

HOME WORK / HOME STUDY POLICY

Purpose

Guided by the mission, vision and values of Damascus College, this policy recognises the importance of students progressively taking control of their own learning by building knowledge, skills, strategies and mindsets necessary for them to work independently of the school setting.

Scope

This policy informs all staff, students and parents at Damascus College.

Definitions

Home work: The completion of set tasks at home.

Home study: Learning activities that complement the knowledge and skills students acquire at school.

Curriculum Content: The knowledge required to enable a student to access learning in learning areas.

Curriculum Skills: Those essential skills and techniques that allow students to access effectively the information they need to acquire, in order to achieve success in a given learning area.

Non-Cognitive skills: Those behaviours that surround learning and are essential for students to engage in their studies to the best of their abilities. E.g. organisation, perseverance, self-control, prioritisation, etc.

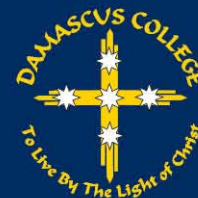
Policy Statement

It is the policy of this College that:

- teachers, students and parents exercise / demonstrate a commitment to regular, well targeted and engaging home work and home study as an integral part of learning and teaching at Damascus College;
- appropriate and relevant home work will be allocated to acknowledge the varying requirements of Years 7-12;
- teaching staff will work with Learning Area Leaders to develop a coordinated approach to home work between subject areas at each year level with specific emphasis to be placed on student engagement;
- teaching staff will work with Learning Area Leaders to emphasise curriculum content, curriculum skills and non-cognitive skills as key tools in the development of academic performance, scholarly mindsets and personal development;
- the setting of homework will take account of the sporting, community, cultural and spiritual interests of students;
- home study is to complement learning undertaken in school and assists in the development of time management and organisational skills; and
- teachers provide feedback on all set homework task.

Consequences

- Teachers will notify students of the home work requirements at the commencement of each unit of study thus allowing students the opportunity to manage their own learning program within each learning area.
- Students will be guided by teachers, parents and their peers in regard to the curriculum content, curriculum skills, and non-cognitive skill benefits of home work and home study.



- Students will be guided by teachers, parents and their peers in the use of the Damascus College Diary and / or tablet device.
- The College will provide professional learning opportunities to assist teachers in setting appropriate and stimulating / engaging homework tasks.
- Students are expected to complete set homework tasks to the best of their ability.
- Students will have the opportunity to develop curriculum knowledge, curriculum skills and non-cognitive skills as reflective self-motivated learners.
- Students will be encouraged to use the Damascus College Diary or Tablet device as a tool for home study, time management and organisation.
- Teachers will set tasks that enable all students to achieve growth and development.
- Teachers will provide timely quality feedback on home work that has been set.
- Teachers will provide appropriate follow up when home work is not completed.

Responsibilities

The Principal and Leadership team have overall responsibility for the implementation and maintenance of this policy, and students and staff are expected to act in accordance.

Associated Documents

Damascus College Ballarat School Diary Damascus College Ballarat Handbook VCAA Handbook

Damascus College Ballarat Strategic Plan 2016-2020

CECV Policy

Education and Training Committee, Inquiry into the approaches to homework in Victorian schools, Parliament of Victoria, 2014

Consortium on Chicago School Research, Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review, University of Chicago, 2012