



St Eugene College

Dare to grow in faith, hope and love

HOMEWORK POLICY

Aims and Approach

At St Eugene College, we recognise the importance of a balanced approach to homework. While academic enrichment is vital, we also consider students' wellbeing, extracurricular activities, and family commitments. Homework should be meaningful and relevant, catering to individual needs and differences, and providing a positive experience for students, parents, and teachers. Additionally, homework fosters critical skills such as time management and self-discipline, which are crucial for academic success (Galloway, Conner, & Pope, 2013; Hattie, 2019).

Responsibilities

Student Responsibilities

- **Ownership of Learning:** Engage actively with homework tasks and seek clarification when needed.
- **Time Management:** Allocate sufficient time for homework, prioritise tasks, and avoid procrastination.
- **Self-Reflection:** Reflect on learning progress and identify areas for improvement.

Parent Responsibilities

- **Support:** Create a conducive environment for homework completion and encourage a positive attitude towards learning.
- **Monitoring:** Track homework assignments and communicate with teachers regarding any concerns.

Teacher Responsibilities

- **Clarity:** Clearly communicate homework expectations, including objectives, instructions, and deadlines.
- **Differentiation:** Tailor assignments to accommodate diverse learning needs and provide feedback on completed tasks.

Guidelines by Year Level

Our homework policy provides general guidelines for the amount of time students should spend on homework activities, acknowledging that these timeframes may vary throughout the year. For example, when assessments or project deadlines are approaching, students may need to allocate additional time. We also recognise that students have personal interests, hobbies, and extracurricular activities outside of school, as well as part-time employment as they move through the middle and senior years of

schooling. While the suggested timeframes serve as a helpful framework, we emphasise the importance of balancing academic responsibilities with personal well-being. Maintaining physical and mental health is essential, and we encourage students to manage their time in a way that allows for rest, relaxation, and self-care alongside their academic commitments.

Early Years		Junior Years	
<p style="text-align: center;">Prep - Year 2</p> <p>In the Early Years, regular reading is essential, as it significantly enhances student learning outcomes (Horsley & Walker, 2013).</p> <p>Duration: 5-10 minutes per night, plus unlimited reading for enjoyment.</p> <p>Activities: Reading with parents or caregivers, informal learning through conversation and play to develop oral language skills.</p>		<p style="text-align: center;">Years 3-4</p> <p>Duration: 15-25 minutes per night, plus unlimited reading for enjoyment.</p> <p>Activities: Reinforcement of literacy and numeracy skills, gathering resources, and conducting research to enhance classroom learning.</p> <p style="text-align: center;">Years 5-6</p> <p>Duration: 15-25 minutes per night, plus unlimited reading for enjoyment.</p> <p>Activities: Reinforcement of literacy and numeracy skills, gathering resources, and conducting research to enhance classroom learning.</p>	
Middle Years		Senior Years	
<p style="text-align: center;">Years 7-9</p> <p>Duration: 5 hours per week, plus unlimited reading for enjoyment.</p> <p>Activities: Homework may include planning and goal setting, practice exercises, reading and reviewing to reinforce classroom learning and develop critical skills and to revise for examinations. It also includes the preparation of assessment (eg. assignments).</p>		<p style="text-align: center;">Years 10-12</p> <p>Duration: Will vary depending on subjects and pathways selected. Up to 10 hours per week, plus unlimited reading for enjoyment.</p> <p>Activities: Homework may include planning and goal setting, practice exercises, reading and reviewing to reinforce classroom learning and develop critical skills and to revise for examinations. This should include self-identified revision</p>	



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Conclusion

Through collaborative efforts among students, parents, and teachers, the homework policy at St. Eugene College aims to foster a culture of academic excellence, promote lifelong learning, and empower students to achieve their fullest potential.

References

- Horsley, M., & Walker, R. (2013). Reforming homework: practices, learning and policy. *British Journal of Sociology of Education*, 36(2), 250–269.
- Galloway, M., Conner, J., & Pope, D. (2013). Non-Academic Effects of Homework in Privileged, High-Performing High Schools. *The Journal of Experimental Education*, 81(4), 490-510.
- Hattie, J. (2019). Homework in primary school has an effect of zero. *Visible Learning*.
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