



St Philip's Christian College Newcastle

Home Learning Policy

Document Information

Compliance	
NESA	Registered and Accredited Individual Non-Government Schools (NSW) Manual Section 3.6.2 (Student Welfare) Section 3.6 (Safe and Supportive Environment) Section 3.10.1 (Reporting on changes made to policies)
Legislative requirements	Education Act 1990 Education Standards Authority Act 2013
Other Policy Relationships	Safe and Supportive Environment - Student Welfare Policy Framework
Key dates	
Date of ratification	August 2021
Date for review	February 2024
Policy Review	This document will be reviewed every 3 years, or as needed in line with legislative changes and the requirements of the Association of Independent Schools

The College's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act* and of the NESA for registration of the school.



St Philip's Christian College Waratah

Home Learning Policy

1. General Statement

St Philip's Christian College is a "whole of life" educator and as such values student academic development and also the physical, spiritual and social development that comes from family time, sport and cultural activities, outdoor play, personal relaxation and social activities.

We use the term 'home learning' rather than 'homework' because we believe that learning happens throughout the day and throughout life. We want students to understand that learning is joyful, fulfilling and purposeful and can be done anywhere and anytime. Home learning should be a purposeful experience which consolidates, extends and/or enriches the school's program ([Fernández-Alonso, Suarez-Alvarez & Muiz. 2015](#)). It provides an opportunity for students to take responsibility for their own learning and allows students to develop the learning habits of resilience, distilling and capitalising which are part of the College Whole of Life Framework.

At St Philip's Christian College, Waratah we acknowledge that there are different views about the value of home learning amongst parents, staff and students. As education is a partnership between parents and schools, and many parents desire their child to complete home learning, the College will, on a regular basis, provide students with activities and tasks to be completed at home. The College will empower parents with guidelines and expectations about home learning so that they can set expectations and accountability that suits their family situation and values.

While there is a correlation between improved academic achievement and home learning in the secondary years, research suggests that these benefits are not apparent in the early years of schooling, with reported improvement in academic outcomes due to home learning of less than 6% ([Cooper, Robinson & Patall. 2006](#)). The greatest benefits from home learning for students in the primary years are; the development of study habits, the involvement of parents in what students are learning and strengthening the understanding that learning is not confined to the school environment ([Marzano & Pickering. 2007](#)).

College procedures for home learning reflect this evidence base, with a gradual increase of the suggested time for home learning, and a movement from optional activities to required tasks, as students progress from early childhood to young adulthood.

2. Aims

By implementing this policy, we aim to:

- a) provide students with home learning that is developmentally appropriate, engaging, meaningful and purposeful.
- b) provide flexibility and agency for parents and care givers in relation to home learning
- c) help students to grow as whole of life learners as they develop the learning habits articulated on the Whole of Life Framework

3. Objectives

1. All home learning will be beneficial to the child's academic learning and the development of healthy learning habits, reflecting the "whole child" vision of the College.
2. Parents are responsible to set reasonable parameters around home learning. Parents are asked to communicate with the class or subject teacher if their desires are different to the expectations of the College.
3. In the primary years, home learning activities emphasise numeracy and literacy. In the secondary years, revision of content, skill practice and work on summative tasks are emphasised.
4. College expectations about home learning will be communicated at the beginning of each school year to parents and students, including recommended times for home learning for each learning stage.
5. Where possible, teachers will aim to limit screen time for home learning tasks. It is acknowledged that parents have the authority to limit screen time and that this may include non-completion of home learning tasks in the primary years and early secondary years.
6. In order to make home learning purposeful, teachers will utilize completed home learning tasks to add value to the learning completed at school. Feedback on home learning will be given in a variety of ways and as appropriate to the task.
7. Consequences for incomplete home learning are only given in Years 7-12 and at the teacher's discretion.

4. Audience and Applicability

This policy applies to and benefits, parents, teachers and students within St Philip's Christian College, Waratah.

4. Responsibilities

Principal

- Delegates the responsibility for the development and implementation of the Home Learning policy to the Assistant Principal Learning and Teaching
- Ensures the Home Learning policy is reviewed and updated at least every three years

Assistant Principal Learning and Teaching

- Consults with relevant stakeholders in order to develop and review the Home Learning policy
- Ensures the Home Learning Policy is embedded in current research evidence
- Ensures that the college community has access to the Home Learning policy and knows where it can be found.

Heads of Schools

- Support and monitor the effective implementation of the Home Learning policy in their sub-school
- Communicate to parents about the College Home Learning policy at the beginning of each school year.
- Ensure that staff understand and implement home learning, according to this policy

Teachers

- Implement home learning based on this policy and the document “Guidelines and Procedures for Home Learning at St Philip’s Christian College, Waratah”.
- Help students to develop a regular home learning routine, taking all aspects of this policy into account
- Assist students to keep an accurate and organised record of home learning tasks
- Review and give feedback to students about home learning so that the activities completed have value, meaning and connection to the overarching learning program.
- In Years 7-12, discuss consistent non-completion of home learning with parents/caregivers
- In Years 7-12, refer students to the Lead Educator for the year group if non-completion of home learning cannot be resolved via discussion with parents/caregivers.

Parents/Caregivers

- Assist children to set aside a regular home learning/study time, according to their family situation and values
- Talk about home learning, assessment tasks and school-based learning in order to reinforce the College philosophy of learning as a joyful, life-long process
- Communicate with teachers if there are concerns or difficulties with home learning

Students

- In Years 5-12, record home learning tasks when these are given by the teacher
- Complete required home learning tasks and have these prepared for use in class or for feedback by the teacher in a timely manner
- As age appropriate, take increasing responsibility for their own home learning and study routines

5. Monitoring and Evaluation

This policy aligns to the document, Guidelines and Procedures for Home Learning at St Philip’s Christian College, Waratah.

In consultation with all relevant stakeholders, this policy will be reviewed every 3 years, with changes made based on current research and relevant educational and contextual developments.

6. Document History

Version I 2007

Version 2 2010
Revised March 2012
Updated October 2016
Rewritten March 2020
Updated August 2021