St Patrick’s School  
Homework Guidelines

RATIONALE

At St. Patrick’s School we believe that teachers and parents working closely together provide the optimal conditions for the children’s learning to be most effective. The home is a rich learning environment that provides real life contexts in which children can demonstrate their attributes as life-long learners.

Homework enhances the links between home, school and the community and gives parents an opportunity to become involved in school learning.

Homework assists in:

- giving real life applications for learning.
- revising, reinforcing and enhancing basic literacy and numeracy.
- encouraging time management skills, self-discipline and building good work habits.
- building a bridge between school and home.

OUR BELIEFS ABOUT HOMEWORK

To be most effective we believe that homework should:

- be flexible enough to consider family needs taking into consideration rest, relaxation, recreation, family responsibilities and other activities.
- not be a source of conflict between parent and child.
- focus on reading
- reinforce concepts and skills taught in the classroom.
- be relevant to the learning that is taking place in the classroom.
- be age/level appropriate so that success can be achieved independently in a set time frame.
- take into account individual children’s learning abilities.
- be structured and easy to follow.
- be acknowledged and corrected by the teacher
- be monitored to ascertain students who regularly do not complete the homework.

WORKING TOGETHER FOR SUCCESS

For homework to be effective, a partnership needs to exist between home and school. Parents, teachers and children each have responsibilities.

Parents and caregivers can help by:

- reading and talking to children.
- providing a suitable learning environment with minimal distractions and necessary resources.
- helping children to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities.
- assisting children to understand set tasks.
- discussing with children current affairs.
- actively guiding, encouraging and supporting children to become responsible and independent learners.
- communicating to teachers any concerns that arise with the children’s home learning.
- allowing children to be responsible for completion of homework tasks.
Teachers can help by:

- effectively communicating homework expectations to parents
- ensuring the children are aware of what is expected of them.
- setting relevant learning activities which allow for individual needs.
- encouraging children to participate in real life activities that develop the whole child. eg shopping, craft, cooking, sport, quiet time, or music.
- acknowledging and correcting work.
- contacting parents to discuss strategies aimed at assisting with any difficulties the student may be experiencing.

Children can help by:

- listening to information given.
- accepting responsibility for ensuring homework tasks are brought to and from school when required.
- seeking assistance with and clarification of the task if needed.
- using strategies and following advice given by teachers.
- completing homework tasks to the best of their ability.
- talking to family about school activities and current events.
- working towards becoming independent learners.

**ORGANISATIONAL STRUCTURES**

Classroom teachers will set homework tasks that complement and therefore reflect our common beliefs about homework. Home learning in each year level will include a reading task.

In setting homework tasks the following time frames are a guideline. Children may do extra work if they choose.

<table>
<thead>
<tr>
<th></th>
<th>Written Tasks: Daily Allocation</th>
<th>Night Reading</th>
<th>Real Life Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Nil</td>
<td>10 mins</td>
<td>Minimum of 20 minutes per week to be allocated to non-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scheduled activities that help to develop the whole child.</td>
</tr>
<tr>
<td>Year One</td>
<td>Nil</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td>Year Two</td>
<td>5 - 10 mins</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td>Year Three</td>
<td>5 - 10 mins</td>
<td>10 mins</td>
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<tr>
<td>Year Four</td>
<td>15 mins</td>
<td>10 - 15 mins</td>
<td></td>
</tr>
<tr>
<td>Year Five</td>
<td>15 mins</td>
<td>10 - 15 mins</td>
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<tr>
<td>Year Six</td>
<td>15 mins</td>
<td>20 mins</td>
<td></td>
</tr>
<tr>
<td>Year Seven</td>
<td>15 mins</td>
<td>20 mins</td>
<td></td>
</tr>
</tbody>
</table>

- This time can be spread over the week to equal the same amount as 4 nights of homework.
- Set homework tasks should be the same or similar across the year level.
- Homework should be flexible enough to consider family needs taking into consideration rest, relaxation, recreation, family responsibilities and other activities.
- Homework should be able to be achieved in the times allocated above taking into account individual children’s learning abilities.

**State Guidelines for maximum homework hours over a week recommend:**

- Prep: Generally will not be set homework.
- Years 1 - 3: Up to but not more than 1 hour per week.
- Years 4 - 5: Up to but not more than 2 - 3 hours per week.
- Years 6 - 7: Up to but not more than 3 - 4 hours per week.