

2026 Bookwork Policy

Rationale

A student's book is a record of learning. It provides evidence of learning for the student, teacher and parent and it enables a student to review and reflect upon learning. It should reflect high expectations of that students learning, effort and engagement, in a context where our prime objective is to improve student learning outcomes.

At MCS, we expect:

- High levels of presentation for all work
- Correction of all work
- Regular feedback
- Repeating of work not up to standard
- Work routines and standards constantly emphasised and reinforced

Teacher responsibilities

- Expect high standards
- Explicitly teach skills and routines required for high quality book work
- All work must be marked
- Teachers must recognise that feedback is the most influential factor in learning. Regular feedback must be given. There must be evidence in student books of specific, improvement focussed feedback being given, whether verbally or in writing.
- Model high standards of presentation on the whiteboard. Board should look the same way as the students' books. Teachers should model using the correct equipment to draw diagrams, shapes, lines etc.

Student responsibilities

- Take pride in producing high quality work
- Bring books and equipment every day/lesson
- Adhere to guidelines for bookwork
- Listen to or read feedback and apply

Parent responsibilities

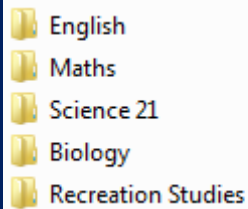
- Provide appropriate equipment
- Check student work when books are at home
- Encourage high expectations

P-12 Bookwork Expectations						
Year Level	Prep	1-2	3-4	5-6	Junior Secondary	Senior Phase
All students are to have a separate book for each subject.						
Writing equipment	Pencil only No felt pens in books	Pencil only No felt pens in books	Pencil only No felt pens in books	Pencil/Biro (from Term 2 and with approval) Blue or black biro or pencil only No felt pens in books	Pencil/Biro Blue or black biro or pencil only	Pencil/Biro Blue or black biro or pencil only
General Guidelines – all book work	Date Handouts glued in at relevant places. Work must follow on consecutive pages. Use year 1 lines from Term 4	Date Margins (from Term 3 Year 1) Headings/titles Work ruled off at the end of lesson (from Term 3 Year 1) Work must follow on consecutive pages Handouts glued in at relevant places	Date Red margins Headings/titles underlined Students write the lesson goal or success criteria (WALT) from Semester 2 Work ruled off at the end of lesson. Work must follow on consecutive pages Handouts glued in at relevant places Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass Expose Year 3 to Year 4 blue ruled lines from Term 4	Date Red margins Headings/titles underlined Students write the lesson goal or success criteria (WALT) Work ruled off at the end of lesson. Work must follow on consecutive pages Handouts glued in at relevant places Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass Errors are erased or ruled out with a single line	Date Red margins Headings/titles underlined Students are to write the lesson goal or success criteria in books Work ruled off at the end of lesson. Work must follow on consecutive pages Handouts glued in at relevant places or stored in a display folders Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass Errors are erased or ruled out with a single line. Correction tape may be used	Date Red margins Headings/titles underlined Students are to write the lesson goal or success criteria in books Work ruled off at the end of lesson. Work must follow on consecutive pages Handouts glued in at relevant places or stored in a display folders Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass Errors are erased or ruled out with a single line. Correction tape may be used
Maths	Scrap book used	Grid books used to support setting out. (1 digit per box)	Grid books used to support setting out. (1 digit per box) Equal signs directly underneath each other Responses to Word problems follow the RUCSAC process	Correct setting out (Formula; equal signs directly underneath each other; answer underlined; units included where appropriate) Responses to Word problems follow the RUCSAC process	Correct setting out (Formula; equal signs directly underneath each other; answer underlined; units included where appropriate) Responses to Word problems are expressed in words	Correct setting out (Formula; equal signs directly underneath each other; answer underlined; units included where appropriate) Responses to Word problems are expressed in words.

Laptop Expectations

Students are to set up files in the H drive as follows:

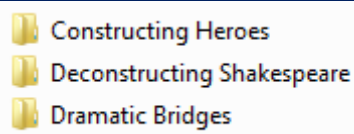
Folders for each subject



Folders should contain:

- Semester overviews
- Sub Folders

Sub-folders for each unit named with the unit title



Each sub Folder should contain:

Each sub Folder should contain:

- Assessment tasks sheets
- Notes (named by topic and week of term)
- Resources provided by teacher (named by topic and week of term)
- Research notes and additional materials

Student Notes

- All work is dated
- Headings are used to identify notes from activities/questions
- Worksheets and documents given by teachers must also be named by week and title which identifies subject matter.

 **Week 1 – Abiotic Factors.doc**