

Heritage College

Homework Policy



Document Control

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Rationale

Heritage College recognises homework as a vital component of the learning process. It offers students the chance to reflect, revise, and reinforce classroom learning, while also fostering lifelong learning habits beyond the classroom. Research shows a positive link between homework and student achievement, with learning improving when tasks are purposeful and aligned with individual student abilities and current classroom topics. Homework also provides an opportunity for parents to engage in their child's education and stay informed about ongoing classwork.

Research on homework

- homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.
- homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
- it is important to make the purpose of homework clear to students (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

Responsibility of leaders

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.
- monitor the amount of homework set for students to ensure compliance with school expectations.

Responsibilities of teachers include:

- setting homework that is aligned with the curriculum and appropriate for the student's skill level and age.
- ensuring homework tasks are purposeful, meaning they are intentionally designed and planned to support student learning.
- monitoring and assessing homework, and providing timely and constructive feedback.
- ensuring the volume of homework allows students to participate in a variety of recreational, family, and cultural activities outside school hours.
- offering opportunities for families to engage in their child's learning.

Responsibility of students (secondary)

- be familiar with the school's homework policy.
- discuss homework expectations with their parents/carers.
- take responsibility for completing homework tasks within the set time frames.
- follow up on feedback provided by teachers.
- seek help when difficulties arise.
- manage their time effectively to balance home responsibilities, physical activities, sports, recreation, cultural activities, and part-time work.
- take personal responsibility for their homework.



- prioritise homework set by Heritage College over any assignments given by external tutors.

Responsibility of parents/carers:

- ensure a balance between the time spent on homework and participation in recreational, family, and cultural activities.
- communicate any concerns about homework with teachers.
- discuss homework with their child in their first language if English is not the primary language spoken at home.
- encourage their child to maintain a positive work/life balance.
- connect homework to:
 - the child's and/or parent/carer's past experiences.
 - family culture, history, and language.
 - relevant services, clubs, associations, and community resources.
 - ensure there is a quiet, dedicated study area for their child to complete homework.

Year-Level Homework Time Guidelines for Students

Overview

The time students need to complete tasks at home varies. A task intended to engage a Year 7 student for 15 minutes might take some students five minutes and others an hour or more.

Year Level	Homework set per class	Total homework per day
Prep	Shared reading	Up to 10 minutes
	Handwriting/Spelling/Numeracy	Up to 10 minutes
1-2	Daily Reading and Spelling Literacy Numeracy	10-15 minutes
3-4	Shared and independent reading, with some literacy and numeracy homework	Up to 20 minutes of reading per day A 20-30 minute maths and literacy task per week
Year Level	Homework set	Total homework per week
5	Numeracy	40-60 minutes - Monday to Thursday
	Literacy including daily reading	60-80 minutes - Monday to Thursday
6	Numeracy	1-1.5 hours- Monday to Thursday
	Literacy including daily reading	1.5 - 2 hours - Monday to Thursday



Year Level	Estimated per day	Total Per Week
7	1 hour	5 hours
8	1.5	6-7
9	2	8-10
10	2.5	10-12
11	3	12-15
12	3	15-17

Homework Expectations in Detail

Primary

Prep - 2

- In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of organisation, self-discipline and responsibility and prepare them for the upper grades.
- Assigned homework tasks will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials.
- Homework will mainly consist of daily reading to, with, or by parents/carers or older siblings.
- No homework tasks will be assigned over the weekends or during the holidays.

Year 3-4

- At this stage, homework focuses on developing independent reading skills, and comprehension, and reinforcing timetables and numeracy concepts. The aim is to help students build confidence in these areas while fostering organisation, self-discipline and responsibility, preparing them for the more structured homework expectations in the upper grades.

Year 5-6

- In the upper year levels, the objective of homework is to build on the concepts of organisation, self-discipline, responsibility and initiative to prepare students for secondary school.
- Homework will consist mainly of:
 - daily reading as appropriate to the child's ability including:
 - reading independently
 - reading to others
 - reading with others



- reading by others
- tasks such as continuation of classroom work and research
- practise and application of skills which have been learnt at school

Secondary

All Secondary students are expected to read (from a variety of sources eg. novels, newspapers, and non-fiction) for at least 15-30 minutes per night. Effective reading develops with practice and is the foundation of all homework.

Years 7 and 8

- Homework should be limited during holidays and primarily focus on reading or optional extension tasks.
- Year 7 students should not have homework set for the first fortnight of the school year to enable a smooth transition into Secondary School.
- Homework may also be assigned to support preparation for upcoming tests, quizzes, or projects, and to consolidate skills learned in class, providing opportunities for practice and reinforcement of key concepts.

Years 9 and 10

- Homework should be limited during holidays and primarily focus on reading or optional extension tasks.
- Avoid homework tasks directly after a Year 9 camp, to enable a smooth transition back into learning.
- Students completing a Fast Track subject are expected to complete at least two hours a week of study while ensuring they maintain their grades in their Year 10 subjects.

Years 11 and 12 VCE-VM

- Students are to complete any in-class set tasks and work on projects.
- Students are also expected to complete all allocated VET tasks.
- Students may have up to 2.5 hours per weekday/12-13 hours per week of homework.

Years 11 and 12 VCE

- Students should aim to do a minimum of three hours of study per unit, per week. As a general guide, students in VCE would be expected to complete home study or revision from 3 hours per weeknight with up to 6 hours on weekends during peak VCE periods.
- Homework does not only consist of the work given to you by the teacher, it includes a self-directed component. This may include:
 - Read or watch content.
 - Actively read the textbook, highlight the main points and watch Edrolo videos.
 - Annotate and have a strategy whenever you read/watch.
 - Be strategic about your reading/watching: when do you learn best? (Before your teacher teaches content? After? In bulk?)
 - Make your own study/cue cards. Study cards should have key terms and points to remember. They should be in a specific order. Order is important.



They should be derived from the dot points, your class notes, study design and the textbook. Always add to them.

- Make chapter summaries.
- Make a bound reference for exam preparation.
- Practise questions - During the year your task is to get a lot of exposure to questions (past exam papers, Edrolo, Checkpoints).
- Students should expect homework and study to occur over the school holidays.

Homework Submission Times

- All homework tasks (not due in class) must be submitted by 5 pm on their due date, which will be set between Monday and Thursday (not on Fridays or weekends). This allows students time to arrive home and complete their work without encroaching on evening hours or encouraging late-night work. No homework tasks, including both summative and formative assessments, are to be set on Friday after school, upholding our Sabbath values and respecting the Adventist tradition.
- Homework-related communication is permitted between Monday and Friday, from 8 am to 5 pm. We encourage staff to schedule any additional emails outside these hours to respect communication block-out times. If a parent or student emails outside of the designated homework communication hours (Monday to Friday, 8 am to 5 pm), they can expect a response during the next available communication period. This approach helps maintain a balanced schedule for both students and staff, supporting our commitment to respectful time boundaries.

Unfinished Classwork

- In cases where students do not complete classwork during the allocated time, teachers may assign this unfinished work as homework.
- Due dates for these assignments should be flexible, allowing students to manage their workload, especially if they have other commitments or events on the night the homework is assigned. Teachers will consider individual circumstances when setting new deadlines.
- Students are encouraged to communicate with their teachers if they are struggling to complete classwork or if they have extenuating circumstances that affect their ability to finish tasks on time.
- If a student frequently has unfinished classwork assigned as homework, teachers should reflect on their expectations regarding the completion of work during class time and consider whether adjustments are needed, to ensure students can successfully engage with their learning.

Plagiarism

Plagiarism in homework is a serious issue and undermines the learning process. Students are expected to complete their homework independently and honestly, using their own words and ideas. Copying from the internet, books, or other students without proper attribution is not acceptable. If plagiarism is detected, it may involve resubmitting the work, discussions with parents, or further disciplinary action.



Students should always ask their teacher for guidance if they are unsure about how to properly reference sources.

The use of AI tools in homework can be helpful for generating ideas and enhancing understanding. However, students must ensure that any information or content generated by AI is properly referenced, just as they would with other sources. Homework should reflect the student's own thinking and effort, and AI should not be used to complete tasks in place of genuine learning. Failure to acknowledge the use of AI tools may be considered a form of plagiarism and will be addressed in line with the school's Artificial Intelligence Guidelines. Students are encouraged to consult their teacher on how to appropriately use and cite AI resources.

Unable to Complete Homework

For Years 5 to 10, if a student requires more time than specified to complete a homework task, they should ask a parent/carer to email the teacher that the required time was spent. Parents should avoid allowing their children to spend significantly longer than the allocated time on tasks, and all teachers must accept a parent/carer's confirmation as proof that the required time has been used.

Year 11 and 12 students must email their teacher before class if they were unable to complete a task within the allocated time or experienced difficulties with any aspect of the homework. The email should describe the issue and specify any additional time needed. This allows teachers to provide timely assistance and adjust expectations if necessary.

Complaints about Homework

If a student or parent feels that homework is too extensive or difficult, the first step is to discuss the issue directly with the teacher. Open communication can help clarify expectations and identify any misunderstandings. If the concern is not resolved, it should then be brought to the attention of the level leader, who can review the situation and provide further support or adjustments where necessary. The goal is to ensure that homework is reasonable, manageable, and aligned with the student's learning needs.

Summative Assessment Tasks as Homework

Extended assignments can sometimes be challenging for students. These should not result in extra work but fit within regular homework expectations. Some students may spend entire days or weekends on assignments, but an assignment set over two weeks should be manageable within regular homework allocations. To ensure this, teachers will provide clear guidelines on how to break the work into smaller tasks over the assigned period. All summative assessment tasks are given a formal two-week notification, which details the task requirements. Students are encouraged to begin these tasks early rather than leaving them to the last minute, helping to reduce stress and ensure steady progress. If students struggle to manage their time, they should seek help from their teacher or a parent early on to avoid last-minute pressure. Parents are encouraged to monitor this process and contact the teacher if additional support is needed.



Failure to submit homework

If a student fails to submit homework by the due date, they will be required to attend a lunchtime homework session. During this session, the student will complete the outstanding homework. Even if the task has been submitted late, the student is still expected to attend the session, where they can either work on the homework or study other subjects. This policy is in place to reinforce the importance of meeting deadlines.

If a student misses the scheduled homework session, they will be referred to another session, with an additional catch-up session added. If a student misses three homework sessions, they will receive a demerit. Additionally, if a student repeatedly fails to submit homework, after three missed submissions they will receive a demerit. For every subsequent three missed homework submissions, they will receive another demerit.



References

Education Endowment Foundation. (2021). *Homework*. EEF.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>