HOMEWORK

Homework is part of the normal business of schooling and our school community need to have similar understandings of what we mean when we talk about “homework”.

Like a lot of things in education there are a range of views about homework, varying from the “no” homework advocates to those who want “maximum prescription”.

In reviewing what we describe as our homework policy we say what is clearly mandatory from the schools point of view. This means the school and staff will act in compliance with the cornerstones stated below.

Teachers in compliance will implement the policy with flexibility as to how the policy translates to their particular context. Additionally, teachers have the responsibility to clearly communicate how the policy will operate in their context.

Homework Policy - Review and Development.

Policy needs to be simple and easily understood by all those involved.

Our whole school policy regarding homework has the following cornerstones:

- Teachers will give homework
- The homework given, respects age, ability, context and learning area need
- The homework requirement will be communicated by teachers to parents

The School Handbook advises parents:

P-7
“Classroom teachers will outline their students’ homework requirements to parents at the beginning of the school year and regularly throughout the year.”

8-10
“Homework is school work that is set to be completed at home. Home study is time spent at home revising, summarizing or extending the learning that has taken place at school. Both are essential parts of a students learning process. The amount of time students spend on home work/study will vary greatly. There is no set formula for how long should be set aside each night/week. The time spent may range from fifteen minutes to a couple of hours on occasions. Students must learn to balance what is needed to be achieved short term and what is required for long term success. The aim is for the student to develop consistent work habits and routines. Effective time management is critical. Almost all units studied in Years 8 to 10 involve the completion of assignments as an integral part of the program. Marks earned for assignments count toward the overall grade. Students are advised of the value of each assignment at the beginning of each unit of study.”

At Senior Campus; a term or unit assessment and content outline is sent home to all parents.
At Junior Campus; Teachers communicate homework expectations at the beginning of the year, with updates provided as required.

(Note: A unit of work is discrete content. Learning Areas may cover one or two units per term.)
School Homework Policy 2012 Operational Guidelines

Teachers at Donnybrook District High School take differing approaches to homework depending on age, ability and context and how they see homework best supporting the learning needs of students.

It is typically expected that students in the junior and middle primary will read regularly, practice common sight and spelling words, develop vocabulary and practice basic number facts including multiplication tables.

In upper primary homework may extend to developing research skills, and home study to prepare for tests.

In secondary school, homework requirements are increasingly more prescribed and vary between learning areas. Teachers will inform parents of homework requirements at the beginning of each term normally with a one page bulletin which outlines clearly the class and homework expectations.

Interested parents should discuss individual homework requirements of their children with the classroom teacher.

In compliance with best practice, homework at DDHS follows the following Education Department principles;

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 so as to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years;
- be responsive to individual needs and learning area requirements;
- 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; and
- be disassociated from any form of punishing students or means of securing discipline.

James Milne
Principal