**Bookwork Policy**

**Rationale:**
At Charters Towers Central State School we promote and advocate the development and maintenance of a high standard of written bookwork and presentation from our students. The standard of bookwork and the presentation of work in general is a primary method by which parents and others form opinions about the school.

Students' books also hold the evidence of teaching, learning and assessment and reflect commitment of quality and effort by students. It is imperative students develop automaticity in bookwork habits which allows each successive teacher to build upon the foundations established in earlier grades.

This policy defines consistent standards and expectations across the school. As teachers, we accept the responsibility to explicitly teach excellence in bookwork to our students and celebrate their successes.

**Aim:**
Charters Towers Central State School Bookwork Policy aims to allow teachers to guide children to develop a sense of pride and achievement in neat, well-presented bookwork and to ensure consistency of presentation throughout the school in addition to developing self-confidence in our learners. It would be expected that on occasions teachers would use their professional judgement to vary bookwork guidelines to allow for specific tasks and individual creativity.

**Responsibilities:**
**The role of the teacher**
- Expect high standards of bookwork
- Acknowledge work by initialling and dating/ticking/commenting on each page/piece of student work, including homework
- Celebrate quality work through stickers, certificates, feedback and display
- Recognise and utilise word processing and publishing as a part of bookwork
- Explicitly teach how to rule and present excellent bookwork
- Explicitly teaching Queensland Modern Cursive script through handwriting lessons
- Regularly check bookwork and ensure student understanding of editing and proofreading codes

**The role of the leadership team**
- The leadership team will ask to view samples of bookwork or improved bookwork to support and encourage children
- Students can showcase their work to any member of the leadership team
- Randomly check bookwork during classroom observations to maintain consistent standards across all classrooms

**The role of the parent**
- Encourage children to complete work carried out at home, in a way that is supportive of this policy
- Ensure all books are covered suitably
- Provide children with the minimum writing requirements designated by each teacher

**Use of photocopied worksheets**
The use of photocopied worksheets is educationally justified to supplement children’s learning however they should not form the core of the teaching and learning. Teachers should ask, “What is the educational justification for using this worksheet?” Valued worksheets should be trimmed and glued neatly into student’s books with no edges protruding.
<table>
<thead>
<tr>
<th><strong>Prep – Year 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td><strong>Writing Instrument</strong></td>
</tr>
<tr>
<td><strong>Pages</strong></td>
</tr>
<tr>
<td><strong>Margin</strong></td>
</tr>
<tr>
<td><strong>Columns</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Numbers</strong></td>
</tr>
<tr>
<td><strong>Errors</strong></td>
</tr>
<tr>
<td><strong>Ruling Off</strong></td>
</tr>
<tr>
<td><strong>Photocopied sheets</strong></td>
</tr>
</tbody>
</table>
**Book work example: Lower School**

The Red Dog

Once upon a time a dog called Ruffie sat all alone in the pet shop window.

Rebecca was shopping with her Mum when she walked past the shop and saw Ruffie.

**Book work example: Upper School**

Narrative Structure

- **Purpose:** to entertain, purely (readers)
- **Structure:** this section does four things
  - set the scene
  - introduce the characters (who)
  - time (when)
  - gives an inkling about what might happen
- **Complication:**
  - a problem affects the character/sitting
  - a series of things could happen
- **Resolution:**
  - problem is resolved
- **Conclusion:**
  - character resumes normal life
  - cliffhanger/unknown
Book work example: Lower School

2 2 - 1 0 - 1 2

Fractions

\[
\begin{array}{c}
\frac{1}{2} = \boxed{6} \\
\frac{1}{2} = \boxed{9} \\
\frac{1}{4} = \boxed{8} \\
\frac{1}{4} = \boxed{8} \\
\frac{1}{3} = \boxed{8} \\
\frac{1}{3} = \boxed{8} \\
\end{array}
\]

Book work example: Upper School

Square pyramid

1. 6 faces, 6 edges, 8 vertices, 1 apex
2. 6 \times 4 = 24
3. \text{Example: Pyramid, China, Egypt}
4. \text{Cone}
5. \text{Cylinder}

Example

1. 6 faces, 10 edges, 6 vertices, 1 apex
2. 4 \times 5 = 20
3. \text{Example: Cone, paper, bamboo, check}

16th February 2012