



Homework Policy

ALL STUDENTS HAVE HOMEWORK. Homework includes all those activities relating to the curriculum which are carried out in out-of-school time. Homework has three parts a) revision of learning completed that day/week b) continuing to work on assignments and c) set homework from the teacher. Item C (set homework) forms the least amount of work for the student. Parts A and B are important for students to begin to become independent learners and learn to manage their time wisely to balance academic, family, sporting, cultural, recreation, part-time work and social commitments. In this way they can appropriately meet all academic timelines to the best of their ability.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle.

Homework that enhances student learning:

- Is purposeful and relevant to students needs
- Is appropriate to the phase of learning (junior and senior)
- Is appropriate to the capability of the student • Develops the student's independence as a learner
- Is varied, challenging and clearly related to class work
- Allows for student commitment to recreational, employment, family and cultural activities.

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

- Revision and critical reflection to consolidate learning (practising 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, items, information)

Purposeful homework has four main outcomes for students:

- Independence, self-discipline and responsibility
- Allows parents to be aware of school expectations of their children
- Provides extra time for the curriculum; and
- Increases academic achievement e.g. students will value add to any in-class time given for assignment presentation to ensure their best possible result.

All students will be expected to complete homework tasks and the amount and difficulty may vary from time to time, depending on the subject.

The role of the teacher in regard to homework is to:

- Set realistic and relevant homework tasks for students
- Be clear about the requirements of the set task
- Ensure the set homework is completed and corrected in some way
- Liaise with parents regarding standards of homework completion

The role of the student in regard to homework is to:

- Ensure all necessary books and equipment are at home
- Ensure all set work is completed to a high standard
- Be responsible for returning set work to school on the due date
- Organise their time appropriately to meet assessment timelines
- Hand in work that is the best they can achieve including submitting drafts when requested

The role of the Parent/Guardian in regard to homework is to:

- Provide a suitable working environment
- Check the set work is completed in a neat and presentable manner
- Supervise and/or support student (but do not do the work for them)
- Provide written notification if homework cannot be completed.

Each student is to use the Elanora SHS Diary to record what is expected each day as well as forthcoming assignments and helps to ensure students are organised to complete work on time and to the best of their ability. This book is to be used for no other purpose. Teachers are to ensure set work is recorded. Even when there is not any set homework, students are expected to do regular home study each night to reinforce their learning. Assessment schedules will be published early in each semester

Study time guidelines:

- Years 7-9: Could be up to but generally not more than 5 hours per week.
- Years 10-12: 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 Plan (SETP)

Consequence for Late and or Non-Submission of Assessment

(This does not apply to situations where special provisions apply – see below).

- In cases where students do not submit a response to an assessment by the due date, judgements will be made using evidence available on or before the due date.
- A standard can only be awarded where evidence has been demonstrated. In cases of non-submission and where there is no evidence of work observed by the teacher before the due date, a result will not be awarded. (Reference: QCAA July 2015 - The A-Z of Senior Moderation)

Special Provision

Special provision may be granted in cases where adjustments need to be accommodated in order to give a student an equitable opportunity to demonstrate their knowledge and skills. To be granted special provision the student and/or parents (caregivers) need to make an appointment with the Guidance officer or Principal prior to any due dates.