



Fort Street Public School Homework Guidelines

Rationale:

Fort Street Public School in consultation with our community have developed these school homework guidelines to meet the needs of our students. Our homework guidelines will be communicated to staff, parents and caregivers, particularly at the time of student enrolment.

Overview:

Homework is a valuable part of schooling. It allows for practising and consolidating work done in class. Homework provides training for students in planning and organising time as well as establishing habits of study, concentration and self-discipline.

Outside of school interests such as music, sport, dance, clubs etc. are also vital for the education of the whole child. Learning to use leisure time purposefully and creatively helps children to be respectful, responsible and a learner. Please help your child to plan their activities so they have a balance of school homework and out-of-school experiences.

The expected duration of homework should be age appropriate and should take into account the individual differences of students (see expected time guidelines below). It should be flexible to allow for children in support programs such as English as an Additional Language/Dialect (EaL/D), Learning support (LaS) and external specialist programs, such as speech therapy, to complete additional homework tasks. In these cases the parents and the teachers involved will need to monitor homework demands and set priorities for individual students.

From time to time students will not be able to complete homework tasks for a variety of reasons ranging from personal illness, family obligations or sporting activities outside school hours. Teachers will be sensitive to such situations.

The student should be able to cope with the level of homework and complete homework whilst still having time for recreational activities. If a parent sees that a child has worked conscientiously at a task for a reasonable amount of time but has not completed it, they should be sensitive to the child's needs.



Implementation:

Each grade will establish homework which is educationally beneficial and will meet the realistic expectations of students, teachers, parents and caregivers.

Teachers will communicate homework organisation with parents and caregivers in each Term Overview letter.

Home Reading:

Daily home reading is an essential component of learning that is supported by homework from Kindergarten to Year 6.

✓ It will be consistent across the grade/stage, it will be monitored, recorded and encouraged in order to develop a habit of daily reading.

✓ Reading material should be at the child's independent reading level and parents and students are encouraged to see this as an activity to enjoy together.

✓ Students use decodable readers (primarily in K-2) or appropriately levelled books (at their Zone of Proximal Development) as a source of home reading.

✓ Students can borrow appropriate books from the school library.

✓ Good readers read every day!

Year level	Advised	Additional Homework	Time Guidelines
Early Stage 1 Kindergarten Wattle Hub	<p>Home reading: Jocelyn Seamer Sound Practise Cards, High frequency word cards AND/OR Aussie Decodable Readers Parents are encouraged to read to children daily.</p> <p>LiteracyPlanet: Set by hub teachers in alignment with classroom learning</p> <p>Mathletics: Set by hub teachers in alignment with classroom learning</p>	<p>Other Learning Areas:</p> <ul style="list-style-type: none"> • Speaking and listening term projects • LiteracyPlanet (Explore page) • Mathletics (Rainforest Maths/ Explore page) 	Homework tasks should not exceed 15 minutes per day.
Stage 1 Year 1 Lilly Pilly Hub	<p>Home reading: Aussie Decodable Readers/ Other reader texts Parents are encouraged to read to their child daily for enjoyment and to expand vocabulary and knowledge.</p> <p>LiteracyPlanet: Set by hub teachers in alignment with classroom learning</p> <p>Mathletics: Set by hub teachers in alignment with classroom learning</p>	<p>Other Learning Areas:</p> <ul style="list-style-type: none"> • Speaking and listening term projects • LiteracyPlanet (Explore page) • Mathletics (Rainforest Maths/ Explore page) 	Homework tasks should not exceed 20 minutes per day.
Stage 1 Year 2 Waratah Hub	<p>Home reading: Higher reader texts Parents are encouraged to read to their child daily for enjoyment and to expand vocabulary and knowledge.</p> <p>LiteracyPlanet: Set by hub teachers in alignment with classroom learning</p> <p>Mathletics: Set by hub teachers in alignment with classroom learning</p>	<p>Other Learning Areas:</p> <ul style="list-style-type: none"> • Speaking and listening term projects • LiteracyPlanet (Explore page) • Mathletics (Rainforest Maths/ Explore page) 	Homework tasks should not exceed 20 minutes per day.

Stage 2 Year 3 & 4 Eucalyptus Hub	<p>Home reading: Continued reading with children for enjoyment of longer/more difficult texts for enjoyment and to expand vocabulary and knowledge is highly beneficial.</p> <p>LiteracyPlanet: Set by hub teachers in alignment with classroom learning</p> <p>Mathletics: Set by hub teachers in alignment with classroom learning</p>	<p>Other Learning Areas:</p> <ul style="list-style-type: none"> • Speaking and listening term projects • LiteracyPlanet (Explore page) • TypingClub • Soundwaves • Mathletics (Explore page) 	Homework tasks should not exceed 30 minutes per day
Stage 3 Year 5 & 6 Paperbark Hub	<p>Home reading: Parents are encouraged to share discussions with their children about what they are choosing to read.</p> <p>LiteracyPlanet: Set by hub teachers in alignment with classroom learning</p> <p>Mathletics: Set by hub teachers in alignment with classroom learning</p>	<p>Other Learning Areas:</p> <ul style="list-style-type: none"> • Speaking and listening term projects • LiteracyPlanet (Explore page) • TypingClub • Soundwaves • Mathletics (Explore page) • Research projects 	Homework tasks should not exceed 40 minutes per a day

Shared expectations and responsibilities It is expected that students will take responsibility for their own learning by:

- organising their time to manage priorities;
- completing the work neatly and as accurately as possible;
- returning the homework on time; and
- seeking assistance from teachers and parents when difficulties arise.

It is expected that parents/carers will support their children by:

engaging with their child's completion of homework growing from working with their child in the early years to independent completion by Year 5 and 6;

- developing a positive and productive approach to homework;
- ensuring there is a balance between time spent on homework and recreational activities;
- engaging with books with their child on a daily basis, either listening to, reading to or discussing;
- communicating with the teacher of any difficulties; and
- notifying the school in writing if their family is unable to support completion of homework at any time.

The classroom teacher accepts responsibility for:

- setting and citing the homework and communicating with students and parents; and
- ensuring that the homework is appropriate for the level of the student.

See our visual layout and frequently asked questions: [FSPS Homework Guide Grid.pdf](#)