



# HOMework POLICY

## 1 SCHOOL HOMEWORK POLICY STATEMENT

Minaret College places significant importance on homework as a crucial component of the learning experience; its purpose is to reinforce classroom instruction, foster independent thinking, and cultivate essential study habits. The school's homework policy underscores a dedicated commitment to offering a balanced and meaningful approach to assignments, aligning closely with overarching educational objectives.

## 2 PURPOSE

To outline Minaret College's policy requirements relating to homework.

## 3 SCOPE

This policy applies to students in all year levels (F – 12) and staff responsible for setting and monitoring homework at Minaret College.

## 4 RATIONALE

Minaret College believes homework/study to be an integral part of the learning process. Homework/study helps students by contemplating and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning. Homework/study is an opportunity for parents to work in partnership in their child's education.

Minaret College has developed this Homework Policy to:

- a) provide opportunities for students to review, revise and reinforce newly acquired skills
- b) provide opportunities for students to apply new knowledge
- c) provide opportunities for students to prepare for future lessons
- d) encourage students to enrich or extend knowledge individually, collectively and imaginatively
- e) foster good lifelong learning and study habits
- f) promote the responsible and safe use of information and communication technology (ICT) and responsible use of AI (Artificial Intelligence) for learning purposes where appropriate
- g) support learning partnerships with parents/carers

## 5 DEFINITIONS

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

## 6 POLICY

At Minaret College all homework set by teachers will be:

- a) purposeful
- b) curriculum-aligned
- c) appropriate to students' skill level and age
- d) designed to help students develop as independent learners
- e) monitored or marked by the teacher (as appropriate to the task)
- f) returned to the student no more than 5 days after submission, with feedback that will contribute to student learning

Assigned homework must be paper-based in the Primary School and may be a combination of paper- and ICT-based work in Secondary School. Secondary Teachers must ensure that any ICT-based homework component follows the precepts above and is the most effective mode of delivery for the task.

## 7 YEAR LEVEL-SPECIFIC GUIDELINES

### 7.1 GUIDELINES FOR IMPLEMENTATION IN FOUNDATION - YEAR 2:

**Focus:**

- Consolidating and extending classroom learning, developing independent learning skills and developing independent learning skills.
- Reading, Comprehension, Writing, Spelling, Mathematical Concepts.

**Time allocation:** 10-15 minutes per day, 5 days per week.

**Examples:** Reading age-appropriate books, completing simple reading activities, learning spelling words, practicing basic math skills like counting and addition, reading Iqra book.

**ICT integration:** NIL.

### 7.2 GUIDELINES FOR IMPLEMENTATION IN YEARS 3-6:

**Focus:**

- Consolidating and extending classroom learning, developing independent learning skills, and fostering self-management.
- Reading, Comprehension, Writing, Spelling, Mathematical Concepts.

**Time allocation:** 20-30 minutes per day, 5 days per week.

**Examples:** Completing unfinished classwork, practicing key skills like writing and calculations, researching topics, preparing for projects and reading Iqra books.

**ICT integration:** NIL.

### 7.3 GUIDELINES FOR IMPLEMENTATION IN YEARS 7-9:

**Focus:**

- Concentrate on reinforcing classroom learning, fostering independent critical thinking, and cultivate a deeper understanding of subject knowledge and subject skills.
- Emphasise the development of metacognitive skills to enhance students' ability to self-regulate and monitor their learning progress.

**Time allocation:** Allocate 50-60 minutes per day, 3-4 days per week, to strike a balance between academic reinforcement and other extracurricular activities. The time allocation is suggested only. Some projects and assignments may take longer than the suggested homework time.

**Examples:**

- Complete assigned tasks to reinforce understanding of classroom material.
- Practice essential skills such as writing, mathematical applications, data graphing and plotting analysis (both manually on graph paper and using Microsoft Excel) and critical analysis.
- Engage in research projects and assignments to promote independent inquiry and deeper understanding of subjects.
- Assessment revision / preparation.

**ICT integration:** Integrate online platforms, research tools, and collaborative software to facilitate project work, encourage independent study, and align with the technological demands of modern education.

### 7.4 GUIDELINES FOR IMPLEMENTATION IN YEARS 10-12:

**Focus:** Prioritise the reinforcement of advanced subject matter and the cultivation of higher-order thinking skills. The homework assignments must foster self-learning, encouraging critical analysis, independent inquiry, and the development of advanced problem-solving capabilities.

**Time allocation:** Recognise the increasing demands of year 10 and above by allocating 1 to 2 hours per day, 3-4 days per week. Implement evidence-based strategies for optimising time management, allowing for deep engagement without compromising students' overall well-being.

**Examples:**

- Design challenging tasks that promote advanced research skills, independent thought, and synthesis of complex content and concepts.
- The English assignments could include timed essay writing sessions to improve time management skills, analysis of past exam papers to understand the exam format, and collaborative discussions on potential exam topics.
- The mathematics, science and other VCE subjects' homework may require students to attempt a variety of past exam questions, engaging in mock exams to simulate exam conditions, and reviewing challenging topics through collaborative problem-solving.

- Allocate tasks that ensures continuous practice, internalisation and referral to key skills, content and concepts as per the current VCE study design
- Develop strong data analysis skills, including understanding of data, identifying key variables, interpretation of graphs, calculation of relevant statistical measures, and effective comparison of multiple datasets.
- Utilise interactive online platforms to access a wealth of educational resources tailored to the learning needs of the students. These platforms often offer adaptive learning modules, practice quizzes, and engaging multimedia content, empowering students to explore and grasp concepts independently.

**ICT integration:** Leverage advanced educational technologies that align with the principles of personalised learning and accommodate the diverse needs of students in Years 10 and above. Incorporate digital tools that facilitate critical thinking, collaboration, and the development of advanced digital literacy skills.

## **8 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 Minaret College:

- a) Advise teachers, students, and parents/carers of homework expectations at the beginning of the school year and each term provide them with access to the homework policy.
- b) Provide teachers with professional development opportunities on effective homework practices.
- c) Allocate resources to support the implementation of this policy, including technology and learning materials.
- d) Monitor and evaluate the effectiveness of this policy on a regular basis.
- e) Monitor and evaluate the impact of homework on student learning.
- f) Promote and oversee the safe and ethical use of information and communication technology (ICT) for homework purposes, ensuring compliance with relevant guidelines and policies.

Responsibilities and expectations for **teachers**:

- a) Set homework that is curriculum-aligned and appropriate to the student's skill level and age.
- b) Ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work').
- c) Relate homework to essential learning at school.
- d) Provide clear, precise instructions.
- e) Communicate expectations to parents.
- f) Set a reasonable amount of work according to constraints of time, age and year level, following the guidelines in this policy.
- g) Provide feedback to students on their homework (refer to policy statement)
- h) Assist students in developing effective study and revision techniques.

- i) Offer opportunities for families to engage in their children's learning.
- j) Apply disciplinary action from the student discipline policy in the case of unexplained non-completion of homework tasks.
- k) Promote continued awareness of online safety through targeted discussions, ensuring students understand responsible internet use.
- l) Incorporate research-based strategies for teaching advanced online safety, emphasising critical digital citizenship skills and media literacy.
- m) Foster a culture of responsible digital behaviour through ongoing discussions and activities that address the evolving challenges of online safety in higher education settings.
- n) Set reasonable deadlines depending on the nature of the task.

**Responsibilities and expectations for **students**:**

- a) Be aware of the school's homework policy.
- b) Record homework requirements.
- c) Discuss homework expectations with their parents/carers.
- d) Accept responsibility for the completion of homework tasks within set time frames.
- e) Follow up on comments made by teachers.
- f) Communicate with the teacher prior to the due date when a lack of understanding prevents them from completing tasks.
- g) Seek assistance when difficulties arise.
- h) Undertake regular study/revision of their work to assist their learning.
- i) Organise their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities, and part-time employment (for older students).
- j) Adhere to safe and ethical practices when using ICT for homework.

**Responsibilities and expectations for **parents/carers**:**

- a) Ensure there is a balance between the time spent on homework and recreational, family and cultural activities.
- b) Talk to teachers about any concerns they have about the homework.
- c) Ensure there is a quiet study area for their child to complete homework.
- d) Regularly monitor their child's learning progress
- e) Support the completion of homework by its due date but without
- f) Observe and acknowledge their success and ask how their home and class work is progressing.
- g) Encourage their child to set aside a regular daily session to study/revise and complete homework by the due date.
- h) Encourage their child to exercise thoroughness and care in the completion of work.
- i) Encourage their child to seek assistance from the teacher where lack of understanding exists.
- j) Reinforce the importance of safe and ethical ICT use during homework activities where appropriate.
- k) Actively monitor their child's online activities, fostering a safe and secure digital learning environment.

- l) Stay informed about current trends in online safety and, in collaboration with teachers, promote a secure and positive digital learning environment.

## **9 SUPPORT FOR STUDENTS AND PARENTS/CARERS**

Minaret College 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 or Form Teacher.

## **10 REVIEW PERIOD**

This Homework Policy will be regularly reviewed and updated to ensure its continued effectiveness in supporting student learning and wellbeing, reflecting changes in educational practices and the evolving needs of our students.

## **DOCUMENT CONTROL**

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