



## Homework Policy

Policy Classification		
Policy Number:	Date of Origin: January 2019	By Whom: Principal
Policy Audience: Public Domain	Review Dates: April 2006 March 2016 June 2017 June 2019	Next Review Date: June 2021
<b>Policy Approval:</b> This policy was approved by the Board, August 2021		
This policy supersedes all previous policies relating to matters contained herein.		

## 1. Rationale

Homework is typically defined as any tasks assigned to students by school teachers that are meant to be carried out during non-school hours. Oakhill College believes in the importance of using time at home to prepare for and or practice skills that will enhance the learning that takes place during school hours. Homework, or learning preparation, is seen as an opportunity for developing surface to deep and transferable learning. It encourages dialogue that is feedback-centered, which in turn promotes the opportunity for self-regulation and reflection. Work that is revised at home in the evening effectively contributes to retention of learned information during the day.

## 2. Guiding Principles

- 2.1. To maximise class time, by replacing procedural or low-order tasks.
- 2.2. To reinforce knowledge of current and past work.
- 2.3. To practice skills necessary for academic success such as self-regulation: to work independently.
- 2.4. To assist students in developing independent and effective study routines.
- 2.5. To develop study skills and a study routine that will assist students to achieve success in their learning.
- 2.6. To provide a positive link between home and school that enhances a student's learning.
- 2.7. To encourage purposeful communication between students and their parents.

## 3. Policy

- 3.1. Work set for home is to be relevant to the unit of work.
- 3.2. Teacher's directions to the student should be clear, concise and at a level that ensures understanding.
- 3.3. Students use their College diary to record homework when received.
- 3.4. Homework *may* include some of the following:
  - preparation for subsequent learning activities;
  - extension, where appropriate, of class activities/learning;
  - practice of learning tasks;
  - gathering resources and/ or data for class tasks or assessments;
  - investigation of current events;
  - reading;
  - reflection on learning and setting learning goals
- 3.5. Homework is to be reviewed as part of the learning sequence of a lesson. At times, homework tasks may be evaluated or marked.
- 3.6. Students who regularly fail to come prepared may receive appropriate sanctions.
- 3.7. Time Guidelines

The appropriate time allocation for homework at individual Year levels is proposed as:

Year / Stages	Weekly Hours Daily	Additional Study
Stage 4 (Year 7 & 8)	Approx. 15 mins per subject for each timetabled lesson per day	Approx. 5 hrs. per week
Stage 5 (Year 9 & 10)	Approx. 20 mins per subject for each timetabled lesson per day	Approx. 7 hrs. per week
Stage 6 (Year 11 & 12)	Approx. 30 mins per subject for each timetabled lesson per day	Approx. 10 hrs. per week

These are guidelines that need to take into account any Individual Student Learning Plan.

3.8. On particular occasions or in particular student subjects the teacher may not set formal exercises to be done. However, there is always work to be done at home, revision and consolidation of past work, preparation for future lessons, reading or improvement to Assessment Tasks.

3.9. Parents can help their students before homework is set by:

- providing a place and a desk for homework and study;
- observing and acknowledging their success and asking how their home and class work is progressing;
- encouraging them to set aside a regular daily session to read and complete homework on time;
- setting an example by reading themselves;
- helping them to complete homework by discussing key questions or directing them to resources;
- helping them to balance the amount of time spent completing homework and engaging in leisure sporting or recreational activities;
- checking whether homework has been set and ensuring they keep a homework diary;
- reading texts set by teachers: discussing their child's response to the texts and asking to see work they complete in relation to these texts; discussing homework in their first language where English is not the main language spoken at home and linking it to their previous experiences;
- attending school events, displays or productions in which their children are involved;
- contacting the relevant teacher to discuss any problems their children are having with homework help to provide an environment in which distractions are minimised e.g. mobile phones

3.10. Teachers can help their students before homework is set by:

- indicating clearly the purpose of the homework;
- assessing resources in advance and submitting a copy of research assignments to the librarian;
- specifying assessment and assignment expectations at the beginning of a unit of work;
- setting varied, challenging and meaningful tasks related to class work that are appropriate to the students' learning needs and to the intended outcomes of the unit of work being taught;
- giving students enough time to complete homework, taking into account home obligations and extracurricular activities;
- coordinating the allocation of homework by different teachers through use of the school calendar;
- consulting with student before setting discretionary homework tasks;
- helping students develop the organisational and time-management skills needed for them to be responsible for their learning;
- teaching revision and study skills explicitly;
- ensuring that students have a good information-gathering, analysing and reporting skills;
- keeping accurate records of homework set and submitted;
- defining and enforcing penalties for late submission of assessable tasks and not altering due dates;
- assessing homework and providing timely and practical feedback and support within two weeks;
- making effective use of homework diaries;
- monitoring progress on major assignments several times before the due date.

3.11. Students can help themselves by:

- writing down all details of homework they are set in their school diaries;
- being aware of the importance of homework and of the school's homework policy;
- recording due dates for tasks and major assignments in their diaries;
- planning their homework task completion appropriately – not leaving work to the last minute;

- seeking assistance from teachers, parents or caregivers when difficulties arise;
- ensuring their homework is completed to a high standard;
- showing their homework commitments and teachers' expectations to their parents or caregivers;
- developing an effective individual study timetable;
- submitting assigned work punctually

#### 3.12. The College can help by:

- ensuring that parents and caregivers are aware of the schools' homework policy;
- limiting homework set for completion over holiday periods or weekends (except for Stage 6);
- setting no homework the week before assessment periods except for revision exercises;
- integrating major assessment tasks within the school's calendar.

#### 3.13. Study

Study is the devotion of additional time and attention to gaining knowledge of an academic subject for the purpose of consolidation of learning outcomes and further preparation for both informal and formal assessment of learning outcomes. To sustain the effort required all students need to:

- Set definite goals      - e.g. HSC, career
- Keep motivated      - realise that each day the goal is closer
- Maintain confidence      - everyone is capable of success
- Remain independent      - don't make excuses

The secret of academic success in school is self-regulation which involves solid, systematic and persevering study.

## 4.0 Procedures

## 5.0 Policy Evaluation and Review

The Principal is responsible for reviewing this policy every two years or any other time when new educational research or initiatives become available that may lead to an alteration of the policy.

## 6.0 Explanatory Notes and Definitions

## 7.0 Supporting Documents, Procedures, and Guidelines