

Homework Policy

Rationale

The homework policy serves as a framework to guide the educational experience of students, ensuring that they are provided with opportunities to practice, reinforce, extend, and apply their classroom learning in meaningful ways. A clear, balanced, and well-structured homework policy offers several benefits, not only to students but to teachers, parents, and the broader school community. The homework policy is designed to foster a supportive and structured environment for students to thrive academically, develop important life skills, and strengthen the partnership between school and home. It should remain flexible, adaptable to the needs of students, and reflective of a commitment to both academic excellence and personal well-being.

Goals

- To develop positive learning, study and reading habits
- To provide multiple opportunities to retrieve and practice, so that learning is not forgotten
- To consolidate skills and current concepts catering for students' personal needs
- To develop learning partnerships between home and school
- To create a community of learners
- To develop time management and organisational skills

Defining the Approach

Reinforcing Learning: Repetition and application of new knowledge in a home environment can solidify understanding and help transition theoretical knowledge into practical skills. This process helps foster long-term retention, especially when students are actively engaged in completing assignments that align with their curriculum.

Development of Responsibility and Time Management: By assigning homework, students are encouraged to take ownership of their learning. They learn the importance of managing their time effectively, setting priorities, and meeting deadlines. These essential life skills contribute to personal responsibility and can support academic and personal growth.

Bridging School and Home: Homework can establish a bridge between home and school, allowing parents to remain informed and involved in their child's learning. Parents are better able to understand the curriculum, provide support where needed, and celebrate their child's academic progress. This partnership can enhance a student's overall educational experience.

Promoting Balanced Workload: The homework policy must ensure a reasonable and balanced workload. Learning tasks should be purposeful and age-appropriate, taking into

account the individual needs and extracurricular activities of students. This balance encourages a healthy approach to learning, with time for rest, play, and family.

Implementation

Prep

- 5 sessions of reading per week recorded in Reading Journal
- practise heart words (reading and spelling)
- practise sound cards
- practise Mathematical skills and number facts
- when appropriate retrieving previously learnt skills by undertaking directed tasks

Time Allocation (recommended 15 minutes per week, plus 10 minutes daily reading)

Year 1 & Year 2

- 5 sessions of reading per week recorded in Reading Journal
- practise heart words (reading and spelling)
- practise sound cards
- practise Mathematical skills and number facts
- when appropriate retrieving previously learnt skills by undertaking directed tasks

Time Allocation (recommended 30 minutes per week, plus 15 minutes daily reading)

Year 3 & Year 4

- 5 sessions of reading per week recorded in Reading Journal/Diary
- practise Mathematical skills and number facts
- practise spelling words from the previous week
- when appropriate retrieving previously learnt skills by undertaking directed tasks

Time Allocation (recommended 40 minutes per week, plus 20 minutes daily reading)

Year 5 & 6

- 5 sessions of reading per week recorded in Reading Journal/Diary
- practise Mathematical skills and number facts
- practise spelling words from the previous week
- when appropriate retrieving previously learnt skills by undertaking directed tasks
- tasks are set with a due date to promote time management skills

Time Allocation (recommended 60 minutes per week, plus 20 minutes daily reading)

Footnotes

* Individual learning activities may be set in consultation with parents

* Parents will be contacted if homework is not completed for 3 consecutive weeks or is of an inconsistent pattern

* consultation of extra supports for students may occur throughout the PSG process

Policy information table

Responsible director	Principal
Policy owner	Principal
Approving Authority	Principal
Approval date	March 2025
Preliminary review by	4 Years
Major review by	May 2028