Homework Guidelines

1. **Scope (audience and applicability)**

   These guidelines apply to principals and teaching staff in all schools and senior secondary schools settings.

   These guidelines should be read in conjunction with the [Curriculum in Tasmanian Schools K-12 Policy](https://tasmaniaedu.gov.au/education/curriculum/curriculum-frameworks/).

2. **Purpose**

   All schools and senior secondary schools should have a documented approach to homework which takes into account the needs and developmental phase of students.

   The department is committed to the development of successful, skilled and innovative Tasmanians. The purpose of this document is to provide guidance to school communities to assist in the establishment or review of their documented approach to homework.

3. **Learning through Homework**

   Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can also extend the time available for the teacher to monitor student progress.

   Homework can be effective in supporting learning if it:

   - Is short, frequent and monitored by the teacher
   - Is appropriate and adapted to particular years of schooling in line with the relevant curriculum
   - Is clearly related to class work (and therefore the curriculum) and feedback is provided by the teacher
   - Is used to facilitate the achievement of learning outcomes
   - Is varied and differentiated to individual learning needs
   - Is supported by the explicit teaching of the dispositions and skills associated with being able to learn independently.
   - Consolidates, revises and/or applies students’ classroom learning
   - Develops students’ independence as a learner through extension activities such as investigating, researching, writing, designing and creating
   - Assists students to prepare for upcoming classroom learning such as formulating ideas, collecting relevant materials or completing surveys or questionnaires
   - Refrains from requiring dependence on unreasonable levels of parental assistance or resources that are not readily available to the student (e.g. when assigning homework which may have a computer component, where appropriate a suitable alternative should be made available)

*Please refer to the online copy of this document (TASED-4-4527), located on the Tasmanian Department of Education’s website to ensure this version is the most recent (Version 2.0).*
• Allows time for family, recreational, community and cultural activities and employment pursuits relevant to the student’s age, development and educational aspirations

• Is balanced across learning areas to avoid stress and overload

• Is achievable and leads to an increase in students’ self-confidence

• Is disassociated from any form of punishing students or a means of discipline

Hattie (2008) argues that homework is more effective for students in secondary schooling, as compared to students in primary school. Further, short and frequent homework is more effective than lengthy homework (Hattie, 2008). The effectiveness of homework is increased when homework is monitored and feedback regarding homework is provided by the teacher to the student (Hattie, 2008).

For further information on the effectiveness of homework for students see:


4. Development of a School Homework Approach

Homework should be focussed on positive, productive and supported learning which is aligned to the state and national curriculum.

It is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students. Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

It is also noted that there are some learning programs and situations where it may be determined that homework is not useful or appropriate.

The school homework approach should detail explicitly who is responsible for giving homework. Planning should be undertaken to ensure that homework is appropriate and consideration is given to other areas of the curriculum which may also attract homework or outside school hours activities such as school sports.

Appropriate supports should be in place for the successful completion of homework (e.g. through provision of resources; extra support for students struggling to complete homework).

To ascertain best practice for their school, Principals should consult their School Association and/or their school community (including parents, carers, students and teachers).

The school homework approach should be available for all members of the school community to access.

5. Review and Monitoring of the School Homework Approach

The school homework approach should be informed by a shared understanding and be regularly monitored through feedback from teachers, students, parents, the school association and the school community as appropriate. Frequency, feedback and review mechanisms should be determined by the school in consultation with the school association.
Like good teaching practice, the benefits of homework will be dependent on the quality of the homework task. It is important that staff assess the purpose of the homework and the type of task. Monitoring and feedback of the school homework approach is significant in determining the effectiveness of homework.

The school homework approach should be monitored to ensure:

- Consistent and effective implementation occurs throughout the school including a consistent and appropriate approach to the amount of time students are to spend in completing homework across each learning area (taking into account particular year levels, particular learning areas, homework content and expectations).

- The amount and time allocated to homework is balanced across all learning areas to allow sufficient time for family, recreation and community and cultural activities.

- Students are not disadvantaged by a lack of access to resources such as computers and the internet outside of the school.

### 6. Recommended Levels*

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommended Level</th>
<th>Recommended Content</th>
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</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>Minimal if any (focussed on formulation of ideas for next classroom instruction i.e. bringing along an object to support student learning)</td>
<td>Generally, students are not expected to complete formal homework. Students may be given books to read at home, or small tasks as appropriate.</td>
</tr>
<tr>
<td>Prep - Years 1 and 2</td>
<td>Generally not more than – an hour each week</td>
<td>Students may be given some formal homework. For example, students may be asked to read and write, learn words and complete some mathematical activities.</td>
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<tr>
<td>Years 3 - 6</td>
<td>Generally not more than 2 - 3 hours each week</td>
<td>Homework for Years 3 – 6 may be varied and students may be expected to work more independently. Homework should focus on core elements of the curriculum. Students could be encouraged to read and practice mathematical concepts learnt at school.</td>
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<tr>
<td>Years 7 - 8</td>
<td>Generally not more than 3 - 4 hours each week</td>
<td>Homework may be set across the curriculum. Homework may include regular tasks or assignments that require investigation.</td>
</tr>
<tr>
<td>Years 9 – 10^</td>
<td>Generally not more than 5 - 6 hours each week</td>
<td>Homework may be set on a regular basis across the curriculum. Homework might include practice that complements work learnt in class, assignments as well as preparing for assessment tasks.</td>
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<tr>
<td>Years 11 and 12^</td>
<td>Will vary according to the learning needs, individual learning programs and course requirements.</td>
<td>Homework will predominantly be expected to be completed independently. Homework may be set in all subjects, and students may be expected to prepare for assessment tasks and study for exams. Times will vary according to learning needs and individual programs of learning.</td>
</tr>
</tbody>
</table>

* These levels are to act as a guide only and are not intended as best practice for all schools. Recommended levels may form part of the school homework approach, however, there is no requirement that schools include recommended levels.

^ Teachers of different learning areas should be mindful of the quantity and time requirements associated with homework set for students and give consideration to time required for other areas of the curriculum.

7. **Associated Documents and Materials**

The following documents are available from [www.education.tas.gov.au](http://www.education.tas.gov.au) (Search for the Doc ID)

- Curriculum in Tasmanian Schools K-12 Policy, (Doc ID: TASED-4-1145)