

At Overnewton, one of our core values is learning. We aim to reflect the importance of learning within this Homework Policy and through the guidelines and practices which flow from it.

The College recognises that parents are the children's first and most significant teachers and role models. The influences within each child's family environment will play the most significant part in the development of the child's values as they mature into a young adult.

Our students are involved in many activities outside school which contribute significantly to their learning and enhance the quality of their family life. Decisions about family life and family time are best made by parents. As professional educators, we honour the concept of family time and the parenting which shapes the values of our students.

Homework provides students with opportunities to consolidate their classroom learning, to practise and establish behaviour for lifelong learning beyond the classroom, and to involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and even employment for older children where appropriate.

A well-balanced, happy child is a motivated learner. Placing the developmental needs of students foremost, we aim to strengthen the home/school partnership through our Homework Policy, focusing on both the pastoral and academic needs of the individual student.

Our developmental approach at Overnewton encourages students to take greater responsibility for their own learning as they mature, and establish a clear sense of who they are as individual learners. Throughout their education, students develop skills as learners which empower them to explore pathways that take them well beyond the compulsory years of schooling. To become independent and self motivated learners, students ultimately need to develop the critical skills to make good decisions about goal setting, how to manage and spend their time, and how to reflect on the effectiveness of their decisions and choices. In the first instance, students need to have opportunities to exercise choices with respect to homework and to make some decisions about their learning. Such choices are about which tasks to complete first and when to work on them so that other important parts of their life beyond school and within the family are also given priority. Students can begin to develop these skills and practise making good decisions from a young age. At all stages in their learning, our students need the guidance of their parents and teachers working in partnership to reflect on the effectiveness of their choices, decisions and learning.

As students mature, learning activities focus increasingly on developing their independence and creativity as thinkers and problem solvers. Our thinking about homework is shaped by the goal of helping our students to achieve independence as learners.



The purposes of Homework are that it will:

- reflect the different developmental stages of individuals
- cater to the specific individual needs of each student
- enhance the cognitive, physical, social, emotional and spiritual growth of individuals
- always and only be set with the objective of supporting learning
- provide opportunities for practice in the mastery of skills
- allow for consolidating and extending learning undertaken at school
- provide training for students in planning and organising time
- enable students to establish habits of study, concentration and self-discipline which will serve them for the rest of their lives

The setting of homework strengthens the links between home and school by providing parents and caregivers with insights into what is being taught in the classroom and the progress of children. These insights in turn can provide opportunities for reflective conversations about school, facing challenges, developing resilience as learners, working effectively with teachers and peers, and celebrating successes. Children benefit enormously from participating in conversations like these about their learning and about the effectiveness of choices and decisions they make as learners.

Whilst homework provides such insights, it does not substitute for more comprehensive information about the curriculum and the College's approach to literacy and numeracy as foundational skills. It does not replace schools' information booklets, information evenings, term based curriculum overviews, parent/teacher/student interviews, program support group meetings, portfolio presentations, student-led conferences and formal reports.

Homework is most beneficial when:

- it is appropriate to the student's developmental stage and their capabilities
- it complements and reinforces current classroom learning; extends classwork and consolidates basic skills and knowledge
- it develops and extends the core learning skills of inquiry and independent study
- it provides an opportunity for students to take responsibility for their own learning, supported by their parents or caregivers
- it is purposeful and relevant to student needs
- it takes into account the student's family responsibilities and extra curricular activities such as clubs, sport and part time employment
- it is set on a regular basis; enables a student to establish their own routine of home study and to adapt their routine when circumstances change
- it is challenging and purposeful but not so demanding that it has adverse effects on a student's motivation
- it is well coordinated and teacher expectations are clearly communicated