



Homework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9687 1535

Rationale:

As part of a comprehensive and balanced curriculum within Victorian schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

These guidelines provide information about fostering good life-long learning and study habits, the importance of administering level-appropriate homework to students, and the different types of homework that may be undertaken.

Principles

Homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

Quality practice

It is not necessary to assign large amounts of homework; however it is important that homework provides students with opportunities to practice skills, review content and deepen understanding of concepts learned. Homework and practice can also help students to develop self-regulation processes, such as time management and study skills.

Quality practice for different year levels:

Years Prep to 4

- can foster a sense of self-discipline and responsibility and prepare students for upper grades
- enables the extension of class work by practising skills or gathering of extra information or materials
- will mainly consist of daily reading to, with, and by parents/carers or older siblings

Years 5 to 9

- should include daily independent reading
- should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students
- may extend class work, projects and assignments, essays and research.

Expectations

Homework should be:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging, and where appropriate, open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities

Types of homework that meet these requirements include:

Practice exercises - provide opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as:

- reading for pleasure
- practising spelling words
- practising physical education skills
- writing essays and other creative tasks
- practising and playing musical instruments
- completing consolidation exercises for Mathematics
- practising words/phrases learnt in a Language Other Than English.

Extension assignments - encourage students to pursue knowledge individually and imaginatively, such as:

- writing a book review
- researching local news
- finding material on the Internet
- making or designing an art work
- monitoring advertising in a newspaper
- completing Science investigation exercises

Roles and Responsibilities

Schools can support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and publishing the homework policy on the schools website
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment
- ensuring that upper primary and secondary school students use homework diaries to provide a regular communication between parents and the school. Diaries may be electronic.

Teachers can support students by:

- equipping students with the skills to solve problems
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- giving students enough time to complete homework, considering home obligations and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's homework policy

Parents can support students by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- ensuring upper primary and secondary students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences

Students can take responsibility for their own learning by:

- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2020
Consultation	Not required.
Approved by	Principal and tabled at school council
Next scheduled review date	2024