

	<h2>Homework Policy</h2>	<p>Last revised and endorsed by School Council:</p> <p style="text-align: center;">November 2020</p> <p>Developed: August 2002</p>
<p>Information: 02 6076 1566</p> <p>Manager: Curriculum Leaders, Year Level Leaders and Principal</p>	<p>DET Schools Reference Guide: Homework Department Policy</p> <p>Associated Policies: Curriculum Framework Policy</p>	<p>Next review: November 2023</p> <p style="text-align: right;">Issue No: 1.4</p>

PURPOSE

To outline to our school community the Department's and Corryong College's policy requirements relating to homework.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Corryong College.

RATIONALE

Corryong College has developed this Homework Policy in consultation with Curriculum Leaders, Year Level Leaders and the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

POLICY

At Corryong College all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Corryong College will include are:

- completing consolidation exercises for mathematics
- completing science investigation exercises
- making or designing an artwork
- practising and playing musical instruments
- practising spelling words
- practising sports skills
- practising words/phrases learnt in a language other than English
- reading background material for a subject
- reading English texts prior to class discussion
- reading for pleasure
- researching topics associated with set class work
- revising/preparing for tests
- applying new skills to home context such as:

- planning and cooking food, including following a recipe
- helping to plan a day trip or holiday, including timings, directions and costs
- growing plants
- reviewing their favourite film or book
- writing a diary entry
- engaging with parents in learning activities such as:
 - rehearsing a presentation with parent/carers, and seeking their feedback
 - interviewing a family member as part of a research project.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **Principal Class Leaders (Principal, Assistant Principal/s) at Corryong College** are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at Corryong College** are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning. Notify parents/carers when homework is consistently not being completed.

Responsibilities and expectations for **students** are:

- being aware of the school's homework policy
- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- 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 and part-time employment (for older students).

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework and encouraging their children to talk to students as they near the secondary years.
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework (away from TV or other interruptions – music is not an evidenced based support for learning, especially music that has lyrics children sing along to)
- Encourage your child to read their completed assignments, writing tasks, essays, stories out loud to you (in this way you may assess their fluency of their written expression and/or their grammatical accuracy and/or the logic of their arguments).
- Encourage them to teach you how to do mathematical sums or how they have come to conclusions or resolutions (in this, your child is reinforcing their own learning by teaching someone else).
- In the case that your child can not complete their homework tasks, a note of explanation with a valid reason must be given to your child to hand in to the teacher.

SUPPORT GUIDELINES PER AGE GROUP:

Early Years (Foundation – Year 4)

Homework will consist mainly of:

F-2 Years

- Readers – 1 per night
- Wordlist

3-4 Years

- Reading 20 minutes per night
- Numeracy/literacy fluency activities set by your child's teacher
- Simple extension tasks associated with classroom activities
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

Middle Years (Years 5 – 9)

Homework will consist mainly of:

5-6 Years

- Reading 30 minutes per night
- Maths revision set by your child's teacher
- Simple extension tasks associated with classroom activities
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

7-9 Years

Homework will consist mainly of:

- Independent reading on a daily basis.
- Tasks such as continuation of classroom work, projects and assignments, essays and research.
- Homework will generally not exceed 60 minutes per day and should be coordinated between teachers to avoid excessive workload at any point in time.
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

Later Years (Years 10 – 12)

As a general guide, from Year 10-12 would be expected to increase, and require from 1 up to 3 hours per week night with up to 6 hours on weekends during peak VCE periods (this is the direct guidance from the DET)

Homework/study will consist mainly of:

- Reading, research, assignments, assessment tasks, independent projects and general study, revision.
- Homework/study schedules will be discussed with the class and/or each student individually.

SUPPORT FOR STUDENTS AND PARENTS/CARERS

Corryong College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

DET - Department of Education and Training.

VCE - Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualification Framework (ACF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE Studies) and program from Vocational Education and Training (VET) qualifications.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that student will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Levels of achievement for Unit 1 and 2 are determined by schools and are not reported to the VCAA. Levels of achievement for Unit 3-4 sequences are assessed using School based Assessment and external assessments including examinations.

RELATED POLICIES AND RESOURCES

- [Homework – Department Policy](#)

REVIEW PERIOD

This policy was last updated November 2020 and is scheduled for review 2023.