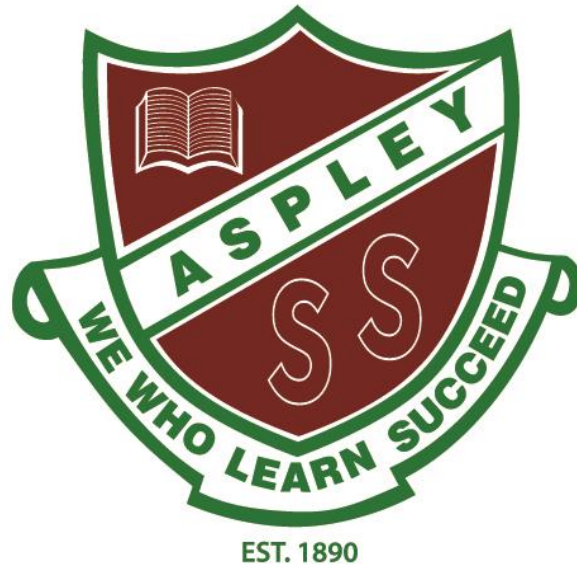


Aspley State School



Book Standards and Expectations

UPDATED NOVEMBER 2013

Our Shared Vision:

We who learn succeed

At Aspley State School, our school community strives to achieve **quality outcomes** through building **quality relationships**, developing students who are responsible, caring and **self-managed**.

The intent is that this vision applies equally to all members of the school community and in all activities.

Statement of Purpose

Aspley State School aims to:

- Provide leadership and guidance to support the development of effective self-management skills, through the choice of safe, responsible and caring ways of meeting personal needs
- Provide an environment in which learning, cooperation, self-esteem and success are valued and encouraged, thus enabling all Queensland students to become active citizens in a learning society – Great State, Great Opportunities.

Values and Beliefs

Aspley State School is committed to:

- **STUDENTS** – Is what I am doing promoting the best interests of students?
- **QUALITY** – Is it the very best I can do?
- **ACCOUNTABILITY** – Am I prepared to accept personal accountability for this?

The following concepts serve as guiding principles for the values and beliefs identified above:

- Personal accountability
- Every child can succeed
- Quality relationships
- Life-long learning
- Shared responsibility
- A safe, caring and supportive environment

Student Exit Statements

Students at Aspley State School will strive to achieve the following outcomes. It is intended that these outcomes provide an orientation for the planning, delivery and assessment of learning programs and in all activities.

These outcomes will be explicitly taught and implicitly reinforced throughout the delivery of the enacted curriculum.

The Aspley State School Exit Statements are:

<p>Self-managed Individual</p>	<ul style="list-style-type: none"> • Self identifies positively and realistically • Considers own learning style, strengths and limitations • Commits to personal excellence • Demonstrates personal life-skills reflecting values • Evaluates own behaviour and plans accordingly • Manages self appropriately in varying contexts
<p>Resourceful & creative Thinker</p>	<ul style="list-style-type: none"> • Inquires and investigates • Analyses and interprets information • Problem-solves and synthesises data to make informed decisions • Justifies and validates conclusions • Records and documents processes
<p>Effective Communicator</p>	<ul style="list-style-type: none"> • Chooses appropriate modes for purpose and audience • Comprehends a range of written, spoken and visual information • Communicates using appropriate mode and style • Responds to audience needs • Reflects on the effectiveness of communication
<p>Quality Producer</p>	<ul style="list-style-type: none"> • Operates effectively as an individual or group member • Investigates and analyses • Plans to achieve goals • Selects and utilises appropriate resources • Creates quality products or performances • Evaluates processes
<p>Active, responsible Group Member</p>	<ul style="list-style-type: none"> • Collaborates with others to achieve outcomes • Organises and plans • Listens actively for understanding, in order to participate effectively • Engages meaningfully • Empathises with others' points of view and opinions • Reflects on personal and group effectiveness

Rationale

A high level of personal presentation of written work is a valued skill and is often seen as a demonstration of organisational and presentation competence. It reflects a student's willingness to take responsibility for their own learning. It also serves as a vital avenue for developing student pride in their work.

Book work presents the visual face of the teaching learning process and reflects commitment to quality outcomes from the effort given.

Aspley State School's Book Standards and Expectations aims to set out the acceptable standard for book work presentation. When adhered to, it will assist students to develop organisational and presentation skills and positive attitudes which will lead students to have pride in their work. It will also provide a positive reflection on what happens in classrooms.

General Guidelines

Role of the Teacher is to:-

- Correct /mark, date and comment on students' work on a regular basis
- Provide specific feedback to students regarding their bookwork (presentation of work, labelling, ruling of lines etc.)
- Maintain high standards for the presentation, setting out and legible handwriting for students at all year levels through explicit instruction.
- Promote correct posture, pencil grip and use of materials.
- Use the correct handwriting script for appropriate year level.
- Model excellent handwriting and presentation of board and book at all times
- Encourage student self-evaluation.
- Celebrate with and reward students who do well and/or provide consistent effort to improve.
- Promote the implementation of the school proof reading guidelines.

Role of the Student is to:-

- Maintained all books - neatly labelled with name, year level and subject.
- Ensure that all bookwork is quality work
- Strive to do the BEST possible work at all times
- Present neat written work in all books
- Make sure that books have no graffiti, doodling or pictures
- Use an eraser to correct work or draw a straight line through incorrect work
- Use a sharp pencil at all times

Guidelines to follow: Prep – Year 2

Subjects relating to ENGLISH:

- **Lined book**
 - Margin – All books to have a margin.
 - Rule a margin the width of wooden ruler. Rule from top red line to bottom red line.
 - Date clearly written before each piece of work.
 - Title – underline the **words only** on the blue line.
 - Rule off on red line before beginning new task.
 - Glue sheets in the margin.

- **Scrap Book (reading, spelling)**
 - Glue in sheets fully and neatly.

- **Spelling:**
 - Fold page in two or four columns depending on the list words.
 - Rules straight lines down the columns.
 - Date all work.
 - Mark work neatly with a single tick or cross in red pen or pencil.
 - Rule off after each set of words.
 - If providing a correct mark (E.G. 9/10) – neatly provide the mark in a normal sized font.
Do not add circles around mark.

Subjects relating to MATHS:

- **Blue lined book**
 - Fold the page in half and rule from the top blue line to bottom blue line.
 - Operations – leave a line, write the sum, use two short lines for the answer, leave a line and then rule off. Leave one line before beginning the next sum to allow for working out of some operations.
 - Problem Solving / graphing – not ruled down the middle.
 - Number facts – 4 columns at the back of the book.
 - Short date

- **Grid Book**

- Operations – fold in half and rule from top to bottom.
- Number facts – 4 columns at the back of the book or in a separate book.
- Problem Solving/ graphing – not ruled down the middle.
- Date all work and rule off after each day.
- One number per grid square.

	1	1	2	3		
	.					
	+	1	2	3		
		2	4	6		
	2	1	2	3		
	.					
	-		1	1		
		1	1	2		

- **Scrap Book (Junior School)**

- Glue in sheets fully and neatly.
- Use small amounts of glue in each corner and in the middle of the page.
- Date all work

Other KLA's

- Margin – All books to have a margin.
- Rule a margin the width of wooden ruler. Rule from top red line to bottom red line.
- Date in the margin.
- Title/ heading – underline **words only** on the blue line.
- New topic per page.
- Year 2 – Use a botany book
- Year 1 – Use a scrapbook and put the date at the top of the page.

Guidelines to follow: Years 3 – 7

Subjects relating to ENGLISH:

- **Lined book**
 - Margin – All books to have a margin.
 - Rule a margin the width of wooden ruler.
 - Date clearly written before each piece of work.
 - Title/ heading – underline the **words only**.
 - Rule off before beginning new task.
 - Trim handouts neatly pasted fully into books.

- **Spelling:**
 - Fold page in two or four columns depending on the list words.
 - Rule straight lines down the columns.
 - Date all work.
 - Mark work neatly with a single tick or cross in red pen or pencil.
 - Rule off after each set of words.
 - If providing a correct mark (E.G. 9/10) – neatly provide the mark in a normal sized font.
Do not add circles around mark.
 - Rule off after each set of words.

Subjects relating to MATHS:

- **Blue lined book**
 - Fold the page in half and rule from the top blue line to bottom blue line.
 - Operations – leave a line, write the sum, use two short lines for the answer, leave a line and then rule off. Leave one line before beginning the next sum to allow for working out of some operations.
 - Problem Solving / graphing – not ruled down the middle.
 - Number facts – 4 columns at the back of the book.
 - **DATE ALL WORK AND RULE OFF AFTER COMPLETING.**

- **Quad Books**

- Operations – fold in half and rule from top to bottom.
- Number facts – 4 columns at the back of the book or in a separate book.
- Problem Solving/ graphing – not ruled down the middle.
- Date all work and rule off after each day.
- One number per grid square.

1.	1	2	3		
+	1	2	3		
	2	4	6		
2.	1	2	3		
-		1	1		
	1	1	2		

Other KLA's

- Margin – All books to have a margin.
- Rule a margin the width of wooden ruler.
- Date in the margin.
- Title – underline **words only** on the blue line.
- Trim handouts neatly pasted fully into books.
- Correct mistakes neatly either by one line through, erase or minimum use of whiteout.

Year One to Seven: Editing Key

Error	Example
Spelling mistake	I sit on my chare. <i>chare</i> (wavy red line)
Punctuation	He went to the house? P P will you give me the pencil please?
Space needed between words.	I have a pet kitten. pet (red vertical line)
Add a missing word or words.	Have you seen my library books? my (red triangle)
Take out a word or words.	We are going to to the pool. to (red slash)
Start a new line	Come and play at my house. ↳ My Mum will take us to the pool later in the day.
Start a new paragraph	He shared his lunch with the new boy. [Later that week, the rain started to fall heavily.
Word or sentence doesn't make sense.	I have a went puppy. went (wavy red line) He walked into and over the shed. and (wavy red line)
Change the order of words or sentences.	Come to house my for tea tonight. house my (red arrow)



ASPLEY STATE SCHOOL BOOKWORK STANDARDS FEEDBACK

- Work is neat and tidy Books are set out correctly Work is dated
- Ruled off after completed work No graffiti, doodling or pictures
- Handouts are trimmed and pasted neatly Sharp pencil used
- Corrections are done with a single line or erased neatly

Notes:



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