



CARE • SHARE • DO YOUR BEST • BE SAFE

CROYDON SDS HOMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on ph 9725 4933 or by email on croydon.sds@education.vic.gov.au

PURPOSE

To outline to our school community the Department's and Croydon SDS's policy requirements relating to homework.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Croydon SDS.

RATIONALE

At Croydon SDS, weekly homework tasks are not set at any year level across the school. We do have an individual approach to determine if homework is a suitable and viable option to best support and strengthen student learning. Homework for many of our students is not a practical and viable approach to learning, in turn, it can cause emotional distress and dysregulation.

Croydon SDS has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

At Croydon SDS, if homework is set, it is done so by the teachers to be:

- purposeful
- curriculum-aligned

- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Croydon SDS will include are:

- reading a book or another text, eg. Recipe
- listening to a parent/carer or another family member read
- practising key words
- practising mathematics equations
- applying taught skills in the home and community context such as:
 - planning and cooking food, including following a recipe
 - helping to plan a day trip or holiday, including timings, directions and costs
 - growing plants
 - reviewing their favourite film or book
 - writing a diary entry
- engaging with parents in learning activities such as:
 - rehearsing a presentation with parent/carers, and seeking their feedback
 - interviewing a family member as part of a research project.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for teachers at Croydon SDS are to:

- speak with parents/carers at the start of the year, Information Session and term 1 SSG meetings about recommended home learning activities that will support student IEP goal attainment
- provide opportunities for parents/carers to request set homework tasks
- offer opportunities for families to engage in their children's learning
- if homework tasks are requested, tasks are curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical feedback

Responsibilities and expectations for **students** are:

- discussing homework expectations with their teacher and or parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities

- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.

SUPPORT FOR STUDENTS AND PARENTS/CARERS

Croydon SDS understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child’s teacher.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school’s website
- Included in staff handbook/manual
- Reminders in our school newsletter
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- [Homework – Department Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2026
Approved by	Principal, Christine Pillot
Next scheduled review date	March 2029