Rationale

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning. Purposeful and appropriate homework activities, and the interest shown by parents, have the potential to improve students’ learning. Homework can strengthen the link between home and school by involving parents in a meaningful way in their children’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school. We recognize that there are many demands on family life and we believe in the importance of all students having time to enjoy personal and family activities. Therefore time spent on homework should be reasonable and flexible.

Aims:

- To reinforce and further develop students’ understandings, skills and knowledge.
- To support and extend classroom learning.
- To develop habits which enable students to become active, independent and lifelong learners.
- To develop the educational partnership between home and school.
- To value diversity, family life and active pursuits.

Types of Homework:

There are three main types of homework:

1. Practice exercises: providing the opportunity to apply new knowledge or review, revise and reinforce newly acquired skills.
2. Preparatory homework: providing opportunities to gain background information to be better prepared for future lessons. For example background reading, researching topics, collecting items, discussions with family members etc.
3. Assignments: encouraging students to pursue knowledge individually and imaginatively including writing, making or designing something, investigating, researching.

Implementation Guidelines:

- Parents will be advised of homework expectations at the beginning of the school year and be provided with a copy of the school’s homework policy.
- Homework is set at an appropriate level, considering the student's age and skill level and without requiring excessive assistance from parents.
- Homework should be coordinated with well communicated teacher expectations. Activities should be accessible to all children regardless of resources and home environments. Activities should be interesting, challenging, and where appropriate, open ended.
- To recognize individual student and family preferences, homework should be set within time frames and structured to allow for choice between completion during the week or over a weekend.
- The development of a positive attitude to and a love of reading through adult-child interaction is considered the highest priority. Therefore all students are expected to spend time reading to, with, and by parents/caregivers or older siblings each evening.
- In Years 3-6 homework is recorded in the school diary with the diary also being used as a communication tool between parents and teachers.
Year level requirements:

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<th>Year Level</th>
<th>Suggested time</th>
<th>Suggested types of activities</th>
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| Prep       | 10 minutes per day | • Reading to, with, and by parents/caregivers or older siblings each evening (take home book)  
• Practising High Frequency Words  
• Family activities such as shopping, food preparation, board games, visiting a library  
• Occasional integrated inquiry related tasks such as interviewing, researching, writing and drawing |
| 1 and 2    | 15 minutes per day | • Reading to, with, and by parents/caregivers or older siblings each evening.  
• Family activities such as shopping, food preparation, board games, visiting a library  
• Occasional integrated inquiry related tasks such as interviewing, researching, writing and drawing |
| 3 and 4    | 1.5 hours per week | • Daily independent reading  
• Formal homework may include: practice exercises, preparatory homework, assignments, completion of class work  
• Homework may be organized as a homework grid |
| 5 and 6    | 2 hours per week  | • Daily independent reading  
• Formal homework may include: practice exercises, preparatory homework, assignments, completion of class work  
• Homework may be organized as a homework grid |

The Homework Grid (Years 3 – 6)

Homework Grids are based on the work of Ian Lillico who developed the homework grid after extensive research into boys’ education. The grid broadens the definition of homework to include less sedentary activities. It recognizes the wide range of after school pursuits, encourages positive family interactions and allows time for students to pursue their own learning. The grid can link academic learning to real-life situations, for example, the compiling of a shopping list to a given budget. The homework grid aims to encourage children to do their share of work in the home, including housework and shopping, as well as participate in physical activity such as sports training and family outings. It may cover areas such as playing a game with an adult, teaching others, use of computers, music practice and many others. The emphasis is on choice, diversity, family life and active pursuits. School priorities can be contained within the grid elements or identified within expansions of particular cells. It is expected that individual classes will have variations to the grid but that the main cells will be retained each time.

Expectations

Parents can help their child by:
• Providing a dedicated place and time for homework.  
• Encouraging them to take increasing responsibility for their learning and organisation.  
• Helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves  
• Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.  
• Contacting the relevant teacher to discuss any homework difficulties.  
• Model a home reading climate and monitor their child’s daily reading.  
• Regularly sign the homework grid or diary.
Teachers can help their students by:

- Setting varied, challenging and meaningful tasks that are appropriate to the students' learning needs.
- Setting clear expectations, including how the homework will be assessed (if applicable)
- Setting clear and reasonable time frames for completion taking into consideration competing home obligations, and extra-curricular activities.
- Giving prompt and constructive feedback.
- Making effective use of school diaries (Years 3-6).
- Contacting parents if homework is regularly not completed, or is unsatisfactory.
- Helping students develop the organizational and time-management skills needed for them to be responsible for their own learning.
- Coordinating between classroom and specialist teachers to avoid overlap.

Students can help by:

- Accepting responsibility for the completion of homework tasks within set time frames.
- Advising parents of homework expectations.
- Seeking assistance from teachers or parents when difficulties arise.
-Trying to do their best.
- Ensuring that all necessary books and materials are taken home and returned to school.
- Using school diaries (Years 3-6).

Evaluation:

Homework procedures and expectations will be reviewed annually

Reference

Department of Education Victoria: Homework Guidelines