Rationale

- “Homework tasks should be assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning.” DEC Homework Policy Guidelines 2013
- The basic rules of homework are that it:
  - Is purposeful. “Legitimate purposes for homework include:
    - introducing new content
    - practicing a skill or process that students can do independently but not fluently
    - elaborating on information that has been addressed in class to deepen students’ knowledge and
    - providing opportunities for students to explore topics of their own interest.” The case for and against homework – R.Marzano and D.Pickering
  - Is manageable, taking into account:
    - age,
    - extracurricular commitments,
    - access to resources
  - Is clearly communicated to both the student and parent
- Research points to homework being more beneficial for students in later years in High School (Year 10-12, effect size = 0.64), compared to earlier years (7-9, effect size = 0.31)
- The majority of parents (67%) surveyed in 2013 at BPHS wanted their children to do homework, and 73% believed that the importance of homework to their child’s success in school was between moderate and very important.
- Revision was identified through the school survey as a major component of homework. This raises the challenge of providing support and guidance to students and parents in relation to doing revision.
- The survey identified the need to clearly communicate expectations and policies related to homework to both students and parents.
- The majority of students and parents surveyed did not believe that regular feedback was provided to students related to their homework.

Policy Statement

Homework at Banora Point High School aims to:

1. Provide activities and opportunities for students to practice and acquire at home the skills and knowledge that they have been focusing on at school.
2. Encourage effective study methods.
3. Provide more gifted students with the ability to extend their knowledge and understanding beyond the classroom.
4. Establish a learning culture within the school that encourages students to be developing patterns of study and self-discipline.
5. Provide parents with the opportunity to become more aware of the education of their child.
Implementation

What constitutes homework?

“There are three main types of homework:

- Practice exercises help students to remember and practice newly acquired skills – such as memorising mathematical tables, practicing spelling words, writing essays and reading for pleasure.
- Preparatory homework requires students to source and read background information to prepare them for future lessons on a specific subject – such as reading an article on the Gold Rush in preparation for a lesson in Australian History.
- Extension Assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the internet.” DET intranet www.schools.nsw.edu.au/gotoschool/a-z/homework.php

School structures and processes to support the implementation of the Homework Policy across the school:

- Revision Scaffold – students are taught how to actively revise their work. There are a number of methods that can be used. At BPHS we have selected SQ3R as a whole school approach. This involves:
  - Survey the work before your read. Look at headings, subheadings, diagrams, captions etc.
  - Question – develop questions about the information while you are surveying.
  - Read a section at a time, looking for answers to the questions that you have already proposed.
  - Respond – ask yourself questions aloud about what you have read. Write summaries, underline or highlight key points.
  - Review should occur over a number of study sessions. The student proposes answers to questions (developed by themselves or at the end of the chapter), recalls headings, subheadings, diagrams and rereads highlighted important points.
- Homework Diary – issued to all students. Students be encouraged to have diary on desks and add tasks to the diary when they are given.
- Blackboard configuration. (BBC) This is a routine that is used at the start of lessons. It involves the teacher dividing the board into three sections:
  - Do now. This could be targeted literacy or numeracy activities, problem solving, use of a graphic organiser. It should be quiet work and only involve 3 – 4 minutes.
  - Homework. This may involve directing students to areas that they will need to revise before the next lesson using SQ3R. It may be using a graphic organiser such as concept map, Venn diagram, KWHL chart, combination notes organiser, time sequence pattern organiser, TXXXC, word map, comparison matrix. (See Appendix 1) The teacher will go over previous purposeful homework that was assigned and provide feedback wherever possible.
  - Lesson aims. These should be brief, specific, and measureable.
- Communication – the homework policy will be sent out to all parents and be included in the new enrolment package provided to all new students. It will be posted on the school website and referred to in newsletters. Key points will be explained at regular curriculum evenings and at year meetings. Periods will be identified where skills such as SQ3R can be introduced to students and they can be given the opportunity to learn them. Junior classes will utilize a feedback sheet that will be modified for their particular subject. It will be completed at the
end of a topic (or group of topics for subjects that have particularly short topics) – see appendix 2 for an example.

- Individual KLA homework policies for Years 7 – 10 will be issued to students to place in their notebooks. This will include KLA expectations and schedules for any regular activities or projects that will be issued during the year. It should also give some guidance as to what should be revised during different periods of the year.
- MOODLE – each KLA will have some of their homework for each year posted on MOODLE.

Responsibilities:

The school is responsible for developing an overall homework policy and communicating, monitoring and evaluating its effectiveness.

Teachers are responsible for implementing the school homework policy by providing purposeful, manageable homework and effective feedback. Executive members are responsible for monitoring the implementation of the homework policy by teachers under their supervision. Deputy Principals in-charge of particular years will work with Head Teachers to develop processes to implement co-ordinated approaches to homework to avoid too many projects being due around the same time.

Students are responsible for attempting the homework that is supplied and communicating any issues that they have with homework with their teachers and/or parents.

Stage and/or subject requirements (specific descriptions and suggested time allocations)

Homework for Years 7-8
In Years 7-8, homework may be set across the curriculum. Homework may include regular tasks, assignments that require investigation and preparation for examinations.

Schools can support students to develop time management skills, guide them to become more independent learners and ensure their workloads are manageable. This is particularly important for those Year 7 students who are transitioning to high school.

Homework for Years 9-10
In Years 9-10, homework may be set on a regular basis across the curriculum. Homework might include practice that complements work learnt in class, assignments, as well as preparing for assessment tasks and studying for exams.

Schools may continue supporting students to develop their time management skills and encourage independent work.

Homework for Years 11-12
In Years 11-12, homework will be expected to be completed independently. Homework may be set in all subjects, and students may be required to prepare for assessment tasks and study for exams. (DEC Homework Policy Guidelines 2013 page 5)

Times will vary according to learning needs and individual programs of learning.
The quantity of homework will vary according to students’ age and ability.

- a. Yr 7, 8 and 9 → 5 – 7 hours per week
- b. Yr 10 → 8 hours per week
- c. Yr 11 and 12 → 14+ hours per week

**Monitoring, evaluation and review**

When and how will this policy be monitored, evaluated and reviewed.

Monitoring will be conducted by supervisors. Head Teachers will be responsible for monitoring the implementation of the homework policy within their KLA and senior executive will ensure that the KLA monitoring process is occurring effectively.

Evaluation and review will be conducted annually for the next two years to determine the effectiveness of the policy and whether any changes are necessary. The policy will also be placed on the Banora Point High School Review Cycle so that it is regularly reviewed following the initial implementation years.