



Homework Policy

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STATEMENT OF POLICY

Marian Catholic School recognises that meaningful learning happens both at school and at home. Our approach to homework is guided by current educational research, our commitment to student wellbeing, and our belief in strong partnerships with families.

RATIONALE

A 2026 Education Daily report summarises University of Melbourne findings showing that homework in primary school has a measurable effect of around zero on academic achievement. In 2025, the Australian Education Council launched a national review of homework policies, driven by several concerns including student wellbeing and family stress. Research shows minimal academic benefit in primary years and calls for clearer purpose-driven guidelines.

Research shows that the most effective homework for primary-aged students is **daily reading**. Reading is a foundational literacy skill that supports many other aspects of learning, including writing. Through regular reading, students develop familiarity with sounds, words and language, expand their imagination, deepen their understanding of diversity, build general knowledge and grow a genuine love of literature. As a core component of the Australian Curriculum, literacy underpins learning across all subject areas and supports students in every aspect of life.

INTRODUCTION

Marian Vision for Learning – ‘Every student learning, in every classroom, every day’

Marian Catholic School believes that homework should:

- Be purposeful and relevant
- Be appropriate to the phase of learning (e.g. Early, Middle and Upper years)
- Offer opportunities for students to develop independence
- Support a Universal Design for Learning (UDL) approach that offers some element of choice and allows students to share their knowledge in a variety of ways
- Support a love of learning
- Promote students’ commitments to recreational, family and cultural activities
- Support the dynamics of modern family life.

POLICY DIRECTIVE

Marian Catholic School Homework will consist of:

Prep to Year 2

Daily Reading with, to or by a parent/carer or older sibling, and may include practise of letters, sounds or high frequency words. Parents/Carers are encouraged to discuss the text with their child to develop comprehension skills (e.g. events, characters, setting, feelings and ideas about the text).

Years 3 to 5 and Year 6 (Semester 1)

Daily Reading, which could include independent reading or reading with, to or by a parent/carer or older Sibling. Parents/Carers are encouraged to discuss the text with their child to further develop comprehension Skills (e.g. events, characters, setting, feelings and ideas about the text).

Self-Paced Project: Throughout the term students will complete a self-paced project which will enable them to practise skills developed in class. The project will be presented to classmates and their teacher. Only oral presentation skills will be assessed, according to success criteria for each year level.

Year 6 (Semester 2)

Daily Reading, which could include independent reading or reading with, to or by a parent/carer or older Sibling. Parents/Carers are encouraged to discuss the text with their child to further develop comprehension Skills (e.g. events, characters, setting, feelings and ideas about the text).

Learning Area Based Homework: Homework set for different Learning Areas each week. Students to record homework requirements in their Daily Diary.

Additional Tasks: Parents who wish to set their child additional home tasks may choose to do so, however, these will not be set or marked by the classroom teacher. Students may also access various educational websites, under the supervision of parents, if they choose to do so. Reading should always be the priority.