



Homework Procedure & Guidelines 2021 – 2024

Aligned with
Queensland Government Department of Education
“P-12 Curriculum, Assessment and Reporting Framework” (2020)
and *Policy Statement: Homework* (2017)”



25 May 2021

West End State School Vision and Values



Empower every student to
achieve their personal best to
make the world a better place.



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

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](#) (2020) and [Policy Statement: Homework](#) (2017). It was reviewed (2018-2019) and 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.



New 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 the Parent, Carer and Community Engagement Framework (2019-2023) 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 every student to achieve their personal best to make the world a better place.

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 students as learners, so that a healthy life 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
- 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 them 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
- recognise and accept student's own individual differences by aligning to the WESS Learning Enhancement Statement and Framework
- include home tasks on a Personal Learning Plan (PLP) as identified for particular students, in consultation with parents/carers, class teacher and the WESS LET Team when needed.
<https://westendss.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Curriculum/App%205%20responding%20to%20a%20student%27s%20learning%20needs.pdf>
- provide the opportunity for students to 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*.

Prep – Year 2

- **MUST DO**
 - Reading
 - Literacy revision
 - Sight words / sounds/ Spelling
 - Numeracy revision
- **CAN DO (embedding of WESS VALUES where possible)**
 - Family life – games, chores, shopping
 - Cultural/art/music
 - Physical activity for health and wellbeing

Year 3-4

- **MUST DO**
 - Reading
 - Literacy revision
 - Spelling through Word Study
 - Numeracy revision
- **CAN DO (embedding of WESS VALUES where possible)**
 - Family life – games, chores, shopping
 - Cultural/art/music
 - Physical activity for health and wellbeing
- **NB Instrumental Music practice for those involved in the school's instrumental program is in addition to class homework.**

Year 5-6

- **MUST DO**
 - Reading
 - Literacy revision
 - Spelling through Word Study
 - Numeracy revision
- **CAN DO (embedding of WESS VALUES where possible)**
 - Family life – games, chores, shopping
 - Cultural/art/music
 - Physical activity for health and wellbeing
 - Languages – reinforce words/phrases/songs learnt at school
- **NB Instrumental Music practice for those involved in the school's instrumental program is in addition to class homework.**

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 the Travel Teddies which are often rostered to different children throughout the year.

Home Reading Record: 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. levelled readers, library books, comics, newspapers, magazines, digital resources, ...

Opportunities to read at home:

- Listen to a book read aloud by an adult or older sibling.
- Read *along with* a parent or sibling.
- Read *aloud* to parent or older sibling
- Read *silently* then talk to an adult about the book
- Read *silently* with no adult interaction

Suggested time allocations:

Prep - Year 1: 10-15 minutes

Year 2 – 3: 15-25 minutes

Year 4 - 20-30 minutes

Year 5 – 6: 20-40 mins

Responsibilities

Teachers will:
<ul style="list-style-type: none"> • 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. • monitor homework regularly

Students will:
<ul style="list-style-type: none"> • accept responsibility for the completion of tasks within set time frames • seek assistance when difficulties arise • be aware of the school's expectations and guidelines for homework

Parents will:
<ul style="list-style-type: none"> • 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 to complete homework • communicate with their child's teacher to discuss any concerns about the nature of homework or their child's approach to the learning.

Procedures & Guidelines review

The WESS Homework Procedures & Guidelines will be reviewed every four years to align with the Queensland Department of Education's Homework Policy, or when Queensland Department of Education amends their policy.

Acting Principal:


Penny Couch

Signature: 

Date: 09/06/2021

School Council Chair:

Megan Simons

Signature: 

Date: 9/06/2021

Appendix 1 - Homework Grid Examples

YEAR 2 HOMEWORK

TERM 4, WEEK 2-3



MUST DO - These activities must be done this week.

Due: Wed 20/10/2020

Reading	<input type="checkbox"/> Read for at least 15 minutes each day, and record your reading below:	Words Their Way	<input type="checkbox"/> Write your spelling words under the correct heading in your homework book.	English	<input type="checkbox"/> For English we are adding an event to a narrative. Think about the narrative "Goldilocks and the Three Bears" and write an event that could be added to the story while Goldilocks is in the bears home but before the bears arrive home (think of something else that Goldilocks might try before the bears arrive home). Remember when you add an event during the complication it does not change the resolution.													
	<table border="1"> <thead> <tr> <th>Day</th> <th>Text</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td></td> </tr> <tr> <td>Day 2</td> <td></td> </tr> <tr> <td>Day 3</td> <td></td> </tr> <tr> <td>Day 4</td> <td></td> </tr> <tr> <td>Day 5</td> <td></td> </tr> </tbody> </table>		Day		Text	Day 1		Day 2		Day 3		Day 4		Day 5		Include entries and exits. Place your words correctly on the red and blue lines. For a challenge write your spelling words in pyramid writing.		
	Day		Text															
	Day 1																	
	Day 2																	
	Day 3																	
Day 4																		
Day 5																		

CAN DO - These activities align with our school values. You can choose to complete any or all of them.

Compassion	<input type="checkbox"/> BE COMPASSIONATE Be compassionate to yourself and log on to the Smiling Minds app or website at home. Complete some of the mindfulness activities and encourage other members of your family to join in.	Challenge	<input type="checkbox"/> FITNESS CHALLENGE Take time to focus on your health and fitness. Time yourself to see how many of the following you can do in one minute. Do it twice and see if you improve. Record your results in the table below.	Community	<input type="checkbox"/> LOCAL COMMUNITY The West End community cares for our environment. Can you see any ways in the community that show that the local people are doing things to conserve Earth's resources? Take a photo or write about what you see. Or, can you suggest ways the community could help to conserve resources?												
			<table border="1"> <thead> <tr> <th></th> <th>First attempt</th> <th>Second attempt</th> </tr> </thead> <tbody> <tr> <td>Star jumps</td> <td></td> <td></td> </tr> <tr> <td>Bounce a ball</td> <td></td> <td></td> </tr> <tr> <td>Skip with rope</td> <td></td> <td></td> </tr> <tr> <td>Sit ups</td> <td></td> <td></td> </tr> </tbody> </table>			First attempt	Second attempt	Star jumps			Bounce a ball			Skip with rope			Sit ups
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YEAR 5 HOMEWORK

TERM 4, WEEK 2



MUST DO: These activities must be done this week. Complete spelling activities and number facts in your homework book.

READING	<input type="checkbox"/> Read for 20 - 40 mins a night and have your parent or carer initial the sign off sheet in the front of your homework book. 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.	SPELLING	Spelling Activity Complete a Word Study on 5 of your weekly spelling words. This includes:	NUMBER FACTS	Karate belt colour: Number facts to practice this week:	ENGLISH REVISION	This term we are learning how to write a COMPARISON. Compare (How are things the same) and Contrast (How are things different) two different items in your home. Use a Venn diagram to help you! Don't forget to state your preference (which one you prefer)
	<ul style="list-style-type: none"> - Dictionary definition - Word origin/Latin Root - Synonym and Antonym - Part of English - Word Family words - Simple and Complex Sentence 		Write out your number facts in your homework book each night or practice them online. Online practice must be confirmed with a parent signature in your diary.				

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

CREATIVITY	Visual Intelligence Design a bookmark for a book that you are currently reading, featuring the title, author and a summary of the text. Decorate it with pictures about the text.	CHALLENGE	Food Fetish Challenge yourself to try a new food this week. It could be something you haven't liked in the past or something you have never tried before! Have a go - you might find a brand-new food to enjoy!	COMMUNITY	Random Acts of Kindness Write about a situation where you demonstrated kindness. It could be something kind you did for a parent, sibling, friend or a stranger. If you can't think of one, write about one that you could do tomorrow! Don't forget to actually do it!	LANGUAGES	Revision Revise your classwork and practice your vocabulary.

Homework Due Date: Wednesday 14th October