



ORMISTON STATE SCHOOL HOMEWORK POLICY

Rationale

Homework is an integral part of school activity. It is valued as a personal study habit which is essential to student success. Homework provides students with opportunities to consolidate their classroom learning and should involve family members in their learning. Ormiston State School provides homework that enhances student learning and:

- Is purposeful and relevant to students need
- Is appropriate to the phase of learning (early, middle and upper)
- Is a positive experience and appropriate to the capability of the student
- Reinforces concepts taught at school
- Is aligned to the learning needs of the student
- Develops the student's independence as a learner is varied and clearly related to class work

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural considerations where appropriate.

Policy

Ormiston State School believes that homework should be a purposeful learning experience and that it may contribute in a number of ways to the development and extension of the child's learning and the school program therefore:

- Homework is set with adequate timelines with parents notified of exceptions- e.g. camp, school excursions
- Teachers will monitor homework if appropriate, acknowledge it and provide feedback where necessary
- The use of online resources such as Reading Eggs, Mathletics, Sunshine Online and Soundwaves is strongly encouraged
- Reading with your child every night is essential
- No homework is set for holiday times
- Guidelines for homework will be appropriate for each Year Level and they will be applied consistently throughout the school, allowing flexibility for individual applications

Roles and Responsibilities of Teacher:

- Homework expectations will be set at the beginning of each year following school policy guidelines.
- To set relevant and meaningful tasks that are related to classroom learning.
- Monitoring of homework regularly and provide timely and useful feedback to students where necessary.
- Inform parents of developing problems concerning homework and suggest strategies to assist.
- Use discretion when determining tasks, taking into consideration the student's ability, home circumstances and commitments.
- Teach strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework.

Roles and Responsibilities of Student:

- Students need to make sure they take home everything they need to complete homework tasks.
- Students need to manage their time to ensure homework is completed on time.
- Discuss with their parents or caregivers homework expectations.
- Seek assistance when difficulties arise.

- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

Roles and Responsibilities of Parents:

- Notify the teacher if there is any difficulty with the tasks set.
- Acknowledge homework completed by signing if appropriate.
- Set an environment and routine at home that fits their family.
- Encourage students to organise their time and take responsibility for their learning.
- Model a positive attitude towards homework

Time expectations

As a guide we expect the duration of homework tasks should fall within the listed time allocations:

- Prep Parents are encouraged to read to their children and talk about daily activities moving into sight words and home reading
- Year 1-3 1 hour per week
- Year 4-5 Up to but not more than 2-3 hours per week
- Year 6 Up to but not more than 3-4 hours per week

Homework tasks may include:

- 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)
- Online resources used include Reading Eggs, Mathletics, Sunshine on Line, Spelling City and Soundwaves

Early Phase of Learning (Prep to Year Two) specific tasks may include:

- Home reading program according to specific needs of students
- Sight words tasks to assist with the development of sight word vocabulary
- Spelling words to learn using a variety of strategies
- Preparation for oral presentations
- Opportunities to write for meaningful purposes; may include sentence construction, editing tasks
- Maths concepts including number facts and problem solving

Middle Phase of Learning (Year Three to Six) specific tasks may include:

- Home reading program according to specific needs of students and may include daily independent reading
- Spelling words to learn using a variety of strategies
- Maths concepts including number facts and problem solving
- May be coordinated across different subject areas
- Preparation for oral presentations
- Extension and/or completion of class work, projects and research tasks

Homework



Schools are required to develop a school homework policy in consultation with the school community (specified in the *P-12 curriculum, assessment and reporting framework*). Additional guidance is provided below.

The school homework policy is:

- developed in consultation with the school community
- disseminated to the school community
- reviewed in consultation with the school community
- informed by the *Parent and community engagement framework*.

It is important to monitor implementation of the school homework policy to ensure:

- consistent and effective implementation occurs throughout the school – including a consistent approach to the amount of time students are to spend in completing homework (at particular year levels and in particular learning areas)
- the amount of homework is balanced across all learning areas to allow sufficient time for family, recreation, and community and cultural activities
- students are not disadvantaged by the lack of access to resources such as computers and the internet outside school
- homework is effective in supporting learning.

Homework is most effective when it:

- is clearly related to class work
- is appropriate to particular years of schooling
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities such as investigating, researching, writing, designing, making
- assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information, completing surveys and audits
- is monitored by the teacher.