

PURPOSE

As part of a comprehensive and balanced curriculum within Victorian schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with their children.

AIMS

1. To encourage regular home reading habits in order to promote fluent reading and consolidate reading skills and strategies.
2. To provide opportunities to consolidate mathematical skills and understandings.
3. To promote development of automatic response skills in number.
4. To provide the opportunity for families to become involved in their child's learning.
5. To provide additional assistance where necessary through a Individual Learning Improvement Plan.
6. To provide realistic opportunities for students to finish unfinished work at home.
7. To provide opportunities for enrichment and extension.
8. To foster a sense of self-discipline and responsibility and prepare students for later schooling.

GUIDELINES

1. The setting of the homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, and cultural pursuits.
2. Homework will mainly consist of daily reading and Mathematics.
3. Reading for pleasure and knowledge is an essential component of daily homework at each grade level. This may include reading to, with and by parents/carer or older siblings.
4. Mathematics enables the extension of class work by practising skills.
5. Homework may involve gathering of extra information or materials.
6. Homework tasks should be relevant, appropriate and, where possible, engaging.
7. Homework should be appropriate to each student's learning level.
8. Homework will be monitored by the classroom teacher.
9. It is essential that students have an opportunity to discuss with the teacher any homework tasks and what is expected, before attempting to complete it at home.
10. A time frame for the completion of longer, more complex tasks should be given, taking into account the needs of the student.
11. There may be occasions where unfinished work is sent home to be completed. This will be communicated to parents.
12. Specific expectations regarding homework will be given, in writing.
13. Individual Learning Plans may involve specific home learning tasks requiring assistance from parents.
14. While parents are encouraged to assist with set tasks, the student is still expected to accept major responsibility.
15. If the student experiences difficulty in completing work, having made a genuine effort to do so, relevant staff members should be informed. If a task proves too difficult, it should be set aside.
16. Parents of students having an extended absence from school may negotiate work with the classroom teacher, allowing sufficient time for teacher preparation.
17. Additional supports and online resources may be recommended to Grade 6 parents and students upon request.