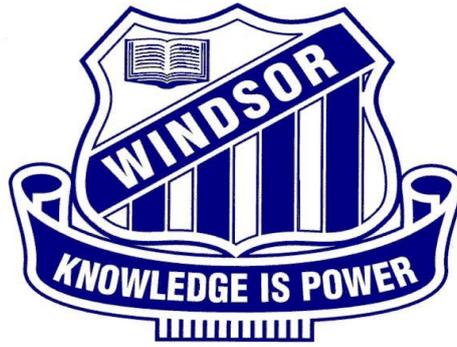


WINDSOR STATE SCHOOL



HOMEWORK POLICY

Rationale

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, recreation and cultural pursuits.

Our Homework Policy

Our school supports homework being regularly set in Years 1 to 7, and occasionally in Prep during Semester 2. We support the set homework being consistent with the best practice guidelines detailed below. However, in recognition of other demands on our students, we support individual students, with parent support, formally "opting out" of the set homework.

Where students (with their parent's permission and support) commit to complete the set homework, and it is not regularly completed, we support the following consequences:

- parent contact;
- student detention to complete.

Students can take responsibility for their own learning by:

- being aware of the school's homework policy;
- discussing with their parents or caregivers their homework expectations;
- accepting responsibility for the completion of homework tasks within a set time frame and following up on comments made by the teachers;
- seeking assistance when difficulties arise.

Why we set homework?

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. When homework is set, it will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural activities where appropriate.

We believe that homework that enhances student learning:

- is purposeful and relevant to student's needs;
- is appropriate to the phase of learning (early and middle);
- is appropriate to the capability of the student;
- develops the student's independence as a learner;
- is varied, challenging and clearly related to class work;
- allows for student commitment to recreational, family and cultural activities.

Our set homework will be appropriate to particular Phases of Learning

In the Early Phase of Learning (Prep to Year 3) many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks in Prep to Year 3 may include:

- daily reading to, with, and by parents/caregivers or other family members;
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings;
- conversations about what is happening at school;
- preparation for oral presentations;
- opportunities to write for meaningful purposes.

In the Prep Year, generally students will not be set homework until Semester 2, and then only occasionally, and not more than 30 minutes per week. In Years 1, 2 and 3, set homework could be up to but generally not more than 1 hour per week.

In the Middle Phase (Year 4 to Year 9) some homework can be completed daily, weekly or longer period and may:

- include daily independent reading;
- be coordinated across different subject areas;
- include extension of class work, projects and research.

Homework in Year 4 and Year 5 could be up to but generally not more than 2–3 hours per week.

Homework in Year 6 and Year 7 could be up to but generally not more than 3–4 hours per week.

The suggestions above are a guide in determining the amount of set homework that our students might be expected to undertake. We will consider students' other commitments when setting homework. In determining homework, we believe it is important to acknowledge that some of our students may be engaging in many different and valuable activities outside of school. These may include a range of physical activities and sports, recreational and cultural pursuits. Some students may have responsibilities as caregivers. We support these students, with parent permission, "opting out" of the set homework. All such arrangements must be documented, signed and dated by both the teacher and parent/caregiver.

We will use varied and challenging homework appropriate to students' learning needs.

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

- revision and critical reflection to consolidate learning (practising for mastery);
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue);
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making);
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Responsibilities

Our Principal should:

- develop our school homework policy, in consultation with our school community;
- distribute our school homework policy through school website and appropriate handbooks;
- ensure our homework policy is effectively implemented throughout the school.

Our teachers should:

- ensure our school's homework policy is implemented;
- clearly communicate the purpose, benefits and expectations of all homework;
- liaise with students and parents to determine who has "opted out" of homework;
- set homework on a regular basis;
- check homework regularly and provide timely and useful feedback;
- use homework that is varied, challenging and directly related to class work and appropriate to students' learning needs;
- explicitly teach strategies to develop organisational and time-management skills and provide opportunities to practice these strategies through homework;
- give consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework;
- discuss with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Our students can take responsibility for their own learning by:

- being aware of our school's homework policy;
- 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.

The role of our parents and caregivers with homework

Through our Parents and Citizens' Association, our parents have a key role in the continuing development of our school's homework policy.

Our parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games 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 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 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.

Implementing our homework policy

- In developing our schools homework policy, our Principal may consider the Education (General Provisions) Regulation 2006 regarding Detention of Students for not completing homework; which allows for 20 minutes during lunch break or one half hour after school.
- Regular monitoring and collaboration amongst our teachers and P&C will ensure consistent and effective implementation of the school homework policy.

Final thought

The success and benefit of homework depends on good communication between the teacher and home. Please contact your child(ren)s teacher(s) with any concerns you have about homework or an apparent lack of homework.

Examples of Best Practice Guidelines

<u>Prep</u>	<u>Year 1</u>	<u>Year2 & 3</u>	<u>Year 4 & 5</u>	<u>Year 6 & 7</u>
<ul style="list-style-type: none"> • Sight words • Reading • Mathletics 	<ul style="list-style-type: none"> • Sight words • Spelling • Reading • Life skill matrix 	<ul style="list-style-type: none"> • Spelling • Number Facts • Reading (nightly) • Life skill matrix 	<ul style="list-style-type: none"> • Spelling • Tables • Number Facts • Reading • Life skill matrix • Maths review • Other KLA tasks 	<ul style="list-style-type: none"> • Spelling • Tables • Reading • Life skill matrix • Homework grid • Finishing off class activities • Research • Project work
Suggested recommended time 15 minutes – Semester Two only	Suggested recommended time 15 minutes – 4 times a week	Suggested recommended time 10 – 15 minutes daily	Suggested recommended time 35 minutes	Suggested recommended time 45 minutes