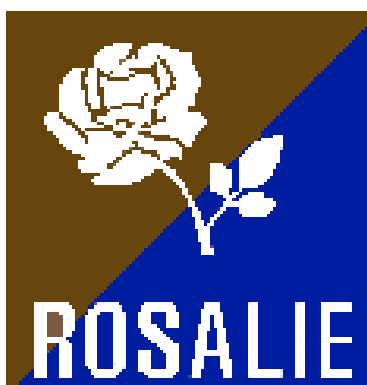


Rosalie Primary School



Homework Policy

Purpose

Homework is academic work designed to extend the learning, practice and application of skills and ideas taught in the classroom. Homework supports the development of the student as an independent learner providing an opportunity to learn skills such as time management, perseverance, goal setting and critical thinking.

Homework must:

- Be consistent with the DoE curriculum and used to facilitate the achievement of learning outcomes; and
- Form part of a developmental learning program that is responsive to individual needs.

Responsibilities

<i>Homework Responsibilities of the Principal</i>	
<p>The principal is responsible for developing and implementing a documented school approach to homework that:</p> <ul style="list-style-type: none"> • is consistent with the <i>Curriculum Framework</i>, Australian Curriculum implementation and school operational planning; • is developed in consultation with the school staff and parents and endorsed by the school board; • includes general guidelines for parents, where appropriate, as to how they can support and assist their children; and • is supported and implemented by all staff. 	
<i>Homework Responsibilities of Teachers</i>	
<p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • providing homework that is appropriate to the student's needs • providing guidelines on the approximate time students should spend on homework (NB the time required to complete a task may differ according to student ability/interest) • communicating with parents when problems arise • assigning homework that is related to current classroom instruction with a particular focus on literacy and numeracy 	
<i>Homework Responsibilities of Students</i>	<i>Homework Responsibilities of Parents</i>
<p>Students are responsible for:</p> <ul style="list-style-type: none"> • completing work at a standard commensurate with their ability • completing work independently unless otherwise stated • submitting work on time • communicating with teachers and parents when assistance is required 	<p>Parents are responsible for:</p> <ul style="list-style-type: none"> • supporting students with their work • set aside a quiet area for completion of homework • communicating high yet realistic expectations on the standard of work • communicating with the teacher any concerns arising

Principles

Homework should:

- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and where appropriate, developed in collaboration with students;
- support the development of the student's independence as a learner;
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper primary years
- only be used to facilitate the achievement of learning outcomes
- be dissociated from any form of punishing students or means of securing discipline

Guidelines

The time spent on homework depends on the child and the homework for that week. As a general guide junior primary students may spend between 5 and 15 minutes each night, middle primary 20 minutes and upper primary students approximately 30 minutes a night.

This may vary according to specific tasks and their associated timelines which in turn encourage students to learn to manage their homework commitment efficiently.

The following is a guide to the types of homework likely to be provided at Rosalie Primary School:

Pre-Primary

- Home reading of teacher provided books when students are considered to be ready.
- Language and number cards where appropriate.

YEAR 1-3

- Home reading of teacher provided books.
- Home reading of individual choice books (at times).
- Learning of spelling words.
- Mental Maths activities reinforcing number combinations and processes. (Year 3 only)
- NAPLAN preparation in Term One. (Year 3 only)
- Music practice for those students involved in the SIM program is in addition to class homework.

YEAR 4-7

- Reading for pleasure.
- Finishing off class work not completed during the school day.
- Weekly assignments or activities reinforcing concepts currently being taught in class in both literacy and numeracy.
- Music practice for those students involved in the SIM program is in addition to class homework.
- NAPLAN preparation in Term One. (Years 5 & 7 only)

Reference: DoE Policies and Guidelines February 2011