Homework Policy

Rationale:
Homework provides students with opportunities to consolidate their learning, prepare 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, cultural pursuits and employment where appropriate.

Aim:
- To develop student’s independence as a learner through experiences which encourage organisation and time management.
- To enable students to practice, revise or apply knowledge and skills outside of the classroom setting.
- To provide purposeful learning opportunities which reinforce class learning.

Implementation:

Teachers
- will implement the Homework Policy
- will establish a routine of independent learning and study through providing regular homework that:
  ♦ is purposeful and relevant to students’ needs
  ♦ is appropriate to the phase of learning
  ♦ 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, employment, family and cultural activities and therefore follows the recommended guidelines for the amount of homework set (see below):
- will clearly communicate the purpose, benefits and expectations of homework
- explicitly teach organisational skills and time management relevant to the completion of homework
- will mark homework and provide feedback to students related to this in a timely manner (no more than one week after student submission of homework)

Students
- will take responsibility for your own learning by:
  ♦ being aware of the Homework Policy
  ♦ discussing homework expectations with your parents and caregivers
  ♦ ensuring that you understand and/or have all homework tasks
  ♦ completing homework tasks within the set timeframe
  ♦ submitting homework to the relevant teacher on time
  ♦ following up on feedback provided by your teacher
  ♦ seeking assistance when difficulties arise
  ♦ organising your time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment
**Parent and Caregivers**

- can and will support the learning of your child/children through:
  - reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
  - helping them complete homework tasks by discussing key questions, or directing them to resources
  - encouraging them to take responsibility for their learning and organisation of time
  - encouraging them to read and to take an interest in and discuss current local, national and international events
  - helping them balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities, or working part-time
  - contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework

**Considerations:**

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers.

The following are guidelines for the amount of homework that students could be completing throughout their education:

**Years 1-3:** Could be up to but generally not more than 1 hour per week.

**Years 4-5:** Could be up to but generally not more than 2-3 hours per week.

**Years 6-7:** Could be up to but generally not more than 3-4 hours per week.

**Years 8-9:** Could be up to but generally not more than 5 hours per week.

**Years 10-12:** 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.

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This Homework Policy complies with CRP-PR-010: Homework in State Schools

*Striving for an engaged and motivated school community, fostering individual achievement, social responsibility and well being.*
Dirranbandi P-10 State School
Homework Policy

Teacher Supplement:
Homework Appropriate to the Phase of Learning

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

Middle Phase (Years 4 to 9)
In the Middle Phase some homework can be completed daily, over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas, for example setting a task such as writing a letter (English) to the local member of parliament (Civics) about a local environmental matter (Science)
- include extension of class work, projects and research

In Year 8 and Year 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.

Senior Phase (Years 10, 11 and 12)
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 judgment as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sport, recreational and cultural or part-time employment activities.

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