



GREENWICH PUBLIC SCHOOL

Partnerships and Opportunity, Excellence and Success

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Homework Guidelines

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This document has been developed collaboratively by school staff and the P&C Governance and Policy Subcommittee in reference to the Department of Education's Homework Policy, and the Department of Education's Homework Policy Guidelines, both found using the following URL:

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0003>

Introduction

Homework is a valuable part of schooling, however, please know that completing homework is not compulsory. Greenwich Public School recognises that homework provides support for students in planning and organising their time. It develops a range of skills in sourcing and utilising a range of resources. Additionally, it establishes positive habits of study, concentration and self-discipline skills. The more the home and school environments complement each other, the greater the opportunities for the student to achieve his/her potential.

Teachers will collaborate to establish grade expectations for homework each year to ensure consistency across classes. Textbooks or homework sheets may be used to avoid copying homework which is time consuming and non-productive. Directions will be clear, so that each child knows what is required. Homework tasks will be assigned by teachers with a specific, explicit learning purpose. On completion, teachers will acknowledge student effort and provide timely feedback related to student learning.

Opting in to Homework

A note will be sent home at the beginning of the year, or when your child begins at Greenwich Public School, asking parents/carers if they would like their child to participate in homework. This will notify teachers which students should be completing homework each week. When you opt in to homework students and parents are accepting certain responsibilities that will support the participation and completion of homework.

Responsibilities of Parents and Carers

- Being aware of homework requirements, ensuring time is set aside for homework, taking an active interest in homework and signing completed work, when requested
- Encouraging their child to view homework as their responsibility
- Communicating with teachers about any concerns with homework or their child's approach to homework
- Notifying the class teacher when homework cannot be completed.

Responsibilities of the Student

- Accept responsibility for understanding what is required by discussing concerns about homework with his/her teacher and parents/carers
- Complete homework within a given time frame and to an agreed standard
- Show his/her homework to the teacher and parents/carers.

Duration of Homework

Students will have varied individual attention spans and learning behaviours. Average daily times indicated below are based on teacher and parent assessments of the average child's ability to work effectively on a given task. On average homework is to be completed over four nights a week. As well as the times given below, all students are encouraged to read at home every day.

Kindergarten (Early Stage 1) Duration: 10 minutes

Generally, teachers will not set formal homework in the earliest year of a child's schooling. However, all activities completed at home or during play can assist children to develop a wide range of knowledge and skills, including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured situations is important. Language and number concepts can be introduced and considered in many family activities, including:

- Shopping, preparation of food
- Listening to stories, learning songs and nursery rhymes
- Conversations about what is happening at school
- Reading to or being read to.

Year 1 and 2 (Stage 1) Duration: 20 minutes

Homework could involve brief periods of revision and the completion of work begun at school. It can involve spelling practice, completing simple mathematical computations, a Topic Talk of a Science project or the completion of a prescribed activity sheet.

- completing spelling activities
- reading to and being read to
- preparing for topic talks
- numeracy activities.

Years 3-6 (Stages 2 and 3) Duration: Stage 2 - 30 minutes, Stage 3 - 45 minutes

As children move through Years 3-6, there is a greater expectation that they take an increased responsibility for the completion of their homework. Activities may include:

- reading and writing
- interviews, speeches, observation and data collection
- designing and making
- practising and reinforcement of skills such as spelling and multiplication facts.

In the senior grades, projects may be set that involve extra planning and collection of materials. This may require students to spend extra time on homework that extends beyond the specified duration.

Appendix

Types of Homework

The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

The three main types of homework are:

1. Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:
 - Finishing class work, physical activities, projects and assignment tasks
 - Consolidation exercises e.g. maths, including memorisation of multiplication facts (times tables)
 - Practising for mastery e.g. spelling words
 - Revising information about a current topic
 - Practising words or phrases learnt in a language
 - Reading for pleasure
 - Completing writing tasks.
2. Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:
 - Background reading
 - Discussion of topics with parents
 - Reading e.g. English text for class discussion
 - Researching topics for a class unit or work
 - Collecting items e.g. geometric shapes
 - Preparing and practising public speaking notes
 - Monitoring activities done out of school.
3. Extension assignment – encouraging students to pursue knowledge individually and imaginatively, including:
 - Writing e.g. a book review
 - Making or designing something e.g. an artwork
 - Investigations e.g. science, social science
 - Researching e.g. history, local news
 - Information and retrieval skills e.g. using a home computer to find material on the Internet
 - Monitoring e.g. advertising in particular newspapers, on television or the internet
 - Problem-solving exercises.

Where research projects are set, the aim of the assignment will be given to the students. This will include a particular emphasis on process, content or presentation. In addition, in-class support will be given and the timeframe for completion will be outlined.

Wherever possible, homework should recognise the place of technology such as home computers, email and the internet for organising and accessing information. However, schools should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home will not be disadvantaged and time at school will be provided for these students to access technology.