

VISION STATEMENT

We strive to create a school that truly equips young people for their engagement with the world and the challenges of this century, by fostering an attitude of learning with purpose and joy

VALUES

Our core values include Truth, Courage, Moral and Ethical Responsibility and Growth.

RATIONALE

The purpose of this procedure is to foster independent learning, self-discipline, and personal responsibility in students at Sophia Mundi Steiner School, following Steiner educational principles. Homework is seen as a means to deepen students' understanding, build life skills, and create a harmonious balance between intellectual, artistic, and practical activities. This procedure aims to guide students, teachers, and parents in creating a meaningful and effective homework routine that supports the development of the whole child.

SCOPE

The application of the policy is relevant to the governing board, principal, to school staff, students and parents.

AIMS

The aims of this policy are to:

- Deepen understanding: Reinforce and extend the learning explored in class through repetition, practice, and creative engagement.
- Encourage independent study: Foster a sense of personal responsibility and self-directed learning.
- Promote balance: Ensure a harmonious relationship between academic work and extracurricular or creative activities, such as arts, music, and physical pursuits.
- Develop self-management skills: Cultivate time management, organization, and problem-solving skills.

SCHOOL HOMEWORK PROCEDURES

1 Homework Tasks:

Homework will include a variety of tasks aligned with the curriculum, with a focus on the integration of head, heart, and hands. These tasks might include:

- Curriculum based academic tasks: consolidate curriculum concepts, preparation for assessments, revision of lesson content and practice questions.
- Reading and Reflection: Engaging with literature, poetry, or a text and reflecting on it through written or creative expression.
- Creative and Artistic Activities: Projects or tasks that integrate artistic skills and concepts with academic content, such as drawing, painting, or crafting models related to a subject.
- Practical Tasks: Activities that may involve hands-on learning, such as experiments, nature walks, or crafting related to a specific subject area.
- Revision and reflection: On content of lessons ie: journaling, and developing summaries or mind maps.

2 Time Commitments:

The amount of time allocated to homework will increase gradually through the secondary years, with a focus on quality and depth of engagement.

2.1 Homework timetable Years 7-12

All Year 7, 8 and 9 students will develop and follow a homework timetable. Guardian teachers will support each student to prepare a study timetable in consultation with subject teachers as needed.

Subject teachers will distribute and explain allocated homework so that students can complete it on their scheduled day. All tasks and related homework must be uploaded to Compass for students to access.

The approximate overall time for homework in the secondary school are:

- Year 7-8: Approx. 30 minutes of reading + 40 minutes of homework tasks (including creative or hands-on projects).
- Year 9-10: Approx. 30 minutes of reading + 50-60 minutes of homework (which includes self-reflection, creative projects, or research-based work).
- Year 11-12: Up to 2 hours of homework and study, particularly in preparation for assessments. This time is likely to increase in preparation for exam periods.

3 Student Responsibilities

Homework Completion: Students are expected to:

- Record homework tasks in their Student Diary (Years 7-10) or Managebac tasks (Years 11-12).
- Allocate dedicated time each evening for homework and reading.
- Complete tasks with a spirit of mindfulness and engagement, allowing time for reflection and integration of the learning.
- Participate in creative or artistic tasks that complement the intellectual material explored in class.
- Seek teacher support if they are having difficulty with a task.

3.1 Homework specific to Main Lesson (years 7-9):

Students are encouraged to regularly review and reflect on their Main Lesson books as part of their homework routine. They should:

- Summarize key learning points.
- Engage creatively with the material (e.g., drawing, journaling, or experimenting).
- Complete any supplementary or reflective tasks related to their Main Lessons.

3.2 Homework and Extracurricular Activities:

Homework should not interfere with physical activity, artistic pursuits, or time with family. Students are encouraged to cultivate a routine that nurtures their intellectual, emotional, and physical well-being.

In the senior years, development of a study timetable for each student is encouraged to manage extracurricular activities with Study.

4. Teacher Responsibilities

4.1 Assigning Homework - Teachers will:

- Set meaningful, purposeful homework that is aligned with Steiner’s holistic educational principles and in accordance with the Secondary school - assessment and reporting policy.
- Upload all homework tasks to Compass for students to access. Parents/Guardians may also have access these tasks.
- Provide clear instructions and expectations for homework, ensuring that students understand the goals of each task.
- Clearly indicate the timelines for submission and completion dates of all homework.
- Ensure tasks are age-appropriate and support both individual growth and collective class goals.
- Consider the overall study load of students to avoid overloading with tasks.
- An IB DP assessment calendar is developed annually by the IB DP faculty to ensure year 11 and 12 assessments are appropriately spread out to avoid simultaneously deadlines.
- IB DP teachers must follow the DP annual assessment calendar deadlines. Any alteration to those timelines must be discussed with the Diploma coordinator prior to being implemented.

4.2 Feedback and Assessment - Teachers will:

- Provide timely and constructive feedback on homework that supports academic skill development.
- Acknowledge the creative and artistic efforts of students, fostering a sense of pride in their work.
- Provide support and guidance for students who may need help managing their homework workload.

4.3 Parent Communication - Teachers will:

Ensure that parents are kept informed about homework expectations and any challenges students may face. Communication may occur through Parent Evenings, Compass, or email about homework.

5 Parent/Carer Roles

Parents and carers are encouraged to:

- Support students to establish regular routines for study that allows time for rest and other activities.
- Provide a quiet and supportive study environment for their child.
- Be actively involved in discussions about homework, offering gentle guidance and support.
- Encourage their child to approach homework reliably with integrity, creativity and mindfulness, helping them to find balance and integration with other activities.

Communication with Teachers:

If there are concerns regarding homework, parents are encouraged to:

- Communicate with teachers through Compass or directly by email or phone.
- Share any difficulties their child is experiencing in completing tasks and discuss options / solutions.

6 Late or Incomplete Homework

Students are expected to complete homework set by their teachers by the designated due date. In the event of incomplete or late homework, teachers may:

- Offer additional time or guidance to support the student in completing the work.
- If there is a pattern of non-completion, parents will be contacted to discuss any underlying issues and provide support.
- Students who consistently fail to complete homework may be asked to extra non lesson time with their teacher to ensure that tasks are completed in a supportive environment.

6.2 Homework extensions

Year 7-10 students: If students need more time to complete a task, they should request an extension from their subject teacher prior to the due date. Approval for any extension is at the discretion of the subject teacher with consideration to the nature of the task and the overall learning and assessment goals.

Year 11&12 students: Applications for extensions to year 11&12 tasks (Appendix 1) must be submitted to the subject teacher 5 school days before the task due date.

Approval of extensions is finalised and communicated to the subject teacher and student by the Diploma coordinator.

Appendix 1: Extension application form

INTERNATIONAL BACCALAUREATE
Year 11 and 12 - Application for an
Extension for an Assessment Task
To be completed 5 school days before due date

Students Name: _____ Year: _____

Name of Subject Teacher: _____

Assessment Task for which Extension is sought: _____

Assessment Due Date: _____

Number of days extension sought: _____

Reason for Extension is:

Supporting documentation attached:

- Doctor's Certificate (illness)
 Parent's letter (misadventure)
 Other (please specify below)

Extension granted: Yes No

If granted, new Assessment Due Date: _____

Teacher's Signature: _____ Date: _____

Parent Signature: _____ Date: _____

IBDP Coordinator's signature: _____ Date: _____



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