



Our whole school approach to homework is purposeful, manageable, supportive of each student’s development and wellbeing, and considers access to resources. Homework at Whites Hill State College (Primary) respects that many families have a range of commitments outside of school hours, including recreational, sporting, cultural, and family activities.

The Whites Hill State College – Primary Homework policy is developed in alignment with Departmental documentation.

Research shows that homework in primary school has benefits when it is short, clearly linked to classroom work, and focused on skills children need to practice.

Teachers ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and organised activities (e.g. sport and tuition).

**The Purpose of Homework**

The purpose of homework is to:

- consolidate, revise and/or apply classroom learning
- prepare for upcoming classroom learning
- develop academic, personal and social behaviours for life-long learning beyond the classroom
- partner with parents to involve them in their child’s learning and build home-school partnerships

**Homework may look like:**

<b>Prep</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>	<b>FBP</b>
<p>Listen to a story or book that is being read and then discuss the book or story answering simple questions to show they understand what has been read. Point out new words to enrich vocabulary.</p> <p>Practicing nursery rhymes, singing songs and reciting poems, including those that have movement with them.</p> <p>Read decodable texts that are sent home as part of the home-reading program, based on student readiness determined by the teacher.</p> <p>Literacy Homework folders (<i>see next page for more information</i>)</p> <p>GEM chats (The Resilience Project)</p>	<p>Listen to a story or book that is being read and then discuss the book or story answering simple questions to show they understand what has been read. Point out new words to enrich vocabulary.</p> <p>Practicing nursery rhymes, singing songs and reciting poems, including those that have movement with them.</p> <p>Read decodable texts that are sent home as part of the home-reading program, based on student readiness determined by the teacher and use the reading homework diary (when distributed by teachers). <i>See the next page for more specific information.</i></p> <p>Number games and facts.</p> <p>GEM chats (The Resilience Project)</p>	<p>Independent reading or listening to an adult read a book, discussing what was read and answering questions to show they understand what has been read. Point out new words to enrich vocabulary.</p> <p>Sharing and telling stories.</p> <p>Literacy and/or numeracy short-practice tasks aligned to what is a focus of learning.</p> <p>All students accessing texts borrowed as part of a home-reading program, either from the classroom or the library.</p> <p>GEM chats (The Resilience Project)</p>	<p>Independent reading or listening to an adult read a book, discussing what was read and answering questions to show they understand what has been read. Point out new words to enrich vocabulary.</p> <p>Sharing and telling stories.</p> <p>Literacy and/or numeracy short-practice tasks aligned to what is a focus of learning.</p> <p>All students accessing texts borrowed as part of a home-reading program, either from the classroom or the library.</p> <p>GEM chats (The Resilience Project)</p> <p>Some assessment and research work may be needed and will be directed by the teacher.</p>	<p>To be successful in the learning of two languages and bilingual education, it is important that all students complete homework in:</p> <ul style="list-style-type: none"> <li>• Reading in both languages using the home-readers or library books.</li> <li>• Reading French lessons that may be sent home for revision.</li> <li>• French conjugation – like timetables</li> </ul> <p><b>Students in the Prep French class complete the above in French to maximise exposure to French language (listening and speaking)</b></p> <p>Vocabulary</p> <p>GEM chats (The Resilience Project)</p>

## **Prep Literacy homework folders**

Homework folders are sent home to students. The homework folder will include a home reading diary to record books that you have read with your child. There will also be activities to practise handwriting and word reading with the sounds learnt. Decodable texts and tricky words flashcards will be included in the homework folders throughout the school year.

Your child's class teacher may send home an email that specifies letter sounds that are the focus.

### ***A note for Prep parents:***

A little note for when working on these activities at home: please focus on saying the sound rather than the letter name, as this best supports early reading skills.

Please ensure homework folders are brought to school on Monday morning. We will aim to send the homework folders back home on Monday afternoon.

## **Year 1 and 2 Fluency passages and Tricky words**

### ***Fluency passages***

Children will bring home short fluency passages. The same passage should be read each night and then returned at the end of the week.

Repeated reading is a highly effective and widely used strategy for supporting reading fluency. When children revisit the same text several times, they become more accurate, read more smoothly and grow in confidence. This is particularly helpful for developing readers, as it gives them the chance to apply newly learned skills and see their progress from one read to the next.

In class, we talk about fluent reading as "*reading that sounds like talking.*" This means reading smoothly, at a steady pace, and with expression so the text sounds natural. A helpful way to support this at home is through **echo reading**. You might read a short section first (for example, a sentence or short paragraph), modelling smooth and expressive reading. Your child then "echoes" the same section back to you. This provides a clear model of what fluent reading sounds like. Echo reading can be used when first introducing the passage and reduced across the week as your child's confidence increases.

A home reading diary will also be included with the passage if you would like to record any reading your child completes at home. Please note that this is optional, but it can be a helpful way to encourage and motivate your child.

### ***Tricky words***

Tricky words are sent home for each term. Parents will be asked to select the file that matches your child's grade.

These are words that do not follow regular phonics patterns or may include elements of the phonetic code that have not yet been explicitly taught. We practise reading and spelling these words regularly at school to build automatic recognition.

There is no formal spelling homework set for these words. However, you are very welcome to practise them at home if you wish. Some fun ideas include making tricky word "leaves" to hang up around the house, rainbow writing the words in different colours, building them with magnetic letters, writing them in chalk outside or playing quick flashcard games.

## Numeracy – Prep to year 6

**Numeracy** is more than learning maths facts. Numeracy is the ability to use mathematical understanding confidently in every day life, Numeracy works across all learning areas and supports students to use, communicate with numbers and data in real-world situations. Numeracy is strengthened through real-life practice, conversations and problem solving.

### Maths vs Numeracy – What’s the difference?

**Mathematics** is the subject students learn at school. It includes concepts and skills such as number, algebra, measurement, geometry and statistics.

**Numeracy** is the ability to **use those maths skills in real-life situations**—at home, at school and in the community.

Here’s some example of the difference between Maths and Numeracy.

- Solving a written addition problem → **Maths**
- Working out how much money is needed at the shop → **Numeracy**
- Learning to read a graph in class → **Maths**
- Understanding a weather chart or sports results → **Numeracy**

### Below are some examples of how you can build numeracy skills with your child.

- Recognise and use numbers in meaningful ways (e.g. counting, calculating, estimating)
- Measure and compare (time, length, money, temperature)
- Understand patterns and relationships
- Interpret information (graphs, tables, timetables, data)
- Solve problems and make decisions using maths
- Communicate their thinking using numbers, symbols and everyday language

Year level	Examples
Prep – Year 2	<ul style="list-style-type: none"> <li>• Count steps, toys, or items while packing up</li> <li>• Help set the table (How many plates? How many forks?)</li> <li>• Spot numbers in the environment (house numbers, signs)</li> <li>• Sort items by size, colour, or shape</li> <li>• Talk about time in simple ways (“after lunch”, “before bed”)</li> <li>• Help cook and measure ingredients (cups, teaspoons)</li> </ul> <p><b>Extending thinking:</b></p> <ul style="list-style-type: none"> <li>• <b>Build a Number in Different Ways</b> “Can you show me 8 using different groups?” (e.g. <math>5 + 3</math>, <math>4 + 4</math>)</li> <li>• <b>What Comes Next? (Patterns)</b> Create a pattern (e.g. clap, tap, clap, tap). Ask: <i>What comes next? How do you know?</i></li> <li>• <b>Mini Shop Challenge</b> Set up a shop at home. Give your child coins and ask: <i>What can you buy? Do you have enough? What if you choose something else?</i></li> </ul>
Year 3 – 4	<ul style="list-style-type: none"> <li>• Help cook and measure ingredients (cups, teaspoons)</li> <li>• Read the time and manage simple routines</li> <li>• Estimate and then check (e.g. “How many cars in the car park?”)</li> <li>• Add up small totals when shopping</li> <li>• Play board games that involve counting or strategy</li> </ul> <p><b>Extending thinking:</b></p> <ul style="list-style-type: none"> <li>• <b>“Which is better value?”</b> Compare two products (e.g. 500g vs 1kg) and justify the better buy</li> <li>• <b>Estimation challenges</b> “How many lollies are in the jar?” → estimate, then count and compare</li> <li>• <b>Time problems</b> “If we leave at 3:20pm and it takes 35 minutes, what time will we arrive?”</li> <li>• <b>Cooking adjustments</b> “We need to double this recipe—what changes?”</li> <li>• <b>Data at home</b> Track weather or steps for a week and create a simple graph</li> </ul>

Year level	Examples
Year 5 – 6	<ul style="list-style-type: none"> <li>• Work out change and totals when shopping</li> <li>• Compare prices and calculate best value</li> <li>• Follow recipes and adjust quantities (double/halve)</li> <li>• Plan a trip (time, distance, cost)</li> <li>• Read timetables (bus, sport schedules)</li> </ul> <p><b>Extending thinking:</b></p> <ul style="list-style-type: none"> <li>• <b>Budget challenge</b> “You have \$30 to plan a movie night for the family—what will you buy?” (Include constraints and justify choices)</li> <li>• <b>Best value investigation</b> Compare unit pricing (e.g. \$/100g) across brands and explain decisions</li> <li>• <b>Travel planning</b> Plan a trip: calculate distance, time, fuel cost/public transport, spending and total budget</li> <li>• <b>Discounts and percentages</b> “This item is 25% off—what is the new price?” Extend: compare multiple discounts and decide the best deal</li> <li>• <b>Data interpretation</b> Look at a real graph (weather, sports stats) and ask: <ul style="list-style-type: none"> <li>○ What do you notice?</li> <li>○ What patterns are there?</li> <li>○ What might happen next?</li> </ul> </li> </ul>
All year levels	<ul style="list-style-type: none"> <li>• Cooking and baking</li> <li>• Shopping and budgeting</li> <li>• Playing card/board games</li> <li>• Sports scoring and statistics</li> <li>• Telling time and planning the day</li> </ul>
Questions parents can ask to engage in numeracy conversations	<ul style="list-style-type: none"> <li>• How do you know?</li> <li>• Can you show me another way?</li> <li>• What would happen if...?</li> <li>• Is there a better or more efficient way?</li> <li>• Does your answer make sense? Why?</li> </ul>

## Responsibilities

School	Teachers	Students	Parents and Carers
<p>Develop a whole school approach to homework policy, aligned to the Department requirements, and communicate it with the school community.</p> <p>Provide a Homework Centre to allow a space for students to attend and complete homework the teacher has provided. Personalised tuition or academic counselling is not provided to students. This is independent homework time.</p> <p>Monitor or review whether homework:</p> <ul style="list-style-type: none"> <li>• is effective in supporting learning</li> <li>• allows sufficient time for family, recreation, community and cultural activities</li> <li>• does not disadvantage students due to a lack of access to resources</li> </ul>	<p>Implement the whole school approach to homework policy.</p> <p>Set homework for students that consolidates, revises or applies classroom learning, and considers access to resources.</p> <p>Communicates instructions to parents and carers to allow them to support their child with homework.</p> <p>Provide student log in details for Educational Apps and schedule Mathletics, Reading Eggs and See Saw tasks, and provide alternative homework for students who do not have permissions.</p> <p>Ensure all students have frequent access to texts that can be borrowed as part of a home-reading program. This includes scheduled library borrowing time.</p> <p>Teachers may use homework to support acquisition of learning.</p>	<p>Follow the CARES value of Achievement:</p> <ul style="list-style-type: none"> <li>• we always try our best.</li> <li>• we ask for help if we do not understand.</li> <li>• we recognise and celebrate our successes.</li> </ul> <p>Borrow texts, either from the classroom or the library, as part of a home-reading program.</p>	<p>Read and discuss texts with child, preferably daily. Encourage child to read and discuss a range of texts to build text connections and listening and speaking skills.</p> <p>Use any readers sent home by teachers or the <a href="#">Storyline Online website</a>, or books students have borrowed from the library.</p> <p>Practice number facts with your child. Use time in the car to practice number facts (example). Include numeracy tasks that are practical and part of daily life</p> <p>Support and assist child in completing tasks.</p> <p>Book time for child in the Homework Centre to support self-regulation and independent learning (Personalised tuition or academic counselling is not provided).</p> <p>Discuss any concerns with the classroom teacher.</p>

Homework today looks quite different to what many parents may remember from their own schooling. Homework is now designed to consolidate key skills and connect learning to real-life contexts. It is also important to note that teachers work within clearly defined expectations outlined in their employment agreements with the Department of Education. Teachers will provide homework that reinforces learning, is manageable for students and families, and is sustainable within a teacher's professional responsibilities. This is why homework may look lighter, more flexible and more practical than in the past.

- Teachers will review homework to monitor how students are progressing in core skills.
- Teachers are not expected to mark homework or provide feedback on homework to students or parents.
- Teachers are unable to provide additional or extra homework to students.
- Teachers are unable to provide homework to students who are absent from school due to illness.

We encourage families to view homework as an opportunity to engage in everyday learning—reading together, practising key skills, and applying learning in real-life situations.

### Parents – how can you help?

#### [You can help your child by](#)

- encouraging them to take responsibility for their learning and time management
- supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
- participating with them in online learning
- reading and playing games with them
- involving them in tasks; including shopping and cooking
- encouraging them to read and to take an interest in and discuss local, national and international events
- discussing homework concerns with your child's teacher
- (FBP) maximise exposure to the French language in reading, listening and speaking