

# HOME WORK GUIDELINES



## We believe:

1. Parents and teachers work in effective partnership as they pursue Christian education of young people.
2. Self-direction in learning is essential.
3. The expansive nature of our curriculum sometimes requires the allocation of extra time at home.
4. Contextual, meaningful and enjoyable learning is imperative.
5. All aspects of our school life will serve our vision of preparing responsible disciples of Jesus Christ.
6. Justice, equity and compassion as modelled by Christ are vital to the life of our school community.

## and we recognise:

1. Our students have many important family and personal activities.
2. The school should exercise restraint in directing what is done outside school hours.
3. We have many different families and individuals in our school community.

## therefore we will:

- |   | <i>Beliefs</i> |
|---|----------------|
| 1. Activate compulsory home work that is appropriate to the maturity and learning stage of our students with a varying emphasis on: <ul style="list-style-type: none"><li>• open partnership between teacher and parent</li><li>• student independence</li><li>• requirement of extra work.</li></ul> | 1,2,3,6        |
| 2. Ensure that home work: <ul style="list-style-type: none"><li>• is worthwhile</li><li>• is interesting,</li><li>• is achievable</li><li>• enhances school-related learning</li><li>• inspires and enables authentic discipleship of Jesus</li></ul>   | 4,5,6          |
| 3. Respect the immediate needs of individuals and families, and set homework that is “parent-friendly” when possible.   | 1,3,6          |
| 4. Encourage students to develop independence, responsibility and accountability in their learning and organisation.  | 2              |
| 5. Provide regular parent and student feedback.   | 1,2,3,6        |

# HOME WORK PROCEDURES

## 1.(A) Activate compulsory home work that is appropriate to the maturity and learning stage of our students with a varying emphasis on:

- open partnership between teacher and parent
- student independence
- requirement of extra work.

### KINDY – YEAR 6

- a) Home learning may be set Monday – Thursday. (In general, no homework will be set for weekends or holidays.)
- b) Set home learning tasks and time frames will be clearly communicated, usually in writing.
- c) Home learning activities will be coordinated by the class teacher.
- d) Home learning activities might include:
  - Gathering news, information or relevant items.
  - Reading, Spelling, English, Maths exercises.
  - Assignments / projects
  - General preparation
  - Bible reading
  - Interviewing
  - Contracts
  - Contextual activities

\*\*\* Home reading will be an ongoing activity that is additional to the time guidelines indicated here.

### Average time guidelines per day (4 days):

Kindy	Years 1 & 2	Years 3 & 4	Years 5 & 6
5 Minutes	10 minutes	20 minutes	30 minutes +

### YEARS 7-12:

- a) Home learning may be set for 5 days a week. (Assignments or assessments tasks might need to be completed during weekends or infrequently during holidays (except Stage 6). Teachers will exercise prudence in this regard with due consideration to Point 3 of these procedures.)
- b) Home learning will be recorded by students in their organisers. Home learning assignments / assessment tasks and time frames will be clearly and fully communicated in writing. See guidelines.
- c) Home learning activities across KLA's will be coordinated by the Secondary Team Leader (to avoid bottlenecks, school events, stress etc.)

- d) Home learning activities might include:
- Overnight exercises
  - Bible reading
  - Contextual activities
  - Assignments / projects / Assessment tasks
  - General preparation
  - Study / Revision
  - Gathering information or relevant items.

**\*\*Some reading (e.g. novels) may be additional to the time guidelines indicated here.**

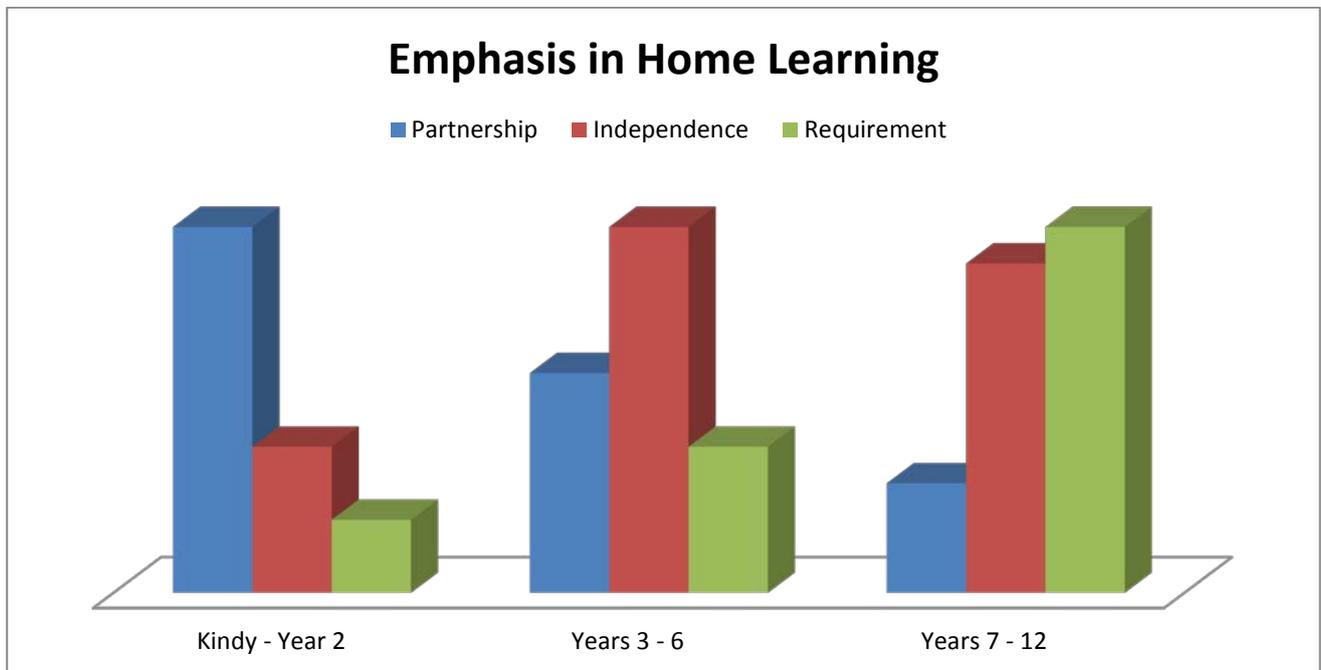
**Average time guidelines per day (5 days):**

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
40 Minutes	50 minutes	60 minutes	90 minutes	120 minutes +	120 minutes +

NB. These are guidelines only. Sometimes more time may need to be allocated.

**1.(B) Activate compulsory home learning that is appropriate to the maturity and learning stage of our students with a varying emphasis on:**

- **open partnership between teacher and parent**
- **student independence**
- **requirement of extra work.**



This graph indicates the change in home learning emphasis during a student's life at NCS. It is of a general nature and indicative only.

In **Kindy – Year 2**, the open partnership between parents and teachers is emphasised. Parents find out what is happening at school and are engaged in such activities as listening to reading, gathering things for news, helping with counting. There is some introduction to independence, but little emphasis on home learning being necessary or required.

In **Years 3-6**, the emphasis moves to independence as students begin to accept more responsibility for their learning and have more opportunities for individual choice. Parents realise the need for their children to organise their time and prioritise their learning tasks.

In **Years 7-12**, home learning becomes a necessity as novels are read, formal study takes place, revision occurs, assessment tasks are completed, and various other activities must be done for which time is not allocated during the school day. During this stage independence is still important. Parents often find that, due to lack of time or expertise, they cannot assist their children as much as they did previously.

## 2. Ensure that home learning:

- **is worthwhile**
- **is interesting**
- **is achievable**
- **enhances school-related learning**
- **inspires and enables authentic discipleship of Jesus**

### Worthwhile

- purposeful, real, contextual

### Interesting

- engages the student's interests, challenging, exciting, surprising.

### Achievable

- accommodates individual abilities, learning styles, intelligences.
- finite tasks - according to a time limit or outcomes.

### Enhances school-related learning

- Based on knowledge and skills acquired at school.
- Promotes the integrality of the learning.
- Care will be exercised when introducing new work during home learning.

### Inspires and enables authentic discipleship of Jesus

- Include thought provoking "life" questions on relevant issues or current affairs that might prompt a Christian response.
- Identify needs / problems of students and activate brainstorming for solution that might honour the Gospel.
- Disturb and encourage students with the claims of Jesus.
- Include Bible reading to develop a Christian world view.
- Involve tasks of service and stewardship.

## 3. Respect the immediate needs of individuals and families, and set home learning that is "parent-friendly".

- a) Teachers will differentiate expectations for students with special needs or talents.
- b) In general, individual students with learning difficulties will not be directed to complete unfinished lesson work at home. Some negotiation may occur between Learning Support and KLA teacher homework.
- c) Teachers accept that sometimes family activities will limit home learning.

- d) If asking for parental help or involvement, teachers will ensure that it is within the ability of all parents. (Teachers will not overload the necessity of parental involvement.)
- e) Teachers rely on parental support in home learning as they provide an adequate home learning environment and resources, set aside specific times for home learning and promote a positive attitude to home learning. (Parents and teachers working in partnership is essential.)
- f) Teachers will set clear and understandable assignments that involve readily available resources.

#### 4. Encourage students to develop independence, responsibility and accountability in their learning and organisation.

- a) It is expected that all home learning will be completed by the due date.
- b) It is recognised that being proactive is far better than being reactive. If necessary, teachers will monitor progress during assignment or assessment tasks.
- c) As appropriate, teachers will provide information and training in such things as time management, study skills, organisation of space and resources.
- d) **Non-completion of home learning should be accompanied by a note from the student's parent** (For K-6 this may be emailed and for Yrs 7-12 this may be written in the Student Organiser or emailed) outlining the legitimate reason for non-completion and an indication of when the home work might be done. (Extra-curricular school activities are not a legitimate reason.)
- e) Written requests from parents for an extension on assignments or assessment tasks should be made at least one day before the due date.
- f) All Yrs 7-10 assignments and assessment tasks will have a 10% loading for organisation and courtesy.

#### In the event of non-completion of home learning without a parent note:

Kindy – Year 2	<ul style="list-style-type: none"> <li>• There will be no formal consequences.</li> <li>• If necessary, the teacher might follow up ongoing incidences with parents.</li> </ul>
Years 3 & 4	<ul style="list-style-type: none"> <li>• There will be formal consequences at the teacher's discretion i.e. work must be completed during the school day or at home.</li> <li>• If non-completion is ongoing, the teacher will contact parents.</li> </ul>
Years 5 & 6	<ul style="list-style-type: none"> <li>• Formal consequences will be enacted. i.e. all home learning will be completed during the school day or at home; loss of privileges.</li> <li>• Parents will be contacted when there is repeated non-completion.</li> </ul>
Years 7-12	<ul style="list-style-type: none"> <li>• Non-completion of home learning will be recorded in the Student Organiser immediately.</li> <li>• Individual teachers may enact consequences as needed.</li> <li>• Four unexplained non-completions of home learning other than assignments and assessment tasks across KLA's in one term will result in action by the Secondary Team Leader. Class teachers will monitor this.</li> <li>• Non-completed home learning will be completed at the student's instigation.</li> <li>• For assignments and assessment tasks:               <ul style="list-style-type: none"> <li>- A late note will be sent home or parents rung immediately by the teacher.</li> <li>- The Yrs 7-10 10% allocation for organisation and courtesy will be lost.</li> <li>- If over one week late without an acceptable reason, a mark of zero will be recorded and the teacher will inform the parents and Team Leader.</li> </ul> </li> </ul>

## **5. Provide regular parent and student feedback.**

- a) All home learning will be promptly and regularly evaluated by teachers.
- b) As the need arises, teachers might ring, email or chat with parents.
- c) Parents are always welcome to discuss issues relating to home learning.
- d) Formal Parent / Teacher Conferences might be used to discuss home learning. (Parents will be encouraged to bring their child's Student Organiser to the conference.)
- e) Student conferences may be used to discuss home learning.
- f) From time to time reminders regarding home learning will be inserted in the weekly newsletter.