



HOMEWORK POLICY

POLICY AIM:

This policy aims to provide for a uniform approach to homework at Aspiri Primary School. The policy provides a clear position to parents and teachers regarding the expectations and have been developed in consultation with all parties.

In accordance with the Western Australian Department of Education Homework Policy (2014), schools in Western Australia develop their own homework guidelines that reflect their local context and the specific learning needs of their students.

Aspiri Primary School aligns with research by John Hattie, which indicates that homework assigned simply for the purpose of giving homework has a low effect size and minimal impact on improving student learning outcomes. Homework is therefore most effective when it is purposeful, targeted, and directly connected to classroom learning and curriculum goals. At Aspiri Primary School, teachers regularly reflect on student learning and may provide homework where it is considered beneficial to reinforce or support concepts taught in the classroom.

The school also recognises that, particularly in the primary years, significant educational and developmental benefits are gained through other forms of learning beyond formal homework. Families are encouraged to support regular home reading with and to their children, as well as participation in everyday family activities such as chores, cooking, games, and outings. These experiences contribute to the development of important life skills, family connection, and wellbeing. Additionally, this approach allows students the opportunity to engage in a broad range of personal development activities, including community sport, recreation, and clubs outside of school hours, rather than needing to balance limited personal time with mandated homework requirements.

TIME GUIDELINES / RECOMMENDATIONS

Pre Primary.

10 minutes maximum per weekday.

Recommended:

- 10 minutes reading out loud per weekday. Reading should involve children reading to parents, parents reading to and with children and children reading independently. Home reading begins Term 1, Week 6
- Participation in family-based activities such as meal preparation, outside play and community recreation.

Years 1 -2

15 minutes maximum per week day.

Recommended:

- Daily home reading is strongly encouraged for 15 minutes. Reading should involve children reading to parents, parents reading to and with children and children reading independently. Home reading begins Term 1, Week 3
- Participation in family-based activities such as meal preparation, outside play and community recreation.

Years 3-4

20 minutes maximum per week day.

Recommended:

- Daily home reading is strongly encouraged. This should involve children reading to parents, parents reading to and discussing the text with children and children reading independently. Home Reading begins Term 1, Week 3.
- Occasional homework to support classroom activities set by teachers. (For example, researching facts or small project aligned to class work).
- Participation in family-based activities such as meal preparation, outside play and community recreation or games such as Numero and timetables.

Years 5-6

Initially 20 mins maximum per weekday, gradually increased to 30 mins per weekday.

Recommended:

- Independent reading is strongly encouraged. Parents are still encouraged to read to and with children. Home reading begins Term 1, Week 3.
- Participation in family-based activities such as meal preparation, outside play and community recreation, games such as Numero and perfecting times tables knowledge and recount capability.
- Occasional homework to support classroom activities the teacher. (For example, researching facts or small project aligned to class work).
- In Year 6, beginning in Semester 2, students work towards an established routine of up to 30 minutes of homework set by teachers. This supports their transition to High School.

Students needing additional support

Students requiring additional support may benefit from targeted activities designed to reinforce understanding and develop key concepts. Collaboration between teachers and parents is important in identifying and implementing these strategies, with a shared focus on supporting the child's confidence and learning progress.

Authentic learning contexts outside of school

Here are some suggestions for how families can support their child's learning beyond the school environment. These activities are suitable for students of all ages and help reinforce learning in meaningful and practical ways.

- board games, card games, dice games
- reading stories at bedtime
- cooking
- outdoor games and activities
- play charades and other drama type activities
- do crosswords, puzzles and jigsaws
- use a computer if you have one to search for interesting educational Internet sites.

Where homework is set, it is expected that students will be provided with appropriate feedback.

