Each Queensland state school is required to generate a homework policy, developed in consultation with their school community.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

The Coomera Rivers State School homework policy:

1. Has been developed in consultation with the school community
2. Has been disseminated to the school community
3. Is reviewed in consultation with the school community
4. Is monitored to ensure:
   ∆ Consistent and effective implementation occurs throughout the school
   ∆ The amount of homework is balanced across all learning areas to allow sufficient time for family, recreation and community and cultural activities
   ∆ Students are not disadvantaged by the lack of access to resources such as computers and the internet outside school

At Coomera Rivers, we believe that homework is much more than tasks aimed at supporting learning. We believe tasks
   ∆ Are part of the wider school learning program where the barriers between school and home are removed through the use of IT
   ∆ Are able to provide students who require learning support with additional practice and exposure, giving them time to learn and master concepts
   ∆ Are appropriate to particular years of schooling
   ∆ Are varied and differentiated to individual learning needs through teacher planning and parent supervision
   ∆ Develop students’ independence as a learner through extension activities such as investigating, researching, writing, designing and
   ∆ Assist students to prepare for upcoming classroom learning, such as pre-reading texts or considering a new learning topic prior to the unit. We call this ‘Flipped Classroom’ learning.

The homework that is set at Coomera Rivers enhances student learning and:
   ∆ Is purposeful and relevant to students needs
   ∆ Is appropriate to the phase of learning (early and middle years)
   ∆ Is appropriate to the capability of the student
   ∆ Develops the student’s independence as a learner
   ∆ Is varied, challenging and clearly related to class work
   ∆ Allows for student commitment to recreational, employment, family and cultural activities

Teachers at Coomera Rivers develop homework tasks that can engage students in independent learning to complement work undertaken in class or about to be undertaken through:
   ∆ Revision and critical reflection to consolidate learning (practising for mastery)
   ∆ Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
   ∆ Pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
   ∆ Preparing for forthcoming classroom learning (collecting relevant materials, items, information).
Responsibilities

The Principal needs to:
△ Consult the Education (General Provisions) Regulation 2006
△ Maintain regular monitoring and collaboration amongst teachers will ensure consistent and effective implementation of the school homework policy
△ Develop the school homework policy, in consultation with their school community, particularly the P&C Association
△ Distribute the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment
△ Ensure the homework policy is effectively implemented throughout the school
△ Include an up-to-date school homework policy as part of their annual school reporting

Teachers:
Teachers can help students establish a routine of regular, independent study by:
△ Ensuring their school’s homework policy is implemented and followed
△ Setting purposeful and meaningful homework and not just busy work
△ Clearly communicating the purpose, benefits and expectations of homework
△ Checking homework regularly and providing timely and useful feedback
△ Using homework that is varied, challenging and directly related to class work and appropriate to students’ learning needs
△ Explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework
△ Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
△ Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework

Students:
Students can take responsibility for their own learning by:
△ Being aware of the school’s homework policy and expectations
△ Discussing with their parents or caregivers homework expectations
△ Accepting responsibility for the completion of homework tasks within set time frames
△ Following up on comments made by teachers
△ Seeking assistance when difficulties arise
△ Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

Parents and Carers:
Parents and carers can help their children by:
△ Reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
△ Helping them to complete tasks by discussing key questions or directing them to resources
△ Encouraging them to organise their time and take responsibility for their learning
△ Encouraging them to read and to take an interest in and discuss current local, national and international events
△ Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
△ Regularly monitoring homework tasks
△ Establishing rules and expectations regarding IT use at home during homework and non-homework times
△ Contacting the relevant teacher to discuss any concerns about the nature of homework

Considering students’ other commitments when setting homework
In determining homework tasks, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits.
Time spent on homework each week

At Coomera Rivers we use the following guidelines in setting homework tasks. While we do our best to personalise tasks for students, these times will vary from child to child with some students completing their work much faster and some may take a little longer.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Time per week</th>
<th>Tasks may include but are not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>0-1 hour</td>
<td>Reading and word work</td>
</tr>
<tr>
<td>1</td>
<td>1 - 2 hours</td>
<td>On-line subscriptions including Reading Eggs, Mathletics or Literacy Planet.</td>
</tr>
<tr>
<td>2</td>
<td>1 - 2 hours</td>
<td>Reading and word work</td>
</tr>
<tr>
<td>3</td>
<td>2 - 3 hours</td>
<td>On-line subscriptions including Reading Eggs, Mathletics or Literacy Planet.</td>
</tr>
<tr>
<td>4</td>
<td>2 - 3 hours</td>
<td>Extension of class work</td>
</tr>
<tr>
<td>5</td>
<td>2 - 3 hours</td>
<td>Projects and research</td>
</tr>
<tr>
<td>6</td>
<td>3 - 4 hours</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3 - 4 hours</td>
<td></td>
</tr>
</tbody>
</table>

Use of IT devices and on-line subscriptions

△ Coomera Rivers is a digital school and enacts a clear digital vision. Much of what we do is on-line and requires devices such as ipads and computers. Not all tasks are digital and home readers and sightwords will require school resources to be sent home with students

△ Personal myLearn devices should be utilised for homework tasks where necessary

△ Students who do NOT have a personal device are able to utilise the school devices in classrooms and myLearn Central during class and break times

△ myLearn Central will be made available to students at lunch break and to families before and after school if required

Links to behaviour levels

△ Homework and a strong study ethic are directly linked to the behaviour levels in the senior school at Coomera Rivers. Regular and satisfactory completion of homework is part of this. Exemption from or regular incomplete homework may affect these achievement levels

Detaining of students

△ Students will not be detained during or after school for incomplete homework

△ Teachers will contact families where students have not completed homework for the week if they do not hear from the family in the first instance

Encouragement systems

△ Teachers may offer an acknowledgement or incentive system for those students who complete homework tasks.

Setting and correction of homework

△ We recommend that families complete homework during the school week. To provide greater flexibility for families, homework may be provided well before the due collection date. i.e. Sent home on a Friday for completion by the next Friday morning to provide families with flexible homework options

△ Homework is set regularly by teachers. It is usually either set well in advance or keeps to a routine. Teachers will communicate their homework needs with families through class newsletters

△ Homework will be corrected regularly and feedback provided to students where appropriate

△ Teachers may prepare some optional programs for vacation periods for those families who wish to complete it

Request for homework exemption

Families may request a homework exemption by emailing or writing to the class teacher. A ‘Request for Exemption’ form will be made available. Families need to complete it and return it to the class teacher. It needs to be remembered though that this may impact on behaviour level achievements.