



ENOGGERA STATE SCHOOL

Whole School Curriculum Plan: 2023

Total enrolments:	352	
Year levels:	Prep – Year 6	
Student information:	Indigenous: 8 (2.4%)	Students with disabilities: 10
Staff information:	Number of teaching staff: 25	Number of non-teaching staff: 13
SYSTEMIC PRIORITIES:		SCHOOL-BASED PRIORITIES:
<p>Vision: “</p> <p>Mission:</p> <p>Values: Our values fall under the school pillars of Learning, where students are encouraged to demonstrate persistence and pursue excellence, Relationships with focus on fairness and consideration of others and Safety in showing respect for the school and those within it.</p> <p>Intent: Consistent high quality planning, teaching and in showing resporctnd assessing processes.</p>		<ul style="list-style-type: none"> • Australian Curriculum • 3 Levels of Planning • Differentiation and Inclusion (Universal Design of Learning) • Digital Technologies Curriculum and ICT General Capabilities and Staff Professional Development • Teaching of Problem Solving and Written and Mental Computation

SCHOOL STRATEGIC PLAN 2020 – 2023

SUCCESSFUL LEARNERS 2023

Develop a whole school approach to catering for diverse learners

Develop staff knowledge and understanding of differentiation and inclusive practice

Utilize inclusive practices to strengthen student engagement in the curriculum

Further develop programs in The Arts to provide opportunities for enrichment

Investigate opportunities and develop strategies and programs to meet the needs of high achieving students, promoting a culture of inquiry and innovation

Embed planning processes to refine use of Learning Walls and Bump It Up Charts for all writing tasks

Develop processes for providing student feedback for writing tasks

Develop Moderation processes within and between schools based on the Before-After-After-End Model

Develop whole school overviews for the teaching of Mental and Written Computations

Develop and embed a school wide approach to teaching Problem – Solving

TEACHING QUALITY 2023

Develop and map the ICT General Capabilities to ensure implementation

Provide Professional Development for Staff to ensure provision of the necessary skills and competence in ICT's

WELLBEING 2023

Strategies to support staff wellbeing investigated and implemented

Investigate ways to include an environmental focus across the curriculum as part of the Sustainability Cross Curriculum Priority

2023		Term 1 10Weeks	Term 2 10 Weeks	Term 3 10 Weeks	Term 4 10 Weeks
Prep	English	Enjoying Our New World	Enjoying and Retelling Stories	Interacting with Others	Responding to Text
	Maths	Prep Unit 1	Prep Unit 2	Prep Unit 3	Prep Unit 4
	Science	Weather Watch	Our Material World	Our Living World	Move It, Move It!
	HASS	My Family History		My Special Places	
	Technologies	Digital Technologies – Handy Helpers		Digital Technologies – Handy Helpers Algorithms	
	HPE	Keeping Myself and Others Safe / Water Safety	Oh the things I can do to be healthy	Playing and having fun with my friends	I'm growing and changing
	The Arts	Music – Sing and Play	Music – Sing with Rhythm	Music – Music Around Us	Music – Let's make Music
		Dance – Let's Move		Drama – Drama in Books	
One	English	Exploring Stories and their characters	Engaging with Poetry	Examining the language of communication	Creating Digital Procedural Texts
	Maths	Unit 1	Unit 2	Unit 3	Unit 4
	Science	Living Adventure	Material Madness	Changes Around Me	Exploring Light and Sound
	HASS	My Changing Life		My Changing World	
	Technologies	Digital Technologies – Online Safety / Design and Technology – It's Showtime		Digital Technologies – Data	
	HPE	A little Independence / Water Safety	I move, I jump, I land	Have fun and play fair	Tadpole Tales / Our Culture
	The Arts	Music – Play and Rest	Music – Dynamic Expression	Music – Percussion and Pitch	Music – Make it, Write it, Sing it
		Dance – Space Dance		Drama – A Home for Tiny Teeny / Visual Art – What are you thinking?	
Two	English	Reading, Writing, Performing Poetry	Exploring Characters	Exploring Informative Texts	Exploring Plot & Characterisation in Texts
	Maths	Unit 1	Unit 2	Unit 3	Unit 4
	Science	Mix, Make, Use	Toy Factory	Good to Grow	Save Planet Earth
	HASS	Present Connections to Places		Impacts of Technology over Time	
	Technologies	Digital Technologies – Online Safety / Design and Technology – Spin It!		Digital Technologies – Data	
	HPE	A little Independence / Aquatic environments	I move, I jump, I land	Have fun and play fair	Tadpole Tales / Our Culture
	The Arts	Music – Instruments of the Orchestra	Music - Instruments of the Orchestra	Music – Canon Time	Music – Compound Composition
		Dance -Dancing Characters		Drama – A Home for Tiny Teeny / Media Arts – Family Stories	
Three	English	Analysing and Creating Persuasive Texts	Analysing and Creating Narrative Texts	Examining Imaginative Texts	Exploring character and setting in texts
	Maths	Unit 1	Unit 2	Unit 3	Unit 4
	Science	Spinning Earth	Hot Stuff	What's the matter	Is it living?
	HASS	Our Unique Community		Exploring Places Near and Far	
	Technologies	Digital Technology – Algorithms / Design Technology -Repurpose It		Digital Technology – What Digital Systems do you use?	
	HPE	Personal Safety / Aquatic Environments	Athletics Spectre Making Healthy Choices –	Having a Ball / Good Friends	Spish Splash / Cultural Identity
	The Arts	Music – Brave the Elements		Music – All Together Now	
	Dance – Dance Elements / Visual Art – Meaning in Found Objects		Drama – My Place		
Four	English	Investigating Author's Language in Narratives	Examining Traditional Stories	Exploring a Quest Novel	Examining Persuasion in Advertisements
	Maths	Unit 1	Unit 2	Unit 3	Unit 4
	Science	Soil Erosion	Mapping Lifecycles and Relationships	Investigating properties affecting the use of ochre	Investigating contact and non – contact forces
	HASS	Early Exploration and Settlement		Using Places Sustainably	
	Technologies	Digital Technologies – Algorithms / Design Technologies – Pinball Paradise		Digital Technologies – What Digital Systems do you use?	
	HPE	Personal Safety / Aquatic Environments	Athletics Spectre Making Healthy Choices –	Having a Ball / Good Friends	Spish Splash / Cultural Identity
	The Arts	Brave the Elements / Recorder 1		Brave the Elements / Ukelele 1	
	Dance – Dance Messages		Drama – Dramatic Traditions / Media Arts – Persuade to Protect		
Five / Six	English	Examining and creating fantasy texts	Examining Media Texts	Appreciating and responding to Poetry	Exploring Narrative through Novel and Film
	Maths	Unit 1 Y5	Unit 2 Y5	Unit 3 Y5	Unit 4 Y5
		Unit 1 Y6	Unit 2 Y6	Unit 3 Y6	Unit 4 Y6
	Science	Survival In the Environment	Our Place In the Solar System	Now You See It	Matter Matters
	HASS	People and the Environment	Managing Australian Communities	Communities in Colonial Australia (1800's)	Participating In Australian Communities
	Technologies	Digital Technologies – A-Maze-ing Digital Designs		Digital Technologies – Data Changing Our World Design Technologies –Hands Off!	
	HPE	Peers vs Friends / Aquatic environments	People In Motion	Game Play	Getting Moving / Growing Up
The Arts	Music – Songs from Our Diverse World / Drama – Drama Drama/ Visual Arts – Wonders of the World		Music – Creating Music of Today / Dance – Dancing Ideas		
LOTE	Celebrations		School Life		

Curriculum Activity Risk Assessments (CARA)

The CARA planner must be used by staff when developing a unit plan within the three levels of planning¹. The CARA planner assists staff to identify the potential hazards, the inherent risk level and control measures for curriculum activities. If a [CARA guideline](#) exists for the activity it must be used in conjunction with the CARA planner.

Further information about planning, is found in the [Managing risks in school curriculum activities](#) procedure and the [CARA generic template](#).

- Identify hazards**
 - Consider the **physical** environment, any **equipment** used, the **activity** itself and its design, prior knowledge and skills of **participants**, and the **management** of the activity.
- Assess the level of risk for each hazard in context**
 - Use the **CARA risk matrix**² to identify the risk level of each foreseeable risk and hazard of the activity by considering the 'likelihood' of an incident occurring in conjunction with the 'consequence' (e.g. injury) if the incident did occur.
 - Consider the **students** involved in the activity, the **location** of the activity, which students will be **participating**, and which adult **supervisors** will be required.
- Determine the inherent risk level for the activity**
 - Document the **inherent risk level** of the activity. This is the same level of risk as the hazard with the **highest level of risk** in the activity.
- Decide on control measures**
 - List the **control measures** that will be employed during the activity to reduce the risks.
- Document the risk assessment**
 - All activities must be documented, typically in unit planning as part of the **three levels of planning**.
 - Further documentation may be required, depending upon the risk level of the activity.
 - Consult the **CARA flowchart**³ for further information.

CARA risk matrix

The CARA risk matrix is used to assist in determining risk levels of curriculum activities.

Consider the activity in terms of the **likelihood** of an incident occurring, in conjunction with the **consequence** (or injury) if the incident did occur. The result of these two considerations is the risk level.

		Consequence if an incident were to occur				
		IN SIGNIFICANT Injury requiring no treatment.	MINOR Injury requiring first aid treatment.	MODERATE Injury requiring medical treatment.	MAJOR Injury requiring specialist medical treatment or hospitalisation.	CRITICAL Injury resulting in loss of life or permanent disability.
Likelihood of an incident occurring	ALMOST CERTAIN Expected to occur in most circumstances.	Medium	Medium	High	Extreme	Extreme
	LIKELY Will probably occur in most circumstances.	Low	Medium	High	High	Extreme
	POSSIBLE Might occur occasionally.	Low	Medium	High	High	High
	UNLIKELY Could happen at some time.	Low	Low	Medium	Medium	High
	RARE May only occur in exceptional circumstances.	Low	Low	Low	Low	Medium







PEDAGOGY

At Enoggera State School we strive to foster a caring environment to support the needs and differences of each student whilst encouraging every child to be active participants in their education. The Enoggera State School Pedagogical Framework has been developed in alignment with the School Improvement Hierarchy and The State School Strategy 2018 – 2022 Every Student Succeeding. Our approach to ensuring that we are achieving best outcomes for all students are based on the six key principles of:

<p style="text-align: center;">Student-centred planning</p> <ul style="list-style-type: none"> Decisions based on knowledge of the students and their prior learning and attributes in order to create flexible grouping for the purpose of focussed teaching episodes. Effective analysis of student achievement data to plan instruction tailor learning pathways and target resources. Frequent monitoring and diagnostic assessments to inform differentiation. Use of <i>Surfboard Planner for Differentiation</i> to guide differentiated instruction 	<p style="text-align: center;">High Expectations</p> <ul style="list-style-type: none"> Individual learning goals for students based on agreed data sets Classroom displays which highlight the curriculum focus Daily literacy blocks aligned to the Reading and Writing placemats A visible timetable Harmonious classroom tone – constructive working noise and focussed learning High expectations of behaviour Teachers engaged in ongoing induction, mentoring, formal and informal feedback, walk throughs and professional development.
<p style="text-align: center;">Evidence-based decision making</p> <ul style="list-style-type: none"> Teaching and learning informed by student performance data and validated research. Agreed feedback practices for staff, parents and students. Use of Regional targets to inform evidence-based decisions. Case management process is regular and ongoing throughout the year. 	<p style="text-align: center;">Targeted and scaffolded instruction</p> <ul style="list-style-type: none"> Establish classroom routines, structures and expectations Differentiated teaching informed by student performance data and validated research; teachers vary what students are taught, how they are taught and how students demonstrate what they know. Explicit Teaching practices in all classrooms and 4 Steps of Gradual Release of Responsibility: Teacher Models⇒Shared Practice⇒Guided Practice⇒Independent Practice <div data-bbox="1720 850 2134 1086" style="text-align: right;"> <p style="text-align: center;">A Model for Success for All Students</p> <p><small>Pitler, D., & Fort, N. (2008). (After) Learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: Association for Supervision and Curriculum Development.</small></p> </div>
<p style="text-align: center;">Alignment of curriculum, pedagogy and assessment</p> <ul style="list-style-type: none"> Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities. Assessment, with explicit criteria and standards and exemplars planned up front and aligned with teaching. Lesson design and delivery, including monitoring and data collection practices, consistent across all leaning areas. Moderation practice to support consistency of teacher judgement about assessment data. Year level teachers collaboratively planning their units of work Use of Curriculum into the Classroom(C2C) materials to support effective teaching , learning and assessment to suit individual needs and context, developing Individual Curriculum Plans when necessary. 	<p style="text-align: center;">Safe , supportive, connected and inclusive learning environments</p> <ul style="list-style-type: none"> Consistent, whole school approaches to behaviour management. Innovative responsible and ethical use of digital technologies. Effective student and teacher relationships Implementation of Whole School Approach to Supporting all Learners program Implement, monitor and review strategies to improve attendance, behaviour and academic achievement. Positive engagement of parent community through regular news letters, assemblies, school events, parent information evenings and interviews.

GRADUAL RELEASE OF RESPONSIBILITY MODEL

	<p>Focus Instruction: The teacher establishes the purpose of the lesson and models his or her thinking. The purpose is based on the expected learning intentions, which are clearly communicated to students. Teacher modelling should provide students with examples of the thinking (think alouds) and vocabulary required to be successful. <i>I do</i></p>
	<p>Guided Instruction: The teacher strategically uses questions, prompts, and cues to facilitate student understanding. This can be done with small groups that are organised based on instructional needs. During guided instruction, the teacher focuses on releasing partial responsibility to students while providing purposeful scaffolds to support students on the way to achieving independent success.</p>
	<p>Collaborative Learning: Students work in collaborative groups to complete the required task. To be productive, the group work must involve students using explicit vocabulary and being individually accountable for their contribution to the task. This phase of instruction will provide students with an opportunity to consolidate their understanding before they apply it independently.</p>
	<p>Independent Learning: Students apply what they have learnt in class along with their prior knowledge. Many independent learning tasks are used as formative assessments, designed to check for understanding and to identify concepts that may require more explicit instruction. Independent learning tasks are the final phase in the instructional cycle. This is because our teachers must ensure our students have been sufficiently equipped with the knowledge and strategies they need to not only be successful learners, but to be able to apply that knowledge consistently across the school and through the Australian Curriculum.</p>

Fisher, D. and Frey, N. 2014 *Better Learning Through Structured Teaching*.

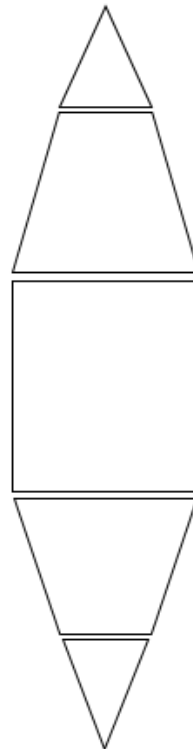
It is important to remember that the gradual release of responsibility model is not linear. Students will move back and forth between each phase as they master skills, strategies and standards, receiving explicit feedback from their teacher throughout the whole process.

DIFFERENTIATION

At Enoggera State School we recognise that all learners come with multiple, diverse and changing learning needs. By considering these learning needs, Teachers at Enoggera State School employ a diverse range of strategies to allow all students equal and ongoing access to the Australian Curriculum. Students experience success through commitment to personalised teaching and learning.

High quality teaching is guided by the Australian Curriculum. Teaching is explicit, precise, purposeful and deliberate. High quality teaching demonstrates and reflects precision for each student through processes such as quality assured assessment practices for, as and of learning, differentiated planning, enacting explicit curriculum against achievement of standards. Differentiated instruction based on individual student learning needs are a feature of every teachers' practice that is monitored and regularly reviewed (Metropolitan Region State Schools Improvement Plan, 2019).

Targeted and scaffolded instruction occurs through explicit teaching in classrooms based on the 4 steps of Gradual Release of Responsibility, therefore, equipping students to be engaged and self – directed learners. At Enoggera State School, teachers identify and plan for the learning needs of each student using the **Surfboard Planner for Differentiation** allowing teachers to cater for diversity and provide multiple opportunities to demonstrate learning. From here, teachers personalise the teaching and learning and make necessary adjustments to meet the needs of all learners. A consistent pedagogical approach in every classroom at Enoggera State School supports the improvement and inclusion of every student achieving success.



3 Tiers of Strategies for Differentiation

Class:

Date:

PROCESS	PRODUCT	CONTENT	ENVIRONMENT
<ul style="list-style-type: none"> - Extend level of thinking - Careful preparation of questions - Tiered tasks (access to a range of more complex, open-ended tasks) - Use open ended tasks and questions - Increase number of questions, amount to learn/complete, length or writing/reading - Provide increased complexity of visuals, print, texts and internet level - Focus on higher order thinking skills (e.g. Bloom's Taxonomy) - Choice & variety of ICTs available for independent investigations/tasks - Repeat, rephrase, model and highlight language and important information - Use concrete materials - Provide hands on activities - Repeat and rephrase instructions - Allow sufficient take up time - Clarify questions/check for understanding - Vary length of time to complete tasks - Provide more scaffolding (slower pace, break into smaller more manageable chunks) - Provide visual supports - Tiered Task (access to simplified version of the task) - Choice & variety of ICTs available to complete work/assessment with support provided - Provide breaks where needed (movement/sensory) - Peer support - Provide multiple opportunities for students to demonstrate learning - Flexible groupings - Provide links to read life - Vary instructional strategies - Explicitly teaching the skills - Use of graphic organisers - Use of ICTs 	<ul style="list-style-type: none"> - Increased quantity of work - Expect more in-depth written responses - Student self-assessment and reflection - Provide increased complexity of visuals, print, texts and internet level - Tiered Task (range of levels provided in task from simple to complex) - Choice & variety of ICTs available for independent investigations/assessment tasks - Allow verbal/pictorial responses - Use of scribe - Allow extra time - Break task into more manageable chunks - Access to concrete materials - Access to digital technologies - Increased visual, diagrams, timeline's and flow charts - Provide breaks - Frameworks to assist with organising ideas (Venn diagram, KWL, PMI) - Reduces/simplifies/very info on page, highlight important words/points - Access to simplified version of the task - Varied assessment tools - Flexible groupings to complete tasks - Monitor data and provide feedback - Vary mode for presentation - Vary duration/pace of task - Use of ICTs - Alternative environment - Allow breaks 	<ul style="list-style-type: none"> - Increase complexity of task/s as knowledg of topic increases - Extend vocabulary - Tiered tasks - Provide complexity of content - Inquiry based learning - Fast paced - Open ended tasks - Use de Bono's 6 Hats to respond to and think about topics/questions - Pre-teach specific vocabulary - Simplify language - Modify quantity of work - Modify worksheets & learning - Provide concrete examples - Break down tasks into simple steps - Modify for prior learning experiences/cultural context - Focus on individual goals - Provide graphic organisers - Vary levels of questions - Vary teaching intensity - Opportunity to learn through multiple intelligences 	<ul style="list-style-type: none"> - Independent learning - Reduce personal assistance and encourage work in pairs/groups - Freedom to set & monitor own goals and targets and track individual progress - Opportunities to work, learn and share findings with peers of similar ability - Cater for preferred learning styles & provide opportunities to work in non-preferred styles - Provide assistance to students working at/below to help them consolidate concepts - Movement breaks - Varied use of ICTs - Specific seating arrangements - Flexible groupings - Consideration for light, noise, temperature - Flexible seating arrangements - Choice of learning space e.g. inside/outside - Consistency in class routine and behaviour management - Flexible groupings - Vary teaching – direct, explicit, facilitator, guide, provide feedback - Access to assistive technology - Peer tutoring - Increased visual supports - Consistency in class routine and behaviour management - Assist students to monitor goals & targets, track progress and set new goals - Cater for preferred learning styles - Assistance from students working at/above level - Use non-verbal cues (thumbs up), visual (stickers, stamps)

RESOURCING

At Enoggera State School Human and Financial Resources are allocated according to school priorities (AIP and budget) and student learning needs which are documented on support timetables.

MODERATION

At Enoggera State School, teachers engage in a series of activities including professional conversations and sharing expectations about student learning and achievement. Moderation is a process undertaken ideally at multiple stages in the teaching and learning cycle to ensure professional judgments about individual summative assessment and assessment folios are consistent and comparable. At Enoggera State School, moderation processes support teachers to align curriculum, pedagogy, assessment and reporting.

To ensure effective moderation, teachers are encouraged to use model responses for summative assessment. These model responses support teachers to deepen understandings of the curriculum and expectations about the quality of evidence in student work required to demonstrate relevant achievement standards.

At Enoggera State School all teachers engage in school moderation on a termly basis following the *Before-After-After-End* model.



ASSESSMENT

At Enoggera State School, teachers plan, design and implement assessment to monitor and gather evidence of student learning and achievement against the relevant achievement standards. They use assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student learning and achievement.

Formative assessment including monitoring tasks, diagnostic tools, observation and standardised assessment, is used to monitor and provide feedback on student learning, as well as inform differentiation of teaching and learning.

Summative assessment provides evidence of student learning against the achievement standard for each learning area. Summative assessment provides opportunities for students to:

- interrelate understandings and skills derived from aspects of the achievement standard being assessed
- demonstrate a range of performance against each aspect of the achievement standard being assessed (using the appropriate five-point scale).

Diagnostic assessment

At Enoggera State School, assessment folios in all learning areas are used to determine the overall level of achievement in each learning area, using the appropriate five-point scale. Teachers use assessment folios to track and record student progress, make on-balance judgements, moderate and award overall levels of achievement.

2023	ENOGGERA'S SCHOOLWIDE ASSESSMENT SCHEDULE					
	ASSESSMENT TOOL	DESCRIPTION	Term 1	Term 2	Term 3	Term 4
Curriculum Assessments	<i>Unit Pre-Test</i>	Maths unit assessments	✓	✓	✓	✓
	<i>Curriculum Unit Testing</i>	As part of curriculum units of work, student complete key English, Maths, Science and other KLA assessment over each semester. These are summative assessment pieces and are used to inform decisions around A-E ratings on the end of semester report cards.	✓	✓	✓	✓
		Formative Writing Task (Cold Write) – English Unit Text Types	✓	✓	✓	✓
Diagnostic Assessments	<i>Early Start</i>	Conducted by Support Staff	✓			✓
	<i>Cars and Stars</i>	Diagnostic testing	✓	✓	✓	✓
	<i>PM Benchmark Testing (Prep – Year 2)</i>	Diagnostic Reading Assessment – For tracking and diagnostic purposes. NB Data to be entered into One School by Friday of Week 6 in Terms 2 and 4.		✓		✓
	<i>PROBE Testing (Years 3 to 6)</i>	Diagnostic Reading Assessment – For tracking and diagnostic purposes NB Data to be entered into One School by Friday of Week 6 in Terms 2 and 4 * Fiction text to be use (Non-fiction when minimal evidence of achievement.)		✓		✓
	<i>M100 - 300W Sight word Checklists</i>	Years Prep – 2 (high frequency word recognition)	✓	✓	✓	✓
	<i>Class Based Testing</i>	Examples: Reading anecdotes/observations, weekly testing of number facts, spelling, sight words and language conventions, diagnostic maths and writing assessments, Jolly Phonics and Grammar assessments and check out tickets to inform targeted teaching.	✓	✓	✓	✓
Other Assessments	NAPLAN	Years 3 and 5		✓		
		Years 2 and 4 (Diagnostic Testing)	✓			✓
	<i>Learning Support Screeners –</i>	Needs Basis As required.				
	<i>EAL/D Band scales</i>	As required.				

REPORTING

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning. In addition to providing written reports twice a year in Terms 2 and 4, Enoggera State School offers parents opportunities to discuss their child's educational performance at the school with their child's teacher in Terms 1 and 3.

Written report cards report student achievement for each learning area/subject studied in the reporting period, against the relevant achievement standard. Student effort and behaviour is also reported. At the end of the semester in which the achievement standard is completed, the teacher makes an on-balance judgement about the student's overall level of achievement for the achievement standard. This judgement is based on the evidence of student performance in the assessment folio.

Teachers make judgments about the quality of student work in the assessment folio or individual assessment instruments, that is, how well the student has met those elements of the standards that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale.

	Prep	Years 1 – 2	Years 3 - 6
Achievement	Applying Making Connections Working with Exploring Becoming Aware	Very High High Sound Developing Support Required	A B C D E
Effort and Behaviour	Comment	Very High High Sound Developing Support Required	Excellent Very Good Satisfactory Needs Attention Unacceptable

HOMEWORK POLICY

Statement of Intent

Homework plays three major roles in a child's education. Firstly, it is used to reinforce work that has been covered recently at school. Secondly, it encourages the child to develop positive study habits which may impact on success in higher education. Thirdly, homework provides an avenue where school and home can be linked.

Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, family and cultural activities

Role of Teachers

Teachers can help students establish a routine of regular, independent study by:

- setting homework on a regular basis
- clearly communicating the purpose, benefits and expectations of all homework
- checking homework regularly and provide timely and useful feedback
- using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework
- giving consideration, when setting homework, to other academic and personal development activities (school based or other) that students could be engaged in
- discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework

Homework appropriate to particular years of schooling

The following is a guide in determining the amount of set homework that students might be expected to undertake.

In Prep to Year 2, set homework could be up to, but generally not more than, 1 hour per week.

Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, local environment, and family outings
- preparation for oral presentations
- opportunities to write for meaningful purposes
- basic facts – phonics, sight words spelling and number facts

In Year 3 to Year 6 set homework could be up to, but generally not more than, 2 hours per week.

Tasks may include:

- daily independent reading
- activities across different subject areas
- extension or completion of class work