

Homework Policy



MANGO HILL
STATE SECONDARY COLLEGE

Respectful, Engaged, Aspiring Learners for the world of tomorrow



Homework Policy

At Mango Hill State Secondary College, we believe that homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and involve family members in their children(s) education. The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning and capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work.

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

- revision and reflection to consolidate learning (practise 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 and information)
- daily independent reading.

Homework is set in three ways:

- By the teacher with a set time for short-term completion
- By the assessment program where an assignment is completed over a longer period
- By the student as they study, preview and review classwork, find alternative explanations of content.

Responsibilities



Students can take responsibility for their own learning by:

- being aware of the college's expectations and guidelines for home learning
- discussing with their parents or carers expectations around home learning tasks
- accepting responsibility for the completion of tasks within set time frames
- following up on feedback provided by teachers
- seeking assistance when difficulties arise
- organising their time to manage the various activities they engage in
- recording homework using a diary.

Teachers can help students establish a routine of regular, independent home-learning by:

- ensuring the college Homework Policy is implemented consistently across all year levels
- setting home-learning tasks on a regular basis and within a flexible timeframe
- clearly communicating the purpose, expectations and benefits of all home-learning tasks



- checking homework regularly and providing positive recognition of the efforts of students
- providing timely and appropriate feedback about home-learning tasks
- selecting tasks that are varied, challenging and directly related to class work
- selecting tasks that are purposeful and appropriate to students' learning needs
- explicitly teaching strategies to develop organisational and time-management skills
- discussing with parents and caregivers any issues concerning their child's home-learning tasks and suggesting strategies to assist with home-learning requirements
- providing assistance when difficulties arise.

Parents and carers can assist their children by:

- making sure that students have the resources to complete homework
- asking clarifying questions that help students summarise what they have learned
- giving them guidance where required to complete tasks
- encouraging them to organise their time and take responsibility for their learning
- helping them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

It is important to note that for the parent role to remain productive, the interactions about homework should be encouraging and demonstrate interest but be limited.

The time spent on homework varies with the age of the student. Research indicates that the effect of homework increases with age to be substantial by the senior years. An easy way to remember the appropriate amount is to assign 10 minutes per night, per year level [e.g. Year 8s would study 10min x 8 or 80 minutes per night]. This can be spread over the week to account for other student and family activities, but it is good to have regular times for homework. In practice we recommend the following times:

- Junior School 1¼ – 1½ hours per night
- Senior School 1½ – 3 hours per night

In the Junior Years (Years 7, 8 & 9), students should be completing set homework and developing greater independence as they set their own study routines. In the Senior Phase (Years 10, 11 & 12) 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 judgement 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, sporting, recreational, cultural or part-time employment activities.



For home learning to be effective students should:

- Have a regular routine
- Develop a weekly home learning planner (the schedule regularly to align with homework and assessment needs)
- Have an area where they can learn without unnecessary distractions
- Have a short break every 45 – 60 minutes
- Focus on what they are doing
- Ask for teacher assistance if, after reading and thinking about a section of work, they still do not understand it.

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