

HOMEWORK POLICY

Adopted: February 2015

Last review - March 2023

Next review: March 2026

Rationale

Homework plays an essential role in the education process. It should be a purposeful learning experience which provides consolidation, remediation, enrichment, and extension of the school's programs. Essentially, homework should be viewed as an educational activity which arises from an interesting, stimulating, and appropriate school experience and which is seen by the child as deserving attention out of school hours.

It is imperative that homework is never used as a form of punishment if we are to develop favourable attitudes towards it.

Outcomes

To assist students to:

- Acquire the self-discipline necessary to work regularly
- Develop the capacity to work independently as homework is primarily the responsibility of the student
- Plan study so that they can meet deadlines for assessment tasks
- Develop the habit of reflecting on the work they have covered at school
- To consolidate skills that have been introduced and practised in the classroom
- To assist parents to connect with the school as they come to better understand what is being taught.

The Benefits of Homework:

- Strengthens home-school links
- Allows practice, extending and consolidating work done in class
- Teaches students to plan and organise their time
- Develops research skills
- Establishes study habits, especially concentration and self-discipline
- Affirms parental role as primary educator of their children
- Provides parents with information related to what children are being taught.

Types of Homework

Homework may be varied in form. It could include:

- Practice - revises or applies knowledge gained at school
- Preparatory - prepares for future lessons
- Extension - encourages a deeper understanding of work given at school

Considerations

Parents have identified that homework can be the source of home stress. It is imperative that we take reasonable steps to minimise this possibility. To assist the school in this, homework practices are to meet the following requirements:

- Homework expectations should be flexible enough to allow students to meet other family commitments (eg sport, music lessons, shopping, appointments, recreation, etc)
- Homework should not be set on the assumption that the parents will be able to provide a professional level of guidance
- Homework should give due consideration to the resources that are and are not available in the home
- Homework expectations should reflect the ability of the students
- Homework instructions should be clear and written. In the Secondary School, this will be completed by the teacher on SEQTA.
- Homework should be checked
- Failure to complete homework may or may not lead to discipline, but a 2nd failure to complete homework should lead to communication with the home
- Keeping a balance between family and school demands, as well as other social/sporting demands, and the need for unstructured leisure time is important
- In K-6, students are not expected to work during weekends or over the holidays except on long term projects where necessary
- Stage 4 & 5 students can anticipate some holiday and weekend work, although teachers should continue to seek a flexible approach to homework expectations
- Senior Secondary students can anticipate a greater degree of holiday and weekend work
- Assignments that span an extended period (ie greater than 2 weeks) should have progressive hand or check point dates so that work is not left to the last minute
- Homework may entail teachers setting 'Must Complete' homework for everyone plus 'Can Complete' homework/assessment for extension and even allows for remediation for others
- Homework may be structured so that more advanced students do not have to spend significant time completing rudimentary work before progressing onto more challenging work
- In K-6, homework is normally given by the class teacher but allowance should be made to allow other teachers (eg class maths groups etc) to give homework
- For K-6, the homework emphasis needs to be on Literacy and Numeracy based skills. This is reflected in the time guidelines shown below.
- Homework should not become the source of ongoing teacher/student tension - difficulties should be addressed by early communication with parents where a concern exists

Time Guidelines

Years K/1/2 - 10 minutes some nights (80% to be Literacy/Numeracy based).

Years 3/4 - 10-20 minutes each night (75% to be Literacy/Numeracy based).

Years 5/6 - 20-30 minutes each night (70% to be Literacy/Numeracy based).

Years 7/8 – Approximately 60 minutes each night. This is not a hard and fast amount of time. It is expected that there would be more Mathematics and English homework than other subjects however, there will be assignment work for subjects which students may choose to work on intensely at times.

Year 9/10 – Approximately 90 minutes each night This is not a hard and fast amount of time. It is expected that there would be more Mathematics and English homework than other subjects however, there will be assignment work for subjects which students may choose to work on intensely at times.

Years 11/12 - 90 - 180 minutes each night. The amount of time a student needs to spend studying will be determined by the rigour of the subjects chosen and the desire for the student to achieve.

Students should realise that these guides are homework expectations. Up to an extra 50% of the stipulated time revision and study is recommended, especially in the 4 weeks leading up to exam times.

These times include times for homework and assignments, including assessment tasks.