

BENOWA STATE SCHOOL HOMEWORK POLICY

Consultation Process

A broad selection of stakeholders were engaged in the review process of our Homework Policy triggered by the revised Homework Guidelines from Education Queensland (October 2017).

The consultation process involved:

- Two formal review meetings involving community and school based staff
- Homework Survey
 - Students
 - Parents
 - Teachers
- Draft review was examined by community stakeholders and class teachers
- Implementation from January 2019
- Next Review - 2022

Preface

Benowa State School prides itself on providing an education that prepares students for a future that is ever changing. As a result, we pay close attention to what current and validated research is saying to assist us in the choices we make for schooling. The following guidelines for an effective Homework Policy reflect what we believe empowers learning outcomes.

Guiding Principles

We believe homework is a critical component in the educative process. In saying this homework is most effective when it:

- is clearly related to class work
- is appropriate to particular year levels of schooling
- is varied and differentiated for learning needs (including some individualised programs)
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities such as investigating, researching, writing, designing and making
- assists students to prepare for upcoming classroom learning
- is monitored and marked with useful feedback to the student to improve learning
- does not cause ongoing family disharmony or individual student distress
- is time limited

Managing the Completion of Homework

The partnership occurring with the student, the parents and the class teacher is essential for a successful homework policy to thrive. Each has important responsibilities:

- The Teacher: to prepare, execute and monitor homework tasks according to the principles outlined in our Homework Policy
- The Student: to complete tasks in the designated timeframes and communicate with his/her teacher any problems they may be experiencing in achieving this
- The Parent: to provide family systems that incorporate homework while monitoring and engaging with the tasks in various degrees of depth depending on the age of their child

The mechanism that binds these three responsibilities together is that of communication. When communication breaks down, so too does the smooth running of an effective class homework program.

Therefore, the following is a basic guide for the management of homework tasks:

1. All Essential Tasks must be completed. Each teacher will negotiate the manner in which incomplete 'Essential Tasks' are completed with his/her students. The Teacher will make contact with the family to negotiate a solution, if patterns of incompleteness continue. The 'Classroom Rethink' will not be used as a vehicle to instigate consequences for incomplete homework.

2. There is no mandatory requirement for 'Additional Tasks' to be completed however it is strongly encouraged. Students will not be given consequences for incomplete 'Additional Tasks'. It would be reasonable to assume that the class teacher would contact parents as to how the additional tasks could be modified or managed to increase student engagement in this part of the homework program. Ultimately, the final decision will be left to the family's discretion.
3. We believe so strongly in personal responsibility for essential homework to be completed that we will no longer support the instigation of homework reward systems. These reward systems encourage completion of tasks for the wrong reasons.
4. It is expected that teachers can make a comment regarding levels of homework effort and completion in the General Comments of the Year 3-6 Report Cards only. References to Homework in the Prep-Year 2 Report Cards will not be made as homework tasks here have a great dependency on family contributions to support learning tasks at home.

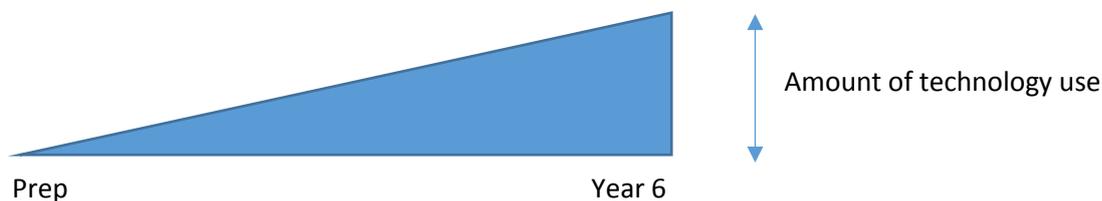
Students, teachers and families will have the benefit of utilising the weekend for homework completion if they desire. Tasks set will equate to 4 nights of work however, flexibility for some of those tasks will be achievable across a 7 day week. Clearly **some** elements of Homework will be date specific especially if they fall under the category of "daily reading".

Role of Technology in Homework

While it is important to limit screen time for students, technology does play a very practical role in supporting a strong program. Therefore, our position is that technology is applied only where it clearly provides a more effective and efficient way of engaging learners.

We also believe that as students prepare for entering high school, the use of technology in the homework program intensifies.

The graph below is a guide in appreciating the time impact that technology should play in the homework program.



Important Terms of Reference for Parents and Teachers

Essential – will be set each week and must be completed

Additional – may not be set each week, strongly encouraged to be completed but families can choose to opt out

Independence – parents provide limited support for their child

Limited Support – clarifying queries and providing occasional brief assistance

Monitoring – checking in that the child is using time productively and completing tasks

Researching – MUST have quality scaffolding by the teacher (eg: websites or information sheets provided for the homework task)

Designing – limited materials required for successful task completion

Making – limited demand on parents to source materials required for successful task completion

Passion Projects – Student negotiates his/her passion project demands with his/her family. Passion projects are completely driven by the motivation and enthusiasm of the student. Assessment linked to passion projects in the school curriculum will be completely achievable in the constraints of the classroom timetable. Additional work on passion projects is at the discretion of the student and his/her family's capacity to embrace the passion being displayed.

Differentiated – Basic modifications made in the standards of homework to support the learning needs of students. Teachers will not be providing a range of individualised homework tasks to each child's learning needs.

Partitioning of Homework

Prep to Year 2

	Essential Tasks	Additional Tasks
Focus	Literacy and Numeracy tasks	
Purpose of Homework	<ol style="list-style-type: none"> Clearly related to class work Consolidates, revises, practises and applies students' learning Assists students to prepare for upcoming classroom learning 	Develops students' as a learner through extension activities that may involve: <ul style="list-style-type: none"> - Deeper practice - Investigating - Researching - Writing - Designing and Making
Timeframe	Prep – 15 minutes/night maximum Year 1 – 15 minutes/night maximum Year 2 – 15 minutes/night maximum (60 minutes/week maximum)	Prep: nil Year 1: 20 minutes/week maximum Year 2: 30 minutes/week maximum
Level of Adult Engagement	Prep – reading with child each night Year 1 – reading with child each night Year 2 – reading with child each night	Prep: n/a Year 1 – may require reading support Year 2 – may require reading support

Year 3 – Year 4

	Essential Tasks	Additional Tasks
Focus	Literacy and Numeracy tasks	
Purpose of Homework	<ol style="list-style-type: none"> Clearly related to class work Consolidates, revises, practises and applies students' learning Assists students to prepare for upcoming classroom learning 	Develops students' as a learner through extension activities that may involve: <ul style="list-style-type: none"> - Deeper practice - Investigating - Researching - Writing - Designing and Making
Timeframe	Year 3 - 20 minutes/night maximum Year 4 - 20 minutes/night maximum (80 minutes/week maximum)	Year 3 - 40 minutes/week maximum Year 4 – 60 minutes/week maximum
Level of Adult Engagement	Limited	Limited
Additional Information	There are many essential skills that are developed in the Year 3 – Year 4 in preparation for the last 2 years of primary school. One essential skill will be that of beginning to: <ul style="list-style-type: none"> - Become more independent with managing homework responsibilities - Successfully navigate the busyness of weekly priorities to be organised enough to manage when homework is completed 	

Year 5 – Year 6

	Essential Tasks	Additional Tasks
Focus	Literacy and Numeracy tasks	
Purpose of Homework	<ol style="list-style-type: none"> 1. Clearly related to class work 2. Consolidates, revises, practises and applies students' learning 3. Assists students to prepare for upcoming classroom learning 	Develops students' as a learner through extension activities that may involve: <ul style="list-style-type: none"> - Deeper practice - Investigating - Researching - Writing - Designing and Making
Timeframe	Year 5 – 30 minutes/night maximum Year 6 – 30 minutes/night maximum (2h/week maximum)	Year 5 – 60 minutes/week maximum Year 6 – 90 minutes/week maximum
Level of Adult Engagement	Monitoring	Monitoring
Additional Information	<p>There are many essential skills that are developed in the Year 5 – Year 6 in preparation for secondary studies. These include the uncompromising view that older students require the emotional intelligence and capacity to:</p> <ul style="list-style-type: none"> - Negotiate the successful completion of his/her learning with the adults in their lives (teachers and parents). - Take personal responsibility to self-regulate to successfully manage his/her learning and life agenda (prioritise/organise). This is aided through the use of the school diary system. - Begin to practice study and research skills taught during class. <p>These skills will empower our students to thrive in secondary school.</p>	