



HOMEWORK

BACKGROUND

Every school is to have a documented approach to homework that takes into account the needs of the students and the phase of their development, and reflects the context of the school.

Homework can support 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. Homework can also extend the time available to the teacher for the monitoring of student progress.

There is a community expectation that secondary schools, in particular, will set and mark homework. Many community members see homework as tangible evidence that the school cares about the educational progress of students. Homework 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.

Consideration may be given to such matters as home reading programs, voluntary projects or activities which might become appropriate in the early childhood phase of development. As students progress through the early and late phases of adolescence, self-planned individual study and revision programs become important for many students. Schools may establish approaches on these issues as part of their documented approach to homework or deal with them as separate matters.

It is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students. Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

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.

ROLES AND RESPONSIBILITIES

The principal is responsible for developing and implementing a documented school approach to homework that:

- is consistent with the *Western Australian Curriculum and Assessment Outline* and school plans;
- is developed in consultation with the school staff and parents and endorsed by the school council/board*;
- is regularly communicated to students and parents;
- includes general guidelines for parents, where appropriate, as to how they can support and assist their children; and
- is supported and implemented by all staff.

*The school council of an Independent Public School is referred to as the school board. Both school councils and boards must comply with the *School Education Act 1999* and the *School Regulations 2000*.

PRINCIPLES

Homework should:

- support the development of the student's independence as a learner;
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years;
- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;
- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.