps.

Step 4: Reading will always have a positive impact on your learning.

	Sports Centre	Cultural Centre Braham Auditorium	Gibney Hall	PL Duffey Library (Reading Area)	Cultural Centre — Staff Lounge	PL Duffey Library (Study Room)	Senior Lecture Theatre	B Block BG10	B Block BG08	B Block BG11	B Block BG09	Sports Centre M204	TG08 Treacy Centre
Session 1 6pm-6.20pm	What's Happening in Year 8	What's Happening in Year 11	Home Learning & Study Skills	Boys & Reading	Personal Excellence-The APA System	SEQTA for Parents	WACE Pathways	VET & Transition from School			Maths Online Resources	Sports Science for Best Performance	Design and Technology Overview
Session 2 6.25pm-6.45pm			Home Learning & Study Skills		Personal Excellence-The APA System	SEQTA for Parents		VET & Transition from School		Psychological Services @ TC			
Session 3 6.50pm-7.10pm	What's Happening in Year 9	Year 8 Quest Retreat		Boys & Reading		SEQTA for Parents	Curtin Uni-Ready	VET & Transition from School			Maths Online Resources	Sports Science for Best Performance	Design and Technology Overview
Session 4 7.15pm-7.35pm		Year 8 Quest Retreat	Home Learning & Study Skills		Personal Excellence-The APA System	SEQTA for Parents	Curtin Uni-Ready	VET & Transition from School	Character Formation Journey @ TC	Psychological Services @ TC			Design and Technology Overview
Session 5 7.40pm-8pm	What's Happening in Year 10		Home Learning & Study Skills	Boys & Reading		SEQTA for Parents	WACE & Pathways		Character Formation Journey @ TC		Maths Online Resources	Sports Science for Best Performance	Design and Technology Overview
Session 6 8.05pm-8.25pm					Personal Excellence-The APA System	SEQTA for Parents		VET & Transition from School	Character Formation Journey @ TC		Maths Online Resources		Design and Technology Overview