Hurstville Public School – Homework Guidelines

Rationale

The NSW Department of Education's Curriculum policy standards require that schools develop homework guidelines in consultation with key community stakeholders, including parents and carers, students and teachers. Schools must develop homework guidelines that communicate the school's position on providing homework for students.

Homework provides opportunities for students to develop essential skills such as time management and good work habits. The skills developed through routine homework can be applied across other subjects and practical situations in students' daily lives.

Homework is intended to consolidate and practise learning already undertaken at school. It should be manageable, age-appropriate and balanced with students' needs for play, rest, physical activity and family time.

Consultation

In 2026, **Hurstville Public School** engaged its wider community to determine the most appropriate approach to homework for the school context. This consultation included:

- distributing a survey to parents and carers, students, and teachers to gather feedback on homework preferences and options
- presentations at Parents and Citizens Association (P&C) meetings during 2026
- reviewing survey feedback with the school's homework committee
- developing draft homework guidelines prepared by the homework committee and endorsed by the principal

Homework guidelines statement

- Hurstville Public School provides planned homework opportunities to consolidate classroom learning. Participation is encouraged but not compulsory.
- Homework will not be formally assessed or used to determine student achievement. Teachers may acknowledge students' engagement with homework in the general comment of their Semester Reports.
- Homework should reinforce learning already taught. Unfinished classwork and assessment tasks should not routinely be assigned as homework, with consideration given to individual learning needs.
- No formal homework will be assigned during Week 9 of each term to support student, staff and family wellbeing. Voluntary home reading may continue.

Implementation

Stage	Recommended maximum time per day	Homework opportunities
Early Stage 1 **Kindergarten**	Up to 10 - 15 minutes	Home reading, literacy and numeracy tasks.
Stage 1 Year 1 and 2	15 - 20 minutes	
Stage 2 Year 3 and 4	20 - 30 minutes	Home reading, literacy, numeracy, design and problem-solving activities. *
Stage 3 Year 5 and 6	As required, based on individual learning needs (maximum 30 minutes)	Targeted activities based on individual learning needs, including reading, literacy, numeracy and problem-solving. Unfinished classwork may be offered where appropriate to individual learning needs. *
Support Unit	10 - 30 minutes	Home reading, literacy and numeracy tasks, based on individual learning needs.

** Other optional activities may include PD/H/PE, Creative Arts, Science and Technology, History or Geography.*

Stage 3 homework: Homework will be provided according to individual learning needs rather than as routine weekly tasks. Unfinished classwork may be offered where appropriate.

Parents and carers will receive information about homework guidelines and expectations at Meet the Teacher at the beginning of each school year. Guidelines will also be published on the school website.

Homework should be:

- Age-appropriate, purposeful and aligned with classroom learning.
- Engaging, achievable and appropriately challenging.
- Monitored by teachers, with feedback or acknowledgement provided where appropriate.

Digital technology and screen use

Hurstville Public School supports purposeful use of digital technology where it offers a clear learning benefit. In alignment with the NSW Department of Education's screen-use guidance, commencing Term 1 2027:

- **Kindergarten to Year 4**
  - Homework requiring a digital device will not be recommended.
  - Tasks will prioritise screen-free reading, writing, numeracy and practical learning.
- **Years 5 and 6**
  - Homework requiring a digital device may be recommended when it provides a clear educational benefit over a non-digital alternative.
  - Teachers will consider duration, access and suitable alternatives.

Equity, inclusion and student wellbeing

Teachers will consider students' individual learning needs, disability-related adjustments, language backgrounds and home circumstances. Homework should not require additional costs, specialised resources or substantial parent instruction. Families experiencing difficulties are encouraged to contact their child's teacher to discuss adjustments.

Roles and responsibilities

School leaders

- Establish a timeline and process for monitoring, evaluating and reviewing the homework guidelines.
- Monitor the implementation of the homework guidelines.

Teachers

- Plan purposeful homework opportunities aligned with classroom learning and individual needs.
- Communicate homework expectations, including optional participation, to students and families.
- Monitor participation and provide appropriate acknowledgement or feedback.
- Ensure homework aligns with screen-use guidance and make adjustments where needed.

Students

- Engage with homework opportunities and develop independence and positive learning habits.
- Organise and return homework materials when participating.
- Complete chosen activities within recommended timeframes and seek assistance when needed.
- Share their learning with teachers and families where appropriate.

Parents and carers

- Encourage and support their child to develop positive homework routines, including regular home reading, without needing to teach new concepts.
- Support their child's engagement with homework where appropriate, recognising that completion is encouraged but not compulsory.
- Communicate with teachers if homework is difficult to complete or concerns arise about their child's learning needs or engagement.
- Encourage their child to manage their time effectively, balancing homework with rest, play, physical activity and family time.

These guidelines will be implemented from Term 1 2027 and formally reviewed in 2029, or earlier at the principal's discretion.

Table 1 – policy review and approval

Action	Date or person
Guidelines last reviewed	October 2026
Consultation	P&C, homework committee, parent and carer survey, school executive
Approved by	Principal – Mark Steed
Next scheduled review date	2029