GABBINBAR STATE SCHOOL
We Value: Achieving our Best • Being Respectful and Responsible • Caring and Confidence

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HOMEWORK POLICY

RATIONALE
Homework helps students by complementing and reinforcing classroom learning. It fosters good lifelong learning and study habits, encourages students to be responsible for their own learning, and provides opportunities for parents to participate in their child’s education. Our policy has been developed utilising the P-12 Curriculum, Assessment and Reporting Framework, I. Lillico’s Academic Paper on Homework Grids and John Hattie’s work on Effect Sizes.

Ian Lillico’s Homework Philosophy
“There is no doubt that children need to practice concepts learnt at school, within time constraints, but we need to broaden the definition of Home Work. Any work that children do at home needs to be counted and parents and teachers should work together to ensure that children do some work at home, but not a lot of sedentary work. The Homework Grid is a solution to this old question of getting kids to do something at home and not opt out of family life. It will enable parents to get children to do their share of work in the home including housework, shopping, physical activity such as sport training and family outings such as walking, fishing and exploring the world – activities which enhance family life. It also covers areas such as reading, being read to, playing a game with parents, researching on the computer, music practice and many others.”

AIMS
1. To instil a positive approach and attitude to home learning.
2. To encourage ‘real life’ applications of homework through the involvement of family and every day events.
3. To ensure that students are provided with homework on a regular basis.
4. To assist student learning and the establishment of good homework patterns from early primary school.
5. To provide opportunities for students to develop organisational and time management skills, self-discipline, personal responsibility for learning, and skills in using resources accessible outside the school.
6. To increase parent awareness and opportunities for participation in their child’s education.

GUIDELINES FOR IMPLEMENTATION

• All classes will set homework. It will be given out to all students to reinforce work covered in class and to strengthen a range of skills which is important to children, parents and families.

• Administration will attach Homework Policy in the newsletter at the commencement of the year.

• Parents will be informed of the homework program at the beginning of the year at parent meeting.

• School Expectation for the Week will be placed at the top of each homework sheet.

• Children will be asked to complete 5 Compulsory Grids each week. These are: Reading Log, Be Read To, Core Maths Facts, Words Their Way Sorts & Sight Words (as required).

• Children will choose a selection of Multi-disciplinary Grids each Week.

• Homework will be handed out on Wednesdays and handed back in on a Monday.

• No homework handed out in the first and last weeks of each term.

• Reading Log Expectations - P-2 (30-40 min per week) Home readers required
  Yrs 3-4 (40-60 min per week) Home readers as required
  Yrs 5-6 (60+ min per week)

• Involve the Core Maths Skills of +,–, × & ÷ only

• Involve Words Their Way Spelling through the setting of various word sorts from the unit of work being covered that week. These sorts stay the same until a new one goes home. (Usually weekly) Group leaders are accountable for handing out sorts to their group. See Document below for Parent Information.

• Involve Sight Words for all Prep to Year 1 students and Year 2 to Year 6 students as required.

• There will be no consequences or loss of freedom given to students by staff for non-completion of homework, however staff are encouraged to keep track of who does homework.

Creating a beautiful place to belong, inspire and grow
Words Their Way Homework Information

Words Their Way is a developmental spelling, phonics and vocabulary program introduced at Gabbinbar several years ago. Students are encouraged to compare and contrast spelling patterns in words and one common method for doing so is by having students sort words. When sorting, students use their word knowledge to separate examples that go together. This allows students to make generalisations about words and transfer this knowledge to new words.

*Words Their Way Spelling - Word Sorts* is one of the compulsory components of the Gabbinbar Homework Grid. Your child will be bringing home a word sort appropriate to their spelling level and that has been introduced in class. The following list gives you some ideas on how you or an older sibling could help your child revise the pattern that has been introduced for a particular week.

- **Repeated Sorts**: Remind your child to sort the words into categories like the ones they did in school. Your child should read each word aloud during this activity. You may like to ask your child to explain to you why the words are sorted in particular way – what does the sort reveal about spelling in general?
- **Speed Sort**: Your child sorts the words once, and then a second time as fast as possible. For added interest, you may want to time them.
- **Blind Sorts**: Lay down the headers or key words, then shuffle the word cards and call out each word aloud without showing it. Your child indicates the correct category.
- **Writing Sorts**: As you call out the words in a random order your child should write them in categories. Call out the words your child misspells a second or even third time.
- **Word Hunts**: Assist your child in doing a word hunt, looking for words in a book they have already read that have the same sound, pattern, or both. Try to find two or three for each category and then write each word.
# Example Gabbinbar Homework Grid

<table>
<thead>
<tr>
<th>Reading Log (Read to self or other family member)</th>
<th>Be read to by another member of the family – Vocabulary Link – Discuss new word in text.</th>
<th>Core Maths Facts +, -, $\times$, $\div$</th>
<th>WTW Spelling – Word Sorts</th>
<th>Sight Words P-1 or as required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help in or Around the House</td>
<td>Play an Indoor Game with a family member</td>
<td>Teach your parents something you were taught at school</td>
<td>Intrapersonal</td>
<td>Imaginative Play</td>
</tr>
<tr>
<td>- Wash dishes</td>
<td>- Chess</td>
<td>- How to do Rainbow Facts.</td>
<td>- Spend some time doing something that you enjoy doing by yourself.</td>
<td></td>
</tr>
<tr>
<td>- Go food shopping for family</td>
<td>- Twister</td>
<td>- How to regroup when doing subtraction</td>
<td>- Drawing</td>
<td></td>
</tr>
<tr>
<td>- Bring the clothes in off the line</td>
<td>- Scrabble</td>
<td></td>
<td>- Listening to music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Digital game</td>
<td></td>
<td>- Watching nature</td>
<td></td>
</tr>
<tr>
<td>Watch a movie/tv program and share your thoughts about it</td>
<td>Cultural/Music Practice/Music Appreciation</td>
<td>Physical Activity Or Sports training</td>
<td>Outdoor Adventure</td>
<td>Personal Challenge</td>
</tr>
<tr>
<td>- Favourite character</td>
<td>- Listen to music</td>
<td>- Play tag with your neighbours</td>
<td>- Build a cubby house</td>
<td>- Set yourself a goal to achieve</td>
</tr>
<tr>
<td>- Best part of the movie</td>
<td>- Play a musical instrument</td>
<td>- Go to sports training</td>
<td>- Do a car rally with family</td>
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<tr>
<td>- What was the theme of the movie</td>
<td>- Try a new food</td>
<td>- Take dog for a walk with mum or dad</td>
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<tr>
<td>Gratitude &amp; Mindfulness</td>
<td>Art Adventure</td>
<td>Experiences:</td>
<td>Personal Organisation</td>
<td>Personal Inquiry</td>
</tr>
<tr>
<td>Gratitude and mindfulness can be one of the most beneficial practices for children. A number of studies have shown that even a small dose of daily gratitude and mindfulness can increase optimism, decrease negative feelings, enhance school connectedness, and improve overall attitudes towards school and learning. Do an act of kindness for someone else.</td>
<td>- Eg. Draw, paint or sculpt an original work</td>
<td>- visit a local landmark</td>
<td>Contributing to the home in relation to home and life organisation and is an important aspect of family life. Children need to accept responsibility for their own things as a member of the household. This will assist children to further develop skills in relation to organisation, responsibility, time management and appreciation. This in turn helps the stress levels for the whole home. Eg - Stack your own used plates and cups in dishwasher</td>
<td>- Researching and exploring a topic of interest provides an opportunity to use a variety of sources, including internet, dictionaries, libraries and other experts. What is the best way to keep canaries? What do you make a kite? What is the best way to organise your lego?</td>
</tr>
<tr>
<td>Environment and Nature</td>
<td>Visual/Spatial</td>
<td>Media Watch</td>
<td>Teacher Choice</td>
<td>Teacher Choice</td>
</tr>
<tr>
<td>It is important for children to develop an appreciation for the beauty of nature and also to understand the need to care for the environment through conservation.</td>
<td>Choose 6 photos that mean something positive to you and talk about why they were a good moment for you to your family.</td>
<td>Find a newspaper clipping or online article about a current news event. Summarise article in your own words to share and give your opinion about the story.</td>
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