Bookwork Policy and Standards

Quality bookwork provides students with opportunities to consolidate their classroom learning and teaches them the skills of self-management, self-discipline and responsibility for learning in and beyond the classroom.

Teachers are expected to:

- Clearly communicate to students the purpose, benefits and expectations of all bookwork.
- Mark bookwork as soon as possible after it is completed. This can be done by teacher, teacher aide, student or student buddy.
- Check bookwork (electronic) as soon as possible after the work has been entered and useful feedback provided ("You do" time is excellent for this).
- Discuss with parents/caregivers any developing problems with bookwork/bringing equipment to class.

Expectations and standards of student work:

<table>
<thead>
<tr>
<th>Written</th>
<th>Electronic</th>
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</thead>
<tbody>
<tr>
<td>• Have a separate book for each subject</td>
<td>• Open and save a new document for each piece of work. Save work to the correct folder on student drive (see Electronic Filing/Saving Guidelines).</td>
</tr>
<tr>
<td>• Write NEATLY in pencil or blue/black pen only</td>
<td>• Use 12 point and appropriate font in documents</td>
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<tr>
<td>• Rule margins on each page</td>
<td>• Use 1.5 line spacing</td>
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<tr>
<td>• Date each page</td>
<td>• Date each page</td>
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<tr>
<td>• Re-do unsatisfactory work at the teacher’s discretion</td>
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<tr>
<td>• Use rulers to draw graphs, tables, margins and lines</td>
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<tr>
<td>• Draw a line at the end of each lesson’s work</td>
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<tr>
<td>• Put a line through mistakes or use correction tape (white out is not to be used)</td>
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<tr>
<td>• Secure and paste all handouts into notebook</td>
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<tr>
<td>• Ensure books are free from graffiti</td>
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<tr>
<td>• Write all homework in student dairy</td>
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Electronic Filing / Saving Guidelines

The aim:
- To provide a consistent method of naming, saving and storing electronic documents
- To reduce the incidence of “lost” or “missing” documents
- To foster students’ organisation skills
- To assist in developing positive work habits

Meaningful names for documents:
It is imperative that electronic documents be given meaningful names and stored logically so that they may be easily retrieved when needed. The file name should include the unit name and the document type (for example, assignment, class notes etc).

Example:
Touch Training Plan - Assignment

Student folder structure:
The following is an example of a folder structure that should be used (adapted by departments as necessary).

Back up files:
School documents should be regularly backed up (at least weekly) to:
- Student H drive
- USB or external hard drive

This will ensure that students have a copy of all their documents, particularly assignments.
**Homework Policy and Standards**

Studies show that students who complete homework generally outperform students who do not. Homework can improve students’ study skills, improve their attitudes toward school, and demonstrate that learning can take place outside of formal schooling.

By providing students with learning opportunities that strive to maximise outcomes, we aim for all Dysart SHS students to be active citizens, who take responsibility for their own learning in their ever-changing life roles as family, community and workforce members.

**Homework that enhances student learning:**

- Is purposeful and relevant to student needs.
- Is appropriate to the phase of learning either in the middle or senior phase of learning.
- Is appropriate to the capability of the student.
- Develops the student’s independence as a learner.
- Is varied, challenging and clearly related to class work.
- Allows for student commitment to recreational, employment, family, and cultural activities.

In the **Middle Phase (years 7, 8 and 9)** students should be given more responsibility for their own learning and homework can be completed daily or over a week or fortnight. They can be required to engage in independent learning to complement work undertaken in class. Homework in year 7, 8 and 9 could be between **2.5 to 5 hours per week**.

In the **Senior Phase (year 10, 11 and 12)** the amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan but generally should be between **5 to 8 hours per week**.

**Role and responsibilities:**

**Students** can take responsibility for their own learning by:

- Being aware of the school’s homework policy and writing homework in their student diary.
- Discussing with their parents or caregivers homework expectations.
- Accepting responsibility for the completion of homework tasks within set time frames.
- Following up on comments made by teachers.
- Seeking assistance when difficulties arise.
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.
Parents and Caregivers can help their children by:

- Reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity.
- Helping them to complete tasks by discussing key questions or directing them to resources
- Encouraging them to organise their time and take responsibility for their learning.
- Encouraging them to read and take an interest in and discuss current local, national and international events.
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities.
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to homework.

Teachers can help students establish a routine of regular, independent study by:

- Ensuring their school’s homework policy is implemented.
- Setting homework on a regular basis.
- Clearly communicating the purpose, benefits and expectations of all homework.
- Checking homework regularly and provide timely and useful feedback.
- Using homework that is varied, challenging and directly related to class work and appropriate to students’ learning needs.
- Explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework.
- When setting homework, giving consideration to other academic and personal development activities (school-based or other) that students could be engaged in.
- Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

Principal can establish a culture where homework is viewed necessary by:

- Developing and reviewing a school homework policy, in consultation with their school community, through the Parents and Citizens’ Association.
- Distributing the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment.
- Ensuring the homework policy is effectively implemented throughout the school.
- Including an up-to-date school homework policy as part of their annual school reporting.

Failure to complete homework may necessitate teachers resorting to the school’s Responsible Behaviour Plan to implement certain consequences as may be deemed appropriate.

All homework must be written in student diary.