VICTORIAN SCHOOL OF LANGUAGES  
HOMEWORK POLICY

1. Purpose

The purpose of the Homework Policy is to provide clear guidelines and expectations in regard to homework practices in Centre Classes and Distance Education classes. The intrinsic component of self-directed learning in Distance Education requires different homework expectations for students enrolled in these courses.

The Homework Policy has been developed with regard to the homework guidelines provided by DEECD and the particular needs of VSL students. In developing the Policy, the following purposes of homework have been identified:

- To support and extend classroom learning, covering the four strands of reading, writing, speaking and listening
- To develop positive study habits
- To develop a responsibility for self-learning
- To develop organisational and time-management skills
- To develop skills in using out-of-school resources
- To give parents/guardians another opportunity to participate in their child’s education

2. Implementation

In implementing the Policy, teachers shall endeavour to maintain a balance between the learning needs of their students and other obligations their students may have, such as studies in other curriculum areas, extra-curricular activities, and leisure/cultural/sporting pursuits. Homework shall not be used as a disciplinary measure. The Policy shall be implemented in the following ways:

2.1 Centre Classes

- The school’s homework policy will be distributed to parents each school year.
- Students will be encouraged to use homework diaries/planners as applicable.
- Teachers will set homework appropriate to each child’s skill level and age.
- Homework tasks shall be purposeful, meaningful and relevant to the current classroom curriculum.
- The three main types of homework activities will be preparatory (gaining information for future lessons), practice (providing opportunities to apply or revise new knowledge and skills) and extension (pursuing knowledge individually and imaginatively). Teachers may also request that unfinished class activities be completed as homework.
- Students will be given a reasonable amount of time to complete homework.
- All homework activities must be assessed with feedback and support provided by teachers.
- The effort made by students in regard to homework will be commented on via written reports and/or parent teacher interviews.
• Regular failure by students to complete homework will be followed up with parents by teachers.
• Parents/guardians will be encouraged to be active partners in homework and help their children by:
  o Encouraging them to take increasing responsibility for their learning and organisation;
  o Observing and acknowledging their success and asking them how their home/class work is progressing;
  o Encouraging them to set aside a regular session to complete homework;
  o Contacting the relevant teacher to discuss any problems their children are having with homework;
  o Helping them to complete homework by discussing key questions or directing them to resources, bearing in mind that it is usually better for children to do the actual work themselves;
  o Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
  o Checking and confirming whether homework for students has been set, and encouraging them to keep a homework diary/planner;
  o Discussing homework in the language being studied, if parents/guardians also speak that language.

2.1.1 Early Years (Years 1 – 4):
Homework at these year levels will mainly consist of:

• Reading/oral practice with parents;
• Simple extension tasks associated with classroom activities;
• Gathering of additional information or materials.

Homework will be set during language classes, with the expectation that it will be completed at regular intervals during the following week. Homework will generally not exceed 30 minutes per week. Homework will not be set for vacation periods.

2.1.2 Middle Years (Years 5 – 9):
Homework at these year levels will mainly consist of:

• Independent reading/oral practice;
• Tasks such as continuation of classroom work, projects and assignments, essays and research;
• Gathering of additional information or materials.

Homework will be set during language classes, with the expectation that it will be completed at regular intervals during the following week. Homework will generally not exceed 45 minutes per week for Years 5-6, or 1.5 hours per week for Years 7-9. Homework is likely to be set for weekends and vacation periods.
2.1.3 Later Years (Years 10 – 12):

Homework at these year levels will mainly consist of:

- Independent reading/oral practice;
- Tasks such as continuation of classroom work, projects and assignments, essays, assessment tasks and research;
- Gathering of additional information or materials.

Homework will be set during language classes, with the expectation that it will be completed at regular intervals during the following week. Homework will generally not exceed 3 hours per week (plus 2 hours on weekends during peak VCE periods). Homework will be set for vacation periods.

2.2 Distance Education

In some cases, there is no distinct division between the core component and the homework component of the Distance Education module being studied. This distinction is more obvious when students are studying distance mode via the classroom, or under school supervision. However, in all courses, there is provision in the workbooks for the three main types of homework activities to be covered i.e. preparatory, practice and extension. Some of these activities are optional. All activities are purposeful, meaningful and relevant to the core curriculum.

Parents/guardians are encouraged to be partners in learning via distance education, practising the same principles stated in the Homework Policy. Distance education students receive regular feedback and support via oral contact with their teachers.

3. Evaluation

Evaluation of the Homework Policy shall be undertaken by the Education sub-committee of the School Council on a triennial basis, or earlier in response to perceived need. Evaluation shall be assisted by:

- Staff, student and parent feedback;
- Recognised research regarding the effect of homework on student achievement outcomes;
- DEECD guidelines.
Outlined below is the School’s Homework Policy that has been developed in accordance with guidelines from the DEECD and with regard to particular needs of our students.

The purpose of providing homework is:
- To support and extend classroom learning, covering the four strands of reading, writing, speaking and listening;
- To develop positive study habits;
- To develop a responsibility for self-learning;
- To develop organisational and time-management skills;
- To develop skills in using out-of-school resources;
- To give parents/guardians another opportunity to participate in their child’s education.

Types of homework activities:

There are three main types of homework activities:
- Preparatory (gaining information for future lessons);
- Practice (providing opportunities to apply or revise new knowledge and skills); and
- Extension (pursuing knowledge individually and imaginatively).

Teachers may also request that unfinished class activities be completed as homework.

Homework will be set during language classes, with the expectation that it will be completed at regular intervals during the following week.

The expected amount of time to be spent on homework will be:

Years 1-4:
Homework will generally not exceed 30 minutes per week. Homework will not be set for vacation periods.

Years 5-9:
Homework will generally not exceed 45 minutes per week for Years 5-6, or 1.5 hours per week for Years 7-9. Homework is likely to be set for weekends and vacation periods.

Years 10-12:
Homework will generally not exceed 3 hours per week (plus 2 hours on weekends during peak VCE periods). Homework will be set for vacation periods.

Ways in which you can assist your child/ren with homework are:

- Encouraging them to take increasing responsibility for their learning and organisation;
- Observing and acknowledging their success and asking them how their home/class work is progressing;
- Encouraging them to set aside a regular session to complete homework;
- Contacting the relevant teacher to discuss any problems their children are having with homework;
- Helping them to complete homework by discussing key questions or directing them to resources, bearing in mind that it is usually better for children to do the actual work themselves;
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
- Checking and confirming whether homework for students has been set, and encouraging them to keep a homework diary/planner;
- Discussing homework in the language being studied, if parents/guardians also speak that language.