Rationale:
Homework can support higher levels of student achievement by extending the time available for students to:
- consolidate skills and concepts learned at school.
- explore new ideas and new situations.

Homework can support teachers by extending learning time in a supportive environment, where it is possible for parents to provide *one on one* assistance.

At Upper Swan we believe the purpose of homework is to:
- support individual and class learning programs of students
- allow students extra time to complete projects or research set during school time.
- encourage older students to work independently away from the school environment, enabling them to develop the work habits needed for their future education.

Expectations:
The following statements are a guideline of expectations at each phase of schooling. There may be variations between class teachers with some, but not necessarily all, of these activities being undertaken and consideration being given to after school commitments some families have.

All class teachers will provide parents with information about their homework expectations within the first few weeks of the school year. This may be at a class meeting, by note or email.

*Early Childhood (K-3)*

Parents can foster learning experiences in the home that provide opportunities for:
- Play with friends, siblings and parents.
- Exploring the natural environment. (K-3)
- Observation, manipulation and exploration of objects, materials, technologies and physical activity. (K-3)
- Home reading- developmentally appropriate reading at home on a regular basis. Home reading is made up of paired reading with both adult and child reading together, child reading by themselves (aloud or silently) or taking turns. Reading materials may be school readers, library books or any other book appropriate to the age and ability of the child i.e: newspapers, comics, pamphlets etc (PP-3)
- Modelled Reading – regularly reading books to your child from various sources. (K-3)
- Maths- regular revision of appropriate number facts. That may be simple number recognition right through to simple number facts. It can involve naming and knowing the characteristics of shapes. Completing Mathletics tasks on the computer. (K-3)
- Phonics/ spelling- revision developmentally appropriate sounds, letters and words. (PP-3)

Time Allocation: Approximately 15 minutes per day.

Make it as informal as possible. It should be a pleasurable experience that you share with your children.
Middle Childhood (Yr 3-5)

Parents can foster learning experiences in the home that provide opportunities for:

- Cooking activities that involve measurement and reading.
- Reading and money concepts when shopping.
- Involve children in reading timetables; for example television guides.
- Home reading- allowing extra 'stay up' time to foster reading.
- Maths-regular revision of developmentally appropriate number facts. Completing Mathletics tasks on the computer.
- Spelling- revision and drill of words as appropriate.
- Independent projects and research- time management type of homework that is due by a set date.

Time Allocation: Between 15 to 30 minutes per day. Make it an informal and pleasurable experience. When stress level rises it is time to stop.

Early Adolescence (Years 5/6/7)

Part of the reason for setting homework is to enable students to develop the work habits needed for their future education. The focus will be on activities that:

- encourage organisational skills such as time management and meeting deadlines.
- foster a desire to inquire, learn and investigate through a variety of mediums and for a variety of audiences.
- extend and refine concepts, skills and content introduced at school.
- develop independent learning and pride in achievement.
- involve the family in the classroom program by inspiring discussion.
- Home reading: You should continue encouraging your child to read for pleasure. Reading may often be for a set purpose eg: to complete research work or independent contracts.
- Maths- on a needs basis to suit individual students. Mathletics is an on-line program that all students have access to.
- Spelling-independent learning of test words. Contracts and vocabulary extension.
- Completing class work - finishing work that has not been completed in class.

Time Allocation: Between 20 to 40 minutes per day. Have a quiet space your children can use. If they need your help, be there for them. It should be a pleasurable experience. When stress level rises it is time to stop.