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| POLICY: | HOMEWORK POLICY |
| DATE: | October 2024 |
| CONSULTATION: | Principal and School Council |
| APPROVED BY: | Principal |
| TO BE REVIEWED: | October 2027 |



Help for non-English speakers

If you need help to understand the information in this policy, please contact Strathmore Secondary College on phone number 9379 7999.

PURPOSE

To outline to our school community the Department's and Strathmore Secondary College's (SSC) policy requirements relating to homework.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at SSC.

RATIONALE

Homework extends learning opportunities beyond the school day. It has one of three purposes:

1. To give students the opportunity to practice a process or skill.
2. To prepare students for a new topic.
3. To deepen knowledge on introduced material.

(Marzano Research, *Purposeful Homework*, 2016)

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

At SSC all homework set by teachers will be:

- Appropriate to the student's skill level and age
- Purposeful and relevant to the curriculum
- Interesting, challenging and when appropriate, open ended
- Discussed in class so that feedback and support can be provided
- Recorded as evidence of student progress in appropriate tool. e.g. Google classroom, Compass
- Balanced with a range of recreational, family and cultural activities
- Where appropriate, provide opportunities for parents/carers to partner their child's learning

Guidelines: Years 7 to 9

- Should include daily independent reading (eg. 30 minutes)
- When designing homework tasks, teachers should consider the breadth of studies students are undertaking to avoid an unreasonable workload
- May extend class work, projects and assignments, essays, and research
- Will generally range from:
 - 30 to 60 minutes a day at Year 7
 - 30 to 80 minutes a day at Year 8
 - 45 to 90 minutes a day in Year 9

Guidelines: Years 10 to 12

- Will generally increase, and require from 1 to 3 hours per weeknight, with up to 6 hours on weekends during peak VCE periods

SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents and carers. To get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at SSC** are:

- advising teachers, students, parents, and carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at SSC** are:

- setting homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensuring homework tasks are purposeful – this means they are deliberately designed and planned to support student learning
- assessing homework and provide timely and constructive feedback. Feedback will be given whilst the task is still at the forefront of students' minds, so that they consider it important as well as relevant, but also so they can apply the feedback given to their future work
- ensuring the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- following up with students whose homework is regularly incomplete, late, or not submitted. Younger students may require further encouragement to take responsibility for their learning, and senior students may require intervention strategies to ensure that they understand the importance of completing homework
- offering opportunities for families to engage in their children's learning

Responsibilities and expectations for **students** are:

- being aware of the school’s homework policy
- recording homework in their diary or calendar on their iPad
- discussing homework expectations with their parents and carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- completing all homework by the due date
- seeking assistance when difficulties arise from the appropriate teacher
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities, and part-time employment (for older students).

The table below can be used by teachers and students to help develop a shared understanding of the school’s homework expectations and communicate to parents through a common assessment rubric.

| Score | Homework Completion |
|------------|--|
| Advanced | The student researches aspects of the task outside class time beyond the homework expectations that the teacher has set. The student asks questions to extend and deepen their understanding of the task. The student identifies potential problems and plans ways to overcome them to ensure homework is delivered on time. The student reviews and reflects on previous homework feedback to improve their learning. |
| Proficient | The student organises and plans to complete homework on time and to meet the expectations of the task. The student seeks clarification in a timely manner when the task is not understood. The student acts on specific feedback to meet the requirements of the task. |
| Developing | The student usually completes homework on time and meets many of the expectations of the task. The student focuses on completing aspects of the task that they are most familiar with and will sometimes ask questions when the task is not understood. |
| Low | The student’s homework is regularly incomplete, late, or not submitted. The student waits for the teacher to provide step-by-step instructions of how to complete the task. The student requires frequent reminders and follow-up to meet deadlines. |

Responsibilities and expectations for **parents and carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- encouraging them to take increasing responsibility for their learning and organisation
- encouraging them to set a regular daily session to read and complete homework without distractions, such as electronic devices, television, and social media
- helping them to complete homework by discussing key questions or directing them to resources.
- checking whether homework has been set and ensuring students keep a homework diary
- ensuring there is a quiet study area for their child to complete homework.

SUPPORT FOR STUDENTS, PARENTS AND CARERS

SSC understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents and carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents and carers to speak to their child’s coordinator.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook
- Discussed at parent and carer information nights/sessions
- Discussed at student forums
- Included in student diary
- Hard copy available from school administration upon request

EVALUATION

This policy will be reviewed every 3 years by the Principal, School Council Policy Subcommittee and School Council to confirm/enhance internal control procedures.

Proposed amendments to this policy will be discussed with School Council.

RELATED POLICIES AND RESOURCES

- [Homework – Department Policy](#)

POLICY REVIEW AND APPROVAL

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| Policy last reviewed | August 2023 |
| Consultation | Principal and School Council |
| Approved by | Principal |
| Next scheduled review date | August 2026 |