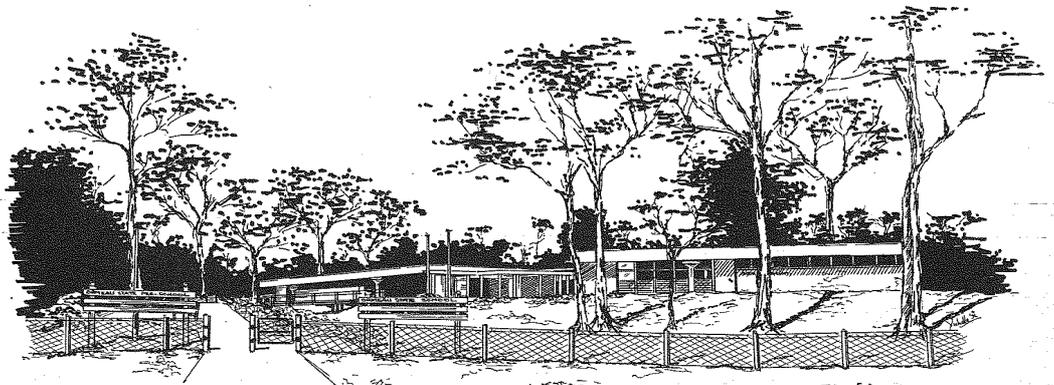


Ormeau State School



HOMEWORK POLICY



**Queensland
Government**

Department of
**Education, Training
and the Arts**

INTRODUCTION

Homework is purposeful, out-of-class learning that seeks to enhance the extent to which individual students benefit from their education. It provides an opportunity for students to involve and share their learning with their families, to consolidate work learnt in the classroom and to prepare for lifelong learning beyond the classroom experience.

It is expected that all state schools, in consultation with their communities, develop a school homework policy that is relevant to the needs of their students.

To ensure homework is educationally beneficial and meets the expectations of students, teachers, parents and caregivers, a school's homework policy should comply with the principles described in the Education Queensland policy.

Parents and Citizens' Associations have a key role in the development of a school's homework policy. A school's homework policy should be distributed to staff, students, parents and caregivers, particularly at the time of student enrolment.

PRINCIPLES

Homework should be:

- Directly linked to the curriculum
- Purposeful and relevant to students' interests
- Set at an appropriate level considering the phase of learning (early, middle and senior) and capability of the student
- Balanced with a range of recreational, family and cultural activities
- Supportive of the development of the student's independence as a learner
- Checked and signed regularly by teachers who provide timely and practical feedback.

TYPES OF HOMEWORK

Homework activities guided by these principles may include:

- Reading
- Students reading their own work to parents or caregivers
- Interactive homework tasks where the student and parents or caregivers complete an activity together
- Sharing something learnt at school with parents or caregivers
- Practising spelling words and mathematical concepts
- Tasks that involve research, investigation and problem solving
- Using technology
- Practising and playing musical instruments
- Making or designing art work
- Practising Languages other than English
- Projects

Students may also undertake independent learning that complements these homework tasks.

HOMEWORK ACROSS THE PHASES OF LEARNING

In determining appropriate homework for students, it is important to acknowledge that there are many different types of homework activities that can be undertaken by students, including reading. It is also important to acknowledge that students of all ages be given opportunities to engage in physical activity, leisure and cultural activities outside of school.

In the *Early Phase (Prep to Year 3)* all 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
- Conversations about what is happening at school
- Preparation for oral presentations
- Opportunities to write for meaningful purposes
- Linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings.

Homework in the *Early Phase* should generally not exceed 20 minutes per school day with teachers generally not setting homework in the Prep year.

In the ***Middle Phase (Year 4 to Year 9)***, homework may be completed over a weekly period and may:

- Include daily independent reading
- Be co-ordinated across different subject areas
- Include extension of class work, projects and research

Homework in the *Middle Phase* should generally not exceed 30 minutes per school day for Years 4 and 5, and 45 minutes per school day for Years 6 and 7.

ROLE OF THE TEACHER

Teachers can help by:

- Ensuring homework is directly linked to the curriculum
- Ensuring homework is purposeful and relevant to students' interests
- Acknowledging the variety of homework activities
- Setting varied, challenging and meaningful tasks related to class work
- Setting tasks that are appropriate to students' learning needs and that stimulate students' creative thinking, talents, community involvement and problem solving
- Consider equity and access to Information Technology.
- Liaising with other teachers in the school to ensure that the total amount of homework for a student aligns with the times described for their phase of learning
- Setting tasks to be completed over a weekly period, ensuring students have enough time to complete tasks, given home obligations and extra-curricula activities
- Providing opportunities for students to develop organisational and time management skills needed for them to be responsible for their own learning
- Checking homework regularly
- Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist the student with their homework.