HOMEWORK POLICY

Homework and Learning
Learning does not occur exclusively within the school environment. There is sometimes a desire, need or benefit in extending the consideration or exploration of a task beyond school hours. Homework is a valuable part of schooling. It allows for practice, extension and consolidation of work undertaken in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self discipline.

Worthwhile homework is relevant and connected to a students learning experience at school. It will never be a training exercise in sitting still, or busy work disconnected from learning experiences. Staff will clearly explain the purpose of learning activities to be completed at home. This may include: revision of skills, deepening understanding through reading, brainstorming or mind mapping, extending exploration of a concept or preparing for the next stage of a project.

Homework schedules
Every student in the College has access to their class/subject homepage which details homework requirements. Students should use this information to manage their time and to accommodate other important commitments which require their attention through the school week.

Expectation of time to be spent on homework
Homework is a significant and important part of the teaching and learning process at Peregian Beach College. However the benefit of work completed at home is not measured in minutes. One of the principle aims of homework is for children to develop, effective management of time. Balance is necessary - family life and co-curricular activities are valued. A stress free experience is essential for students and parents so a balance of learning experiences will be planned for homework tasks.

Homework tasks help to ensure that concepts taught in class are understood and can be applied independently.

The connection between home and school is vital. Homework is one way for parents to be aware of the learning that is taking place in class. It is important for parents to communicate with teachers if they have homework concerns.

Homework will not exceed the expectations listed below. Interested, engaged students will happily spend time on extending their learning. Many students may complete their work in class time, while others will also need to catch up on incomplete work. All students in the College should be developing strategies for success in learning and should recognize that homework should always include a “study” or reading and reviewing component in addition to set “homework” or completion of class activities and assignments.

Students are expected to undertake a combination of homework and study as follows:

In the Early Phase of Learning (Pre-Prep & 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 a minimum of 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
- different subject areas, extension of class work, projects and research.

Homework in Year 4 and Year 5 could be a minimum of between 2-3 hours per week.

Homework in Year 6 could be a minimum of 3 hours per week and Year 7 a minimum of 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 could be a minimum of 5 hours per week and Year 9 a minimum of 6 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. Parents should contact teachers in cases where students are taking more than this expected time to complete homework.

Homework in Year 10 a minimum of 6 hours per week.

Teacher monitoring of homework
The way in which individual staff members respond to work completed at home will depend on the purpose of the task. On occasion the learning task completed at home will deepen a young person’s understanding of a concept for discussion which occurs later in the program. A learning activity undertaken at home needs to be valued within the context of the task it supports and/or extends. Staff feedback can occur in a variety of forms. It may take the form of acknowledgement of completion, a comment, close marking, comparison with an exemplar sample, quiz, or it may be a factor contributing to the quality of a larger project.

Student Responsibilities
Students can take responsibility for their own learning by:
• being aware of the school’s homework policy
• discussing homework expectations with their parents or caregivers
• accepting responsibility for the completion of homework tasks within scheduled time frames
• following up on comments and advice given by teachers
• seeking assistance when difficulties arise or understanding needs support
• organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

Student reflection on tasks and learning
Students are encouraged to ‘own their learning’ and understand their learning process. Reflecting on personal learning is critical. Developing a self awareness of skill strengths and weaknesses stimulates a desire to learn. The teacher’s assessment is not always the most powerful or only way to develop a student’s awareness of his/her own progress.

Parent Assistance
Parents and caregivers can help their children by:
• reading to them, reading with 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

For learning to be authentic it must be connected to real tasks for students. Real tasks will engage a learner in seeking deeper understanding, asking others for input and sourcing assistance. Parents, teachers and students are encouraged to participate in this process. Assistance which reduces the sense of ownership for the learner is discouraged.