HOMEWORK GUIDELINES

EARLY STAGE 1- Kindergarten

- 10 minutes per night or 50 minutes per week.
- Literacy and Numeracy revision activities
- Reading- Parent/Guardian listening to oral reading and assisting with reading activities

STAGE 1- Year 1

- 15 minutes a night or 1 hour 15 minutes per week
- Revision and consolidation of weekly spelling words
- Consolidation of Maths activities for the week
- Reading- Parent/Guardian listening to oral reading and assisting with reading activities

STAGE 1- Year 2

- 20 minutes a night or 1 hr 40 minutes per week
- Revision and consolidation of weekly spelling words
- Revision and consolidation of Maths activities from previous weeks class work
- Reading- Parent/Guardian listening to oral reading and assisting with reading activities

Stage 2 - Year 3

- 30 minutes per night or 2 hours per week.
- Consolidation of Spelling activity and Maths.
- Reading - parent/guardian listening to oral reading, and/or reading activities.

Stage 2 - Year 4

- 30 minutes per night or 2 hours per week.
- Consolidation of basic skills by: Spelling, Language activities and Maths.
- Supervised reading.

Stage 3 - Year 5

- 2½ hours per week.
- Consolidation of basic skills by: Spelling, Language activities and Maths.
- Reading.

Stage 3 - Year 6

- 2½ hours per week.
- Consolidation of basic skills by: Spelling, Language activities and Maths.
- Assignment tasks - HSIE, Science, Research, etc. (according to teachers’ discretion)
- Reading.

Please note: Times stated are maximum. If your child is completing homework for longer periods, please stop them and advise the teacher via the student’s Homework Diary
**SOME PRACTICAL HINTS**

- Know the school Homework Policy and the reasons behind it.
- Make Homework as pleasant as you can. Provide an attractive work area where there is a desk or table and adequate lighting. Ensure that it is quiet.
- Turn the television off.
- Try to establish a predictable routine. If homework is done at the same time each evening, no great decisions about starting have to be made.
- Encourage the students to work reasonably quickly and efficiently. Have set time and don’t let them work beyond that. Certainly there is little point in them slogging on once they are frustrated and bored.
- If you are actively helping with a particular task, keep your explanation as simple and as practical as you can. Demonstrate, encourage and, where possible, express approval and satisfaction. If you find yourself becoming upset and the atmosphere getting tense, stop helping.