

Homework – in State Schools

Relevant legislation and policy

Part 4 Section 22 and Section 23 Education (General Provisions) Regulation 2000

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProvR00.pdf>

Statement of intent

Each school has a homework policy, developed in consultation with the school community.

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, cultural pursuits and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning (early, middle and senior)
- 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.

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, Principals may consider Part 4 Section 23 Education (General Provisions) Regulation 2006 regarding Detention of Students for not completing homework.
www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrR06.pdf
- Regular monitoring and collaboration amongst teachers will ensure consistent and effective implementation of the school homework policy.



Responsibilities

Principals:

- Develop a school 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.
- 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.

Teachers:

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:

Students can take responsibility for their own learning by:

- being aware of the 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 and part-time employment.

The role of parents and caregivers with homework

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

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.



Considering students' other commitments when setting homework

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.

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.

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 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.

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.

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.

Homework in Year 8 and Year 9 could be up to but generally not more than 5 hours per week.

In the ***Senior Phase (Years 10, 11 and 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.

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 judgement 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, sporting, recreational, cultural or part-time employment activities.