

SHHS Homework Policy

Policy Statement:

Our homework policy will be educationally beneficial and will meet the realistic expectations of students, teachers, parents and caregivers.

Rationale:

Homework is a valuable part of schooling. Homework is important for students of all ages, as it helps them build on what they have already learnt in the classroom and prepares them for the next stage in their learning. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. It provides a routine and framework for learning without direct teacher supervision and fosters independent study. Homework is also valuable for teachers, as it helps them assess the progress of their students. Homework helps to bridge the gap between home and school. Additionally, it establishes habits of study, concentration and self-discipline. Homework activities will vary according to the needs of the various subjects being studied and the varied demands of the stages of learning. Students and parents should be aware that the expectations surrounding study and homework differ between subjects, as in the Department guidebook, p.5-7 <https://education.nsw.gov.au/public-schools/going-to-a-public-school/media/documents/starting-high-school.pdf>. While most homework will consist of completing work begun in class and preparing for future lessons, students may also be given work to consolidate what they have learnt and to help them progress to the next stage of their learning.

Implementation:

Homework can take a variety of forms and is designed to augment teaching and learning occurring in the classroom. The purpose of homework is to aid students in meeting their learning goals. The following recommendations are designed to guide teachers, students and parents in the implementation of homework, however, a student may always choose to do more. The amount of independent reading, study and revision a student completes will vary according to their stage of learning and their personal learning goals. As a guide :

- Homework should be educationally beneficial and should meet realistic expectations and equity principles for all students, teachers, parents and caregivers.
- In Years 7-10 there is a clear difference between set homework and independent study/revision. More time may be needed to be dedicated to independent study in Year 11-12. In order to meet this aim, study skills, including organisation, focus, time management and independent research and note-taking are learned skills and must become part of a student's regular study habits.
- Homework can be given on a regular basis but will vary depending on their stage of learning. However, homework should be manageable and not unreasonable in its demands on the students. Homework should be issued in incremental amounts for each stage of high school. **It is recommended that homework for students in:**
 - a) Years 7 and 8 could be up to approximately 45 minutes per subject per week, plus independent reading, study and revision.
 - b) Years 9 and 10 could be up to approximately 1 hour per subject per week, plus independent reading, study and revision.
 - c) Years 11 and 12 could be up to approximately 2 hours per subject per week, plus independent reading, study and revision.

- Homework that is expected to take more than an hour for students, where possible, should be given with at least 3 nights to complete the task in order for students to manage out of school commitments.
- Common Assessment Tasks for a subject and the approximate time required to complete them should be a consideration when allocating additional homework within that subject.
- Homework allocated collectively by the school should consider a students' work, life, home balance. Teachers should provide some flexibility and options to allow for different student circumstances. A student may elect to spend more time on the homework. To support communication between the parent/carer, student and teacher, a signed letter of explanation from a parent/carer is required :
 - a) If a student has spent the recommended amount of time on homework for a subject and it is still not complete, or the student cannot complete it due to a lack of understanding, and as a result, the student has elected to stop work.
 - b) When a student is unable to complete homework because of family and/or extracurricular commitments.
- Students are expected to complete homework tasks set for them. Students who have not completed homework tasks , and do not have a written explanation, will be followed up using the school's welfare/discipline system and where necessary, NESA guidelines for Stage 5 and 6 courses concerning application "with diligence and sustained effort to the set tasks and experiences provided in the course by the school."
- Homework tasks should be assigned by teachers with a specific, explicit learning purpose. When homework is completed, teachers should acknowledge student effort and provide appropriate feedback related to student learning.

Parent/Caregiver Support:

- Supporting students in completing homework
- Providing, if possible, a dedicated place and desk for homework and study
- Assisting teachers to monitor homework completion
- Communicating with teachers about any concerns with homework or their child's approach to homework

Outcomes:

As a result of following the Smith's Hill High School Homework Policy students will:

- Be better prepared for lessons
- Develop and broaden their understanding and skills across new and familiar curriculum areas.
- Have developed a range of homework / study techniques, be independent learners and effective managers of their time
- Be up to date with school work and assigned tasks.

Monitoring, Evaluation and Review :

The school will evaluate this policy on a yearly basis to see if it is meeting the needs of staff members, students and parents/caregivers.