

McDOWALL STATE SCHOOL



HOMEWORK POLICY

INTENT

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, cultural and recreation activity.

Homework:

- Is to be purposeful and relevant to students' needs
- Is to be appropriate to the Year Level learning programme being completed
- Is to be appropriate to the capability of the student
- Develops the student's independence as a learner
- Is to be varied, at times challenging and clearly related to class work
- Allows for student commitment to family, cultural and recreational activities



Homework engages 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*)

RESPONSIBILITIES

The McDowall State School Council resolved to confirm the *McDowall State School Homework Policy* (Recommended Hours) on 29th October, 2013. The *McDowall State School Homework Policy* is presented to staff upon appointment *and* to parents and students at the time of enrolment at the school. It is also maintained on the School Website. The *McDowall State School Homework Policy* is implemented throughout the school.

| Teachers help students establish a routine of regular, independent study by: | Students take responsibility for their own learning by: |
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| <ul style="list-style-type: none"> ✓ Ensuring the <i>School Homework Policy</i> is implemented ✓ Setting homework on a regular basis ✓ Clearly communicating the purpose, benefits and expectations of all homework ✓ Checking and correcting homework regularly and providing timely and useful feedback ✓ Using homework that is varied, challenging and directly related to class work, being appropriate to students' learning needs ✓ Explicitly teaching strategies to develop organisational and time management skills; and providing opportunities to practise these strategies through homework ✓ Giving consideration to other academic and personal development activities (school or other) that students could be engaged in when setting homework ✓ Discussing with parents any developing problems concerning their child's homework and suggesting strategies to assist | <ul style="list-style-type: none"> ✓ Being aware of the <i>School Homework Policy</i> ✓ Discussing homework expectations with their parents ✓ Accepting responsibility for the completion of homework tasks within set timeframes ✓ 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 |



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| Parents assist their children by: | |
| <ul style="list-style-type: none"> ✓ 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. ✓ Contacting the relevant teacher to discuss any concerns about the nature of homework and their child's approach to the homework. | <ul style="list-style-type: none"> ✓ Encouraging them to read and take an interest in and discuss current, local, national and international events. ✓ Helping them to balance the amount of time spent on completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities. |

HOMEWORK EXPECTATIONS

Each McDowall State School Year Level of Teachers (*in consultation and with the Deputy Principal*) develop a Year Level Homework Programme. This programme is outlined to parents and students at the beginning of the school year and is explained during the Year Level Parent Information Meetings held in February. (*Schedule, time, topics, expectations, consequences that will apply – including any assessment penalties*) 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 or while on holiday (during the school term).

School work will be prepared and issued to parents of students having been formally suspended from school attendance. It is expected that parents supervise, ensuring adequate student time and attention is provided, to complete set school work at a required standard. Completed school work is to be presented at Re-Entry Interview prior to return to school. The class teacher will mark the set work upon student return to school.

Homework Time Expectations

The Homework Policy provides a guide and overview type of set homework and the approximate time occur as specific Class Work Units are developed. Meetings. It is important that parents keep in touch, engaging with set work. This is particularly important if designed to inform end of semester Progress Report some other disruption to school attendance is likely, programme or assessment task may be able to be their capability by the student. Teachers use Homework Email to communicate with working parents. Homework is not a punishment for children but a tool for learning consolidation and practice. It also provides a parent, insight into school work progress, achievement and school work complexity.



that Year Level teaching staff have in respect to the expectations that relate to homework. Variation will Details are made available during Parent Information keeping the teacher informed on how well students are set work or a project is linked into key assessment Card ratings. If the family is going to be on holiday or advise the class teacher. An alternate educational provided. Homework is to be completed to the best of Books, Communication Books, Diaries, the Phone and

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| PREPARATORY YEAR | Early Phase P-3 Max. 1hr pw | Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills. |
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| Homework Task (Example) | When |
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| Reading to, with and by parents or other family members | Daily throughout year |
| Home duties, tasks and responsibilities | Daily throughout year |
| Learning and revision of sight words and core spelling word (Progressive difficulty) | Daily throughout year |
| Conversations about what is happening at school | Daily throughout year |
| Linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings. | Daily throughout year |
| Preparation for oral presentation (informal) based on home experience & investigation | As required |

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| YEAR 1 | Early Phase P-3 Max. 1hr pw | Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills |
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| Homework Task (Example) | When |
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| Reading to, with and by parents or other family members | Daily throughout year |
| Home duties, tasks and responsibilities | Daily throughout year |
| Learning and revision of sight words and core spelling word (Progressive difficulty) | Daily throughout year |
| Conversations about what is happening at school | Daily throughout year |
| Learning, revision and use of number facts, rules and strategies | Weekly, Semester 2 |
| Preparation for oral presentation (informal) based on home experience & investigation | As required |

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| YEAR 2 | Early Phase P-3 Max. 1hr pw | Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills |
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| Homework Task (Example) | When |
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| Reading to, with and by parents or other family members | Daily throughout year |
| Activities based on home duties, tasks and responsibilities (Terrific Task) | Weekly |
| Learning and revision of sight words and core spelling words (Progressive difficulty) | Daily throughout year |
| Conversations about what is happening at school | Daily throughout year |
| Learning, revision and use of number facts, rules and strategies | Daily throughout year |
| Preparation for oral presentation (formal and informal) based on home experience, unit topics & investigation | 2-3 times per term |
| Activity sheet related to spelling, sentences and number activities | Weekly |

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| YEAR 3 | Early Phase P-3/4 Max. 1hr pw | Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills |
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| Homework Task (Example) | When |
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| Reading to, with and by parents or other family members | Daily throughout year |
| Independent reading – Home reading expected four nights weekly (10mins), to be signed off on the Homework Sheet by the parent. | Daily throughout year |
| Learning, revision, use of core & unit spelling within sentences (Look, Say, Cover, Write, Check) | Daily throughout year |
| Learning, revision and use of number facts, rules and strategies | Daily throughout year |
| Preparation for oral presentation (formal and informal) | As required |
| Worksheet: Spelling, grammar, vocabulary, writing, sentence construction exercises | Weekly |
| Worksheet: Mathematics practice and revision exercises | Weekly |
| Instrumental Music – Instrument practice (if applicable) | Daily |



From Years 3-4 it is expected that students assume an increased **self-responsibility** for homework, projects, assignments and set tasks. Critically, students must learn to set aside routine time to complete set tasks and study in a quiet, uninterrupted place and assume increasing levels of responsibility for the quality, presentation and accuracy of their work, as well as meeting due dates. As in life, there are consequences when this lesson is yet to be learnt. The class teacher checks homework completion and provides appropriate intervention in supporting further learning and the development of effective study habits, as expectations and complexities increase. These self-responsibilities learnt now, place students in good stead for later life.

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| YEAR 4 | Early Phase P-3/4 Max. 3hrs pw | Homework issued to be completed daily, over a weekly or fortnightly period. Marked on due date. Record of completion kept by the class teacher. |
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| Homework Task (Example) | When |
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| Independent reading – Home reading is expected each night (15mins), to be signed off on the homework sheet by parent. | Daily throughout year |
| Preparation for oral presentation – Public Speaking Challenge and speaking tasks relevant to the curriculum. Eg. Book review, news report, recipe, weather report, etc. | As advised / Term 3-4 |
| Learning, revision, use of spelling within sentences (Look, Say, Cover, Write, Check) | Daily throughout year |
| Learning, revision and use of number facts, rules & strategies | Daily throughout year |
| Worksheet: Mathematics practice and revision exercises | Daily / Weekly |
| Instrumental Music – Instrument practice (if applicable) | Daily |

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| YEAR 5 | Middle Phase 4-9 Max. 3hrs pw | Homework issued to be completed daily, over a weekly or fortnightly period. Marked on due date. Record of completion kept by the class teacher. |
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| Homework Task (Example) | When |
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| Independent reading log – Home reading is expected each night (15mins), to be signed off on the homework sheet by parent. | Daily throughout year |
| Oral book report. | Throughout the year |
| Preparation for oral presentation – linked to projects, class topics. | Throughout the year |
| Preparation for oral presentation – Public Speaking Competition | Term 4 |
| Learning, revision, use of spelling (Look, Say, Cover, Write, Check) | Daily throughout year |
| Learning, revision and use of number facts, rules and strategies | Daily throughout year |
| Writing for meaningful purpose – Autobiography | Term 4 |
| Spelling, writing, sentence construction and grammar practice exercises | Weekly |
| Mathematics practice and revision exercises . | Weekly |
| Instrumental Music – Instrument practice (if applicable) | Daily |

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| YEAR 6 | Middle Phase 4-9 Max. 4hrs pw | Homework issued to be completed daily, over a weekly or fortnightly period. Marked on due date. Record of completion kept by the class teacher |
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| Homework Task (Example) | When |
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| Independent reading log – Home reading is expected each night (15mins), to be signed off on the homework sheet by parent. | Daily throughout year |
| Preparation for oral presentation – linked to projects, class topics, media reports. | Throughout the year |
| Preparation for oral presentation – Public Speaking Competition | Term 4 |
| Project – Linked to Class Work Unit: Medieval, Federation, Antarctica (research, investigation, practical) | One per Term |
| Learning, revision, use of spelling within sentences (Look, Say, Cover, Write, Check) | Daily throughout year |
| Learning, revision and use of number facts, rules and strategies | Daily throughout year |
| Writing for meaningful purpose – Linked to Class Work Unit, projects, media reports | Throughout the year |
| Spelling Text: Spelling, writing, sentence construction and grammar practice exercises | Weekly |
| Worksheet: Mathematics practice and revision exercises | Weekly |
| Instrumental Music – Instrument practice (If applicable) | Daily |
| Word processing tasks – linked to class work | When required |

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| SPECIAL EDUCATION | Preparatory to Year 6 | Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills |
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| Homework Task (Example) | <i>Specific detail in I.E.P and from Case Manager</i> | When |
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| Reading to, with and by parents or other family members | | Daily throughout year |
| Preparation for oral presentation | | Weekly |
| Learning, revision, use of sight words / core words / life skills words | | Daily throughout year |
| Learning, revision, use of number facts and patterns | | Daily throughout year |
| Activities , exercises that complement the Class Work Programme | | Daily throughout year |

Failure to Complete Set Homework:

When homework, an assignment, project or set task is set for students to complete, the teacher advises (a) Details of task (b) Resource requirements (c) Due date (d) Marking criteria (e) Standard expected (f) Marking contribution toward end of semester rating; and (g) Consequence for failure to complete.

1. Student interviewed to ascertain the circumstances behind non-completion of homework, assignment, project or set task.
2. Student detained during recess and/or during other times and/or alternately placed during the school day to complete set tasks.
3. Parent contacted and advised of student non-completion of homework, assignment or project – to develop a plan in assisting the student to complete set tasks, at the required standard, within an agreed time frame *or* of consequence imposed.
 - Parent to advise teacher of any reasonable excuse that may prevent the student from completing the set tasks. It is generally expected that students demonstrate initiative in seeking teacher clarification and support for misunderstanding and inability to complete set tasks well prior to the due date. Additional teacher and/or teacher-aide assistance may be provided in assisting the student.
- a. When a student cannot meet the requirements of a set task due to disability or circumstances outside their influence, (*at the discretion of the teacher, Deputy Principal or Principal*) an alternate task (including conditions – location, time, marking, standard and time frame) may be set.
- b. When a student does not meet homework, assignment or project set requirements, the teacher (generally) will impose an informal intervention in resolving / instigating task completion.
- c. When a student repeatedly does not meet homework, an assignment or project set requirements and/or the task contributes toward formal assessment of student achievement, the teacher will require the student to complete the set task during supervised detention during such time frame as it would be reasonable for the student to complete the task:
 - The teacher will inform the parent.
 - If considered appropriate by the Deputy Principal or Principal, in better assisting the student toward task completion at the required standard, the student may be alternately placed within the school in ‘in-school suspension’ (alternate teacher’s classroom & recess times) until student completes set task requirements and required standard.
 - Marking contribution toward end of semester rating may be reduced as per Marking Schedule provided and explained to student when task was first set. Student will still required to complete set task.
- d. When a student fails to meet the requirements of set work and the teacher has provided assistance both in and out of class time, the parent has been advised of the teacher’s concern; and in opinion of the teacher the student’s achievement is being adversely affected; then the student will be suspended from attendance at all school (including school representations) and P&C Association extra-curricular activities until set tasks, at the required standard, within agreed time frame, are completed. Core school curriculum will continue to be provided.
- e. Where a parent requires further information and/or is concerned about school interventions in seeking to resolve non-completion of homework, project, assignment or set tasks, the parent should in the first instance, make an appointment to meet with the class teacher. Should further clarification be required, an appointment should be made to speak with School Administration. The Principal may invite a P. & C. Association representative to be present.

Reference: The Principal of, or a teacher at, the school may detain the student as punishment for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline.

Education (General Provisions) Act 2006 Part 3 Item: 283.