



Homework Policy 2025-2026

Rationale

At Windsor State School our homework policy aims to support our students to become responsible learners who achieve social, emotional and academic success in an inclusive and challenging learning environment. In consultation with our School Council, we believe that the purpose of our homework policy is to provide guidance for families as we collectively focus on the overall development of each individual child and their needs.

This policy outlines our approach to homework in alignment with Queensland Department of Education recommendations, and Windsor's school values.

Principles

At Windsor State School homework will:

- Provide **consolidation and application** of learning that has been explicitly taught during the school day.
- Be **purposeful**. All homework offered is connected to learning at school, including the application of personal and social capabilities.
- Establish **routine**. We know that we assist our students in becoming confident and organised learners by encouraging and developing CPR (consistent predictable routines).
- Foster **independence**. As students develop so does their ownership of their learning. Homework provides an opportunity for students to 'Have a Go' and 'Show Off' learning.
- Provide **practice**. *Repetition moves knowledge from short term to long term memory.*
- Increase **fluency**. *Once fluent, a child is able to apply content more flexibly and capably.*
- Promote **retrieval** which is the recall of learning at spaced intervals. This strengthens pathways from short term to long memory (Science of Learning).
- Prioritise **literacy and numeracy**.
- Always factor in **READING**
- Vary from one year level to the next as children develop socially and academically.
- Allow for **home-school connection**. Homework is another way to share and communicate with home about what your child/ren learning at school.

At Windsor State School homework is not:

- **New learning**. Students will not be asked to complete work that they have not been explicitly taught. They may however be asked to bring/ complete 'wonderings' or ideas.
- **Extension**. Teachers will not be asked to create additional resources for student extension at home. As appropriate, extension will occur during learning at school.
- **Dismissive of individual** learning needs. Teachers and parents know their children best and individual circumstances are always considered when setting homework.
- A **replacement for quality family** activities such as preparing food, cooking, gardening, creating, doing puzzles and games, physical activity.

Roles and Responsibilities

Teachers will:

- provide home tasks that are purposeful and achievable based on what has been, or will be the focus of learning at school.
- provide clear instructions and reasonable timelines.
- acknowledge homework and its completion with students, offering feedback as appropriate.

Parents will:

- Support homework by establishing a positive routine and allowing children the opportunity to complete homework.
- Consider that homework is not intended to create additional stress towards learning within the home. *We understand that families have varying routines and commitments. If homework causes undue stress or is consistently unmanageable, families are encouraged to contact the class teacher to make suitable adjustments.*
- Communicate with class teachers via email or during parent teacher meetings, if there are any questions or concerns about your child/ren's homework routine.

Students will:

- Be a learner and attempt homework as a way of either consolidating or sharing their learning at home.
- Remember that reading for enjoyment with family is considered suitable homework.
- Develop ownership and pride in homework as it will be set at their level of achievement. Year 5 and 6 are significant years for establishing homework routines, in readiness for the demands of secondary school.
- Access digital learning programs where available and appropriate.

Types of Homework

Homework tasks may include:

- Reading, including shared reading, independent reading or being read to.
- Literacy or Numeracy practice to consolidate classroom learning.
- Homework grids offering choice and balance of academic practice, wellbeing and creative tasks.
- Simple research tasks or investigations which require home conversations or gathering of data.
- Completion of or review of classroom learning tasks.

Time Allocation Guidelines

Year Level	Time Allocation – several times a week
Prep	5-10 minutes
Year 1-2	10-15 minutes
Year 3-4	15-20 minutes
Year 5-6	20-30 minutes

Note. These are guidelines only as children and tasks vary greatly.

Endorsed by: Casey Germein (P&C President) Roxanne O'Donoghue (Staff Representative)	Approved by: Shona Arneil (Principal) Date of approval: 28th April 2025 Next review date: April 2026
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