



# Homework Procedure and Guidelines 2025-2028



Aligned with  
Queensland Government Department of Education  
“P-12 Curriculum, Assessment and Reporting Framework” (November 2023)  
and “Policy Statement: Homework” (2017)



## School Vision:

***Empower a generation to positively impact the world.***

## School Mission:

Children who are leaders of their own learning, who are self-regulated, kind, generous and respectful, excelling at learning and exceeding at life, embracing an enduring love for learning.



Document History	Date	Reviewed by	Due for Review
Version 1.0	2015	Leadership Team	2018
Version 2.0	19/11/2020	Leadership Team Representative/School Council Working Party	2024
Version 2.1	25/5/2021	Leadership Team Representative/School Council	2024
Version 3.0	12/11/2024	Leadership Team representative/School Council	2028

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# Preamble

The West End State School (WESS) Homework Procedure & Guidelines is aligned with the Department of Education's [P-12 curriculum, assessment and reporting framework](#) (November 2023) and Policy Statement: Homework (2017). It was developed (2019-2020) in consultation with the school community, led by the WESS School Council Homework Working Party, Leadership Team, Teaching and Learning Team and Teacher Representatives from P – 6, and went through a review in 2024.

Research tells us that when partnerships between home and school are strong, children thrive. Guidelines for Queensland state schools about amount of student homework emphasise a need for balance between family life and consolidating classroom learning. This includes sufficient time for family, recreation and community and cultural pursuits.

This Procedure & Guidelines is informed by Department of Education's [Advancing Partnerships – Parent and Community Engagement Framework](#) which encourages all members of our community (students, teachers, parents/carers, non-teaching staff and community) to be connected by having a voice and by contributing to student learning outcomes through the WESS vision:

***Empower a generation to positively impact the world.***

The 2024 review process involved community, staff and student feedback.

## Intent

The purpose of this Procedure & Guidelines is to provide a shared understanding of homework and to provide guidelines for families, staff and students of the expectations placed on each student as a learner, so that a healthy life and school balance can be achieved.

## Rationale

WESS school homework should:

- be consistent throughout the whole school using the Homework Grid based on the work of Dr Ian Lillico
- be appropriate to the phase of learning (early, middle, senior)
- consolidate, revise and/or apply students' classroom learning
- be varied and differentiated to individual learning needs to ensure inclusivity
- develop students' independence as learners
- focus on reading to and with students of all ages
- be monitored by the teacher (sighted and signed)
- not disadvantage any students by a lack of access to resources such as computers and the internet outside school
- enhance further the partnership between home and school
- allow for sufficient time for family, recreation, and community and cultural activities
- develop time management, routine and organisational skills, and promote growth mindset.

## The WESS Homework Grid

Homework at WESS will be presented at each year level in the form of Homework Grids which are based on the research of educational expert Dr Ian Lillico.

### What does homework look like at WESS?

#### **Guidelines**

WESS homework will:

- be done on a weekly basis with homework sent home on Friday and due on Wednesday, allowing for work over a weekend if desired by families. See below for additional guidelines for Year 6:

- Year 6 have an optional homework cycle, in readiness for the transition to high school, which will be from Monday to Friday (hand in) Or, for those students needing extra time over the weekend, Monday to Monday (hand in). The reading, spelling activities and maths facts will be due weekly, while some curriculum work may be due on days nominated by the classroom teacher or specialists. This will allow the development of a variety of readiness skills as they work towards a new phase in schooling. Families have an option to negotiate directly with the class teacher regarding homework cycle and expectations.
- be consistent across each year level with a combination of 'MUST DO's and 'CAN DO's
- embed the WESS values, and universals of ready, kind and safe
- recognise and accept students' own individual differences
- include home tasks on a Personal Learning Plan (PLP) as identified for particular students, in consultation with parents/carers, class teacher and the WESS Inclusion Team when needed
- provide the opportunity for students to consolidate, revise and or apply skills and knowledge developed through the curriculum
- provide the opportunity for parental/carer involvement/feedback with their children and for students to share their knowledge
- be designed to develop independent student learners.

Engagement with homework is encouraged and acknowledged, but not mandated. Parents/Carers can negotiate with the classroom teacher should they need to deviate from the standard homework set.

Each Homework Grid will include 'Must Do' and 'Can Do' (optional) tasks. Below are some examples of tasks.

Refer also to *Appendix 1 - Homework Grid Examples*.

<p><b>Prep – Year 2</b>  <b>15 minutes a day , up to 60 minutes a week</b></p> <ul style="list-style-type: none"> <li>• <b>MUST DO</b> <ul style="list-style-type: none"> <li>• Reading (Pand Year 1 10-15 minutes a day, Year 2 15-25 minutes a day)</li> <li>• Literacy revision</li> <li>• Sounds/ spelling</li> <li>• Numeracy revision</li> </ul> </li> <li>• <b>CAN DO (embedding of WESS VALUES and expectations where possible)</b> <ul style="list-style-type: none"> <li>• Family life – games, chores, shopping</li> <li>• Cultural/art/music</li> <li>• Physical activity for health and wellbeing</li> </ul> </li> </ul>	<p><b>Year 3-4</b>  <b>up to 30 minutes a day, not more than 2 hours a week</b></p> <ul style="list-style-type: none"> <li>• <b>MUST DO</b> <ul style="list-style-type: none"> <li>• Reading (Year 3 15-25minutes a day, Yr 4 20-30 minutes a day)</li> <li>• Literacy revision</li> <li>• Spelling through Word Study</li> <li>• Numeracy revision</li> </ul> </li> <li>• <b>CAN DO (embedding of WESS VALUES and expectations where possible)</b> <ul style="list-style-type: none"> <li>• Family life – games, chores, shopping</li> <li>• Cultural/art/music</li> <li>• Physical activity for health and wellbeing</li> </ul> </li> <li>• <b>NB Instrumental Music practice for those involved in the school's instrumental program is in addition to class homework.</b></li> </ul>	<p><b>Year 5-6</b>  <b>up to 45 minutes a day, not more than 3 hours a week</b></p> <ul style="list-style-type: none"> <li>• <b>MUST DO</b> <ul style="list-style-type: none"> <li>• Reading (Year 5 and 6 20-40 minutes a day)</li> <li>• Literacy revision</li> <li>• Spelling thorough Word Study</li> <li>• Numeracy revision</li> </ul> </li> <li>• <b>CAN DO (embedding of WESS VALUES and expectations where possible)</b> <ul style="list-style-type: none"> <li>• Family life – games, chores, shopping</li> <li>• Cultural/art/music</li> <li>• Physical activity for health and wellbeing</li> <li>• Languages – reinforce words/phrases/songs learnt at school</li> </ul> </li> <li>• <b>NB Instrumental Music practice for those involved in the school's instrumental program is in addition to class homework.</b></li> </ul>
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*The activities included in the grid will vary between year levels, however daily reading is essential to all year levels Prep to Year 6. Year Levels may also create new grid items relevant to their curriculum programs. At times, different year levels may have "Special Homework" which could include things like preparing for project work or creating artefacts that help share a learning journey.*



## Home Reading: The Importance of Regular Reading

All students from Prep to Year 6 are expected to engage in daily reading to, with or by parents/carers. Students are encouraged to read a range of texts and materials e.g. decodable readers, authentic texts, library books, dictation passages that align to class phonics work, comics, newspapers, magazines, digital resources, ...

**Home Reading at WESS**

**Fostering a love of reading at home**

This year at WESS we want to encourage our families to build a love of literature.

Here are some ideas to help you engage with the text.

Read with a family member.

Talk about the interesting words.

How might you change the ending to the story?

Talk about the text and how it might connect to something you have done together.

What is the purpose of the text? To entertain, persuade, or inform?


Compare favourite characters from different books.


WE HAVE HUNDREDS OF BOOKS IN OUR SCHOOL LIBRARY FOR STUDENTS TO TAKE HOME. FIND A PEACEFUL, COMFORTABLE SPOT TO SHARE THE TEXT WITH YOUR CHILD.

### Reading Statistics You Should Know

- 1** **-68% stress** In a 2009 study from the consultancy Mindlab International at the University of Sussex, testing found that reading reduced stress levels by 68%.
- 2** **27% of American Adults** 27% of American adults didn't read a book at all in 2018.
- 3** **20 min per day** Kids that read at least 20 minutes each day will get exposure to around 2 million words each year.
- 4** **1 out of 5 kids** 1 out of 5 kids in the U.K. can't read at their school level by the time they reach 11 years of age.
- 5** **50% to 100% BOOST** Reading can boost emotional development and career prospects by 50% to 100%.
- 6** **up to 74,000** The average amount of audiobooks published every year has increased over the last 10 years, up to 74,000 titles in 2021.
- 7** **50% to 100%** Reading fictional books are shown to increase better decision-making in people by 50% to 100%.

### Average Reading Statistics

<b>250 – 300 wpm</b> Average Reading Speed	<b>2 min.</b> Average Time to Read One Page	<b>1.000 – 2.000</b> Average Number of Words Read in One Sitting
<b>50 – 70%</b> Average Reading Comprehension	<b>10 – 15 hrs.</b> Average Number of Words Read in One Sitting	

 [goldenstepsaba.com](https://goldenstepsaba.com)

**The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.**

- Reading to children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e., language and literacy, numeracy and cognition) later in life.
  - Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older.
  - Reading to them 6-7 days per week has the same effect as being almost 12 months older.
- Children read to more frequently at age 4-5 achieve higher scores on the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9).
- These differences in reading and cognitive skills are not related to the child's family background or home environment but are the direct result of how frequently they have been read to prior to starting school.

<https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf>

# Responsibilities

## Teachers will:

- ensure the WESS Homework Procedures & Guidelines are implemented consistently across all year levels
- set homework that is differentiated, challenging and directly related to class work and appropriate to students' learning needs.
- set homework that students will be familiar with
- allow for parent friendly explanations of tasks
- monitor homework weekly (sighted and signed)

## Students will:

- accept responsibility for the completion of tasks within set time frames
- seek assistance when difficulties arise
- make reading a focus for homework if unable to do anything else
- be aware of the school's expectations and guidelines for homework

## Parents/carers will:

- help their child/ren to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- assist their child/ren in having the resources and routines to complete homework
- prioritise conversations about the texts their child/ren are reading
- encourage an age appropriate interest in and discussions about current local, national and international events
- communicate with their child's teacher to discuss any concerns about the nature of homework or their child's approach to the learning.

## Procedure & Guidelines review

The School Council in conjunction with the Executive Leadership Team will review the Homework Procedure and Guidelines every four years.

**Principal:**

Tony Maksoud

Signature:



Date: 28/11/2024

**School Council Chair:**

Katrina Anthony

Signature:



Date: 27/11/2024

# Appendix 1 - Homework Grid Examples

## YEAR 1 HOMEWORK TERM 3 Due: Wednesday 11<sup>th</sup> September



**MUST DO:** Complete these activities this week.

READING	Read at least 4 times a week, for 10-15 minutes a night. Parents or students can sign off on the days you read.	PHONICS	Using the five words you selected from your classroom word wall, select an activity from the Phonics activity grid.	MATHS	Pattern Song and Dance Create a simple song with a repetitive rhythm and dance moves. Teach it to someone in your family! Perform the pattern-based dance. This helps you practice musical rhythm with pattern learning.									
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Thurs	Fri	Sat	Sun	Mon	Tue									

**CAN DO:** These activities match what we are learning in class or are important skills for learning. You can choose to complete one or all of them this week.

CREATIVITY	<u>My Favourite Things</u> Make a colourful collage about something all of your favourite things. This might include reading, dancing, swimming, your family, your pets etc. Ask a grown up to help you look through magazines or the internet to find pictures. Cut out the pictures and glue them onto a piece of paper to make your collage. Add extra drawings and give your collage a cool name.	COMMUNITY	<u>Our Community</u> Make poster about being a good friend and neighbour in our community. Draw pictures and write words showing how you can help others, like sharing toys or picking up rubbish. Email a photo to your class teacher and tell her about the nice things you can do to help in your community!

## YEAR 5 TERM 4, WEEK 7



**MUST DO:** These activities must be done.

READING	Read for 20 - 40 mins a night.  Try reading aloud to someone in your family or read a genre that you have not tried before.  Explain to someone in your family: - what you are reading about. - interesting vocabulary	SPELLING	Play Spelling Word Memory  Make two sets of flashcards with all of your spelling words—it's a good idea to write each set in a different colour—or you can make one set with the words and one with the definition. Mix them all up and place them in a grid on the table. Take turns with a family member to match the pairs like playing memory!  Or Do one of the activities listed in Seesaw Spelling page.	MATHS	Number facts to practice this week: _____ Write out your number facts each night or practice them online. Online practice must be confirmed with a parent signature. OR Students who have reached the required level in number facts can access a maths activities folder prepared by your teacher.	ENGLISH REVISION	This term, we are learning to write a FANTASY NARRATIVE. Use the following image as a stimulus to write a paragraph. Describe: -the setting -a character who might live there -use topic specific vocabulary.

**CAN DO:** These activities align with our school values and you can choose to complete any or all of them this week.

CREATIVITY	Get creative with STRING! What could you make with a piece of string? Be as creative as you can and create something amazing! You could use wool, twine, or make your own string out of a different material! Take a picture of your creation and send it to your teacher.	CHALLENGE	10 min Exercise Challenge! You don't need to go to the gym, to stay healthy! A simple 10-minute run around your neighbourhood or an intense dance routine done in your living-room can do wonders for yourself. Aside from the obvious reason that exercise can help you maintain your health, it can also aid in making you feel better about yourself by releasing endorphins. Try to exercise for at least 10 min every day this week!	CONFIDENCE	Gratitude Journal This week, create a gratitude journal that you write in every day. Each day, list two things that you are grateful for. Can you try to add more than two? See if your list increases as the week goes on. Listing positive things in your life helps to build your relationships and your feelings of self-worth. If you felt good making it, continue your gratitude journal after this week!	LANGUAGES	Revision Revise your classwork and practice your vocabulary.

**Homework Due Date: Wednesday 13 November**