



Hervey Bay State High School

# Homework Policy



Teachers can help students establish a routine of regular, independent study by setting homework on a regular basis, explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework, while clearly communicating the purpose, benefits and expectations of homework.

### **Considering students' other commitments when setting homework**

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers.

Hervey Bay State High School has based its homework policy on the following legislation.

- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- <http://education.qld.gov.au/schools/about/homework.html>

Education Queensland has published the following guidelines for homework in State schools.

<b>Recommended levels of homework for different age groups</b>	
Prep Year	Generally students will not be set homework
Years 1, 2, 3	Could be up to - but generally not more than - an hour each week
Years 4 & 5	Could be up to - but generally not more than - 2-3 hours each week
Years 6 & 7	Could be up to - but generally not more than - 3-4 hours each week
Years 8 & 9	Could be up to - but not more than - 5 hours each week
Years 10, 11 & 12	Will vary according to the learning needs and individual programs of learning

### **Middle Phase (Years 7, 8 and 9)**

In the Middle Phase some homework can be completed daily, over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas, for example setting a task, such as writing a letter (English) to the local member of parliament (Civics) about a local environmental matter (Science)
- include extension of class work, projects and research.



In Year 8 and Year 9, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in Years 8 and 9 could be up to but not more than five hours per week

### **Senior Phase (Years 10, 11 and 12)**

In the Senior Phase the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgment as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sport, recreational and cultural or part-time employment activities.

### **Using varied and challenging homework appropriate to students' learning needs**

Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making) preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Teachers can help students establish a routine of regular, independent study by:

- ensuring their school's homework policy is implemented
- setting homework on a regular basis
- clearly communicating the purpose, benefits and expectations of all homework
- checking homework regularly and provide timely and useful feedback
- using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework
- giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

