



POLICY:	HOMEWORK POLICY
DATE:	2021
ENDORSED BY COLLEGE COUNCIL:	10 June 2021
TO BE REVIEWED:	2024 or earlier if DET guidelines are updated

Purpose

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

Scope

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

Rationale

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

1. To give students opportunities to practice skills
2. To prepare students for a new topic
3. To extend and elaborate on introduced material
(Marzano, Norford, Paynter, Pickering & Gaddy, 2001)

Definitions

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours. Homework may serve either formative or summative assessment purposes.

Policy

(Department of Education & Training, School Policy & Advisory Library
<https://www2.education.vic.gov.au/pal/homework/policy>)

Homework set by teachers should 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
- 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
- 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/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

School Leaders

It is expected that school leaders will advise teachers, students, and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Teachers

It is expected that teachers will:

- Set homework that is curriculum-aligned and appropriate to the student's skill level and age
- Ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- Assess 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.
- Ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- Follow 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
- Offer opportunities for families to engage in their children's learning.

Students

It is expected that students will:

- Be aware of the school's homework policy
- Record homework in their diary or calendar on their iPad

- Discuss homework expectations with their parents/carers
- Understand the purpose of the homework and ask questions if they are unsure
- Organise their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities, voluntary work, and part-time employment for older students
- Complete all homework by the due date
- Seek assistance if they are unable to complete the homework before the due date
- Review and reflect on the feedback to improve their learning.

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.

Parent and Carers

Parents and caregivers help their children with homework by:

- 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 they keep a homework diary
- Ensuring there is a quiet study area for their child to complete homework.

Support for Students and Parents/Carers

Strathmore Secondary College understands that students have different learning strengths, preferences, and interests and may approach learning activities and homework differently. If

parents/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/carers to speak to their child's Team Leader or Coordinator.

Related Policies and Resources

- [Homework – Department Policy](#)

Review Period

This policy is scheduled for review in 2024 or earlier if DET guidelines are updated.

References

Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). *A Handbook for Classroom Instruction That Works*. Alexandria, VA: ASCD