

**Monivae College
Homework Policy
2011**

RATIONALE

At Monivae College it is believed that homework provides the opportunity for students to be responsible for their own learning. Homework complements and reinforces classroom learning, it fosters life-long learning, self-discipline, concentration and effective study habits and routines.

POLICY

Homework is an important part of the educational process because it fosters improved learning and independent study. Students are led to understand that learning does not only occur in the classroom and that individual practice and reflection assists learning. Learning continues at home when students are involved in a number of activities which together can be labeled, 'Homework'.

Homework should require a reasonable commitment, but not be too onerous. Students should plan their homework time to take into account their family, sporting and work commitments. The value of homework must also be considered within the current competitive educational climate. To prepare our students for entry into this competitive arena, preparation must begin in Year 7, and this includes a commitment to set homework and self-directed learning.

APPLICATION

Homework should aim to:

- foster independent learning and promote participation in learning, especially for those students who are passive in class
- increase the time on task, which has a strong correlation to academic achievement
- provide tasks that are meaningful and embedded in the curriculum
- develop good reading skills
- plan for future learning through preparation and practice
- revise, practise, reinforce and consolidate work that has been taught in class lessons
- provide opportunities for personal research outside the school environment
- develop habits of sound personal organisational skills, including self-discipline and study
- provide opportunities to engage with, and in, the broader community
- foster creativity, for example in assignments, away from the influence of other students
- keep parents connected to the school and the learning of their children
- promote peer interaction outside the classroom
- allow students (who may need extra time) to finish classwork
- met the specific needs of each student
- investigate current issues, such as those presented in the media

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TYPES OF HOMEWORK

There are four types;

- **Tasks set by the teacher**

This homework is set by the teacher in class to be completed by some time in the near future. Typically, this type of homework is given to provide students with the opportunity to evaluate (and perhaps extend) their understanding of the work covered in class or as preparation for the next lesson,

- **Longer term assignment work**

Students regularly have an assignment or two in some stage of completion. They must learn to break the assignment task into a number of subtasks and then set aside time to complete each subtask. Students must avoid leaving assignment work until the last moment,

- **Work not completed in class**

Enables students to finish tasks independently and ensure that they are up to date for the next lesson,

- **Study or revision**

This type of homework is not usually instigated by the teacher. Instead it is the homework that students must work into their weekly plans to ensure that they revise and consolidate what they have learned so far.

A balance of these is desirable. Certain courses or combinations of subjects also require extra work at home due to increased formal requirements. Certain periods of the semester also require extra work to be completed at home in order for students to be successful (e.g. exams, assignment deadlines). Many subjects also require rehearsal or practice to be undertaken at home in addition to theory aspects of the course (e.g. music practice, drama practice). Some subjects also require preparation to be undertaken at home to ensure that students are ready for learning in class (e.g. purchasing items for an assignment, bringing sports uniform for PE). It is important that students are aware of their timetable and individual subject requirements so that they can plan ahead and be prepared for learning.

Homework should be:

- Appropriate to the student's skill level and age
- Interesting, challenging and, where appropriate, open ended
- Purposeful, meaningful and relevant to the curriculum
- Checked by teachers with feedback and support provided

EXPECTATIONS

At Monivae, timing and frequency is different for each year level;

Year 7

Monday - Thursday night students should be completing a minimum of one hour of homework and study

Plus

one hour over the weekend.

Year 8

Monday - Thursday night students should be completing a minimum of one hour and a half hours of homework and study

Plus

one hour over the weekend.

Years 9 and 10

Monday - Thursday nights students should be completing a minimum of two hours of homework and study
Plus
two hours over the weekend.

Years 11 and 12

Each week night students should be completing a minimum of three hours of homework and study.

Plus
six hours on the weekend

Plus
Year 11 have two study periods per cycle.
and

Year 12 have a number of study periods in their timetable which are taken at school. Maximising this time at school is critical as it will provide an opportunity for set homework to be done and may give the opportunity in the evenings for consolidation of skills in areas of revision, summarising, and extension.

In Years 11 and 12 students are expected to take more initiative in planning their study programs. Homework set by the teacher is only part of this program: planning to meet deadlines for assignments and assessment tasks and revising previous work are essential.

Parents should try to establish whether students are doing more than is required. It may be that the student is spending too much time on presentation, or does not clearly understand what they are required to do in order to complete the task or review the subject notes. Subject teachers should be alerted to these parent concerns.

Monivae College recognises that part-time employment, sport and other extracurricular commitments are a growing issue for many young people. School work should be the priority at this stage of their education and if students do need to work, it is important during exam periods or peak assessment times that their shifts do not interfere with assessment preparation.

RESPONSIBILITIES

Students

Students can take responsibility for their own learning by:

- Using the student planner effectively
- Being aware of the school's homework policy and procedures
- Planning their homework task completion appropriately – not leaving work to the last minute
- Accepting responsibility for the completion of homework tasks within set time frames
- Following up on comments and feedback made by teachers
- Seeking assistance from teachers, parents or caregivers when difficulties arise
- Ensuring their homework is completed to a high standard
- Discussing with their parents or caregivers homework expectations and homework/deadlines
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment
- Developing an effective individual study timetable

Parents and Caregivers

Parents and caregivers can help their student by:

- Regularly checking the student diary for homework entries
- Providing a designated homework area free from distractions
- Encouraging them to set aside regular daily sessions to read and complete homework on time
- Observing and acknowledging their success and asking how their home and class work is progressing
- Providing assistance to their student by discussing homework tasks, reading drafts of assignments and offering suggestions for editing or content
- Helping them to complete tasks by discussing key questions or directing them to resources
- Discussing homework and linking it to their previous experiences
- Encouraging them to take increasing responsibility for their learning and organisation
- Helping them to balance the amount of time spent, completing homework, watching TV, playing computer games, playing sport and engaging in other activities
- Encouraging them to read and take an interest in and discuss current local, national and international events
- Discussing with them and involving them in tasks at home including shopping, playing games and physical activity
- Attending school events, displays or productions in which their children are involved
- Contacting the relevant subject teacher if they have questions about the homework, concerns about its completion, or concerns about the time spent on homework and assignments.

Teachers

Subject teachers will publish a course outline to students at the start of each semester. It will contain the topics to be covered and the major assessment tasks.

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

- Setting homework on a regular basis
- Encourage and monitor effective use of student planners
- Clearly communicating the purpose, benefits and expectations of all homework
- Specifying assessment and assignment expectations at the beginning of a unit of work
- 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
- Monitoring student progress on major assignments prior to the due date
- Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practice these strategies through homework
- Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Teachers will:

- Keep accurate records of homework set and submitted
- Define and enforce penalties for late submission of assessable tasks and not alter due dates (unless special circumstances)
- Notify parents if homework is not submitted, unsatisfactory or incomplete
- Check homework and provide timely and practical feedback and support to students
- Develop strategies to support parents to become active partners in homework

Teachers employ a range of strategies to ensure that homework is both positive and productive. However, there are times when teachers will need to employ a range of strategies to ensure that students complete set work. These strategies range from lunchtime detentions, contact with parents and interventions by school coordinators

School

Monivae provides the following support;

- Parents will be advised of homework expectations at the beginning of the school year and be provided with a copy of the school's homework policy and procedures
- Each student receives a school planner to record homework and plan completion of their work
- Some provision of student spaces for homework during and after school
- Regular study and homework strategies are offered in the school newsletter
- Parent/Teacher/Student Interviews at the end of Terms 1 & 3
- Year level coordinators will monitor the homework load of their students
- Encouraging staff, students and parents to communicate any homework related concerns to subject teachers first then year level coordinators when appropriate.

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