



MACKILLOP

Catholic College

WARNERVALE

MacKillop Catholic College

Homework Policy & Guidelines

Review Schedule	
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Author	College Leadership Team
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1. Purpose

This policy outlines MacKillop Catholic College's approach to homework.

Homework is intended to:

- Reinforce and extend classroom learning and syllabus outcomes.
- Develop independent study habits and support executive functioning skills such as diary management, time management, summary writing, examination preparation, assessment planning, support working memory and recall of information.
- Strengthen the partnership between home and school.
- Demonstrate a school-focused commitment to driving improvement for all students.
- Support equity, cultural inclusion, and strengthen wellbeing for learning.
- Homework is compulsory.

2. Guiding Principles

Teacher Principles

- Homework is provided to students across K-12 at MacKillop Catholic College.
- Homework provides alignment with curriculum and directly relates to planned teaching and learning programs.
- Homework provides a manageable workload in length and frequency.
- Homework tasks support learning progression and develop student executive functioning skills development.
- Homework practices respect diverse cultural contexts, including Aboriginal and Torres Strait Islander students and families.
- Homework expectations are clear across Stages/Years and subjects.
- Junior School homework is communicated to by the classroom teacher.
- Homework in Years 5 & 6 is communicated by the class teacher or the specialist teacher in the Middle School.
- Teachers will communicate with parents/carers regarding concerns related to homework.

Student Principles

- Students are expected to complete homework to the best of their ability demonstrating a genuine commitment to learning.
- The College Diary is used from the Middle School to Senior School for the purpose of recording homework.
- All students from Middle to Senior School are expected to bring their College Diary to class each lesson.
- Students in Stage 6 (Years 11-12) undertaking HSC /University or Pre-university or accelerated pathways are expected to have a high level of engagement to homework to best prepare them for independent learning requirements of university.
- The homework expectations for Non-ATAR/HSC/University students in Stage 6 (Years 11-12) will vary according to the needs of each specific course undertaken or the requirements of TAFE or Registered Training Organisation (RTO). It is critical that these

students have a firm understanding of the expectations required of them by their respective external organisations. Failure to adhere to these expectations may include: loss of enrolment in the course, non-refundable course costs, failure to meet the minimum expectations and non-credentialing. Inability to participate in work experience program.

- Students on the *MacKillop Elite Athlete Program* should seek additional support from and work closely with Deputy Head of Student Achievement K-12 to modify their learning program. This includes considering an alternate homework plan to support balancing sporting commitment with academic commitment.
- Students with disabilities require training using respective strategies identified in their Individual Plans (IPs). This is critical and necessary when progressing to formalised examinations and assessments that require activation of disability provisions. Homework in refining strategies is critical to accessing learning improvement and progress.

Parent Principles

- Parents/Carers may use the College Diary to communicate with teaching staff regarding any concerns related to homework in the College diary or directly via email.
- Parents/Carers must inform the teacher if their child is unable to manage to the homework tasks allocated within the recommended guidelines.
- Parents/Carers are encouraged to support homework routines in the home.

College Principles

- The College will provide self-directed professional learning resources for teaching staff to support executive functioning skills development.
- The College will provide Wellbeing for Learning workshops for students to support executive functioning skills development.
- Learner Diversity Teams across the College will focus on supporting executive functioning skills development across K-12.
- The College will provide parents/carers with resources to support executive functioning skills resources through the newsletter and/or website to support families.
- The College will report on homework to key stakeholder and evidence our commitment to academic improvement through the *School Improvement Plan*.

3. Guidelines by Year and Senior School Pathways

Years	Recommended Time	Example of Tasks
K-2	1 hour across one week	Shared reading with a family member Camera words practice Counting games or number facts Drawing shapes Story Telling Imaginative play
3-4	90 minutes across one week	Shared reading with a family member Camera words practice Writing Tasks Number facts Story Telling Imaginative play NAPLAN Revision
5-6	2 hours across one week	Independent reading or reading with a family member Spelling words Telling the time Maths Tasks Assessment tasks (small projects or research tasks) NAPLAN Revision
7-8	30 minutes per subject, per week (4 hours across one week)	Subject-specific tasks <ul style="list-style-type: none"> - Reading - Summarising - Revision - Etc. Assessment tasks across all subject areas NAPLAN Revision
9-10	45 minutes per subject, per week (8 hours per week)	Independent Reading Maths Summarising Information Assessment Tasks NAPLAN Revision
11-12 ATAR/HSC/Uni Pathways	15+ hours per week	Independent Reading Maths Summarising Information Examination Preparation Assessment Tasks HSC Revision
11-12 Non-ATAR/HSC/Uni Pathways	Complete the requirement of each course as identified by NESA or RTO	Specific requirements per course undertaken.

4. Roles and Responsibilities

Focus Group	Responsibilities
Students	Complete homework tasks to best of ability demonstrating consistency of application to learning. Write homework in the College Diary. Bring Diary to every lesson. Take Diary home every evening. Communicate with teachers regarding any concerns. Including communicate with Learner Diversity Teacher regarding any concerns or assistance required.
Class Teachers	Set purposeful tasks, monitor completion, and use homework to meet or review learning outcomes, differentiate homework as required to support learner diversity. Use the College Diary (Middle & Senior School) to record, monitor and communicate with parents/carers as required. Explain and direct parents to Homework Tasks (Junior School). Model best practice and affirm student progress and effort. Communicate with families.
Parents/Carers	Provide a learning space for homework to be undertaken, balance co-curricular activities with homework expectations, encourage positive study routines and communicate with teachers if concerns arise. Utilise the College Diary to communicate with staff to address homework concerns or email staff directly. Promote homework routines in the family. Affirm their child's progress. Do not complete their children's homework.
Pastoral Care Teacher (Yrs 5-12) Note: Core class teacher is the Pastoral Teacher for Years 5 & 6	Complete homework diary checks weekly and randomly. Suggest positive study routines to support homework. Establish goals. Affirm diligence, effort and attention to homework. Communicate with Leaders of Wellbeing or Wellbeing Leads or Subject Specific teachers as required if emerging patterns of disengagement/concern are occurring.
Wellbeing Leads and Leaders of Wellbeing	Support wellbeing for learning through monitoring student wellness and readiness/preparedness to learn. Provide opportunities to sharpen executive functioning skills. Affirm diligence, effort and attention to homework. Communicate with families.
Learner Diversity Teachers and Leads	Support executive function skills development, study preparation, note making, refine disability provisions under examinations conditions. Support the differentiation of tasks. Affirm diligence, effort and attention to homework. Communicate with families.
Leaders of Learning & Teaching (Subject Specific Leaders)	Monitor homework is being given by teachers, ensure that homework is being recorded in the College Diary and used effectively to support learning outcomes in the Key Learning Area. Model best practice in the classroom including the sharpening of executive functioning skills suitable for the Key Learning Area. Affirm teacher practice. Hold teacher accountable for the setting and checking of homework. Communicate with families.
Student Achievement Leads, E & C Leads & Wellbeing Leads	Regularly report on homework to the Heads of School as part of the <i>School Improvement Plan</i> . Report on teacher accountability. Affirm teacher practice.

Director of Wellbeing and Director of Learner Diversity	Ensure executive functioning skills are supported in program development offered to students. Work with Capabilities Leads to provide suitable executive functioning resources to support self-directed staff Professional Learning.
Capability and Enablement Leads	Upload and/or create self-directed Professional Learning executive functions resources to support teachers in their Professional Learning. Communicate with parents/carers via the College Newsletter and or website to support executive functioning resources.
Heads of School	Monitor progress of all teams. Hold all staff accountable. Ensure that <i>School Improvement Plan</i> encompasses homework drive connected to academic improvement. Report progress to College Principal.
College Principal	Review the Homework Policy and Guidelines every two years in collaboration with the College Executive Team. Report on the progress of Homework Policy drive to key stakeholders in relation to academic improvement in the <i>School Improvement Plan</i> .