



## THE HOMEWORK AND STUDY POLICY AT WAVELL HIGH SCHOOL

### 1. INTRODUCTION

Education is most successful when students, parents and teachers, work together towards a common goal - the development of the student. Homework and study are areas where the three partners in the "educational triangle" - parents, teachers, students, can contribute towards achieving this goal. ~

### 2. WHY HOMEWORK AND STUDY ARE NECESSARY

#### A. STUDENTS:

Homework and study give students the opportunity to review work covered in class. This may assist students to:

- understand a topic
- revise and learn essential information
- practise strategies prepare for further learning.

#### B. TEACHERS:

Homework and study assists teachers in:

- identifying strengths and weaknesses in student work
- completing class work
- consolidating class work
- preparing students for further learning.

#### C. PARENTS:

Homework and study may clarify parents' understanding of the:

- expectations of the school and its teachers
- ability level of the student.

### 3. TIME GUIDELINES:

As a minimum, it is expected that students will complete a regular program of homework and study each week.

**Years 8            1.5 hours five times per week**  
**Years 9 - 10    2 hours five times per week**  
**Years 11 - 12 3 hours five times per week**

Committed students will spend more time than this in self-directed study.

## **Cont./2**

Sometimes, because of the nature of subjects or because of unplanned timetable variations, students may not have enough "set" homework for the scheduled time.

This is when students should complete private study. Activities during self-directed study might include:

- reading notes on work covered
- reading ahead on work to be taught
- planning/working on assignments
- taking notes and making summaries from texts and reference books
- consolidating ideas by expressing them in other ways
  - e.g. diagrammatic representations
  - concept maps
  - structured overviews
  - summary notes
  - extended writing
- testing for recall
- practising exercises organising notes and folders

#### **4. EXPECTATIONS OF EACH PARTNER**

##### **A. THE STUDENT:**

- (i) Write homework tasks neatly in the diary
- (ii) Complete (or make a genuine attempt to complete) set tasks by the due date
- (iii) Find out homework given if absent from class
- (iv) See your teacher prior to the next lesson if you have had a problem
- (v) Develop a positive attitude towards homework - it is an educational aid, not a penalty.

##### **B. THE TEACHER:**

- (i) Set homework that is meaningful; it should contribute to the development of the student
- (ii) Set it on a "regular" basis. This will vary from subject to subject (eg. theoretical and practical subjects) and will also depend on the type of work covered in class. Where appropriate, teachers may consider setting homework on a weekly basis
- (iii) Keep an accurate record of set homework on a weekly basis
- (iv) Check homework of students in Years 8 - 10 on a regular basis
- (v) Record names of students who regularly fail to meet expectations and follow school policy in dealing with students.

**Cont./3**

**C. PARENT:**

- (i) Provide a suitable workplace
- (ii) Assist students to develop time-management skills. This may include:
  - setting certain times for homework to be done
  - posting assessment schedules, eg. on the refrigerator, with important dates highlighted
- (iii) Take an active interest in homework. This may include:
  - giving encouragement
  - providing assistance
  - checking and signing homework diaries
  - checking some homework items. In those cases where parents may not know the subject matter well enough to offer constructive criticism, parents will still be able to form a judgement on the quality of the work