

Bowen State High School

Homework Policy

STUDENTS

1.0 Rationale

1. There are several excellent reasons why high school students should be involved in a realistic, relevant and meaningful homework program.
 - Labour market research has clearly shown that one of the major characteristics of the contemporary employment scene is the short term nature of most jobs. A major feature of existing and future employment is the requirement for workers to study, often in their own time and at their own expense, to update existing skills and to learn new ones. This habit and expectation needs to be fostered at secondary school.
 - An obvious starting point to improve academic performance is to increase their amount of learning time. Homework will do this.
 - High achievers (sometimes called Gifted and Talented students) need homework to extend their potential and abilities.
 - Under achievers need homework to bring their academic performance up to a reasonable standard. Most under-achievers appear to receive poor grades in this school because they do not hand in work or do not complete work rather than receive poor results because they cannot do the work.
 - Average achievers need homework to consolidate the work they do in class.

2.0 Time-Realistic expectations

1. The following guidelines indicate the time students should be working on daily homework/assignments. Students may wish to extend this time if they wish:
 - Year 8: 40 minutes
 - Year 9: 40 minutes
 - Year 10: 75 minutes
 - Year 11: May vary depending on subject choices but should be in excess of 120 minutes
 - Year 12: May vary depending on subject choices but should be in excess of 120 minutes
2. Homework may be given each lesson where practicable.
3. Teachers spend time with their classes clearly explaining homework tasks, detailing expectations and providing instruction on how homework is to be completed. The zealous student who spends excessive amounts of time on relatively straightforward homework tasks is of just as much of a concern as the unmotivated student who spends too little.
4. In years 11 and 12 an additional 150 minutes homework per day may increase the quality of learning outcomes substantially.
5. All homework will be checked by the teacher.

TEACHERS

3.0 Relevance

1. Homework needs to result in increased student learning. Students need to be shown how completion of work at home leads to better learning at school and better results in assessment. For example:
 - In assignment orientated subjects homework tasks should be small portions of the final assignment. That is, students should be able to take a number of short homework tasks, add them together and arrive at the rough draft of an assignment.
 - In non assignment orientated subjects homework needs to reinforce class learning, test understanding and consolidate mastery of the material handled in class.
 - In practical areas written homework provides an excellent opportunity for related concepts and skills to be developed. Comprehension exercises, short answer questions, multiple choice questions, short descriptive accounts of processes and procedures are all examples of what students can complete for homework that is meaningful and relevant. A small related project set over a period of time on a related topic is also relevant.
 - Homework need not always be written.

4.0 Motivation

1. Students are motivated to regularly complete the homework tasks set for them in the following ways:
 - All staff will ensure homework tasks are recorded in student diaries.
 - All staff clearly outline the rationale for homework as contained in the rationale of this policy.
 - All staff reinforce the expectation that homework will be set, it will be corrected and its completion will be checked daily.
 - Homework that is set will be seen as being relevant and meaningful by students. Often this relevance will need to be clearly established by teachers with students. In short, if students aren't told, they won't know.
 - Amounts of homework set need to be realistic - not too much but then not too little or only given on an irregular basis.
 - Completion of homework tasks needs to be recorded by teachers in class mark books. Such recording makes report writing at the end of term accurate, valid and much easier and quicker.
 - Teachers should establish acceptable procedures for students who have difficulty with homework. eg. a parent note or an obvious attempt.

5.0 Planning By Teachers

1. In order to meet the criteria of setting daily, meaningful, relevant and realistic homework tasks teachers will need to plan homework tasks in much the same way as lessons are planned. These homework tasks could well be a component part of unit outlines.

2. Homework is not optional. The amount and type given is at the teacher's discretion.

6.0 Roles

1. It is the role of classified officers, at the appropriate level, to assist teachers in ensuring that homework is completed:
 - Teachers:
 - ensure homework is recorded in student diaries - this should be checked in the lower grades very regularly.
 - implement all components of the homework policy
 - plan and set homework tasks daily
 - check and correct homework
 - follow up those who don't complete homework with fair and known consequences
 - discuss strategies for persistent offenders, preferably not detentions, with HODs.
 - HODs:
 - reinforce rationale for homework
 - explain homework policy
 - provide an additional monitoring source
 - contact parents by letter if necessary
 - refer persistent offenders to an Administrator.
 - Administrators:
 - establish and implement a realistic homework policy.

7.0 Consistent Approach Across school

1st time offence	-	complete in own time and show teacher
2nd time offence	-	complete in own time, be given additional
equivalent		activity to complete and show teacher
3rd time offence	-	teacher supervised detention and complete homework
4th time offence	-	refer to HOD and teacher contact home via letter/phone call.