The background of the cover features a photograph of a young man and a young woman in school uniforms. The young man, on the left, is wearing a white shirt and is looking at a laptop. The young woman, on the right, is wearing a light blue shirt and a dark tie, and is also looking at the laptop. They are both smiling. The laptop is a silver IT Spere. The background is a classroom setting with a whiteboard and some papers on the wall. There are also some yellow and green geometric shapes in the top left corner.

HOME LEARNING HANDBOOK



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TERMINOLOGY

Homework

The specific tasks set by the teacher for students to complete during out of school hours.

Homework is set for a number of different reasons. These include:

- To consolidate or finish work from the lesson.
- To reinforce (remember) concepts and facts.
- To encourage you to check your understanding of the work covered.
- To extend your understanding of the topics studied.

In some cases homework will be set to develop specific skill sets such as literacy and numeracy.

Study

To devote time and attention to gaining knowledge of an academic subject, especially by means of books.

Study can have two related meanings:

1. When you 'study for a test', you have to revise and learn all of the information you need to know and then complete questions as practice.
2. Sometimes teachers might say, 'do some extra study for this subject'. What they mean is that they want you to undertake independent activities that will help you improve your understanding of the subject.

A better way to think about homework and study is to use the term 'Home Learning'. Home Learning is all out of school activities undertaken by you to improve your understanding of the subject or to develop skills to improve your results (Homework + study).

Home Learning

- Home learning includes (but is not limited to) all of the following:
- Specific homework set by the teacher.
- Working on assignments.
- Creating mind maps or concept maps of topics discussed in class.
- Reviewing work from the day by highlighting key points and summarizing them in your own words.
- Writing in a learning journal (e.g. a separate exercise book, or a designated file on your laptop) about what you learnt at school and your thoughts about it.
- Doing extra work on an area in which you are weak or wish to be extended using worksheets from teachers or additional resources you have accessed on-line.
- Doing additional research on the Internet on a topic you find interesting.
- Developing current affairs knowledge such as reading newspapers or watching the news.
- Completing activities that develop learning skills, such as the *ELES Study Skills Handbook* <https://enhanced-learning.net/>
- Revising activities that extend literacy, such as *BBC Skillswise* <http://www.bbc.co.uk/skillswise/words/grammar/>
- Reviewing activities that extend numeracy, such as the *Kahn Academy* <https://www.khanacademy.org/>
- Many of these home learning activities are not specific tasks set by teachers. As a secondary school student, you are expected to take responsibility for your learning. This means that if there is no set homework, you are expected to look for things you could do that would improve your understanding of your subjects or develop your skills.



GUIDELINES

TIME COMMITMENTS

As an SBC student, you are expected to complete a minimum of one hour of home learning, five to six nights per week. This amount should then increase as your age and your career options change.

As a general guide the following is expected:

Year 7, 8 & 9:	a minimum of 1 hour of home learning per night at least 5 days a week.
Senior Non-OP:	a minimum of 1 hour of home learning per night at least 5 days a week.
Year 10/Senior OP:	a minimum of 1.5-2 hours of home learning per night at least 6 days a week. Increasing to 3 hours, 6 days a week by Year 12. OP boys need to treat their studies as a full-time job, 6 hours at school, then 2/3 hours at home.

Where this cannot be done, then a conceptual break between topics should be undertaken. That is, if you have completed thirty minutes of English, then follow it with another half hour of Science. Samples of how to structure your home learning are provided below. Remember, these can change depending on your assignment load and examination schedule.

Possible Structure for Years 7, 8, 9 and Year 11 & 12 Non-OP Boys

- ½ hour homework or additional Mathematics Revision.
- ½ hour assignment or general study (linear notes, mind-maps, summary tables, concept maps).

Possible Structure for Year 10 and Year 11 & 12 OP Boys

- ½ hour homework
- ½ hour additional Mathematics Revision
- ½ hour assignment preparation
- ½ hour general study (linear notes, mind-maps, summary tables, concept maps)

STUDY TIMETABLE

Finding one or two hours per night may seem an onerous and difficult task, but if your study sessions are broken into half hour blocks and arranged around your leisure, recreational, sporting, religious, work and family commitments, you will find that you have more time available than you realise.

To plan around your commitments you need to use a “Study Timetable”. This is a chart that breaks your day into half hour slots and enables you to be quite rigid with your study routines. The following page features a sample from a Year 12 student, showing when he could and could not study.

A blank version for you to access and use is available on the SBC website.

SAMPLE STUDY TIMETABLE (YEAR 12 STUDENT)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				General Study (7.30 – 8.00)		Part Time Employment	Math Revision (10.00-10.30)
	School	School	School	School	School		Life Saving Duty
3.00-3.30	Football Training	Homework - Lib		Math Revision			
3.30-4.00		Instrumental Band Practice		Football Training			
4.00-4.30			Homework – Lib				Assignments
4.30-5.00							
5.00-5.30		Math Revision		Homework – Lib	Football Game & Travel		General Study
5.30-6.00	Homework		General study	Assignments		Assignments	
6.00-6.30	Dinner, Shower, Family	Dinner, Shower, Family	Dinner, Shower, Family	Part Time Employment			Homework
6.30-7.00						Math Revision	Dinner, Shower, Family
7.00-7.30	General Study	Assignments	Math’s Revision		Dinner, Shower, Family	Dinner, Shower, Family	
7.30-8.00	Face Book		American Idol				
8.00-8.30	Assignments	General Study					
8.30-9.00	CSI		Assignments	Dinner, Shower, Family			
9.00-9.30		Bed					
9.30-10.00	Math Revision		Bed	Bed			Bed
10.00-10.30	Bed					Bed	

WEBSITES – STUDY TIMETABLES

<https://www.goconqr.com/en/study-planner/>

<https://www.mystudylife.com/>

<https://onlinestudyaustralia.com/study-planner-timetable/>



FORTNIGHTLY PLANNER

Another tool which many boys find useful is a **Fortnightly Planner**. Like the *Study Timetable* it is a chart that breaks the available time into organisational slots. Unlike the Study Timetable, however, the slots are larger and consist of 'school time' and 'after school' sections. It is important to record the monitoring, conferencing and due dates for each assignment falling in the fortnight, as well as any examination dates. This allows for the prioritisation of home learning activities in preparation for these assessment dates.

It is also important to remember that the regular pattern of your home learning may change to suit the deadlines and additional examination revision that you may need to do in any one fortnight. This means that there is no need to stick to the 'Possible Structure' outlined earlier and instead, you may need to do two hours of general study or assignment preparation for one particular subject.

Possible Structure for Year 11 & 12 OP Boys – Exam Block

- ½ hour assignment preparation for English
- ½ hour assignment preparation for Visual Art
- ½ hour general study for Mathematics
- ½ hour general study for Physics

There is no definitive date when the fortnightly planner should be created, but most boys choose every second Sunday night in preparation for the upcoming two weeks. The following page features a sample from a Year 12 student, showing his fortnightly study commitments. Again, a blank version for you to access and use is available on the website.

FOLDER ORGANISATION

Not only should your time be organised but so should your papers, books and assessment items. As a general rule you can do this in two ways.

1. Have a display folder for every individual subject, (preferably a different colour), clearly labeled with the subject name, in which you keep your writing pad, class notes, handout sheets, homework sheets and assignment sheets.
2. Have a multi-purpose folder at school with dividers for each subject in which you keep your current school work and separate folders at home in which you store your homework summaries, mind-maps, study notes and assignment sheets.

To compliment both strategies you should also set up electronic folders for subject and keep the electronic versions of your assignment sheets, study and mind-maps.



every
notes

SAMPLE FORTNIGHTLY PLANNER (YEAR 12 STUDENT)

Term 1 Week 5	Monday 01/03	Tuesday 02/03	Wednesday 03/03	Thursday 04/03	Friday 05/03	Saturday 06/03	Sunday 07/03
School Time	Submit English Report for Conferencing			Physics Exam	Submit Math's Monitoring	Edit and finalise English Report based on Conferencing feedback.	
After School	Complete Procedure Points for Math's Monitoring	Physics Review Sheets	Physics Review Sheets	Band Performance – No Study			Math's Revision
Term 1 Week 6	Monday 08/03	Tuesday 09/03	Wednesday 10/03	Thursday 11/03	Friday 12/03	Saturday 13/03	Sunday 14/03
School Time		Submit English Report	Math's Exam			Visual Art Folio Sketches	
After School	Band Performance – No Study	Math's Revision		Visual Art Folio Sketches			

Colour coding your home learning commitments is a technique that enables you to see patterns in your study.



TECHNIQUES

MIND MAPS

A **mind map** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, organise and classify ideas and as such they can assist you to remember facts, concepts and topics. They are a key tool to assist you remember topics, revise for examinations or for generating ideas when commencing an assignment.

Sample Mind Map (Team Building)



By presenting ideas in a graphical or diagrammatic way, mind maps encourage a brainstorming approach to study. Though the branches of a mind map often represent a tree's structure, their circular arrangement prevents you having to prioritise the concepts in any particular order. This means you can connect the ideas without having to start at any specific point, place or level. The best thing about mind maps is that there is no right, or wrong method of doing one.

Mind maps are also excellent for identifying what you cannot remember and what needs to be followed up. If you find there are a lot of holes in your mind map then it is time to go back to your textbook, internet sites or notebooks and find the bits that you have forgotten or missed.

WEBSITES – MIND-MAPS

<https://bubbl.us/>

<http://www.xmind.net/>

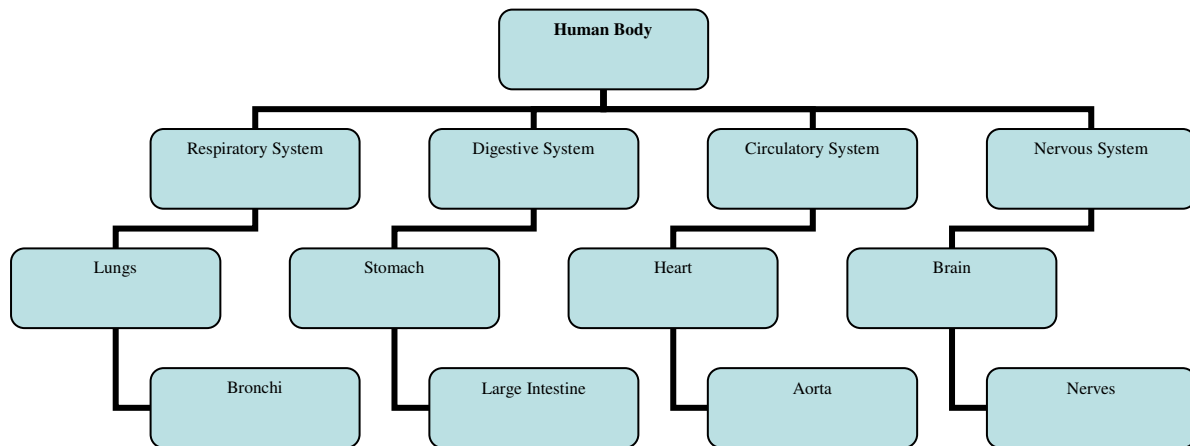
<https://www.biggerplate.com/>

CONCEPT MAPS

A **concept map**, is a diagram showing the relationships among concepts, objects or things. It is a graphical tool for organising and representing knowledge, usually in a hierarchical order.

Concepts, usually represented as boxes or circles, are connected with lines in a downward-branching linear structure. The relationship between concepts may also be shown in linking phrases such as "gives rise to", "results in", "is required by", "contributes to", or "consist of".

Sample Concept Map (Human Body Systems)



LINEAR NOTES

Linear Notes are probably the most common and traditional way to revise or study. With linear notes, you simply reduce the information found in your class notes or textbooks and arrange it in point form. In this way it becomes a condensed and easier version to understand and remember. When you are given a large passage, or several pages of text, you go through the information identifying any headings and make your key points. As an example, the three paragraphs on animals have been condensed into 'Linear notes'.

Sample Linear Notes (Animals)

All animals are members of the Kingdom Animalia, also called Metazoa. All members of the Animalia are multicellular, and all are heterotrophs (that is, they rely directly or indirectly on other organisms for their nourishment). Most ingest food and digest it in an internal cavity.

Animal cells lack rigid cell walls that characterize plant cells. The bodies of most animals (all except sponges) are made up of cells organised into tissues, each tissue specialized to some degree to perform specific functions. In most, tissues are organised into even more specialised organs. Most animals are capable of complex and relatively rapid movement compared to plants and other organisms.

Somewhere around 9 or 10 million species of animals inhabit the earth; the exact number is not known and even our estimates are very rough. Animals range in size from no more than a few cells to organisms weighing many tons, such as blue whales and giant squid. By far most species of animals are insects. By this measure our own group, the vertebrates, is relatively inconsequential.

ANIMALS

Members of Kingdom Animalia ('Metazoa')

- Multicellular
- Lack rigid cell walls in plants
- Bodies made of cells (then organised into tissues then organs)
- Heterotrophs (rely on other organisms for nourishments)
- Capable of complex & rapid movement
- Approx. 9-10 million species
- Range in size from a few cells to large whales
- Biggest group is insects
- Our group – invertebrates, fairly small

CLASSROOM NOTES

Creating an effective set of notes and review materials should not just happen during your home learning time but should actively happen during every lesson. Having good quality class notes goes a long way towards ensuring that you will be prepared to study and can often save you hours of lost time.

While most of you will organise your book, word document or Google Doc by running a line down the centre of your page, another effective strategy is to use the **Cornell Method**. This method divides the page into two sections but with a left hand margin, creating a place for keywords and concepts. You write everything that the teacher provides for you in the right hand side but only the essential terms in the left. In this way you create a bank of words almost as a summary of the topic.

Cornell Two-Column Notes	
Keywords :	Notes :
	Types of Matter
Solids	I. Solids A. Have a definite shape B. Have a definite volume
Liquids	II. Liquids A. Do not have a definite shape B. Have a definite volume
Gases	III. Gases A. Do not have a definite shape B. Do not have a definite volume
Summary : (Insert summary of lecture after class.)	

- Leave space in your notes — this gives your eyes a break and provides room for later additions.
- Use abbreviations and graphic symbols (H_2O , &, =, ex. w/).
- Use highlighters and different colors to emphasize key ideas or headings.
- Label, number and date all notes.
- Make a summary of the lesson in your own words.

ACTIVE LISTENING

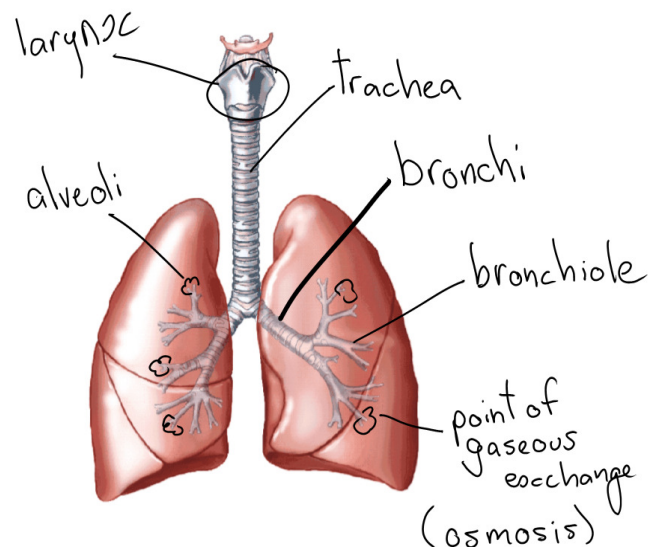
Part and Parcel of taking good notes is actively listening during your lessons and while this sounds easy (pardon the pun), our wandering minds can make it anything but. Some handy tips to help are:

1. Sit at the front of the class, many boys have undiagnosed hearing difficulties and the closer to the teacher you are the easier it will be.
2. Pay attention to your teacher's non-verbal communication (facial expressions, gestures, tone of voice).
3. Watch your teacher's lips or ask your teacher to say the words as he/she writes them on the board.
4. Get ready to listen as soon as the class begins. Usually important information is given at the beginning and at the end of class.
5. Identify the "signaling" words as these usually indicate an important part of the lesson or a change of direction by your teacher. For example: "I want to start by...", "The next point is crucial...", "The point I am making...", "Take the case of...", "I'd like to move on and look at...", "In this instance...", "That reminds me of..."
6. Ask questions to gauge your understanding of the topic but avoid questions starting with why. Instead, make your question active by using part of the information in your question.

HOME LEARNING JOURNAL

A home learning journal should form a major part of your study program. A home learning journal is simply an A4 exercise book, a Word document or a Google Doc which you have set up to record all of the activities that you undertake as part of your home learning program. If you have no set homework to complete then you should use your journal to complete and record the things that you do. Examples include:

1. Writing a heading called; "What I learned at school today"; doing a sub-heading for each subject and summarising what you learned in that lesson. You should then give your personal thoughts and opinions about the topic.
2. Making a Mind map or concept map for a particular subject/topic showing what you know or have learned about that topic.
3. Doing a drawing, making a wordle or creating a computer image about a particular subject or topic.
4. Copying (use your Snipping Tool) an article from an on-line newspaper or magazine and writing down your thoughts or opinions about the article.
5. Writing about your favourite sports teams, what they do well, what their chances of winning are, what strategies they use in the game.
6. Writing linear study notes or summaries into your learning journal. What are the main things you need to remember for this topic? Doing this will help you remember the information.
7. Accessing the "Kahn Academy" and pasting your completed activities and results into your journal.
8. Undertaking an on-line search of a topic you are studying and finding digital activities to complete. These activities can then be copied and pasted into your journal.
9. Going online to the ELES Website <http://www.studyskillshandbook.com.au/> to develop your skills for study. If you do, you can print your completed worksheets and paste them into your Home Learning Journal.
10. Writing a story or a poem.
11. Listening to Podcasts and writing the title, main topics and key ideas in your journal.
12. Creating a test for a topic you studied in Class.
13. Finding an image of a topic you are studying and deconstructing and labeling the image to identify key parts, components or ideas.



TEACHER COMMITMENTS

SETTING HOMEWORK

1. Each individual teacher at St Brendan's College will set the equivalent of one, **fifteen to thirty minute block of homework per week**, for each of their classes. This specific homework could be distributed during the first lesson of the week, or across a series of lessons, as dependent on the nature of the class activities being undertaken.
2. The teacher will also indicate the lesson in the week by which the homework needs to be completed. This could be the next day if the teacher considers it to be preparation for the next lesson, or it could be on the last lesson of the week if the work is revision based.
3. The teacher will get you to write the necessary details into your diary (digital or hard copy) and will check your notes as you leave the classroom on those day/days. This homework could take the following forms:
 - Questions to complete from your textbooks.
 - Activities to access and undertake from the LMS (Student Café).
 - Activities to access and complete from prescribed internet sites.
 - Additional handout sheets with pre-written tasks.
 - Worksheets from a specific homework booklet or homework journal.
 - Tasks to be completed as part of an on-going portfolio of class-work.
 - Pre-reading of textbooks, fiction books, magazines, newspapers or journals.
 - Prescriptive research, planning tasks or Procedure Points in preparation for assignments.
 - Revision exercises like chapter summaries, chapter checks or topic or concept summaries.
 - Prepared teacher questions of a short response or extended response nature.

CHECKING HOMEWORK

Your teacher will check your homework on the day indicated, although the way in which they do this may vary from teacher to teacher. For example, some teachers may:

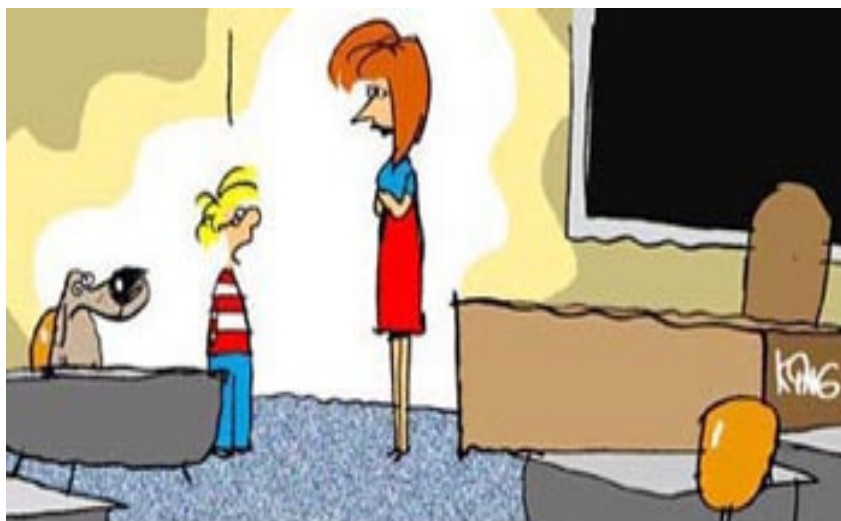
- Individually inspect the completion of your work or activities.
- Allow you to swap your work with another student and correct each other's as the teacher explains the answers.
- Provide you with an answer sheet to independently mark.
- Allow you to submit your work via email or deposit it in the online learning environment.
- Get you to physically submit your homework booklet or homework journal for marking at a later stage.
- Randomly select a sample of students to present their work for checking.
- Allow students who have completed all of their work a reward in class while the others complete the work that was not undertaken.
- Allow you the opportunity to conference with them on specific questions or work which you found difficult.

STUDENT COMMITMENTS

TAKING RESPONSIBILITY

As a secondary school student, I can take responsibility for my own home learning by:

1. Recording all homework tasks in my College Diary (Digital or Hard Copy).
2. Reading the College Homework Policy.
3. Working through the ELES study skills modules.
4. Setting up a study planner, fortnightly planner and putting all of the dates from Student Café into my diary and study calendar.
5. Experimenting with mind-maps, concept maps and linear notes.
6. Discussing with my parents, boarding supervisors or teachers their homework expectations.
7. Accepting responsibility for the completion of all homework tasks.
8. Following up on comments made by my teachers.
9. Seeking assistance when difficulties arise.
10. Organising my time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.
11. Accessing the variety of websites available on the SBC Study Skills Portal
12. Never using the excuse that 'the dog ate my homework'!



“My dog ate my homework, so I couldn’t study for the test. So as his punishment, he’ll be taking the test for me”

PARENT COMMITMENTS

PROVIDING ASSISTANCE

Parents can assist their son's home learning by:

1. Checking "Parent Lounge" for the monitoring, conferencing and due dates to help organize his time.
2. Talking with him and involving him in discussions about the value of home learning and study.
3. Helping him balance the amount of time spent completing homework and other tasks by encouraging him to use the Study Timetable and Fortnightly Planner and too take responsibility for his learning.
4. Creating a home learning journal.
5. Encouraging him to read and to take an interest in and discuss current local, national and international events.
6. Contacting his teachers to discuss the nature of homework and his approach to home learning.
7. Helping him complete the assessment tasks by discussing key questions, Procedure Points, Assessment Advice or directing him to resources and references.
8. Accessing the Enhanced Learning Education Services Website and working through the study skills handbook modules.
9. Ensuring that he creates and uses a Home Learning journal.



"Dad, can you take a few moments out from losing money trading online to help me with my homework?"

WEBSITES - PARENTING, HOMEWORK AND STUDY

<http://www.readwritethink.org/parent-afterschool-resources/>

<http://www.minti.com/parenting-advice/9381/Homework-Survival-for-Parents/>

http://www.nasponline.org/resources/home_school/homework.aspx

<http://www.studyvibe.com.au/default.aspx>

<http://www.studyladder.com.au/>

<http://www.studygs.net/>

<http://learnline.cdu.edu.au/studyskills/>

<http://studysuccessful.com/>

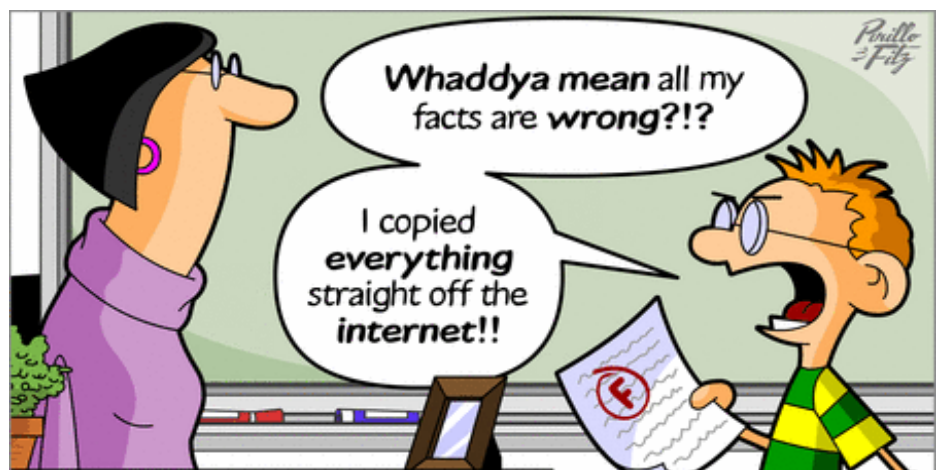


CONSEQUENCES

NON-COMPLETION of HOMEWORK

If homework is not completed your teacher will take the following action:

1. Offer you another opportunity to complete the homework within a negotiated period of time.
2. If after this period of time, you have not completed the homework your teacher will enact a faculty specific detention at a time prescribed by the Head of Department. These detentions could take the following forms:
 - A 10-15 minute lunchtime work session.
 - A 20-30 minute after school session where you complete the homework and additional tasks to reinforce the concepts covered by the homework.
 - A 30-50 minute after-school tutorial where subject specific information or concepts are taught by the teacher or another teacher from that faculty.
 - A 20-30 minute after-school tutorial where independent reading takes place.
3. If you do not attend the faculty specific detention, your teacher will give your name to the RTC Coordinator and you will be expected to attend the RTC for an after school detention (3.15pm until 4.00pm, Monday to Thursday). During this time you will complete the on-line, "Enhanced Learning Education Services" study modules and any outstanding homework.
4. Failure to attend the RTC detention will result in the issue being escalated to the Head of Year. At this point your parents will be contacted and the RTC extension will be extended by another forty five minutes.



MISSION STATEMENT

Faithful to the Gospel and inspired by the life of Edmund Rice, the community of St Brendan's College strives to bring Jesus' vision of a world of justice, compassion and peace to reality.

We seek to fulfil our mission through providing an authentic education that liberates the minds and hearts of all in our community.

We endeavour to be outward looking and engage in partnerships with others beyond our community to advance our learning, transformation and growth.

We open our hearts to the poor and those at the margins and desire to bring hope and change to our world through prayer, formation and action.

We value and support the gifts of each member of our family and celebrate our diversity as a source of strength and a sign of hope.

A YEAR 7 TO 12 CATHOLIC DAY AND BOARDING SCHOOL FOR BOYS IN THE EDMUND RICE TRADITION

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