

Homework Guidelines and Procedures



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CHRISTIAN COLLEGE

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Homework Guidelines and Procedures

PREAMBLE

All policy, protocols and procedures flow from the St Andrews Christian College Mission Statement:

“To educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in the world.”

DOCUMENT INFORMATION

TITLE:	Homework guidelines and procedures
AUTHORS:	St Andrews Christian College
PURPOSE:	To provide Homework guidelines and procedures for the College Community.

RELATED DOCUMENTS:

KEY DATES

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1. RATIONALE

Homework is an essential part of the learning process and connects classroom learning with the home environment. It benefits students by reinforcing classroom learning, encouraging independent study habits, consolidating skills, extending students' knowledge and understanding and supporting holistic development through balanced and purposeful activities.

This Homework Guidelines and Procedures document has been developed to support student learning and wellbeing by:

- Clearly defining “homework” and distinguishing it from “study.”
- Providing parents/guardians and students with clear guidance on reasonable homework durations.
- Highlighting the importance of balance, including adequate rest and activity breaks during extended periods of homework or study.
- Offering opportunities for students to review, revise, and reinforce skills learned in class.
- Enabling students to apply their understanding of new concepts.
- Preparing students for upcoming lessons and learning experiences.
- Encouraging extension of knowledge, skills, and understanding through independent, collaborative, creative, and imaginative tasks.
- Supporting students in developing positive, lifelong learning and study habits.
- Promoting partnerships with parents/carers to actively support students in their learning journey.

2. DEFINITIONS

Homework is defined as work assigned by teachers to be completed by students outside of regular school hours.

Study is a broader term encompassing independent learning activities, often initiated by the student, and aimed at developing a deeper understanding, improving retention and developing or refining particular skills.

- Homework is generally teacher-assigned whereas study is generally student-initiated.
- Homework often focuses on completing tasks whereas study focuses on deeper learning and retention.
- Homework often has teacher-set deadlines whereas study is generally ongoing.

3. ROLES AND RESPONSIBILITIES

Teachers

- Set meaningful, age-appropriate and achievable homework tasks that align with curriculum goals
- Provide clear instructions and reasonable timeframes for completion, avoiding next-day due dates
- Allocate class time for students to record and confirm homework tasks
- Differentiate tasks, where possible, to meet diverse learning needs
- Track student progress and engage families early to resolve any homework issues

Students

- Record homework in a planner/diary and manage their time responsibly
- Seek clarification when unsure of expectations
- Complete tasks independently, to the best of their ability



- Manage materials effectively and submit homework on time
- When specific homework tasks have not been set, use time to complete work that has not been finished in class
- Balance homework with personal wellbeing, extracurricular activities, and family commitments

Parents

- Provide a quiet and organised environment for homework, where possible
- Encourage and support students in developing good study habits
- Encourage independence rather than completing tasks on behalf of the student
- Monitor completion of tasks and communicate with the school if issues arise
- Encourage a balance of homework with personal wellbeing, extracurricular activities and family commitments
- If homework tasks are taking much more than the allocated times, parents are encouraged to contact the Class teacher (Primary School), Subject teacher (Secondary School) and/or the Year Level Coordinator.

4. IMPLEMENTATION

- The College's homework expectations will be communicated to parents and students at the commencement of each school year.
- All students will be allocated homework via diaries or 'the hub.'
- Teachers will set homework which is purposeful and related to the curriculum.
- Teachers will set homework which is achievable and appropriate to the age and skill level of the student.
- Homework activities will be designed to help students develop lifelong habits as independent learners.
- Homework activities will be monitored by the teacher and feedback provided, where appropriate.
- Homework activities will provide opportunities, where appropriate, for parents/carers, to interact with their child and engage in their learning.

5. TYPES OF HOMEWORK

Homework activities throughout the Primary and Secondary Schools may include, but not limited to, the following:

- Reading texts or reading for pleasure
- Preparing for a new topic
- Revision
- Research
- The completion of classwork
- Completion of assignments, creative projects or extended investigations
- Practising tasks to improve skills e.g. Musical instrument, Sport, Mathematics, Art, Spelling
- Consolidation exercises
- Viewing videos linked to curriculum content
- Engaging with parents or carers e.g. Rehearsing presentations, Asking for feedback

There may also be times when a teacher directs students to study in place of homework. At such times, students are advised to use allocated homework time for this purpose.



6. TIME CONSIDERATIONS

In the Primary years, it is expected that children will complete homework four nights a week (Monday - Thursday.).

In the Secondary years this expectation is extended to five nights per week (Monday - Friday).

For students undertaking VCE subjects, homework on the weekend may be required during peak VCE periods.

The following list provides a general guideline of the amount of time students should be spending on homework and study each week night. These time limits are designed to ensure that homework remains manageable and developmentally appropriate while supporting steady progress and preventing academic overload.

Prep	5 - 10 minutes per night	Including reading or counting exercises
Year 1 - Year 2	15 - 30 minutes per night	Including: reading and short mathematics or spelling tasks
Year 3 - Year 4	20 - 40 minutes per night	Including: reading, mathematics or spelling tasks
Year 5 - Year 6	30 - 50 minutes per night	Including: reading, mathematics, spelling and curriculum assignments
Year 7 & Year 8	45 - 60 minute per school night	Approximately 4 - 5 hours/week
Year 9	60 - 70 minutes per school night	Approximately 5 - 6 hours/week
Year 10	70 - 90 minutes per school night	Approximately 6 - 7 hours/week
Year 11 & Year 12	90 - 120 minutes per school night	Approximately 7 - 10 hours/week. Year 11 and 12 students will also be expected to complete study tasks in addition to set homework. Students are also expected to use allocated study periods at school effectively.

Weekends and School Holidays

Primary School:

- No homework will be assigned for completion over the weekend or during school holidays

Year 7 – 10:

- Homework assigned on a Friday or on the final day of a Term will be no more than what is expected on a regular school night.
- No extended tasks will be set as homework over weekends or school holidays
- In the lead up to Examinations, it may be necessary for students to use some weekend time for study.

Year 11 and 12 (including students who undertake accelerated VCE subjects):

- Completion of homework and study during weekends and school will be necessary for VCE subjects



7. SUPPORT AND FLEXIBILITY

Students with additional learning needs will have homework tasks adjusted as required and will be provided with support to record tasks when needed.

Extensions may be granted in genuine circumstances and if requested before the due date.

The College recognises the importance of wellbeing, extracurricular activities and family commitments. Teachers will monitor student workloads and schedule tasks appropriately throughout the semester to avoid overloading students with multiple large tasks at the same time.

8. CONSEQUENCES FOR FAILING TO COMPLETE HOMEWORK

Failure to complete homework tasks may affect a student's learning progress and ability to engage fully in class activities. Repeated failure to complete or submit homework may result in follow-up actions such as communications from the teacher with the parents/guardians, the requirement to complete the work during break times and, as necessary, the implementation of strategies to support the student with improved organisation and responsibility.

Ongoing non-compliance will be managed in accordance with the College's Behaviour Management and Restorative Practices Policy, which may include formal consequences as deemed appropriate. Teachers will address homework non-completion in a manner that is consistent, respectful and supportive of student wellbeing and learning.