

# HOMWORK POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact the General Office -56239900



## PURPOSE

To outline to our school community Warragul Regional College's (WRC) expectations for teachers, students and parents regarding assigning and completing homework.

## SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Warragul Regional College.

## RATIONALE

WRC has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing. The contents of the policy are designed to incorporate both the research literature on the effectiveness of homework and the beliefs and expectations about homework in the school community. A range of research projects, as well as the personal experience of teachers, students, and parents, show us that homework can have both positive and negative impacts. So, the central aim of this policy is to **maximise the positive effects of homework, while minimising the negative effects.**

### Research Literature – Homework

Analysis of the international education research literature shows that overall, homework is 'likely to have a positive impact' ([Visible Learning MetaX](#)). The 'Evidence for Learning' project ranks homework as equal fifth in its [Teaching and Learning Toolkit](#) – a list of 30 instructional actions that teachers can take to improve student learning. The positive impact on homework varies in respect to student age/year level, student background, quantity, and type.

- Homework tasks have been found to be of:
  - Insignificant benefit to Prep – Grade 3 students.
  - Small benefit to students in Grade 4-6.
  - Small – medium benefit for students in Year 7-9
  - Medium benefit for students in Year 10-12.
- Homework has a more significant benefit to learning for students from disadvantaged backgrounds.
- The impact of homework diminishes as the quantity increases, while increasing the negative impact on student home life. Negative impacts of inappropriate or excessive homework can include increased stress and reduced opportunity for extracurricular activities and family life.
- Homework is more effective when:
  1. It reinforces classroom learning.
  2. Feedback is provided by the teacher.
  3. The complexity of the task is low enough that the student can do it without support.
  4. It is not used as a punishment.
- The two practices most closely associated with high VCE performance both relate to homework - completing practice exams and creating and using a study timetable.

### WRC Community beliefs and expectations.

Based on a 2024 survey of over 400 students, 61% of students at WRC believe that homework is somewhat important or very important, along with a significant number of students that believe it is not important at all. This perception varies significantly with student age, with only 34% of year 9 students indicating they think it is important, and 89% of year 12 students expressing that it is.

A survey of a small number of WRC parents showed a range of opinions on homework. Overall, parents indicated homework is somewhat, but not very important. They indicated that the amount of homework complete by students should increase with age, with year 7-8 students not being assigned homework, Year 9-10's undertaking a small amount of homework, and Year 11-12 students completing more homework each week. A number of parents pointed to the importance of students being able to have a life outside of school, with time for socialising, family, and activities, including sports.

## DEFINITIONS

**Homework** is tasks assigned to students by teachers that are meant to be carried out during non-class time hours.

## POLICY

### Homework Quantity

At Warragul Regional College, students are expected to engage in an increasing quantity of homework as they progress to Senior Certificate completion.

Year Level	Weekly Homework Guidelines
All students	<ul style="list-style-type: none"><li>Stay up to date with learning tasks set for the class by the teacher.</li><li>Some assessment tasks may require time outside of class.</li></ul>
Year 7-8	No homework in addition to class learning tasks and completing assessment tasks.
Year 9	One short, simple task per week per subject that builds homework habits. Teachers will assign homework tasks that focus on engagement that can be completed in a few minutes.
Year 10	One homework task of less than 30 mins per subject per week.
Year 11	1 hour of homework per subject per week. Mix of teacher directed and student directed work.
Year 12	2 hours of homework per subject per week. Mix of teacher directed and student directed work.

## Homework type

At all Year levels from year 9-12, teachers will aim to set homework that falls into one of five evidence-based strategies:

1. Engagement building  
Something interesting or fun related to classroom learning.
2. Fluency Building  
Practicing previously learnt skills.
3. Application  
Applying a previously learnt skill to a new situation.
4. Spiral Review  
Review previously learnt information connected to upcoming learning.
5. Extension (where appropriate)  
Opportunity for some students to deepen understanding beyond the level achieved in class.

All teachers will adhere to the following important considerations when assigning homework:

1. Homework will not be used as a punishment.
2. Focus on rewarding homework completion rather than punishing non-completion.
3. Homework will not be assigned that exceeds guidelines for each year level (see below)
4. Homework is reduced or postponed during periods of increased demand on students (eg completing assessment tasks, catching up on learning tasks after extended absence).

The types of homework that teachers at Warragul Regional College will assign vary with student age, based on the purpose of homework for each Year Level.

<b>Year Level</b>	<b>Homework Purpose</b>	<b>Homework Examples</b>
Year 9 <b>Belief</b>	Establish positive beliefs and expectations about homework.	<ul style="list-style-type: none"><li>• Watch a short video about an upcoming topic.</li><li>• Watching or reading a short news story related to classroom learning.</li><li>• Working on an artwork.</li><li>• Reading for pleasure.</li><li>• Cooking at home.</li><li>• Diary entries.</li></ul>
Year 10 <b>Habit</b>	Develop positive habits to foster success in senior studies and future pathways.	<ul style="list-style-type: none"><li>• Pre-reading for an upcoming topic.</li><li>• Contributing opinions to a class discussion board.</li><li>• Quiz of previously learnt concepts.</li><li>• Revising key vocabulary terms.</li><li>• Completing consolidation exercises for mathematics</li><li>• Practicing spelling words.</li><li>• Revising/preparing for tests.</li></ul>
Year 11 <b>Stamina</b>	Ensure successful completion in all studies, develop study skills, build homework stamina.	<i>Year 10 examples +</i> <ul style="list-style-type: none"><li>• Re-reading notes taken in class.</li><li>• Completing practice exam questions.</li></ul>
Year 12 <b>Perform</b>	Achieve high levels of performance on Senior Certificate.	<i>Year 10,11 examples +</i> <ul style="list-style-type: none"><li>• Creating a study and 'down time' planner.</li><li>• Completing practice exams.</li><li>• Attending revision lectures.</li><li>• Self-marking practicing exams.</li><li>• Peer-marking practice exams.</li></ul>

Teachers will take into account the following considerations for improving the benefits of homework:

- Homework is more effective when linked to classroom learning.
- Higher impacts are found when feedback is provided on homework.
- Homework is more effective when the purpose is clear to students.
- The impact of homework diminishes as the amount of time students spend on it decreases, so shorter, more frequent homework tasks are preferable to a smaller number of long tasks.
- A homework club is needed to support students that don't have home environments conducive to learning.
- Homework is a form of independent learning. The complexity of the homework task must be LOWER than the complexity of the learning tasks they are engaging in in class, because they are doing so without the support of the teacher or their peers. Homework can be ineffective when provided to early in the instructional cycle.
- Homework should not be used as a punishment.
- Encourage and reward homework completion rather than punishing for non-completion. Teachers should use the school's REWARDS – CARE VALUES system in compass to recognise homework completion and engagement.
- Year 9's are in a transition period where homework is becoming more effective and appropriate – more so than year 7, less so than Year 12. The goal for this group should be turning them on to the idea of homework and supporting them to build positive habits.

## SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at WRC** are to:

- Advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.
- Monitor levels of assignment and completion of homework and provide support for teachers to provide appropriate and effective homework.
- Provide access to homework club at school to support students to complete homework.

Responsibilities and expectations for **teachers at WRC** are to:

- Set homework that is curriculum-aligned, and consistent with school policy.
- Set due dates for all submittable 'assignments' on CANVAS, so that students and parents can clearly see which tasks need to be completed at home in their 'to-do list'.
- Create an 'announcement' in CANVAS titled 'Homework' for all homework tasks so that parents and students can see what needs to be done.  
*If the 'homework' for all students in one week is to complete an existing 'assignment' in CANVAS, the homework announcement should indicate this.*
- Ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- Assess homework and provide timely and practical feedback.  
*Homework is not considered 'Assessment Tasks' as part of WRC's Assessment Reporting Policy. Assessment tasks must have individualised feedback provided to students via Canvas within 2 weeks, whereas homework feedback can take many forms, including verbal feedback, group feedback, peer feedback, or self-assessment.*
- Ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours.

Responsibilities and expectations for **students at WRC** are:

- Being aware of the school's homework policy
- Discussing homework expectations with their parents/carers
- Accepting responsibility for the completion of homework within set time frames. This involves:
  1. Checking their 'to-do list' on CANVAS every school day.
  2. Checking 'announcements' on CANVAS every school day.
  3. Completing all tasks by the due date.
- Following up on comments made by teachers.
- Seeking assistance when difficulties arise.
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for **parents/carers at WRC** are:

- Set up CANVAS account in order to view submittable tasks and announcements.
- Discussing homework with their child. This involves:
  1. Prompting their child to check 'to-do list' in CANVAS for class tasks to be completed.
  2. Prompting their child to check CANVAS 'Announcements' to see homework to complete.
  3. Discussing the content of your child's homework and linking to:
    - previous experiences the child and/or parent/carer may have had
    - family culture(s), history(ies) and language(s)
    - relevant services, clubs, associations and community.
- Ensuring there is a quiet study area for their child to complete homework. Ensuring there is a balance between the time spent on homework and recreational, family and cultural activities.
- Talking to teachers about any concerns they have about the homework.

## SUPPORT FOR STUDENTS AND PARENTS/CARERS

WRC understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training.
- Available publicly on our school's website.
- Included in staff handbook/manual.
- Discussed at annual staff briefings/meetings.
- Included in transition and enrolment packs.
- Discussed at parent information nights/sessions.
- Discussed at student forums.
- Hard copy available from school administration upon request

## RELATED POLICIES AND RESOURCES

- [Homework – Department Policy](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Approved by	Principal
Next scheduled review date	April 2027