



HOMework POLICY



Help for non-English speakers: If you need help to understand the information in this policy, please contact (03) 5264 2000, mirripoa.ps@education.vic.gov.au or visit our school office.

PURPOSE

To outline to our school community the Department's and Mirripoa Primary School'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 Mirripoa Primary School.

RATIONALE

Homework and practise help students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning.

The school recognises that valuable learning takes place beyond formal school hours, including spending time with extended family, sport, outdoor play and other non-school activities. Homework and practise expectations will be balanced with this consideration.

Mirripoa Primary School has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively, and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

Definitions

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

Classroom Instruction that Works explains that homework and practise can be assigned for different purposes, and depending on the purpose, the form of homework and the feedback provided to students, will differ. There are two common purposes for homework:

1. Practice exercises, which provide opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as practising spelling words, completing consolidation exercises for Mathematics, or practising words/phrases learnt in a Language Other Than English (LOTE). When homework is assigned for practise of a skill, students should be familiar with the skill.

Practising a skill that is unfamiliar is not only inefficient but can reinforce misconceptions and habituate errors.

2. Preparation or elaboration assignments, which encourage students to pursue knowledge individually and imaginatively, for example, writing a book review, finding material on the internet, or completing online activities set by the teacher. These tasks can be set to encourage students to begin thinking about a topic or concept before learning about it in class. Similarly, after a topic or concept has been introduced, students can be asked to elaborate on what they have learnt. In both situations, it is not necessary that students have an in-depth understanding of the content (as is the case when homework is used for practise).

Compliance requirements & research:

The Department of Education (DoE) states that schools must have a documented approach to homework which considers the personal and developmental needs of students.

It is also compulsory for all schools to have a Homework Policy. However, the setting of homework and any indicative time allocations across year levels are not. The setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation and cultural pursuits.

Implementation of good homework policy involves:

- communication between teachers; between teachers and students and parents/carers
- relates homework activity to what is taught in the classroom
- sets up an element of challenge in the homework to be set
- individualised homework activities/plans, aligned with individualised learning styles and abilities
- links homework activities with prompt, appropriate assessment and feedback.

All homework should be informed by a shared understanding and be regularly monitored through feedback from teachers, students, parents/carers and the school council as appropriate.

Research: The Value of Homework

According to DoE, homework is one way of supporting and fostering life-long learning and connecting families with the learning of their children. The departmental view is that homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children.

However, the usefulness of homework in supporting student learning at primary school level is not clearly supported by evidence. In August 2014, the Education and Training Committee of the Parliament of Victoria completed an inquiry into the approaches to homework in Victorian schools, focusing on the impact on student learning. Specific findings of the committee relevant to this homework policy included:

- 'Homework can reduce the amount of time available to pursue other activities and interests which may have equal or greater long-term benefit'.
- 'There is strong evidence and general agreement that homework at the primary school level has little impact on academic performance but may play an important transitional role in preparing students for secondary school and beyond'.
- 'Measuring homework by the time spent doing it is an imprecise and inadequate measure that does not take into account the quality of the work or the ability of the student or, increasingly importantly, student access to technology'.

One of the submissions to the committee was from Professor John Hattie, Director of the Melbourne Educational Research Institute at the University of Melbourne and considered one of Australia's leading educational researchers. Hattie has completed a "meta-study" (study of studies) of more than 800 meta-analyses (covering 50,000 studies) concerning the issue of what works best for student achievement. This meta-study, "Visible Learning" (2009), found that amongst all the influences on student achievement, homework had a very small influence.

It is for this reason that the MPS approach to homework is based around daily reading, targeted practise tasks, developing good study habits and time-management.

POLICY

At Mirripoa Primary School all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Mirripoa Primary School will include are:

- completing consolidation exercises for mathematics
- practising spelling words
- reading for pleasure, information or
- researching topics associated with set class work
- applying new skills to home context
- engaging with parents in learning activities.

IMPLEMENTATION

Year Level	Homework Type		Expectations
	Reading	Consolidation Tasks	
Foundation to Year 2	Daily reading to and with parents/carer. (15 minutes daily)	Simple tasks to review, revise and reinforce newly acquired skills. (Must not exceed 15 minutes per week)	Must not be set on weekends or school holidays. Given out Mondays and must be reviewed on Fridays.
Years 3 and 4	Daily independent reading. (20 minutes daily)	Completing consolidation tasks for mathematics, vocabulary, spelling or writing. Researching and completing projects associated with inquiry topics. (Must not exceed 30 minutes per week)	Must not be set on weekends or school holidays. Given out Mondays and must be reviewed on Fridays.

<p>Years 5 and 6</p>	<p>Daily independent reading. (20 minutes daily)</p>	<p>Completing consolidation tasks for mathematics, vocabulary, spelling or writing. Researching and completing projects associated with inquiry topics. (Must not exceed 45 minutes per week)</p>	<p>Must not be set on weekends or school holidays. Given out Mondays and must be reviewed on Fridays.</p>
<p>Students will be motivated to complete their homework through positive reinforcement and encouragement. Students who do not complete their homework will not be kept in their classroom at recess or lunch, however, they may be supported by attendance at our reading club on Friday mornings to complete their weekly reading expectations.</p>			

The homework types specified above are consistent with DoE guidelines. There is no evidence to support a specific minimum amount of time being spent on homework. The above guidelines as to time are therefore provided on an indicative basis only.

If students attend an extended family holiday, they are expected to continue reading daily and to keep a journal. Due to the large number of students who travel within our school, and the ever-changing curriculum, teachers will not provide extra tasks for students on extended holidays. Families are encouraged to plan holidays outside of school terms to maximise the time students spend at school. For further information regarding attendance, please see the DET resource “Every Day Counts” at <https://www2.education.vic.gov.au/pal/attendance/resources>

Students will have consistent homework expectations across their year level. Information regarding the homework expectations at each year level, will be published in the termly year level newsletters and at the meet the teacher information night to begin each year.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students, and their parents/carers. To get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at Mirripoa Primary School** are to:

- 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.

Responsibilities and expectations for **teachers at Mirripoa Primary School** are to:

- 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 practical feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children’s learning.

Responsibilities and expectations for **students** are:

- being aware of the school’s homework policy
- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise

- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.

SUPPORT FOR PARENTS/CARERS

Mirripoa Primary School 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 teacher.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff handbook/manual
- Reminders in our school newsletter
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Discussed at student forums
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

Related policies and documents include:

- [Homework – Department Policy](#)

REFERENCES

1 Marzano, J., Pickering, D & Pollock, J. E. 2005 Classroom Instruction That Works: research-based strategies for increasing student achievement Pearson/Merrill Prentice Hall, Upper Saddle River, N. J.

Inquiry into the approaches to homework in Victorian Schools Education and Training Committee "Inquiry into the approaches to homework in Victorian Schools" Final Report (August 2015), p. x. Available from: <http://www.parliament.vic.gov.au/57th-parliament/etc/article/2173>
https://www.parliament.vic.gov.au/images/stories/committees/etc/Homework_Inquiry/Homework_Inquiry_final_report.pdf

POLICY REVIEW CYCLE AND APPROVAL

This policy was last updated in 2024 and is scheduled for review in 2027 part of the school's three-year review cycle for this policy or if guidelines change. School Council was consulted but approval is not required for this policy.