

Bounty Boulevard State School

Homework Policy



At Bounty Boulevard State School, homework is a vital component of the partnership that exists between home and the classroom. It is also acknowledged that homework needs to: support the learning that occurs in the classroom; ensure that students are not disadvantaged by a lack of access to resources outside of school; and allow sufficient time for family, recreation and community and cultural activities.

We, at Bounty Boulevard State School, believe that homework is most effective when it:

- is clearly related to class work
- is appropriate to particular years of school
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities such as investigating, researching, writing, designing, or making
- assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information or completing surveys and audits
- is closely monitored and supported by the teacher through the provision of feedback

Homework expectations across each sub-school (Prep to Year 2 and Year 3 to Year 6) are clear and consistent in approach and time allocations. These expectations are outlined in this document. Prep to Year 6, there will be no weekly homework sheets sent home and collected.

Homework in Prep to Year 2

In the early years of school, homework plays an important role in developing independence and establishing routines for later schooling. Homework in Prep to Year 2 places a strong focus on consolidating early literacy concepts.

The key elements of homework in Prep-Year 2 are:

- Book-a-night (daily reading aloud)
- sight word recognition
- phonics practice (prep only)

Homework in Year 3 to Year 6

In the middle years of school, homework encourages independence, supports classroom learning and maintains routines that will be essential for success in later schooling. Homework in Year 3 to Year 6 places a strong focus on revising and extending classroom learning through the allocation of independent tasks. Students in Years 5 and 6 will maintain a homework diary where set tasks and due dates will be recorded.

The key elements of homework in Year 3-Year 6 are:

- Book-a-night (daily reading aloud)
- revision of curriculum content
- number concepts or number facts
- independent tasks or preparation activities

Time Allocation

The time allocation for homework is to be used as a guide only. If you have concerns about completing homework within this timeframe or about the volume of homework, please see your child's class teacher. The time attributed to homework has been recorded as a weekly amount to allow for flexibility around family commitments. Individual teachers will set the parameters for distribution and collection of homework tasks for their own classroom.

Weekly Time Allocation for Homework				
Prep	Year 1	Year 2	Years 3-4	Years 5-6
30 minutes	40 minutes	50 minutes	60 minutes	75 minutes

Book-a-Night

All students at Bounty Boulevard State School (Prep to Year 6) are expected to complete daily reading aloud. Research has proven the comprehension benefits of this practice for students up to Year 6. Each student maintains a log of their daily reading using a reading journal (Prep to Year 4) or a homework diary (Years 5 and 6).

Book-a-Night encourages students to read aloud daily to their families. This practice builds reading confidence, assists in the improvement of decoding and fluency, promotes a love of reading, and supports students' development as readers. Where students are engaging in longer texts, a portion of the book may be recorded as their "Book-a-Night".

Book-a-Night results are monitored and recorded in each classroom. Student milestones are celebrated through the school newsletter, in classrooms and using the stickers and certificates within the reading journal. Champion readers in each class are acknowledged and celebrated regularly.

Reading material for Book-a-Night can be borrowed through the Learning Innovation Centre (LIC) each morning and afternoon. Students are encouraged to borrow appropriately levelled readers. An appropriately-levelled reader is one that is not too easy, but not too hard. A student shouldn't be having to stop to sound out a lot of words and should finish reading with a satisfactory understanding or comprehension of what has been read.