



INTRODUCTION

Homework provides students with opportunities to consolidate their classroom 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, recreation and cultural pursuits.

RATIONALE

Homework is defined as the time students spend outside the classroom in assigned learning activities. Southern Cross Catholic College believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge.

Homework serves to develop regular study skills and the ability to complete assignments independently. Southern Cross Catholic College further believes completing homework is the responsibility of the student, and as students mature they are more able to work independently. Therefore, parents play a supportive role through monitoring completion of assignments, encouraging students' efforts and providing a conducive environment for learning.

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the Southern Cross Catholic College staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Homework should provide students with the opportunity to make choices about what is relevant to them, apply the information they have learned, complete unfinished class assignments, and develop independence

PRINCIPLES, VALUES, UNDERSTANDINGS

Learning, Community, Responsibility, Self-Discipline, Growth, Independence, Communication,

POLICY STATEMENT

Southern Cross Catholic College believes that homework should:

- enhance student learning
- be purposeful and relevant to students' needs
- be appropriate to the phase of learning (early primary, middle and upper primary and secondary)
- develop students' independence as learners
- offer some elements of choice
- be directly related to class work
- promote students' commitments to recreational, family and cultural activities.

IMPLEMENTATION

Early Phase of Learning (Prep to Year 2)

Homework can be completed daily or over a week, and the tasks may include:

- daily reading (to, with, and by parents/caregivers or other family members)
- revision and extension of classroom work to consolidate learning in literacy and numeracy
- learning of spelling and sight words
- learning of number facts
- preparation for oral presentations and research activities
- opportunity to acknowledge connection between home and school- service, recreational activities

HOMWORK POLICY

Middle Phase of Learning (Year 3 to Year 6)

Homework can be completed daily or over a week, and the tasks may include:

- daily independent reading
- revision and extension of classroom work to consolidate learning in literacy and numeracy
- learning of spelling words
- learning of number facts and mathematical concepts
- preparation for oral presentations and specific research skills (eg. finding information on a specific question or topic on the internet)
- opportunity to acknowledge connection between home and school- service, recreational activities

Secondary Phase of Learning (Year 7 to Year 12)

Homework can be completed daily or over a week, and the tasks may include:

- daily independent reading
- revision and extension of classroom work to consolidate learning in literacy and numeracy
- assignment work
- preparation for oral presentations and specific research skills (eg. finding information on a specific question or topic on the internet)
- opportunity to acknowledge connection between home and school- service, recreational activities

Maximum Time Allocation for Homework per day:

Years 1-2:	10 – 15 minutes + 10 minutes reading
Years 3-4:	15 – 20 minutes + 15 minutes reading
Years 5-6:	20 – 30 minutes + 20 minutes reading
Years 7-9:	45 - 60 minutes + 20 minutes reading
Years 10-12:	QCAA guidelines suggest 1 hour to 1.5 hours per week for registered subjects (not including assignment work).

ADDITIONAL GUIDELINES

It is expected that:

- Homework will be completed regularly by students.
- Homework will be checked by teachers.
- Parents should be involved indirectly in the homework undertaken by their children by providing a conducive, learning environment, and by encouraging and supporting their children to complete homework.
- Homework Guidelines and class teacher expectations will be clearly explained to parents and caregivers through Parent Information Letters and the Class/subject page.
- Any changes to the Homework Guidelines will need to be amicably negotiated between teachers and parents.
- Homework should only include new or unfamiliar concepts or topics as an introduction (ie. reading material or video links), and should not exceed the maximum time allocation for homework per day.
- In the Prep Year, homework may be introduced throughout the year as the transition to Year 1 progresses

SUPPORT RESOURCES:

Michael Grose
http://greenvaleps.vic.edu.au/wp-content/uploads/2012/05/INSIGHTS-Helping_Kids_With_Homework.pdf <http://education.qld.gov.au/parents/pdf/homeworkpolicy.pdf>

You Can Do It Program
<http://www.youcandoiteducation.com.au/AboutYouCanDolt>