



Albert Park College Homework Policy: *Preparing for learning*

The value of homework

We all want young people to reach their potential and this includes their academic potential. Homework plays a key role in helping young people to reach their potential. According to local and international research, the link between homework and improved learning outcomes is clear and becomes increasingly beneficial the older students are¹.

Purpose

The purpose of this policy is to outline to students, parents/carers and APC staff the expectations for homework and at-home learning.

Homework should be part of a healthy lifestyle, which allows students to pursue a range of interests in a balanced way. Teachers, families and students all have a role to play in ensuring that the best balance is reached.

Homework should further support students in the consolidation of their learning and assist in the preparation and completion of assessment tasks. In addition to homework, students are encouraged to study by revising materials learned in class by making flash cards, taking detailed notes and annotating readings.

Additionally, students are encouraged to spend 30 minutes developing a love of literature at home. This may be in the form of novels, magazines, online fiction & non-fiction articles.

Shared expectations and responsibilities

Homework tasks at these year levels may include daily independent reading, extended classwork, projects, essays, exercises and research. Some tasks may be assigned to be completed during weekends and on the school holidays.

Year Level	Expected homework per week
Year 7-9	1 hour per subject per week
Year 10	2 hours per subject, per week.
Year 11	2 hours and 40 minutes of homework per subject, per week
Year 12	3 ½ hours of homework per subject, per week

¹ Marzano, Robert J et al *Classroom Instruction that works* Hawker Brownlow, Moorabbin, 2004



Teachers will support the process of homework and learning by:

- Communicating general homework expectations at the beginning of each school year to students and their families;
- Setting homework which is purposeful and meaningful;
- Setting homework which is preparatory (before starting new topics), good practice (to reinforce material learnt in class), or extension (to encourage individual creativity and interest);
- Modifying homework for students with special needs, interests or aspirations where appropriate (See directed, negotiated and independent homework, below);
- Giving meaningful feedback to students (in a variety of ways) following each homework task.

Families/carers can support their children by:

- Encouraging their children to establish good homework patterns, which is balanced with other family, social and sporting pursuits;
- Engaging in discussions regarding what their child is learning;
- Supporting the homework practices of their children, without completing the homework for them;
- Supporting their children to organise their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment
- Encouraging the 30 minutes of independent reading at home (this may not just be novels, but also magazines, online fiction & non-fiction articles);
- Assisting your child in managing email and planning for homework and study;
- Provide their children with a quiet area in which to complete homework;
- Acknowledge the success of their children as they complete their homework.

Students aim to:

- Take responsibility for their own learning;
- Complete homework timely to the best of their abilities;
- Develop good learning and study habits;
- Maintain an effective study planner;
- Communicate with their teachers when homework is being set to discuss workloads;
- Seek assistance when difficulties arise;
- Catch up on work missed if absent, in discussion with teachers;
- Develop a love for literature by reading for 30 minutes each day;
- Be proud of their achievements.



Develop a love of reading

In addition to set homework tasks, it is crucial for students to read regularly in and out of class. Research suggests that the amount of reading students do has a direct impact on their comprehension skills and how they perform in all subjects.

Teachers at APC privilege and facilitate group and independent reading as much as possible in order to build students' skills. We facilitate quiet, sustained reading in class because we know the volume and duration of reading determines learning outcomes.

Students are encouraged to borrow books regularly from the library, and we welcome student requests for our library collection.

Homework Club

To assist students with their homework and examination preparation, the College runs a homework club throughout the year in the library, which teachers should utilise and attend to support their students. This runs on Mondays and Wednesdays from 3:30 to 4:30 pm.

Twilight Study at Pickles:

We invite our senior students to our Pickles St campus Wednesdays from (4pm - 7pm)

Peer Tutoring at Pickles:

For students who wish to seek the support of a tutor, we are able to offer a tutoring service at a cost to families. These tutors are past APC alumni who achieved outstanding results in their method. Students who wish to use this service should contact the Liberal Arts lead teacher at Pickles St.

Peer Educator Program:

At APC we offer a peer tutoring program for students in Years 7 to 9 to support them with homework. Students who wish to use this service should contact their teacher or the Student Leadership Coordinator.

Evaluation

The following policy will be reviewed as part of a 3-4 year cycle.

Date Implemented	January 2011
Responsibility	Foundation Principal
Endorsed by	School Council
Date reviewed	November 2021
Next review date	November 2025
Version control	v.3 (current)

References

Marzano, Robert J et al *Classroom Instruction that works* Hawker Brownlow, Moorabbin, 2004