



HELENSVALE
STATE HIGH SCHOOL



Homework Policy

We **ASPIRE** for each and every student to succeed.
We **BELIEVE** in One Student, One Community, Many Futures.
We **VALUE** respect, responsibility, resilience.

Homework

Purpose:

Homework provides students with opportunities to consolidate their classroom learning and to develop healthy learning behaviours required for learning beyond school. It is a valued part of education at Helensvale State High School.

Homework that enhances student learning:

- is purposeful and relevant to student's needs.
- 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.

Homework is set in three ways:

1. By the assessment program where an assignment, project or task is completed over a period of time.
2. By the student as they study, preview and review classwork, find alternative explanations of content to consolidate learning and/or prepare for examinations.
3. By the teacher in order to complement class work.

Roles and Responsibilities:

Students can take responsibility for their own learning by:

- ensuring they understand their assessment commitments
- establishing study and revision routines to prepare for assessment tasks (Appendix A and Appendix B)
- discussing homework expectations with their parents or caregivers
- developing a weekly home learning planning and modifying it as necessary (Appendix C)
- accepting responsibility for the completion of homework expectations within set time frames
- acting on feedback provided by teachers
- seeking assistance when difficulties arise
- organising their time to manage and balance school and other commitments.

Teachers will support their students' learning beyond the classroom by:

- clearly communicate assessment expectations and timelines.
- set homework tasks which complement class work as appropriate.
- check set homework tasks regularly and provide timely and useful feedback.
- explicitly teach strategies to develop organisational and time-management skills and provide opportunities to practice these strategies through homework.
- Use student effort and diligence with homework as one consideration for assigning an "Effort" grade in reporting.

Parents can assist by:

- making sure that students have the resources to complete homework.
- asking clarifying questions that help students summarise what they have learned.
- encouraging students to read and to take an interest in and discuss current local, national and international events.
- helping students to balance the amount of time spent completing homework and engaging with recreational activities and other commitments.
- encouraging students to establish routines and make use of resources such as study timetables
- contacting the relevant teacher to discuss any concerns about the nature of homework and their student's approach to the homework.

Time commitment to homework:

- The time spent on homework varies with the age and/or pathway of the student.

The following time commitments act as a guide only to indicate the minimum amount of time students should consider committing to in order most benefit their learning:

- Junior Secondary (Years 7-9): 40 mins per school night
- Senior Secondary (Year 10): 60 mins per school night
- Senior Secondary (Year 11-12): 90 mins per school night

- Further commitment may be required based on subject demands and assessment calendars. Students who plan and work consistently throughout each term minimise their stress and time commitment around busy assessment periods.



Appendix A: The Studying Must-dos!



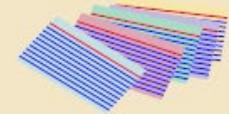
- C** chunking: study information in bite sized pieces
- R** repetition: practice, practice, practice!
- I** imagery: use visuals or create visual representations of information
- M** mnemonics: an acronym, song, or rhyme to help you remember
- E** elaboration: explain the topic in great detail

Which is the best study schedule?



If you said option B, you would be absolutely correct! By studying at regular, spaced intervals across the term you are more likely to remember and learn content than if you were to cram right before the exam!

Flash Cards:



Did you know that you need 16-24 repetitions of the same information to move it from your working memory into your long term memory?

This means that if you want to learn something, and really make it stick, you need to spend a fair bit of time telling your brain that it is important. Use flash cards as an easy, effective, on-the-go technique to get those repetitions in - on the bus, in the car, or really, anywhere!

Helpful Links:

- Mnemonics: https://www.youtube.com/watch?v=uF9wxm_PLuk&t=1s
- Flash Cards: <https://www.youtube.com/watch?v=eVajQPuRmk8>
- Interleaving: <https://www.youtube.com/watch?v=WbDpYmp8F6o>
- Spaced Repetition: <https://www.youtube.com/watch?v=-uMMRjrjzPmE>
- Cornell Note-taking: https://www.youtube.com/watch?v=cLtM3pa9_SQ



Appendix B: Studying: The Expansion Pack!



To GO BEYOND, use the Values of Inquiry to self-assess the quality of your writing and thinking.

Clarity	Are you clearly communicating your ideas?
Accuracy	Have you represented the information accurately?
Precision	Have you been precise in the way you have communicated your ideas?
Relevance	Is all the information you have included relevant to your argument?
Significance	Is the information you have included important?
Depth	Have you explained your thinking in detail?
Breadth	Have you considered a range of ideas and opinions?
Coherence (Logic)	Have you structured your ideas logically?

Asking Questions:

Questions are powerful tools and you can use them in your study to deepen, broaden and clarify your understanding of the topic at hand. Use the Q Matrix to support your development of questions and help you to think critically and creatively about your topic.

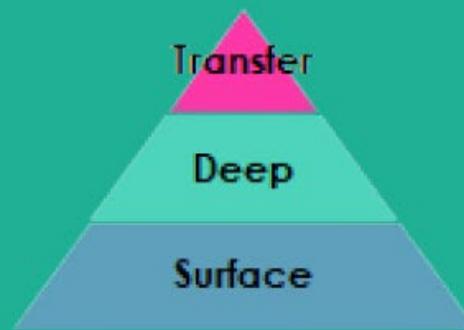
https://inquiringabouttheworld.weebly.com/uploads/1/4/0/1/14016039/the_question_matrix1.pdf



Transfer your Learning:

Once you feel you have mastered a concept, try applying it to a new situation or a different learning area.

For example, try doing a different word problem in Maths that uses the same formula, or consider how the Pythagoras theorem from Maths applies to Geography.



Appendix C: Sample Study Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6 am					
7 am	Maths, English			Science, History	
8 am					
school					
4 pm	Digi Tech, HPE	Science, History	extra-curricular	family, personal	extra-curricular
5 pm		extra-curricular			
6 pm	family, personal		family, personal		family, personal
7 pm		Maths, English		Digi Tech, HPE	
8 pm					