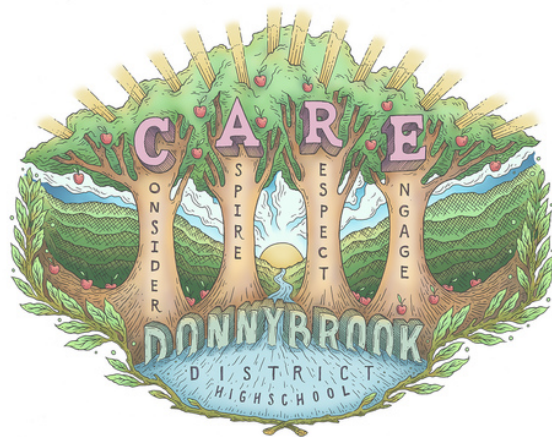


YOUR
CHILD;
OUR
FOCUS



Homework and Study Policy



Purpose

This Policy has been developed so that teachers, students and parents/carers are aware of Donnybrook District High School's expectations around homework and study.

Rationale

At Donnybrook District High School we believe that homework is a valuable part of schooling. It provides opportunities to practise skills, review content and deepen understanding of concepts learned. Homework can also assist students to develop self-regulation processes, such as goal setting, time management and study skills. Homework also supports school-home relationships through connecting families with the learning of their children.

We believe that 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.

For the purpose of this policy document, it is important to note that at Donnybrook District High School we expect that regular home reading will form part of students' daily routine and is considered an essential home activity. Students are responsible for completing homework activities, with support and guidance from their parents/carers and teachers.

Principles

Homework will:

- Be responsive to the individual needs of students who have gaps in their skills, knowledge or understanding.
- Be engaging and motivating for students.
- Provide the opportunity to apply and reinforce research skills and engage in areas of interest.
- Support independent practise of basic skills, for example, reading, phonics, automatic recall of number facts, and sentence, paragraph and extended answer writing practice.
- Provide the opportunity to further develop oral language skills essential when speaking in front of an audience.
- Consolidate learning taking place in the classroom.

Homework will not:

- Be too complex or cover new concepts for self-learning.
- Create a marking workload that infringes on explicit teaching time.
- Be used to assess a student.
- Be set purely to prepare students for the time commitment of homework anticipated in years to come.
- Be set by teachers to supplement learning missed during unauthorised holidays.

Independent reading should be promoted as an enjoyable daily activity, and is not usually classified as homework from Year 5 to Year 10.

It is important to remember that we are working to develop independent, self-disciplined and self-motivated learners. As parents/carers and teachers, our mutual aim should be to encourage students to take greater responsibility for learning.

Roles and Responsibilities:

Teachers:

- Communicate expectations related to homework with parents.
- Provide the Year Level Homework Guidelines.
- Provide support to students and parents/caregivers in completing homework or for any issues that arise.
- Communicate and consult with parents and, in some cases, outside agencies (e.g., speech pathologists etc.) where homework is individualised according to a student's needs.

Parents:

- Support and encourage students in the homework task.
- Make a decision based on student and family needs as to how to engage with homework.

Students:

- Engage with homework to the best of their ability and work towards appropriate management of time.



Homework and Study Guidelines - Junior Campus

Year	Guidelines	Time
PP	Including but not limited to: <ul style="list-style-type: none"> • Reading; • Phonics Practice; • Spelling Practice; and • Counting. 	No recommended time. Capitalise on student interest in this area when it presents itself.
1-2	Including but not limited to: <ul style="list-style-type: none"> • Reading; • Phonics / Sight Word Practice; • Spelling Practice; • Counting; and • Number Facts 	10-20 minutes + Reading time 4 times per week
3-4	Including but not limited to: <ul style="list-style-type: none"> • Reading including comprehension; • Phonics / Sight Word Practice; • Spelling Practice; • Number Facts; • Timetables Practice; • Problem solving; and • Work that has not been completed in class time. 	20-30 minutes + Reading time 4 times per week
5-6	Including but not limited to: <ul style="list-style-type: none"> • Reading including comprehension; • Phonics / Sight Word Practice; • Spelling Practice; • Number Facts; • Timetables Practice; • Problem solving; and • Work that has not been completed in class time. 	20-30 minutes + Reading time 4-5 times per week

Reading

Students in Primary years need to be practicing reading every day. They will begin by borrowing readers from the school, and then progress to library books and books from home as their skills develop and consolidate. Parents and carers of Primary students should still be reading to their children frequently, even if they are independent readers. This helps to increase a student's vocabulary and gives them access to texts they are not yet able to read well.

Sight Words and Spelling

All Primary students will be working on spelling words in their classrooms. Students may be asked to practise reading and/or spelling these words. Students may also be asked to practise reading and writing sight words in the sequence outlined in our InitialLit and PLD Literacy programs.

Tables and Number Facts

Counting, both forwards and backwards, and skip counting (by twos, fives etc) can be done with children at any time (in the car etc). Basic facts are those mathematical facts that require instant recall, such as times tables, 'Friendly Numbers' (those that add together to make 10, 100 or 1000) and double and square numbers. Primary students may also be asked to practise Maths concepts taught in class.

Homework and Study Guidelines - Senior Campus

Year	Guidelines	Time
7	<p>Included but not limited to:</p> <ul style="list-style-type: none"> • Preparation for in class tasks; • Completion of revision activities; • Assignment research; • Re-reading and note taking from class work to consolidate concepts; and • Completion of tasks not finished during lesson time. 	<p>30-45 minutes 1-2 times per week</p> <p><i>Secondary students need to be encouraged and supported to read for pleasure on a regular basis</i></p>
8-9	<p>Included but not limited to:</p> <ul style="list-style-type: none"> • Preparation for in class tasks; • Completion of revision activities; • Assignment research; • Re-reading and note taking from class work to consolidate concepts; and • Completion of tasks not finished during lesson time. 	<p>30-45 minutes 2-3 times per week</p> <p><i>Secondary students need to be encouraged and supported to read for pleasure on a regular basis</i></p>
10	<p>Included but not limited to:</p> <ul style="list-style-type: none"> • Preparation for in class tasks; • Completion of revision activities; • Assignment research; • Re-reading and note taking from class work to consolidate concepts; and • Completion of tasks not finished during lesson time. 	<p>30-45 minutes 3-4 times per week</p> <p><i>Secondary students need to be encouraged and supported to read for pleasure on a regular basis</i></p>