Homework and Study Policy

Homework supports higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations.

Additionally, homework can extend the time available to the teacher for the monitoring of student progress. It can also be a means of furthering school-home relationships and can assist in keeping parents informed about the student’s learning program and progress.

It is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students.

As students progress through the early and late phases of adolescence, self-planned individual study and revision programs become important for students. It should also be noted that there are some learning programs and situations where it may be determined that homework is not useful or appropriate.

Homework should:

A. Support the development of the student’s independence as a learner;
B. Further the partnership between school and home;
C. Not adversely impact on time for family, recreational, cultural and employment pursuits
D. Relevant to the student’s age, development and educational aspirations;
E. Be balanced across learning areas so as to avoid stress and overload; be phased in gradually and consistently as students move through the lower school years and sustained through senior school;
F. Be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;
G. Used only to facilitate the achievement of learning outcomes;
H. Form part of a development learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, be developed in collaboration with students
I. Not be given as a form of punishment or to secure discipline.

Homework consists of one or more of the following:

1. Set work for the night
2. Work on assignments
3. Memory work
4. Revision- going over notes, doing background reading or learning for tests.
5. Reading of reference material and wider reading
6. Organization of files and materials

Recommended times for homework:

Version: 3 June 2015
<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per Week</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>5 hours</td>
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<tr>
<td>Year 8</td>
<td>6 hours</td>
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<tr>
<td>Year 9</td>
<td>7 hours</td>
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<tr>
<td>Year 10</td>
<td>7-10 hours</td>
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</tbody>
</table>

If students are intending to follow an ATAR pathway in Senior School, they should be committing to the higher end of the recommended range for homework.

<table>
<thead>
<tr>
<th>Years 11 &amp; 12</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Students on an ATAR pathway need to plan carefully to both study, and complete all assessments tasks on time. Most ATAR courses require about 4 hours each week per subject but this is a guide only. Students on a General pathway must ensure all set tasks and course requirements are completed according to assessment outlines. Research and background reading are important in this pathway.</td>
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Additional Notes and Documents:
- Elevate Study Timetable,
- DoE Homework K-12 Curriculum Assessment and Reporting February 2014