



East Victoria Park Primary School

SCHOOL VISION - Welcoming All, Attaining Excellence

Homework Policy

1. Purpose

Homework at East Victoria Park Primary School is designed to be meaningful, clear and connected to what students are learning in class. Our focus is on building confidence, independence and positive study habits—without creating stress for families.

2. Background / Context

Research (Hattie, 2009) shows that homework has a small academic effect in primary school unless it is purposeful and reinforces key skills.

Homework that supports reading, spelling, and basic numeracy can still make a positive difference when it is clear, short and aligned with classroom learning.

Parent engagement has a strong impact on student achievement, attendance, motivation and wellbeing. Children thrive when families take an active interest in their learning.

3. Key Principles

- Homework supports class teaching and reinforces essential skills.
- Activities are brief, purposeful and tailored to each year level.
- Parent involvement is valued and strongly linked to improved outcomes.
- Homework should be manageable for families and not cause stress.
- Digital tools may be used to support personalised practice.
- Additional tasks may be provided if agreed through an Individual Education Plan (IEP) or if targeted support is required.

4. Homework Expectations by Year Level

Kindergarten & Pre-Primary

- Shared reading (PLD books – see Appendix 1)
- Reading for enjoyment (library books)
- InitialLit sight words (PP)
- Number recognition and counting (as outlined each term)

Years 1 & 2

- Shared reading (PLD books)
- Home Readers and library books
- InitialLit tricky words
- Practice of term maths concepts

Years 3 & 4

- Reading: 15–30 minutes depending on the child
- Learning times tables and basic facts
- Practice of term maths concepts
- Completion of unfinished class work

Years 5 & 6

- Reading: 15–30 minutes per night
- Learning times tables and basic facts
- Practice of term maths concepts
- Completion of unfinished class work
- Revising for in-class assessments

Digital Tools

School provided platforms may be used to support personalised practice. See the Learning Outline for Parents each term.

Additional Support

Teachers may provide extra homework when agreed with families, especially as part of an IEP or when students need more practice to consolidate new skills.

5. Supporting Your Child's Growth and Wellbeing

Families can support learning through a variety of enjoyable home activities, such as:

- Outdoor play and sporting clubs
- Board or card games
- Journaling or creative writing
- Cooking
- Jigsaw and word puzzles
- Art and music activities
- Helping with simple chores
- Calling or speaking with relatives

These activities build confidence, resilience and important life skills.

A good routine and a quiet space for homework are encouraged (see Appendix 2). Families can also use the [Home | Learning Potential](#) website and each term's Learning Outline for Parents for ideas to support learning at home.

6. Roles and Responsibilities

Teachers

- Provide a clear Learning Outline for Parents each term
- Communicate expectations to families
- Work with parents when additional support is needed

Students

- Do their best to complete tasks
- Ask for help when needed
- Develop independence over time

Parents/Carers

- Encourage and support their child's learning at home
- Maintain positive routines
- Contact teachers with concerns or questions

7. Communication

Homework expectations are shared in:

- Class meetings at the Welcome BBQ
- The Learning Outline for Parents (each term)
- Classroom communication channels
- School newsletter reminders

8. Review

This policy is reviewed every three years or as needed by the Leadership Team and School Board.

Ratified by	School Board
Date	16 March 2026
Review Date	March 2029

APPENDIX 1: Shared Reading at Home

What is Shared Reading?

Shared reading is when you and your child read a book together. It's about making reading an enjoyable, relaxed time while helping your child practise important skills. You take the lead when needed, but encourage your child to join in, try new words, and talk about the story.

Why is it important?

Shared reading helps your child:

- Build fluency and confidence
- Hear how reading sounds (expression, tone, and pace)
- Learn new words and their meanings
- Understand stories and ideas more deeply
- Develop a love of books and reading

What does it look like?

1. Choose a book together or use their home reader.
2. Sit together comfortably – Sit in a triangle formation (child – parent – book) so your child can clearly see the words and pictures, as well as watch you reading.
3. Read with expression – Model how to read aloud with excitement, pauses, and different voices.
4. Take turns – You might read a page or paragraph, then let your child try. For beginners, you might read the words and have them join in on repeated phrases.
5. Talk about the story – Pause to ask questions:
 - *What do you think will happen next?*
 - *Why do you think the character did that?*
 - *What was your favourite part?*
6. Support tricky words – If your child gets stuck, give them time to try. If needed, gently help by sounding it out together or telling them the word.
7. Celebrate effort – Praise your child for trying, not just for getting words right.

Tips for Success

- Keep sessions short and positive (10–15 minutes).
- Choose a regular time each day (before bed, after school).
- Reread favourite books—repetition builds confidence.
- Use both fiction and non-fiction to spark curiosity.

Remember: Shared reading is not just about teaching your child to read—it's about enjoying stories, building confidence, and spending special time together.

APPENDIX 2: Tips for Parents: Homework Space and Routine

A good homework environment and routine make a big difference. Children learn best when they have a calm, organised space and know what to expect each day. Here are some practical tips:

Setting Up a Homework Space

- Choose a quiet spot – away from distractions like TV, devices, or loud activity.
- Keep supplies handy – pencils, erasers, ruler, sharpener, paper, and other essentials in a small box or container.
- Provide good lighting – natural light if possible, or a desk lamp.
- Comfort matters – a supportive chair and flat surface help children concentrate.
- Make it personal – allow your child to add a favourite photo or small item to make the space inviting.

Establishing a Homework Routine

- Pick a regular time – straight after school, after a snack, or before dinner—choose what works best for your family and stick with it.
- Break tasks into chunks – younger children may need 10–15 minute blocks with short breaks.
- Remove distractions – put away toys and switch devices to silent.
- Be nearby and available – show interest, encourage effort, and offer help if your child gets stuck, but don't do the work for them.
- Use positive reinforcement – praise persistence and celebrate completed tasks.
- Balance is key – ensure time for play, rest, and family activities alongside homework.

Remember: The goal of homework in primary school is to build confidence, independence, and good habits—not stress. A consistent space and routine will make homework more successful and enjoyable for the whole family.