

Morawa District High School

2022-2024



An Independent Public School

A young girl with light brown hair and glasses is the central focus of the image. She is wearing a dark grey polo shirt with yellow trim and a school crest on the chest. She is sitting at a desk in a classroom, smiling warmly at the camera. Her hands are resting on a piece of paper, and she is holding a pink pencil with a colorful eraser. In the background, other students and classroom furniture are visible, creating a typical school environment.

# Homework Policy and Guidelines



## Homework Policy and Guidelines

Every school is to have a documented approach to homework that considers the needs of the students and the phase of their development and reflects the context of the school.

### Rationale

The Morawa District High School community recognizes that homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. Homework can also be a means of furthering school-home relationships and can assist in keeping parents informed about their child's learning programs and progress.

We believe that homework supports students by:

- providing opportunities to practice and revise skills introduced in class.
- extending the time available for the exploration of new ideas and situations.
- developing independent skills including self-discipline, time management and personal organization; and
- providing opportunities for self-planned individual study and research.

### Guidelines

#### ***Homework should:***

- 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 to avoid stress and overload.
- be phased in gradually and consistently as students move through their early years and into upper primary years and sustained through the secondary years.
- be consistently applied, monitored, and assessed in a whole-school approach that is responsive to individual needs and learning area requirements.

#### ***Homework must:***

- only be used to facilitate the achievement of learning outcomes.
- 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.
- be disassociated from any form of punishing students or means of securing discipline.



## Age specific considerations:

### Kindergarten – Year 2

In general, students are not expected to complete formal homework in Kindergarten. Students may be given books to read at home, as appropriate. From Pre-primary, students are expected to complete home reading. In Years 1 and 2, some formal homework may be set. For example, student may be asked to read and write, and complete some mathematical activities.

### Years 3-6

Homework in Years 3-6 may be varied, and students may be expected to work more independently. Student could be encouraged to read and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum, for example music practise.

K-2	Year 3-4	Year 5-6
20 Minutes	30 Minutes	45 Minutes

### Secondary students

*Diary - Students need to have a Diary at the start of every year to help them maintain effective time and study management. Please encourage students to use their diary, particularly in Year 7 and 8. Form teachers are to ensure students make use of their diaries through positive reinforcement.*

### Appropriate Homework Schedule

Students in some Year 7 to 12 classes will have set homework activities which will be set out on their Assessment Outlines. Other students will have homework in the form of assignments/project work, the completion of unfinished class work, revision for tests and exams and reading and preparation activities. Parents are able to refer to Course Outlines and Student Diaries.

**Lower Secondary students** should be spending at least 1 hour, 5 days a week, on homework, lesson reviews or study.

**Upper Secondary students** should be spending at least 1-2 hours, 5 days a week, on homework, lesson reviews or study. Students enrolled in ATAR courses will need to increase their study time, depending on their subjects.

It is recognized that all individuals learn differently and these times will vary accordingly.



## Responsibilities

### PRINCIPAL

The principal is responsible for developing and implementing a documented school approach to homework that:

- is consistent with the Western Australian Curriculum and Assessment Outline and school plans.
- is developed in consultation with the school staff and parents and endorsed by the school council/board.
- is regularly communicated to students and parents.
- includes general guidelines for parents, where appropriate, as to how they can support and assist their children.
- is supported and implemented by all staff.

### TEACHERS

Teachers are responsible for developing a clear set of homework procedures and communicating them to their students and parents/carers.

They are then responsible for the consistent application and management of these procedures. Teachers are also responsible for providing appropriate feedback (marking and comments) to students on the completion of a homework task.

### STUDENTS

Students are responsible for supporting the homework procedures presented in their classroom(s).

### PARENTS

Parents are encouraged to provide a home environment which enables their child to support the homework procedures presented in their classroom(s).