Rationale

Kawana Waters State College’s homework policy intends to reinforce the essential skills being addressed in the classroom and provide intrinsic skills children need to be successful beyond school and home.

“With only rare exceptions, the relationship between the amount of homework students do and their achievement outcomes was found to be positive and statistically significant. Therefore, we think it would not be imprudent, based on the evidence in hand, to conclude that doing homework causes improved academic achievement.” Cooper, Robinson and Patall (2006)

Belief Statement

Our homework focusses on children and their families being active and supportive in the homework process to encourage positive family interactions and provide an opportunity for students to be confident in owning their learning journey. Our approach to homework aims to engage children in key learning skills and should be acknowledged and recorded in partnership with children, parents and teachers. Children are encouraged to develop skills such as self-motivation, independent learning, a positive attitude toward effort and time management. Homework is a valued tool for student learning.

Purpose

- Encourage children to interact more with their families and promote an opportunity for parents to become actively involved in an educational partnership with the school.
- Reinforce, revise, reflect and compliment current classroom concepts
- Prepare for forthcoming classroom learning
- Prepare students for secondary education and life-long learning through organising a regular routine of study and self-study to prepare for the demands of schooling in the later years.
- Enhance student learning by preparing homework that is; relevance to students’ needs and classwork, appropriate to the phase of learning and capabilities of the student and develop the students’ independence as a learner.

Responsibilities

Kawana Waters State College expects that all students engage in the regular routine of study known as homework. Completion of homework and submission by the due date is the responsibility of the student. Support, encouragement and the reinforcement of importance is the responsibility of parents. Teachers are responsible for setting, monitoring and checking homework within reasonable expectations within students’ capabilities. Students requiring assistance with homework and/or completion need to negotiate with teachers who will provide support with time, location, resources and further instruction if necessary.

KAWANA WATERS STATE COLLEGE APPROACH TO ‘Learning Opportunities’

Early Phase of Learning Prep – Year 2

Homework will be set by the classroom teacher. The content and duration of the homework program will be at the discretion of the Teacher. Our focus of homework models good habits and practices for learning. For our younger students, it is important that parents get involved by reading books to them...
and encouraging them in a range of activities. Homework in Years Prep, 1 and 2 could be up to an hour a week and may

- Include daily reading
- Be coordinated across different subject areas
- Have a strong Numeracy and Literacy focus through the use of free online programs such as: Reading Eggs, Sunshine Classics and Mathletics.

**Middle Phase of Learning (Years 3 – 6)** homework will be set for completion daily, weekly or fortnightly. Structured around the needs of the learners, the homework will extend the content of class work and address individual learning goals of the student. Years 3 – 6 students should expect to build regular routines of study at home each day for a duration of 30 – 50 minutes. This homework should:

- Include daily reading
- Be coordinated across different subject areas and ideally contain activities designed from current classroom content. Numeracy and Literacy focuses involve the use of free online programs such as: Reading Eggs and Mathletics.
- Include extension of classwork, projects and research.

Parents with students in the middle phase of learning are encouraged to sign the completion of homework in the student diary. Students in the middle phase of learning still enjoy being read to by a parent or carer.

**Homework in Junior Secondary (Years 7-9)** is informed by the belief that students in this age group should be given more responsibility for their own learning. As such, homework at a Junior Secondary level requires students to engage in independent learning to complement work undertaken in class. Homework can be completed daily or set over a week or a fortnight at the discretion of the teacher.

Increasingly, students will be required to use time at home to work on class assessment tasks. This could involve drafting assignments, studying for upcoming exams, rehearsing oral presentations, and completing work for practical subjects.

**In Senior Secondary (Years 10-12),** the amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning which is informed by their Senior Education and Training (SET) Plan. While teachers may provide students with additional work relevant to their learning to complete at home, students in Senior Secondary school should generally be independent learners, exercising their own judgement as to the time that they devote to their studies outside of school hours. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.

“...doing homework causes improved academic achievement.” Cooper, Robinson and Patall (2006)