



# BOYNE ISLAND STATE SCHOOL

## Homework Policy



### Statement of Intent

Our school's homework policy, was developed in consultation with the school community and in accordance with the Education General Provisions Act 2006 and its relevant regulations. 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 is required to take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate for students and their families. Please also refer to our Responsible Behaviour Plan.

### Our Beliefs about Homework

Our key values of **Responsibility**, **Respect** for self and others and **Excellence** (Doing our Best) are reflected in individual students learning to the best of their ability and striving to complete set tasks with the aim of improving their learning.

We believe that homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the [phase of learning](#) (early P-3, middle 4-9 and senior 10-12)
- is appropriate to the capability of the learner
- develops the student's independence as a learner
- is varied, challenging, purposeful and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities.

Using 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).

### Implementing the School Homework Policy

In developing the school homework policy, we have considered the Education General Provisions Act 2006 and relevant Regulations regarding Detention of Students for not completing set tasks. School personnel and our P&C Association have also been consulted and endorsed this policy.

**Consequences:** As referred to in our Responsible Behaviour Plan, students may be detained during the lunchbreak to complete unfinished work for a period of twenty minutes once they have eaten or for up to 30 minutes after school with parental notification and support. Continued non-compliance should result in communications between teacher and parent regarding the issue to ensure the best outcome for the student.

**Regular monitoring and collaboration amongst teachers will ensure consistent and effective implementation of the school homework policy.**

### Responsibilities

#### Principals:

- Develop, monitor and review the school's homework policy, in [consultation with their school community](#), particularly the Parents and Citizens' Association.
- Distribute the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment.
- Inform parents and students of the Homework policy and expectations as part of the school's Enrolment Agreement signed by them.
- Ensure the homework policy is effectively implemented throughout the school.
- Include an up-to-date school homework policy as part of their annual school reporting.

## Responsibilities cont'd

**Teachers** can help students establish a routine of regular, independent study by:

- ❑ ensuring their school's homework policy is implemented;
- ❑ setting homework on a regular basis;
- ❑ clearly communicating the purpose, benefits and expectations of all homework;
- ❑ checking homework regularly and provide timely and useful feedback;
- ❑ using homework that is varied, challenging and directly related to class work and [appropriate to students' learning needs](#);
- ❑ explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework;
- ❑ giving [consideration to other academic and personal development activities](#) (school based or other) that students could be engaged in when setting homework;
- ❑ discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

**Students** can take responsibility for their own learning by:

- ❑ being aware of the school's homework policy;
- ❑ discussing with their parents or carers their school's and class' 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.

**Parents** can assist children to establish a routine of regular, independent study by:

- ❑ reading to them, talking with them, listening to them and involving them in tasks at home including shopping, playing games and physical activity;
- ❑ helping and assisting them to complete tasks by discussing key questions or directing them to resources (not 'doing' or completing tasks for them);
- ❑ 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;
- ❑ communicating with the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework ~ difficulty in completion (you shouldn't be doing it for them), attitude, interest and/or extension needs.

## Considerations when setting homework

### ➤ **Considering students' other commitments when setting homework**

In determining homework, we need 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.

### ➤ **Homework appropriate to particular phases of learning**

The following is to operate **as a guide** in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student's teacher about additional materials or practice exercises with which parents can assist their children at home.

### ➤ **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 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, however the interest and communication shared between child and parent about their learning with some of the suggestions above is extremely helpful to their learning if it remains positive, re-assuring and helpful.

In the **Early Phase ~ Years 1, 2 and 3**, set homework could be up to but generally not more than 1 hour per week. The interest and communication shared between child and parent about their learning with some of the suggestions above is extremely helpful to their learning if it remains positive, re-assuring and helpful.

**In the Middle Phase ~ Year 4 to Year 9** some homework can be completed daily or over a weekly or fortnightly period and may ...

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

The interest and communication shared between child and parent about their learning with some of the suggestions above is extremely helpful to their learning if it remains positive, re-assuring and helpful.

- Homework in Year 4 and Year 5** may be up to but generally not more than 2-3 hours per week.
- Homework in Year 6 and Year 7** may be up to but generally not more than 3-4 hours per week.

Refer to the table below as a guide only.

### GENERAL GUIDE ONLY FOR TEACHERS

PREP YEAR	EARLY YEARS 1 TO 3	MIDDLE YEARS 4-5	MIDDLE YEARS 6-7
No homework	No more than an hour per week depending on individual capabilities of the student	No more than 2-3 hours per week depending on the individual capabilities of the student	No more than 3-4 hours per week depending on the individual capabilities of the student
Parents should share time with their children by; <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing quality literature – picture books either borrowed from the Library or purchased;</li> <li><input type="checkbox"/> Talking with their children about their day-to-day activities, interests;</li> <li><input type="checkbox"/> Giving their children opportunities to scribble, draw, paint, construct, play at home, explore their environment.</li> </ul>	Parents should share time with their children by; <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing quality literature – picture books either borrowed from the Library or purchased;</li> <li><input type="checkbox"/> Talking with their children about their day-to-day activities, interests;</li> <li><input type="checkbox"/> Giving their children opportunities to scribble, draw, paint, construct, play at home, explore their environment;</li> <li><input type="checkbox"/> Talking about numeracy and literacy – basic vocabulary &amp; sounds</li> </ul>	Parents should share time with their children by; <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing and discussing school work, their reading, projects etc. – Demonstrate and develop interest in their learning</li> <li><input type="checkbox"/> Project work – guide them to resources</li> <li><input type="checkbox"/> Contract work – that meets their needs</li> <li><input type="checkbox"/> Skills development &amp; re-inforcement such as tables &amp; spelling – hear them but don't ridicule/put-down ... praise, praise, praise their accomplishments</li> </ul>	Parents should share time with their children by; <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing and discussing school work, their reading, projects etc. – Demonstrate and develop interest in their learning</li> <li><input type="checkbox"/> Project work – guide them to resources</li> <li><input type="checkbox"/> Contract work – that meets their needs</li> <li><input type="checkbox"/> Skills development &amp; re-inforcement such as tables &amp; spelling – hear them but don't ridicule/put-down ... praise, praise, praise their accomplishments</li> </ul>

*Teachers may set regular daily or weekly homework, contracts for homework, or projects etc. Therefore the way in which students are expected to complete homework depends on the class arrangements, and needs within the learning and teaching activities at that time and based on the teacher's decision for the need for homework at that time.*

### Appendices:

1.

#### Questions for Teachers in preparing and planning for homework.

- Is the homework worthwhile ?
- Does it relate to your teaching/learning program and planning ? How ? Are the links identified ?
- Does the homework meet the needs of the individual – remediation to extension ?
- Is the homework relevant to that child's needs ? (e.g., completing tables they are already competent in ?)
- Does the student have easily available resources at home to complete ?
- Is the child actually completing the homework ? How do you cater for this if not, through marking ?
- Is the homework adjusted to meet the completion time and need of the individual student ?
- Is the time realistic in meeting individual needs ?
- Is the homework regularly checked, marked, with appropriate feedback ?
- Have you a system whereby students who run into difficulties with homework are given extra support for that learning need ?
- Are students and parents able to easily approach you before/after school hours to clarify homework (and other) issues ?
- Is the completion of homework treated positively and proactively as part of the whole class program ?

2.

## **The Role of Parents and Carers with Homework ~ Some Helpful Hints**

The interest and communication shared between child and parent about their learning with some of the suggestions above is extremely helpful to their learning at all year levels of schooling if it remains positive, re-assuring and helpful. Remember that some of the methods of learning or engaging in activities may be completely different today from when parents attended school.

### **Parents and carers can help their children by ...**

- ❑ reading to them, talking with them, listening to them and involving them in tasks at home including shopping, playing games and physical activity;
- ❑ helping and assisting them to complete tasks by discussing key questions or directing them to resources (not 'doing' or completing tasks for them);
- ❑ 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;
- ❑ communicating with the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework ~ difficulty in completion (you shouldn't be doing it for them), attitude, interest and/or extension needs.

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

Endorsed through the General Monthly Meeting of the Parents and Citizens Association of Boyne Island State School on 07 November 2006. Subject to review.

### **Related Legislation and Policies.**

Please refer to;

- Education General Provisions Act Section 427 and relevant Regulation Section 23, 2006;
- Education Policy CRP-PR-010.