



ASPIRE - LEARN - ACHIEVE

HOMEWORK POLICY

REVIEWED July 2013

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation, and part-time employment where appropriate.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.

PURPOSE OF HOMEWORK

Homework can engage students in independent learning to complement work undertaken in class through:

- Revision and reflection to consolidate learning
- Applying knowledge and skills in new contexts
- Pursuing knowledge individually and imaginatively
- Preparing for forthcoming classroom learning

Homework that enhances student learning:

- Is purposeful and relevant to students' needs
- Is appropriate to the phase of learning (Early, Middle or Senior)
- Is appropriate to the capability of the student
- Develops the student's independence as a learner
- Is varied, challenging and clearly related to the class work.

PHASES OF LEARNING

In the Early Phase of Learning, homework is usually set to be completed across a week. Homework in Early phase is about modelling good habits and practices for learning. For our younger students, it is important that parents get involved by reading books to them and encouraging them in a range of activities.

Junior Primary – Years Prep, 1, 2 & 3

In the **Prep year**, generally students will not be set homework.

In **Years 1,2 & 3** homework could be up to but generally not more than an hour each week. It may :

- Include daily independent reading
- Be coordinated across different subject areas
- Has a strong Numeracy and Literacy focus

Senior Primary – Years 4, 5 & 6

These years are the beginning of the Middle Phase of Learning, **years 4 to 9**. Some homework can be completed daily or set over a weekly or fortnightly period and may:

- Include daily independent reading
- Be coordinated across different subject areas
- Include extension of class work, projects and research

Junior Secondary - Years 7, 8 & 9

In **Years 7**, some homework can be completed daily or set over a weekly or fortnightly period and may :

- Include daily independent reading
- Be coordinated across different subject areas
- Include extension of class work, projects and research.

In **Years 8 and 9**, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.

Homework in Years 8 and 9 could be up to but generally not more than 5 hours per week.

Senior Secondary -Years 10, 11 & 12,

In **Years 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.

STUDENTS' RESPONSIBILITIES

Students can take responsibility for their own learning by:

- Discussing with their parents or caregivers homework expectations
- Accepting responsibility for the completion of homework expectations within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.

TEACHERS' RESPONSIBILITIES

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

- Setting homework on a regular basis
- Clearly communicating the purpose, benefits and expectations of all homework
- Checking homework regularly and providing timely and useful feedback
- Using homework that is varied, challenging, 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
- Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

PARENTS' and CAREGIVERS' RESPONSIBILITIES

Parents and Caregivers can help their children by:

- Reading with them, talking with them and involving them in tasks at home including shopping, playing games and musical instruments 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 own learning

- Encouraging them to read and to 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 music 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 the homework.